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Volume 8 contains works of international cooperation of lifelong education researchers and practitioners from Austria, Armenia, Belarus, Bulgaria, Denmark, Kazakhstan, Poland, Russia, Slovenia, Tajikistan, Turkey, Uzbekistan, Ukraine, Finland and Sweden. Concept of lifelong education, suggested by UNESCO, has received further practical discussion at the pages of this book. Lifelong education has become an integral part of national and world culture, condition of successful innovative development of national states and whole world community. More and more people realize the necessity and need in learning through whole life. Authors of publications, presented at this volume, focused on the following topical problems: lifelong education as condition and factor of innovative development of economics, and social sphere of state, society and person, Bologna process and national systems of education in the context of global system of lifelong education formation, forms and types of supplementary education; reproduction of work potential and increasing of human resources; place and role of pedagogue and educator in socio-educational space in whole and educational institution particularly; pedagogical innovations in educational process; lifelong education as global culturological mission etc.

Works of international cooperation are interest for Russian and foreign pedagogues of higher educational institutions, teachers of comprehensive schools, heads of educational institutions, organizers of education, scientists and postgraduates. Present book will be published in English.

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Lifelong learning and the socio-economic context of education for sustainable development: A new role for the university

Arne Carlsen

Education for sustainable development: a changing concept

The concept of education for sustainable development has in recent years expanded from environmental education to also embedding economic, social and intercultural dimensions – combining respect for nature with economic growth, social inclusion and intercultural diversity.

Similarly, the focus on knowledge production, knowledge transfer, consciousness raising and curriculum development in education for sustainable development has led to a situation where along with the traditional Mode 1 of knowledge production, Mode 2 and the use of produced knowledge has gained importance. In the domain of educational policy, this implies a movement from knowledge and skills to how to use knowledge and skills – in other words, to competences and competence development.

Socio-economic development: new role of universities

This paper will analyse recent developments in European educational policies - regarding the new role of universities in lifelong learning and continuing education for sustainable development. Universities are seen to increasingly having to develop programmes in continuing education and training in order to act as motors for sustainable development. They are to play a role in society, where they offer continuing and further education and training to citizens, who in turn will contribute to the sustainable economy and society. In this respect universities need to focus more on developing relevant and high quality knowledge and evidence for changing pedagogical practices and for educational reforms. Universities need to communicate the new research results to a wider public. Universities need to develop new vocationally oriented and labour-market oriented competences, that increase the employability of graduates.

The key feature and strength of the university is its experience of organisational learning. Organisational learning and organisational knowledge are two interrelated components of a learning community. The roles of the university in building the learning society therefore are inseparable from its roles in developing a knowledge society. Furthermore, the creation of knowledge takes place not only when a scholar make a discovery during his research, but also when the knowledge is shared on the collective level.

Lifelong Learning: an important part of sustainable development

Continuing education for sustainable development is no longer only about developing a curriculum or introducing sustainable development into subject-teaching. Continuing education and training at all levels and lifelong learning have themselves become an important part of sustainable development. This goes for management courses and courses for professionnals at the highest level, upgrading and up-skilling of the labour force, and to reintroducing into adult education the offer of courses in new basic skills, as studies show that social inclusion to a large extent depends on inclusion via overcoming literacy problems.

The general mechanism through which education is to influence growth, and then development, would be by productivity increase. Higher levels of skills will be conducive to a higher level of productivity in the knowledge economy.

The university and lifelong learning in the policy domains

The impact of the present financial crisis to higher education is highly relevant to the question of the new role of universities in lifelong learning. In Montenegro October 2009 the Fifth World Bank Education Conference - Financing Higher Education at a time of Economic Crisis – stated that higher education has been acknowledged as a key driver of economic growth, social development and individual and collective prosperity, but under the present circumstances the question is how to create modern, efficient and dynamic higher education, that can develop quality provision in terms of teaching and learning, research and innovation, and other areas. In Manila March 2010 the Asia-Europe Education Workshop “The Impact of the Financial Crisis to Higher Education” ascertained that lifelong learning can be a response to the financial crisis.

The European University Association (EUA) representing some 800 universities published in December 2008 the EUA Lifelong Learning Charter, where universities agreed to

‘ Embedding concepts of widening access and lifelong learning in their institutional strategies;• Providing education and learning to a diversified student population;• Adapting study programs to ensure that they are designed to widen participation and attract returning adult learners;

• Providing appropriate guidance and counseling services;

• Recognizing prior learning;• Embracing lifelong learning in quality culture;

• Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning;

• Consolidating reforms to promote a flexible and creative learning environment for all students;• Developing partnerships at local, regional, national and international level to provide attractive and relevant programs;

• Acting as role models of lifelong learning institutions;

The EUA LLL Charter also calls for concerted action from governments in providing the appropriate legal and financial frameworks to develop lifelong learning. It matches the 10 commitments from universities with an equal number of desired commitments for governments. These include: promoting social equity & an inclusive learning society; including lifelong learning objectives in national quality assurance systems; recognising prior learning; removing legal obstacles that prevent potential learners from responding to LLL opportunities, ensuring the necessary university autonomy and incentives for universities; and acting as role models in relation to their own employees.

In its report Trends 2010 – A decade of change in European Higher Education, published March 2010, EUA advocates that education provision shall be seen in a lifelong learning perspective, and that there is a clear need for European higher education institutions together with national authorities to connect policies in order to create accessible, flexible and transparent student-centered learning in a broad partnership, including employers.

In ”The Bologna Process 2020 – The European Higher Education Area in the new decade”, The Communiqué of the Conference of European Ministers responsible for Higher Education, Leuven and Louvain-la-Neuve, April 2009 states that Europe can only succeed in creating a Europe of knowledge, if it fully engages in lifelong learning as well as in widening participation in higher education. Among the higher education priorities for the decade to come, the first two are the social dimension and lifelong learning. The social dimension is about equitable access and completion, widening access from underrepresented groups, where lifelong learning is about gaining new skills and competences through flexible learning paths, including part-time studies, as well as work-based routes. The success of policies for lifelong learning is seen to be based on recognition of prior learning on the basis of learning outcomes, as well as on national qualification frameworks.

Eurydice provides information on and analyses of European education systems and policies and consists of 35 national units based in all 31 countries participating in the EU's Lifelong Learning Programme. It presented in March 2010 the study ”Focus on Higher Education in Europe 2010: The impact of the Bologna Process” which is a comparative study on higher education reform in the 46 countries in the Bologna process. Where the social dimension of higher education is seen to be a significant challenge with few countries having linked their policies on the social dimension to the Bologna commitment, and having raised participation to mirror the overall societal distribution, lifelong learning has become a recognized mission during the Bologna decade, but nevertheless remains a peripheral concern in many countries. However Eurydice states that the focus on the social dimension and lifelong learning will be even more important throughout the next decade if the crucial goal to establish a Europe of knowledge is to be achieved.

The Bologna Ministerial Anniversary Conference March 2010 in Budapest and Vienna launched the European Higher Education Area, and agreed in the Budapest-Vienna Declaration, to stands up to the commitment from the Leuven and Louvain-la-Neuve Declaration.

In the area of UNESCO, the Education for All – Global Monitoring Report 2010 advices to use the crisis as an opportunity to create sustainable systems with inclusive education, and put an end to marginalization. Furthermore the UNESCO Global Report on Adult Learning and Education (GRALE), prepared for the UNESCO World Conference on Adult Education in Belem December 2009, is meant to address the need for a global reference document by bringing together quantitative and qualitative data analyzed from the perspectives of the broad range of stakeholders in the field, and calling upon universities and research environments to contribute to the task.

The conclusions to be drawn from analysing recent education policy documents about the role of universities and of the socio-economic context of education for sustainable development points to a new agenda, where the global financial crisis can be seen to have a potential as a lever to change, with a potential new university role with focus on a social dimension and on lifelong learning, with new partnerships with labor market and industry, and a commitment to more relevant and high quality research, and finally for targeting the cultural issues. Within the concept of sustainable development, the role of the university should also be seen as an essential part of the promotion of human flourishing.

THE RUSSIAN HIGHER EDUCATION SYSTEM: A REVIEW OF SOME LESSONS FROM THE ECONOMIC CRISIS

N. A. Lobanov

World economic crises are the price mankind has to pay for their social well-being and inadequate education.

The Russian education is one of the bastions of the state that has withstood the heavy onslaught of the national economic crisis. There are two factors that contributed to the robustness of the Russian education system against the impacts of the economic downturn: first, the "conservative" organizational structure of the Russian education system, and second, financial and organizational support provided by the state to the entire education system. Moreover, the economic crisis gave additional impetus to the development of Russian education by leading its actors to learn certain lessons. It is mainly economists and political scientists who usually write about economic crises. But modern economic crises, whether national or world-wide, are usually system-wide; therefore they are driven not as much by economic and/or political factors, but by a combination of multiple reasons associated with world development. Hence, the causes and responsibility for them to some extent go beyond the economic sphere. In our opinion, education has some responsibility to bear as well. In this report, we will try to prove this statement and discuss some lessons that should be learned from the world economic crisis from the perspective of education, mainly higher education.

Lesson one. It is not an exaggeration to say that some responsibility for the root causes and consequences of the world economic crisis is borne by all areas of business activity that causes changes in the world. No matter how minor the role of any business actor in the global scenario of the world crisis is, every party to this world drama has to become an object and subject of scientific research. This is why neither global nor national education systems should become an exception. Besides, the role of education is not that small.

Whenever a large man-made disaster happens in one or another part of the world, expert groups involved in a thorough investigation of a "man-made tragedy" almost always discover "human factor errors". This was the case with the Chernobyl accident (1986), the Columbia Shuttle

disintegration (2003) and the Sayano-Shushenskaya Hydroelectric Power Plant accident (2009). In the case of the global economic downturn, the "human factor" is one of the underlying causes, too. We are not going to discuss the economic causes of the crisis, since this goes beyond the scope of this study. However, we find it necessary to ask why both foreign and national scientists failed to anticipate and "get the word out" about the approaching economic downturn in good time? The answer is quite simple: neither foreign nor Russian scientists had sufficiently efficient methods for predicting an approaching disaster and thus they were unable to offer a timely solution to at least mitigate its adverse consequences, if not prevent it. It is known that science reflects education. Therefore, we believe that education is also responsible, to a certain extent, for the consequences of the world economic downturn. If crises can teach us anything, the first lesson to be derived from the "economic tragedy" is that two or three universities should introduce a new specialization — "Global Studies and Anti-Crisis Management".

Lesson two. The crisis has highlighted the inability of many sectors of Russian academic and industrial science to ensure an adequate level of innovative development of the real economy, and almost zero involvement of business in research. This is explainable, because the organizational model of science developed in Soviet times, which consolidated academic, industrial and university science, has long disintegrated, with university science and, to some extent, industrial science having, in fact, ceased to exist. This means that the situation will become critical if the government fails to carry out a structural reorganization of the scientific research system, mainly in the field of university science.

It is absolutely obvious that the Soviet system-based organizational model of science can no longer be restored. It has also become apparent that academic science alone will not be able to provide innovative breakthroughs across the real economy. At the same time, there is an urgent need for this to be addressed. This is one of the lessons explicitly revealed by the economic downturn. **Under these circumstances, the Russian government has decided to introduce a new organizational model of science, where a portion of fundamental and industrial research will be conducted by universities and other higher education institutions.** This model is yet not similar to the one adopted in the U.S., where scientific research is concentrated in universities, but it is already not the one that existed in Soviet times. Federal and national research universities should become centers for both scientific research and training of a new generation of Russian researchers.

The Federal Law that has granted education institutions the right to set up small businesses to apply (implement) the results of their intellectual activities in practice marked the next step towards the involvement of higher education institutions in scientific research.

This structural reorganization involves, first, the drastic (economic, organizational and legal) enhancement of university science and, second, the creation of an environment in federal universities, national research universities and small implementation businesses related to higher education institutions for training a new generation of researchers who are to make an innovative breakthrough into the 21st century in practice.

Lesson three. The expectations for 2009 that the economic downturn would have a highly adverse impact on the enrollment of students by for-profit departments of state higher education institutions and by non-state higher education institutions proved to be incorrect. Measures taken by the government to support higher education institutions, in particular an increase in the number of students enrolled on a competitive selection basis, have also made a positive difference. We can expect that in 2010 the enrollment in state and non-state higher education institutions will not be reduced. Higher education is one of the most important priorities in life among the population. Although a significant portion of the population experienced a reduction in their income in 2009, this had no, or almost no, impact on households' social plans for the continuation of children's education, but led to reallocation of household budgets in favor of tuition fees for higher education. Although it is unlikely that the real income of the majority of households will grow in the nearest two years, and even if it will, the growth will be very slow, the orientation to pursue higher education among high school and vocational school graduates will persist. As for the budget-financed forms of higher education, the government has increased the number of students who can be enrolled in respective departments and postgraduate schools, in order to mitigate the consequences of the economic downturn for low-income categories of learners. In general, the economic downturn did not affect the amount of budget finance allocated to state higher education institutions.

Lesson four. The economic downturn once again has made us seriously think of the quality of education provided by Russian higher education institutions: the low level of professional knowledge among graduates from universities and other higher education institutions is still one of the major reasons for the slow development of national innovative capacity. Apparently, this has led to "revisiting" the issue of the appropriateness of distance learning in higher education institutions in

2010. The initiative was pioneered by the St.Petersburg State University, which announced the suspension of enrollment of distance learners. The initiative was supported by V.A. Sadovnichiy, an Academician and the President of Moscow State University. The arguments put forward by the two leaders of Russian higher education are very concise: with distance learning, the quality of education is low. There are opponents to this position, who give examples of effective training of specialists under a distance learning system. However, we have to admit that as a mass form of higher education, in real practice distance learning a priori provides knowledge of lower quality than full-time or evening programs. Although the reasons behind the low quality of education are associated not as much with learners as with educators, the fact remains. Certainly, it is not only the crisis that induced the consideration of abandonment of distance learning as an insufficiently effective form of higher education. The worsening demographic situation and an anticipated decrease in the number of enrollees have also contributed to such a radical decision, since with the abandonment (or drastic reduction) of enrollment of distance learners, a higher education institution does not give an enrollee any other choice but to be enrolled either as a full-time or evening student. And these forms of learning in fact define the image of a higher education institution.

Lesson five. For the first time since the era of Peter the Great, Russia faces a situation where the transition to innovative development becomes, perhaps, the sole condition of its existence and development. This became explicitly evident during the current economic downturn. In this situation it is very important to provide scientific validation of the vectors of innovative impact on the drivers of short-term and long-term economic growth. There is a risk that many higher education institutions will be tempted to keep the traditional archaic system of teaching, hiding behind the term "innovation" as a "virtual shield", and that national engineering and humanities research centers will offer “yesterday’s” developments. And there are sufficient grounds to believe that this may be the case. Scientific and journalistic articles found in technical and humanities journals are studded with terms such as "innovation", "innovative development" and "innovative approach". At first glance, they resemble publications that were common 20 or 25 years ago, when nearly any article on socio-economic issues began with the words: "under conditions of scientific and technical progress" or "under conditions of the technological revolution". At the same time, an innovative approach is no more than an attempt to speed up technical progress. Consequently, it is not a matter of the terminology (albeit well defined concepts and goals are extremely important) but of the

ways of transition to innovative development. It is crucial to avoid repeating mistakes made in the implementation of the concept of accelerated technical progress. I believe that the biggest mistake made by the ideologists of accelerated technical progress in the past was to select the heavy and defense industries as the main targets of large investments and innovations, and not human resources and infrastructure that serves various human needs. Many of the social goals remained in the form of declaratory promises, which is a direct consequence of the fact that the social sphere was not made a subject of scientific and technical progress or, speaking in modern terms, a target of innovation. Therefore, it is very important to prevent making such a mistake when developing a national strategy for innovative development in Russia for the next ten years. A special role in this strategy should be given to the higher education system as a developer and promoter of social and technical innovations. But in order to do so, one should know **what position is taken by this or that higher education institution on the rating scale of innovative development (within the scope of its specialization) and what path of innovative development it follows**. The year 2010 (the beginning of recovery after the crisis) could be made the starting point for measuring the level of innovative development for higher education institutions in their movement along the innovative development scale. Unfortunately, this opportunity has not been used so far.

Lesson six. A government initiative to create an innograd (a neologism meaning an innovation town) in Skolkovo, Moscow Region, is yet another unprecedented step towards the reconstruction of Russian science. According to the intentions of Russia's top authorities, the innograd is to become a Russian center of high technology. For Russian science, it is a new organizational form, different from academic, industrial or university ones. However, the innograd is likely to become the center of not only high technology, but also of innovative forms of education. Thus, the innograd (to the extent that it is related to education), federal universities and national research universities will develop into a new strong sector of university science. It should be admitted that the economic crisis has accelerated the development of a new sector of university science.

Conclusions. World and national economic crises are inherently destructive. However, a crisis (from the Latin "crisis", meaning a turning point) is also a **warning** to mankind in general and its individual communities in particular **that they should change the way they live and work**. A crisis makes man start questioning many of the things he did

before: what was superfluous and what things were disastrously lacking in this activity. And then it suddenly turns out that economic peace provided by economic well-being is, in fact, ephemeral. Therefore one should always remember that the way to an economic downturn is paved with bank notes not backed by assets. However, there is a positive aspect of any crisis: it gives an impetus to new economic, social and at times political processes that lead nations to a higher level of economic and social development. But this is only possible if proper lessons are derived from the crisis outcomes in a timely fashion.

NON-GOVERNMENTAL INSTITUTES OF HIGHER EDUCATION IN RUSSIA: REALITY AND PROSPECTS

O. I. Kosenko

In December 2001, the Government of the Russian Federation considered and approved the *Concept of Modernisation of Russian Education for the Period up to 2010* [1] developed by the Ministry of Education of Russia. The document states that the governmental, political, social and economic transformations of the late 1980s and the early 1990s made an essential impact on Russian education and, in particular, allowed the development of the non-governmental sector of education. The measures on modernisation of Russian education were suggested to include further development of non-governmental educational organisations/establishments with a simultaneous increase in control over the quality of educational programs they implement. In particular, an increase in the requirement of quality vocational training, re-attestation and repeated licensing of non-governmental institutes of higher education issuing state-approved diplomas as appropriate.

Seven years passed, and in December 2008, the Minister of Education and Science A. Fursenko had to recognise the expediency of an essential reduction in the total number of institutes of higher education operating in the country. The minister stated that Russia today has about 50 serious competitive universities. Some 150–200 more institutes of higher education provide good education, but with narrower specialisations. All in all, there are 1,500 accredited institutes of higher education and 2,200 branches in the country today. According to A. Fursenko, “in the near future, the number of branches of institutes of higher education in the regions will halve, some of them being closed, others being attached to those providing better education. In about four years, the number of institutes of higher education is going to be cut by 20 %, also by reorganisation and through mergers” [2].

It is reasonable to expect that the modernisation of the Russian system of higher education will affect non-governmental institutes of higher education first of all. Practice shows that a lot of non-governmental institutes of higher education in Russia do not provide the necessary quality of training for students for the following reasons:

(a) their training and methodological basis is weak. As a rule, they have insufficiently well-equipped educational premises, out-of-date hardware, labware and research literature;

(b) the regular faculty is scanty. The primary academic load is fulfilled by hourly workers, highly qualified teachers of many subjects being unavailable;

(c) the methodological maintenance of the academic process is primitive. As little original authoring as there is, there is no financial stimulus for it to be introduced;

(d) at the stage of enrolment of students, there is no strict selection of entrants. Non-governmental institutes of higher education actually take in all solvent “customers”;

(e) the widely advertised individual approach to teaching actually turns into low exactitude with students. Although there is some fall-off as a result of attestation, it is insignificant;

(f) teachers and students carry out no serious research work as there is no necessary funding;

(g) the overwhelming majority of non-governmental institutes of higher education have no internal system of control over the quality of training, and the students are deprived of a real ability to influence the quality of the educational process;

(h) the heads of the non-governmental institutes of higher education include a lot of come-and-go people, ignoring democratic principles of university education. Regular teachers have no reliable protection against their arbitrariness.

The today's licensing of educational activity does not guarantee quality of education: according to Article 33.9 of the law *On Education,* “the content, organisation and methods of the educational process shall not be the subject of expert examination” [3]. According to the established order, the institute of higher education to be attested shall itself draw up a report on its achievements in the accounting period. This document is quite often made up in such a way that truth intertwines with fiction in a hope that the officials checking the institute of higher education and representatives of governmental institutes of higher education will not get to the fact of the matter. As a rule, the committee is met in a very hospitable way as generous payment for consultations held by the members of the committees removes many questions; the self-authored report of the institute of higher education is amended as appropriate, and the expert judgement with a positive assessment is usually subscribed to unanimously. Certainly, it is not everywhere and not always that everything goes off so smoothly. If the non-governmental institute of higher education gets on a “black list” with the Ministry of Education and Science of the Russian Federation, the reason being litigation between an institute of

higher education and a student's parent, the institute of higher education is usually in for serious complications at the stage of governmental attestation.

As for the general tendency, it is as follows: despite its apparent defects, the non-governmental sector of higher education goes on developing extensively, seizing increasingly more territories in the regions. In a situation where licences are extremely seldomly withdrawn, and nobody is going to close unaccredited institutes of higher education, the non-governmental sector of higher education is becoming stronger, gaining vigour and establishing the necessary contacts with the authorities it needs. Non-governmental institutes of higher education have enough funds to attain their goals, which allows successful lobbying for their interests at various levels.

To change this situation, the Ministry of Education and Science of the Russian Federation is going to finish development of the draft law on education in the near future and submit it to the general public for discussion.

You can find our own proposals as applied to higher education below.

In our opinion, it is high time we changed the existing order of licensing of university activities. The respective requirements should contain some absolutely unambiguous obligations of the educational institution on the necessary quality of the educational process. Every institute of higher education should clearly understand what is meant by qualitative training of students, which the institute of higher education must guarantee from the very beginning of its activity and not only in the long term. At the same time, we think we should introduce a new procedure of compliance testing with the licence requirements at the stages of governmental attestation. The necessary information should be assembled regularly - say, annually - and from various sources, which is very important. In addition to the respective committees of the Ministry of Education and Science of the Russian Federation, the quality of training should also be assessed by the organisations concerned – first of all, business structures and public organisations of students.

The normal functioning and development of a modern institute of higher education is known to need considerable capital. That means that institutes of higher education have to be founded by well-off physical and legal bodies, who can be subdivided into two groups. One group is comprised of those who invest material resources, including funds, into the institute of higher education. This group of founders can be represented by:

(a) the governmental bodies or organisations placing educational and other premises at the disposal of the institute of higher education on some terms;

(b) entrepreneurial structures represented by particular firms investing some funds into the educational facilities and the resource base of the institute of higher education, e.g. creation of a library, laboratories, computer classes, etc.;

(c) public organisations representing the students and other consumers of educational services paying for their training. Another group of founders is made up of direct organisers and participants of the educational activity, including:

(a) the institutes of higher education attested and accredited by the government and able to actively contribute to methodological support of the educational process in a new institute of higher education;

(b) highly skilled faculty ready to work in a new institute of higher education on a regular basis;

(c) managers experienced in organizing educational activity.

In the above system of co-foundation, it is necessary to identify and legislatively fix the primary, leading link possessing the necessary authorities to be licensed for educational activity. In our opinion, such a founder should be represented by highly skilled faculty ready to work in the institute of higher education on a regular basis.

Practical experience has convincingly shown that: The majority of today's Russian establishments of education have no steady connection with employers, the markets of labour and education being actually independently from each other. As a result, a lot of enterprises are short of qualified workers and specialists, and a considerable amount of graduates of higher educational institutions have to work in careers for which they are not trained. It seems necessary to legally fix not only the right but also the obligation of business to take part in professional training of employees. For this purpose, the following measures seem expedient to take:

1) to create a national system of professional standards as the basis of governmental educational standards, which would become a system of independent assessment of the quality of education and certification of qualifications;

2) to form databases aimed at the objective assessment of the labour market and forecast the demand in workers and specialists in the long run.

It also seems expedient to amend tax laws to allow payment for not only direct training costs, but also adjacent costs, including investments into the resource base of educational institutions, retraining of personnel, etc.,

as corporate educational costs. According to a recently adopted law, today's higher educational institutions are entitled to found small innovative enterprises on a commission basis. That means that Russian institutes of higher education can now more fully implement their intellectual potential, but only if business structures provide them with respective orders.

In conclusion, let us state the following. The existing division of Russian institutes of higher education into governmental and non-governmental seems to be wrong-headed – an institute of higher education cannot be non-governmental as it takes part in formation of the intellectual elite of the society, and the government cannot stand aside. Therefore, any institute of higher education funded either from the state budget, off the state budget or in a mixed way should be obligatorily subject to governmental regulation. Remaining aloof from the direct activity of institutes of higher education, preserving and even protecting the quite broad autonomy that has developed over recent years, the government should simultaneously have some real leverage in influencing educational institutions unable to provide quality training to students.

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STRATEGIC ROLE OF WORK PLACES IN LIFELONG LEARNING

Renata Tomaszewska – Lipiec

Education of employees, which is becoming part of the *lifelong education of adults*, is one of the fundamental requirements of *knowledge-based economy* and *learning society.* It is turning out to be a significant challenge and at the same time a complementary good which makes it possible to use the solutions of the progress of civilization. *Work places* – business entities that constitute the job market play an important role in this process.

The transformation of industrial economy into the knowledge-based economy leads to deep changes in the character and organization of the job. Information along with an educated man is becoming the driving force of the development.[1] A gradual moving away is taking place from time-consuming professions towards those which use information technology to a bigger extent. Already today in enterprises with production at the world level 80% of the employees are highly qualified.[2] It is predicted that in the half of the 21st century 70% of the work positions will require higher education and workers will constitute not more than 2%.[3] In the face of these processes there is not only the need for a versatile vocational preparation but most of all for lifelong learning. Thus, a work place becomes the main educational environment of an adult.

The importance of lifelong education in and for the development of work places has been noticed in many reports and documents of the European Union. In the present *European Employment Strategy "the development of human capital and lifelong learning"* has been considered to be one of the 10 priorities of the promoted policy. In the light of continual technological changes employees must update their qualifications in order to maintain the productivity of the company. This productivity in turn depends on the recruitment and keeping the work force ready to adapt to changes.[4] One of the assumptions of the Lisbon Strategy is to reach the

[1] J. Grodzicki, *Rola kapitału ludzkiego w rozwoju gospodarki globalnej*, Gdańsk 2003, p. 197 and following

[2] A. Olczak, I. Kołodziejczyk-Olczak (edition), *Leksykon zarządzania*, Łódź 2005, p. 171 and following

[3] After R. Gerlach, *Szkolnictwo wyższe w aspekcie potrzeb rynku pracy*, [in] T. Lewowicki, I. Ziaziun, J. Wilsz, N. Nyczkało (edition)., *Kształcenie zawodowe: Pedagogika i Psychologia nr X*, Częstochowa-Kiev 2008, p. 108.

[4] A. Kwiatkiewicz, *Ustawiczne kształcenie zawodowe w krajach Unii Europejskiej*, Warsaw 2006, p. 29-33.

level of 12.5% of the people between 24-64 years of age taking part in the process of lifelong learning in the year 2010. The realization of this demand is to be supported by more effective use of structural funds and money from the European Investment Bank on educational goals. In order to reach such goals the member states committed themselves to preparing in-depth *strategies of lifelong learning* and implementing the program *Education and training 2010*. An increase of public and private investments in the human capital that guarantee their high quality and efficiency as well as just and clear division of costs and duties of all the beneficiaries of the educational process i.e. individual workers, employers and the state have been a challenge on the European scale. In this respect it has been demanded to make it easier for the entrepreneurs to invest in the human capital.[1]

One of the contemporary concepts underlining the strategic role of work places in the process of lifelong education is the concept of *the learning organization* which was shaped in the '90s of the 20th century and disseminated since the publication of the work *The Fifth Discipline* by P. Senge.[2] This concept is closely connected with the theory of *intellectual capital* which emphasizes the key importance of a man in a work place on account of his uniqueness and difficulty to imitate or substitute.[3] It is also believed to be an optimal model of a work place in the knowledge-based economy because it is an alternative to a model of company using mostly material assets.

This concept is based on the assumption that the only true value of a modern organization is intellectual capital i.e. the workers' knowledge and its key ingredient – human capital i.e. the characteristics introduced to work by a man. A special feature of human capital is a possibility for spontaneous increase of its value thanks to participating in the process of lifelong education.[4] In this respect there are three main elements of building this capital: *attracting the best, improving the best, keeping the best.*[5] The education of employees is placed within the second of the above mentioned processes and provides one of the most important instruments of the development of human capital in the contemporary economic organizations.

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[1] Ibidem, p. 29-33.

[2] B. Mikuła, A. Pietruszka-Ortyl, A. Potocki (edition)., *Zarządzanie przedsiębiorstwem XXI wieku. Wybrane koncepcje i metody*, Warsaw 2002, p. 9 and following.

[3] M. Juchnowicz (edition)., *Elastyczne zarządzanie kapitałem ludzkim w organizacji wiedzy*, Warsaw 2007, p. 13 and following

[4] Ibidem, p. 16-19.

[5] A. F. Smith, T. Kelly, *Kapitał ludzki w gospodarce cyfrowej*, [in:] F. Hesselbein, M. Goldsmith, R. Beckhard (edition)., *Organizacja przyszłości*, Warsaw 1998, p. 239.

In the learning organization education is treated as a natural, integral part of human development. It results from an assumption that personal development is closely connected with professional institutions, in which a person finds employment, and with the fact that there is a strong relation between individual human development and the changes taking place within a given organization. Learning is a superior value and encouraging workers to exchange opinions and views creates more favorable conditions for education. Adults acquire new knowledge best in conditions which, to some extent, question their previous way of doing particular things and when they encourage each other to learn something new.[1] That is why the body of workers of a learning organization by using their previous qualifications and developing new ones is taking part in creating knowledge for specific purposes in an everyday organizational practice. All this serves the purpose of innovation and flexibility in adapting to the clients' expectations.[2]

The importance of such planned and systematic education of employees has been confirmed by successes of many western companies, which believe the development of employees to be a strategic issue, on the world market. A good example is Motorola, which spends about 1% of the value of sales on improvement of its workers, and even suppliers. This makes it possible to have a thirty fold pay back of every dollar invested in education. It has been estimated that in the USA about 150 billion dollars are spent on educating personnel. The Swedish spend about 1 billion dollars a year for that purpose. In many companies educational programs have reached an academic level. They are under the patronage of universities and specialized organizations and involve eminent specialists.[3] One of the most dynamically developing companies in the recent years is Microsoft. It is a classic example of the learning organization. Microsoft has a vision of a global company of the 21st century which unites the workers, it has a specific organizational culture as well as teams working together, jointly accumulating the knowledge and abilities, creating new values and jointly facing the world challenges.[4]

According to many authors, a learning organization is a current tendency in managing a work place in the knowledge-based economy. This

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[1] M. Pedler, K. Aspinwall, *Przedsiębiorstwo uczące się*, Warsaw 1999, p. 20, 51-57.

[2] J. T. Hryniewicz, *Stosunki pracy w polskich organizacjach*, Warsaw 2007, p. 247-263.

[3] Cit. after: B. Belina, *Ustawiczne szkolenie i doskonalenie kadr w przedsiębiorstwach*, [in:] J. Bućko (editor), *Innowacje-Kształcenie-Zarządzanie*, Radom 2006, p. 77.

[4] K. Perechuda (editor), *Zarządzanie przedsiębiorstwem przyszłości. Koncepcje, modele, metody*, Warsaw 2000, p. 76, 86.

concept has found considerable support in the field of declarations, however, in practice there have been great problems in its realization. In Poland most work places are not much different from traditional organizations as far as structure and methods of work are concerned. Research by M. Herbst, who collected information about learning organizations in some countries of Central-Eastern Europe such as Poland, Romania, Slovenia, Estonia, Macedonia and Hungary, has demonstrated that Polish companies cannot serve as a model for a learning enterprise. Moreover, the results of research carried out by, among others, J.T. Hryniewicz have shown that there is a great dissonance between the management and the subordinates filled with anxiety and hostility, which makes it impossible to build a climate favorable for education.[1]

Thus, the experiences of most work places point to significant arrears in the field of educational activity of employees, that is why, as a result the range of needs in this respect is huge. However, in the process of lifelong education work places fulfill a strategic role. The main concern for employers should be to increase the workers' knowledge and motivate them use it effectively. The world of global village causes the human factor to be more and more important. Taking into account the fact that no process in a company takes place without a human involvement, who fulfills different roles and bears the responsibility for the realized tasks, a man becomes its key element.[2]

[1] M. Herbst, *Przedsiębiorstwa uczące się w krajach Europy Środkowo-Wschodniej*, Studia Regionalne i Lokalne 2 (2)/2000, [in:] J. T. Hryniewicz, *Stosunki pracy w polskich organizacjach*, Warsaw 2007, p. 260-262.

[2] Z. Malara, *Przedsiębiorstwo w globalnej gospodarce: wyzwania współczesności*, Warsaw 2006, p. 153.

INNOVATIVE DEVELOPMENT OF THE RESEARCH AND EDUCATION CENTRES OF NOVOSIBIRSK: PROBLEMS AND PROSPECTS

O. V. Zinevich,
N. A. Safronova

Within institutes of higher education, Research and Education Centres, hereafter referred to as RECs, are intended for the fast and mobile training of highly skilled personnel in the spheres of research and education. RECs open up new possibilities for higher vocational training, including the development of research potential in institutes of higher education, the synthesis of educational activity with the latest scientific discoveries and innovations in the field of education. At present, nearly every institute of higher education has one or more research and education centres. However, their practical role in training highly-skilled personnel still remains secondary. Many RECs are engaged mostly in rendering additional educational services in order to derive some income both for their own survival and to provide financial support for their parent higher education institutes.

Originally, RECs were designed as structures that would be able to provide the most effective use of the research, personnel, experimental and instrumental bases behind academic processes. Under optimum conditions, the most important qualifying characteristics of the REC are a high scientific level of research, say at global level, a high productivity of training of highly-skilled research personnel, participation in the training of students within the center's field of research, and the application of the results of this research in the educational process [1]. The real state of affairs is somewhat different. Within the domestic system of higher vocational training, it is rather difficult to combine education and research. New economic/market mechanisms for the running of RECs cannot by themselves provide a synthesis of research and education. New approaches are required to meet the goals set for. These centres should develop as innovative structures, using new forms of labour organisation, new educational technologies, as well as new methods and techniques of teaching and training. In our opinion, the key problem in developing the REC is the combination of market-based survival mechanisms (positioning in the market of educational services, competitiveness) with innovative development. Some of the genuine difficulties and contradictions of innovative development under market conditions can be seen in the REC

for the institutes of higher education in Novosibirsk, the largest economic and educational centre in the Siberian Region.

The market of additional educational services provided by the REC of institutes of higher education in Novosibirsk emerged in the 1990s. At present, practically all Novosibirsk state institutes of higher education and some non-state higher vocational training establishments incorporate research and education divisions rendering additional educational services. As a rule, the biggest institutes of higher education have a large number of additional educational structures. The leaders in the number of RECs are such higher educational institutes as the Novosibirsk State Technical University, the Novosibirsk State University and the Novosibirsk State Teacher Training University. RECs of institutes of higher education can be both technical or humanities based. A number of the RECs of higher educational institutes in Novosibirsk successfully carry out commercially viable applied research.

The highest level of development of applied research can be seen in research and education centres of specialising in technical training. For example, the Siberian State Geodetic Academy has about 10 research laboratories and an REC carrying out research in geodesy and cartography, creating unique products (maps of volume visualisation in the area, digital maps, methods for the cadastral registration of property, lands, etc.). The research and education centres of the Novosibirsk State Technical University, including the Education and Research Centre of Graphic Information Systems, the National Instruments Technology Centre, have a high research potential. Not only does the applied research carried out under the rubric of the RECs allow the creation of a scientifically proven product to be sold to reliable consumers, it also provides innovative economic training for already highly-qualified staff.

At the same time, less than half of all the research and education centres of higher education institutes in Novosibirsk undertake such innovative developments. For the majority of the RECs, their educational activity is a priority, as 90 % of their programs are intended to improve the professional skills of practising specialistsor the fundamentals of teaching in a particular occupation. Language programs and language centres offering study in various foreign languages are particularly wide-spread.

Language centres became especially popular in the 2000s. They function at those institutes of higher education that specialise in language or have language schools. These language centres have a great potential for thematic expansion of their programs, providing not only language courses, but also programs on national cultures and country-specific

studies. The primary contingent of the language centres are students of institutes of higher education, who are offered some additional possibilities to study the languages and cultures of various countries around the world, thereby improving their general and specific language proficiency. In modern society, general language proficiency is necessary for any highly skilled specialist irrespective of his/her professionalization. Those university students specialising in languages also have the opportunity to improve their specific/professional linguistic competence.

A specific feature of these structures is that they use their close connections with foreign partners to engage native speakers as teachers and provide some support from sponsors, which is a basis from which to introduce technological and methodological innovation. Language centres are the basis for students' research and practical activities. As a rule, these activities include grant projects and contractual work, which increases the students' motivation to carry out research and develop research skills.

These language centres are vulnerable in their direct economic dependence on market conditions, viz. the demand for specialists speaking these or those languages. As the primary contingent of the RECs are the students of the parent institute of higher education, the material welfare of language centres depends upon the number of students and the success rate of each new intake. Under market conditions, language centres at institutes of higher education compete with private language schools, of which there are around 40 in Novosibirsk. Therefore, economic survival and competitive recovery are still the priority for RECs, putting on the back burner the goal of training highly-skilled specialists for science and education.

There remains a contradiction between the goals set for an REC and the actual conditions under which the REC has to earn its keep. RECs cannot reject proposals in the market of educational services, as they have to provide for their own material stability. Advertising, the attraction of new target groups, schedule optimisation, and a flexible system of discounts are still highly relevant activities for an REC. At the same time, RECs should steadily increase their innovative potential by strengthening their core competitive advantages, viz. fuller use of the material and technical basis and research and methodological potential of the parent institute of higher education. Particular attention should be paid to the introduction and application of new organizational forms of work and teaching; the development of distance learning, the creation of electronic library resources and media libraries; use of Internet resource systems; the application of network resources.

Some of these innovations have already been applied in the RECs of institutes of higher education in Novosibirsk. The practices of the leading higher education institutes in Novosibirsk have shown that it is possible to transform REC language programs from a collateral commercial project into a significant tool for the optimisation of the educational process, improving the quality of training, increasing the prestige and the competitiveness of the students of the higher education institute. The development of additional educational services on the basis of innovative activity could become an important step towards attaining primary goals, viz. the formation of the country's research and educational potential in human resources.

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PARTICIPATION OF LOCAL BUSINESS IN VOCATIONAL EDUCATION. SELECTED PROBLEMS

Aleksandra Kulpa-Puczyńska

The lack of properly trained work candidates and high non-wages labour costs constitute the main ills for Polish employers. Therefore, entrepreneurs expect better cooperation with schools which provide professional training in the essential fields and call for the students to become a part of labour market still at the time of their studying.[1] In spite of the fact that preparation to employment today is one of the fundamental aims for schools to strive after, we should not forget about extra-scholar education initiatives in the field of entrepreneurship undertaken by extra-scholar units – labour market institutions, local government units, non-governmental organizations and workplaces. The above-stated undertakings prove educational co-responsibility and appear to be particularly valuable as vocational schools in Poland often act separately from local (and also economic) environments. However, it is necessary to stress that it is not always entirely the schools' fault.

Cooperation between schools and enterprises may vary in nature: economic (e.g. scholarships for students, financing equipment for educational facilities, making employment contracts with students), social (co-participation in labour fairs, publications, organization of exhibitions) or educational (e.g. collaboration in building syllabi, organization of practical apprenticeships).[2] Types of cooperation between vocational schools and workplaces have been presented in Table 1.

[1] Migracja pracowników - szansa czy zagrożenie?. Report by KPMG Economic Consulting Services, 2007.

[2] E. Drogosz - Zabłocka, Współpraca szkół i przedsiębiorstw – zasady, formy i zakres współpracy, [in:] Optymalizacja kształcenia zawodowego z punktu widzenia potrzeb rynku pracy, edited by U. Jeruszka, Warsaw 2002, p.142.

Table 1

Type of cooperation between vocational schools and local workplaces

No.	Type of cooperation	Teachers		Employers	
		Number N=122	%	Number N=74	%
1.	Employers provide information about qualifications and professional abilities	68	55.7	2	2.7
2.	Students undergo apprenticeship at workplaces	114	93.4	22	29.7
3.	Enterprises finance the purchase of modern teaching materials	22	18	2	2.7
4.	Teachers and expert practitioners share their knowledge and experience	41	33.6	4	5.4
5.	Common directions for education are provided	14	11.5	1	1.4
6.	Other	2	1.6	2	2.7
7.	Lack of cooperation	2	1.6	40	54.1
8.	No answer	2	1.6	9	12.2

Source: Self-analysis

The data[1] in the above chart proves that the cooperation between the studied vocational schools and local enterprises is mostly of educational nature – the students undergo apprenticeships at workplaces. This type of cooperation (also described in the subject literature as dominant) was indicated by 93.4% of the surveyed teachers and 29.7% employers. It should be admitted that the respondents were free to choose the number of answers to mark up. Nevertheless, the acquired result is satisfactory, because it conforms with the principles of Education Reform, according to which, practical vocational trainings should take place in local enterprises, i.e. in realities corresponding to modern working conditions. It is peculiar,

[1] The results presented in the paper were obtained from the research entitled: Preparation of vocational schools students to flexible forms of employment and work organization. The research involved participation of 122 teachers from vocational schools (basic vocational schools, vocational secondary schools and post-secondary schools) as well as 74 enterprises. The research involved a questionnaire survey structured for the research purpose. The research was conducted in Bydgoszcz over the period of October – December 2008.

however, that only 45.9% of the studied employers answered the following question affirmatively: *Does your workplace collaborate with vocational schools?* The above result may only be justified by the fact that 39.2% of the studied companies constitute individual business activities and micro-enterprises. The presented problem is outlined in the chart below:

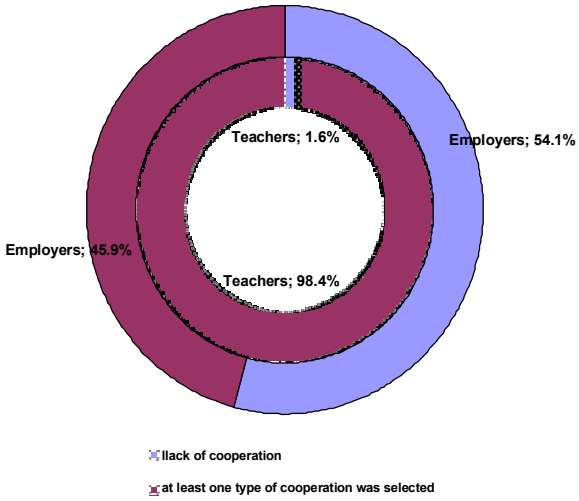

Chart 1. Cooperation between vocational schools and local workplaces
Source: Self-analysis

Only two out of the studied teachers confirmed there had been no cooperation between their school and local companies, while the other two persons gave no answer at all. It should be added that the type of school represented by the studied respondents had no specific influence on the type of cooperation. Moreover, the respondents worked mostly in different types of schools, at the same time.

The above results are worth supplementing with the opinions of the studied schools' principals – the opinions were obtained in a free conversation. According to the principals, when schools are confronted with financial problems it is particularly important to cooperate with enterprises economically – which generally does not take place. Furthermore, being active in a local environment is relevant in terms of building an appropriate school image, animation of its cultural life and creating favourable conditions for students' development. It should also be added that the following events were held at facilities of the studied schools (within the

framework of the discussed cooperation), for example: *Education and Labour Fairs* – exhibitions and presentations conducted by temporary employment agencies, employers and education and training units. In one of the schools, an entrepreneurship teacher organized (during regular classes) *the encounters with interesting people*, including local entrepreneurs. When analysing the problem of cooperation between vocational schools and local workplaces it is worth indicating the institutions which the studied enterprises cooperate most often with. It turns out that the first three places are taken respectively by: County Labour Office – 47.3% of choices, employment agencies – 20.3% and vocational schools – 12.2% of choices. It is not the best result for the schools, because as many as 22 employers (29.7% of respondents) claimed that they had not cooperated with institutions from external environment. Thus, the answers to the question: *Which institutions does your company cooperate with when recruiting employees?* – confirmed the previously obtained results.

Table 2

Institutions cooperating with the studied workplaces

No.	Name of institution	Number N=74	%	Rank
1.	County Labour Office	35	47.3	I
2.	Education and Labour Youth Centre - VLC (Voluntary Labour Corps)	4	5.4	VI
3.	Employers associations	3	4.1	VII
4.	Employment agencies	15	20.3	II
5.	Career Planning and Information Centre	3	4.1	VII
6.	Vocational schools	9	12.2	III
7.	Non-public institutions	6	8.1	IV
8.	Other institutions	6	8.1	IV
9.	Lack of cooperation	22	29.7	-
10.	No answer	1	1.4	-

Source: Self-analysis

Summarising, it is necessary to stress the fact that cooperation between vocational schools and enterprises is a very significant but also a complex issue. On account of a limited length of the present text, the attention was focused only on selected problems of the abovementioned cooperation. It has been proved that the cooperation is mainly of educational nature and it is conducted on a regular basis. Unfortunately, this is not a common phenomenon. What is more, neither the employers

nor the teachers from the studied schools mentioned about the legal basis for their cooperation. What is also a matter of concern is limited cooperation in terms of financing schools and providing common directions for education. The purpose of this text was yet to highlight the fact that cooperation between schools and workplaces is highly important for the effectiveness of vocational education. Educational activities of workplaces directed towards students of vocational schools may be of significant influence in the context of speeding up the process of professional adaptation of graduates and bringing their efficiency at work to a top level[1]. However, before that happens, it is necessary to establish appropriate legal, organizational and financial conditions, which will make cooperation between vocational schools and enterprise environments possible[2].

[1] Z. Wołk, *Edukacyjne inspiracje pracy*, [in:] Edukacja i praca. Konteksty – wyzwania – antynomie, edited by R. Gerlach, Bydgoszcz 2008 p. 55.

[2] Ministry of National Education and Sport, *Strategia rozwoju edukacji na lata 2007–2013*, Warsaw 2005.

LIFELONG EDUCATION IN ARMENIA: CHALLENGES AND SOLUTIONS

S.H. Pipoyan

The UN Development Program praised Armenia for its education showings, which have remained consistently high for years, in its 2006 National Human Resources Development Report. Evidently, 99.4% of adult Armenians are literate. Such a high score on literacy augurs well for the nation's continued education prospects. But Armenia did not do so well in workforce competencies and qualifications: the research showed that most Armenians are employed in primary occupations that require only the basic skills. Armenian employers, on the other hand, express concern about the state of the nation's education system, teaching quality and the poor level of knowledge and competencies demonstrated by today's college graduates. Of particular concern to employers are new graduates' poor aptitude for independent analysis and problem-solving, their inadequate communication skills, insufficient IT literacy, and a few other complaints.

Armenia has completed a series of education reforms in the past few years, but those mainly targeted public institutions. Buildings were renovated, teaching resources and learning aids replenished, and steps were taken to upgrade the teaching quality and training level, and to streamline and update institutional management. Those improvements were regulated by the following strategic and conceptual guidelines: "Strategy for Primary and Secondary Vocational Education and Training in the Republic of Armenia" (2004); "Concept for Higher and Postgraduate Education" (2004); "Education Concept and Strategy for Adults" (2005); "Extramural Education Concept for the Republic of Armenia" (2008); "Sustainable Development Program" (2008); "Development Concept for Primary and Secondary Vocational Education" (2008); "Social Partnership Concept for Primary and Secondary Vocational Education" (2009). The improvements in the national education system were funded by both the Armenian government and international donors.

One way or another, each of the instruments listed above addresses the concept of continued education in Armenia. One of the strategy objectives for primary and secondary vocational training is defined the following way: "Lifelong education involves the improvement or rejuvenation of any knowledge and skills that employees are expected to possess in order to keep their job, and job seekers are expected to possess to qualify for employment. It is essential that citizens enjoy the opportunity to learn throughout their lifetime when they so desire and/or when the marketplace

behooves them to do so." And yet none of those legal instruments or strategy guidelines fully define or expressly name any national policy steps that are needed to organize and implement lifelong education in Armenia.

The abovementioned policy instruments were followed by the establishment of a number of new institutions within the education system, notably, the National Center for the Promotion of Vocational Education and Training (2008) and National Vocational Training Quality Assurance Center (2008). Overall, the framework was now complete for the Concept Guidelines of Lifelong Education for the Republic of Armenia ("Guidelines"), ratified by the Armenian government on 15 October 2009. The Guidelines define continued or lifelong education as "the sum total of all educational activity undertaken by a person during his/her lifetime with the aim of improving their knowledge, skills or competencies, whether personal, civil or social, or improving the knowledge and skills associated with better employment prospects," which is basically in tune with the internationally accepted definition. The Guidelines also define the principles, functions and structure of lifelong education, set the key objectives and map out the ways to achieve them.

Armenia's lifelong education is at the moment a formal system comprised of required and optional general and vocational curricula, administered in keeping with the following ordinances: "On Preschool Education" (2005), "On General Education" (2009), "On Primary and Secondary Vocational Education" (2005), "On Higher and Postgraduate Vocational Education" (2004). All of those statutes derive from the 1999 Education Act of the Republic of Armenia. In Armenia, educational regulations are also closely linked to a number of other applicable laws, in particular, the 1994 Language Act, 2001 Public Environmental Education and Awareness-Raising Act, 2001 Licensing Act, 2001 Governmental Not-for-Profit Organizations Act, and 2005 Social Welfare for Orphaned Children Act.

One of the core components of lifelong education in Armenia is non-institutional (or extramural) education, which comes in many forms: (a) vocational education/re-skilling for the unemployed (regulated by the *Employment and Welfare for the Unemployed Act* of Armenia); (b) retraining courses for secondary and vocational school teachers; (c) corporate staff retraining courses administered by employers internally; (d) training courses administered by governmental and non-government organizations for citizens wishing to learn new skills and willing to pay for it; (e) purpose-specific training administered by various international

organizations, including charities; and (f) all kinds of prep courses and private tutoring.

With the exception of teachers and the unemployed, no statistical records are kept in Armenia for people enrolled in those training formats, but unofficial estimates put their number in a high five-figure range. In the meantime, this area of the education system is not regulated by any laws in Armenia.

Another component of lifelong education is informal, or self-teaching. When we speak about the lifelong education system in Armenia, we refer to all of its existing training formats: institutional, non-institutional and informal, as administered by all kinds of organizations and private tutors. Non-institutional and informal training are the lesser regulated areas of lifelong education. To any practical intents and purposes, there is no government policy to assess whether those training formats are productive or successful.

Armenia's lifelong education system faces a range of challenges occasioned mainly by the following factors: (a) fast changes in science and technology, (b) lack of information about the current state of the country's labor market and its forecasted needs going forward, (c) not all the conditions are in place for the advancement of lifelong education: the legal framework, infrastructure, professional and methodological support networks all leave much to be desired, and there is no sufficient attention from the government or society, (d) the non-institutional training system is yet to find its final shape, (e) the education system is not flexible enough overall, (f) there is no uniform system to evaluate the knowledge and skills learned through non-institutional or informal training, (g) insufficient funding, and the funds that *are* available are not always used the best way, (h) the public is not prepared psychologically or sufficiently aware of what lifelong education is all about, (i) there is no policy and no work is being done to raise public awareness of what lifelong education is about.

The principal impediments to the advancement of lifelong education in Armenia are, therefore: (1) inadequate administration of lifelong education formats, (2) lack of funding for lifelong education, (3) a weak support network for lifelong education, (4) no statistics on lifelong education, (5) excessive centralization of the education system, (6) insufficient international cooperation, and so on. These problems can be addressed by means of (1) stepped-up government support for education, (2) gradual devolution of the education system and decrease in direct government interference, (3) local, regional and institutional self-governance in lifelong education, (4) advancement of social partnership, greater involvement of citizens and non-government associations in decision-making on lifelong education,

(5) keeping track of the lifelong education system and building a national database, (6) a radical increase in funding for lifelong education, (7) design and enforcement of national qualification benchmarks and a system to attest, recognize and certify the results of earlier education (all kinds of training), and formation of a network of appropriate institutions, (8) joining all kinds of international programs and networks, broader partnership ties with the appropriate institutions, (9) design and enforcement of new standards for statistics gathering, monitoring and evaluation, (10) improvements to the legal framework for lifelong education, (11) gearing the learning process so as to inspire and drive personal growth and fulfillment, (12) support for all formats of educational activity, (13) recognition of previously received education, (14) gradual implementation of a lending system in vocational education and training, (15) continuous study of international expertise and best practice in the administration and delivery of lifelong education.

We believe that if the steps listed above are taken and the associated challenges tackled, the Republic of Armenia will eventually nurture a flexible system of lifelong education that will be available to everyone and transparent to the international community.

CLIMATE CHANGE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT - SOME CHALLENGES, EXPERIENCES AND PROMISING PRACTICES

Jeppe Læssøe

Climate change risk to increase social disorder. Education is thus hardly needed to provide people with the competences to cope with the challenges of climate change and its societal effects. A cross-national study, made by The International Alliance of Leading Education Institutes, warns against the risk that the present public and political concern with climate change either tends to overlook the role of education or to reduce it to transmission of knowledge about the climate and to individual behavioral advices. The alliance recommends to integrate climate change education as part of the broader concept of Education for Sustainable Development. However, ESD it a many headed and contested concept. The concept of sustainable development implies some basic challenges to the way we conceive the role of education. One common answer to these challenges is to approach ESD as a matter of promoting participation in concrete cases and in local decision making in order empower people to take part in democratic problem solving. In Denmark attempts to apply this approach during the last four decades have revealed a number of problems. Firstly the NGO efforts to empower people was undermined by the professionalization of the SD-issues. Secondly the combination of social learning and political decision making has shown to be problematic. Thirdly, governmental support to bottom-up initiatives duplicated, rather than questioned, the dominant and restricted discourse on SD. Finally, the many effort to involve the population before and during the UN-COP15 summit in Copenhagen, December last year, seems not to have caused any kind of engagement and empowerment. This does not mean that this approach has come to an end. The roles and competences of the mediators, and other types of agents who tries to promote social learning on SD, are crucial. It is also possible to find examples of promising practices. Some of these will conclude this paper.

THE CORPORATE UNIVERSITY: REAL STEPS AND TASKS

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Higher education in Kazakhstan must find adequate answers to the challenges of globalization. The accelerated, innovative development of the country should be achieved by newly formed innovative specialists educated in the use of modern technologies based on a close connection between education and production. That is why it is no coincidence that the priority mentioned in the President's Message to the People of Kazakhstan - "Consequent modernization and the guarantee of a stable pace of economic growth" - assumes a special meaning: it is the engineering corps that becomes the basis of the breakthrough, and "smart" economics. There is the demand for new generation that is familiar with information technology, that has accumulated advanced foreign experience and can promptly implement it into production.

The preparation of innovative specialists with higher technical education requires not only the efforts of higher educational establishments but also the active integration of education, science and industry. The creation of innovative educational consortia will allow for the unification of the modern scientific-technical achievements of industrial enterprises with the scientific-pedagogical potential of higher educational establishments. A solution to this problem is the adoption of the Corporate University model. Its activity is focused on creating a multi-level system of training for people who have the necessary competence for the innovative development of Kazakhstan's priority economic sectors of science and technology.

At present, the Corporate University, created on the basis of Karaganda State Technical University (KSTU), consists of 41 enterprises. Among its founders are such industrial giants as ArcelorMittal Temirtau, Kazakhmys PLC, Sokolovsko-Sarbaiskoe Mining-Ore-enriching Combine, Bogatyr Coal LLP, LLP Karagandy Zholdary, Tsentrgeolanalit Joint-Stock Company and others. The Corporate University has become a mechanism which has linked: the strategic development of these enterprises to the development of its manpower resources; highly skilled and mobile specialists training on the basis of innovations integration to education and science; the intellectual potential of higher education teaching personnel to

the modern material, technical and technological resources of the enterprises. Within the framework of the unified system, basic training is realized at KSTU while major training is realized in cooperation with the enterprise. Potential employers get the chance to influence the training of specialists in accordance with their needs and controls. Cooperation between the enterprises and KSTU offers the possibility of education conducted in real working conditions and the permanent monitoring of enterprise needs not only from the personnel point of view but from the point of view of techniques and technology. A total of 1,326 students have undergone practical training with 27 Corporate University enterprises. Among these, 887 students trained at enterprise workplaces and were assigned professions (turner, milling machine operator, communication-electronics equipment fitter, electrician, geodetic service worker and others). All graduates who have completed practical training with Corporate University enterprises are defending their graduation projects on subjects linked to real production methods.

The university is conducting the monitoring of the quality of specialists' training, editing the work programs of professional disciplines, and the subjects of special sections of graduation and term-end projects. The distinctive feature is that out of a total of 2,529 KSTU graduates (2009), 1,757 persons were placed in a job at Corporate University enterprises.

Thirty breakthrough projects determined within the framework of the President of the Republic of Kazakhstan's Message are focusing attention on such important aspect of engineers' professional training as project management – innovative management in the field of high technologies. Today, the formation of an educative trajectory in engineering and technical professions for students is inconceivable without including foreign-language study. It is impossible to become good specialist without foreign-language knowledge because of globalization and the information age in which information is permanently updated. Students who passed competitive selection for future work at the enterprises are taught professional English on the initiative of a number of enterprises and at their own expense.

The creation of a university network within member countries of the Shanghai Cooperation Organization (SCO) and development of business and cultural links to the Confucius Institute within the framework of the Corporate university can spread the experience of realizing a huge educative project to all higher educational establishments of SCO

countries. The modern technological basis of the Corporate University enterprises is used to achieve the quality training of competitive specialists and to conduct professional practical training. The activity of 36 branches of the graduating departments of the University is directed toward the integration of educative activity and production which makes it possible to realize innovative education principles. Undoubtedly this favours the formation of an effective corporate system of qualified personnel training for economic sectors for each side's benefit. It also favours the realization of projects on the basis of the integration of the scientific, educative and innovative potential of the organizations which are a part of the "Corporate University" consortium.

USING OF RELATIONSHIP MARKETING IN CONTINUING EDUCATION

Sv. P. Vatsov

Education proves to be the possibility to apply a marketing approach to all other public activities. Marketing provides tools for comparing what the institution is actually doing with its stated mission and goals. Student needs and societal expectations are changing and competition between schools is increasing. Many educational administrators are now using more and more the marketing approach in managing the school. “The burden of proof of the relevance of marketing falls to be marketer” (Kotler & Fox, 1985).

More organizations in various fields of expertise have realized that they need to put their customers front and center and to support a robust strategic customer care process, including profiling customers, segmenting customers, researching customers, investing in technology, and managing customers. Relationship marketing is a form of marketing which emphasizes customer retention and satisfaction, rather than a dominant focus on point-of-sale transactions. Giving the customer centric direction can be traced back to the 1960s when the focus of marketing started to shift from managing products or marketing campaigns to managing the profitability of each individual customer over the entire life of the relationship. The paradigm shift brought lots of discussions on “relationship marketing” since the 1980s (Berry, 1983; Hakansson, 1982).

Relationship marketing aims to identify, maintain and build up a network with individual customers and to continuously strengthen the network for the mutual benefit of both sides through interactive, individualized and value-added contacts over a long period of time. Second, while organizations are making efforts to keep pace with the paradigm shift in marketing, customer needs, expectations and behaviors are also changing. Customers do not only want services; they want “good” services, which possess characteristics like trust, responsiveness, problem resolution and all those other elements. Relationship marketing refers to a long-term and mutually beneficial arrangement wherein both the buyer and seller focus on value enhancement with the goal of providing a more satisfying exchange. This approach attempts to transcend the simple purchase-exchange process with customer to make more meaningful and richer contact by providing a more holistic, personalized purchase, and use the consumption experience to create stronger ties. Relationship marketing

can be applied when there are competitive product alternatives for customers to choose from; and when there is an ongoing and periodic desire for the product or service. Martin Christopher, Adrian Payne, and David Ballantyne at the Cranfield School of Management claim that relationship marketing has the potential to forge a new synthesis between quality management, customer service management, and marketing. They see marketing and customer service as inseparable (Christopher, Payne and Ballantyne, 1991).

A key principle of relationship marketing is the retention of customers through varying means and practices to ensure repeated trade from preexisting customers by satisfying requirements above those of competing companies through a mutually beneficial relationship.

In continuing education, students are the customers; some areas that touch the students are the registration processes, transcript services, career counseling and academic support services. Graduating high school seniors today have a wide variety of choices in higher education; competition for their business is keen, especially in a tight economy. Students can choose four-year degrees like engineering, technical schools in a face-to-face or online learning environment. While the academic reputation of a school is a major factor in determining its selection, other performance indicators that prospective students may examine include pass rate of licensure examinations, improvement in critical thinking and communication skills, alumni satisfaction with their university experience, and the percentage of graduates who find employment.

Satisfaction with the university programs and services is also a critical performance measure. Relationship marketing can play a significant role in this area. While being able to obtain information about a course prerequisite or a schedule listing is not germane to the student's learning, it is nonetheless an integral part of the college experience. Most students view administrative activities as a necessary evil; thus, an information system with an enhanced relationship marketing initiative that provides an individualized fast-track to completing these activities can be a strong incentive for selecting a particular institution.

Looking at the sector for study in this paper which is continuing educational sector and understanding its dynamics in the market the following comments seems very relevant and apt. In fact, the admission process is a market in which the elements of cost, competition, hype, service, brand prestige, rebating, etc., all operate annually to distribute the supply of and satisfy the demand for higher education. What makes the admission market peculiar among markets, however, is that both buyer and

seller are negotiating simultaneously amongst the offerings, each seeking to optimize their respective choices. The student seeks the best university. The university seek to fill themselves with not just the “qualified” students, but with that selection of students representing the best possible set from their candidate pools. “Colleges often seem most comfortable with whatever “honesty” maximizes enrollments, short term, and that which identifies them closely with their preferred set of institutions. Prospective students want honesty that maximizes effective choice, long term, no matter how they develop and change over the period of their enrollment”. (McClea, Yen, 2005).

The rush for admission to a university or college is seen as a very important indicator of the brand value and success of the organization and its customers i.e. the prospective students and parents evaluate the institutions on various parameters before making a decision to use the services.

The benefits that the initial study points out at in case of a successful relationship marketing implementation by colleges and universities can be summarized as follows:

- improve the overall student experience through interactive, two-way dialogs by using applications like integrated email and web technology provided by modules like the “Online Marketing” in case of PeopleSoft;
- automatically guide students to specific services in specific circumstances to minimize hassles and curtail the cost of employing extra manpower;
- understand how the institutions can serve individual students better;
- discover situations in which students, who may be at risk of dropping out of the university, may be counseled and retained.

The schools are increasingly challenged to maintain student enrollment levels. Enrollment management programs to market the institution are growing in number and their efforts are paying off. The challenge is not only at the initial admission level. Once students arrive on campus, however, the challenge is to keep them there. Retention activities had focused traditionally on comprehensive orientation programs, in-depth student advising, and a variety of student-focused activities.

All institutions of continuing education have a variety of stakeholders, and while each institution must work to satisfy them, the stakeholder with the most influence is the customer. In the case of an educational institution the customer being the student both current and prospective. The typical

college student makes several trips to campus before classes start. These include one visit prior to university selection, a registration visit and another visit to pay fees and purchase textbooks. While telephone and web-based registration systems have alleviated some problems, students are still faced with numerous administrative tasks to be completed during their college careers. All too often, these tasks involve considerable time spent waiting.

This work explored customer relationship management in a continuing education setting. These include a studentcentric focus, improved customer data and process management, increased student loyalty, retention and satisfaction with the university programs and services.

As school increasingly embrace distance learning and e-business, relationship marketing will become stronger and more pervasive. Viewing students as customers provides a competitive advantage for continuing education and enhances a college's ability to attract, retain and serve its customers.

All schools today have a website but the full potentials still remain untapped and the focus remains more using it as marketing tool rather than using it as a comprehensive relationship marketing solution to enhance customer satisfaction. This would not only help them enhance the satisfaction level of current customers but also aid to generate a positive word-of-mouth and get more prospective entrants.

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CAN RUSSIA BE A KNOWLEDGE SOCIETY?

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The logic of reforming Russian education today should be built in connection with the need to bring the education system in line with the requirements of a new, knowledge-based economy. The implementation of this idea in practice is accompanied by a transformation of the social nature of education. Historically formed as a non-economic field, education today is taking on new functions in the system of forming the intellectual capital of the nation, and it is becoming a sphere of production for innovation, which creates the basic conditions for rapid market growth. In parallel, during the course of modernization, the educational institution's carrying out of its traditional social functions – the transfer of knowledge and cultural reproduction – is problematized, insofar as knowledge is increasingly being transformed from a publically available benefit into an object of demand, a service, and a product.

But an educational system is a something extremely inert and extremely conservative. It is not a business, not a stock exchange, and not even a science. The questions arise: should education become a function of globalization in the space of a market economy; can and should education function appropriately as a market sector of services; how can the preservation of a cultural and national identity of individuals, the people, and the country be preserved in the context of the challenges of a global world; what are the objectives of education in regard to the individual? The debate became particularly acute after, at the request of the U.S., education was included in the list of service sectors whose trade is regulated by the WTO General Agreement on Trade Services (GATS).

European countries, developing Bologna system, pose competitive tasks for the field of higher education. But the cultural identity of a people is focused in the content of an education in the humanities, and therefore it is necessary to formulate an ideological attitude to the status and role of higher education in society. The Europeans have decided that it should be regarded as a public benefit (and not as a commodity) and will remain under the control of the state.

Modernization of education in Russia in many ways reflects global and European trends and challenges. However, our situation is "complicated" three-fold: if the Europeans state the problem as the Americanization of education, we must balance the modernization of Russian education with national interests, the Americanization of the

economy, and the European Bologna system, in which we are gradually being incorporated. But, most importantly, it is necessary to decide for what reason should there be modernization? For the country or the world? There is a third option – for one's own use, but for one's own money. For the world does not mean "for personal loss". The Philippines are an example of the approach "for the world". The result was a very profitable export, the educational system is quite advanced, and extra people move away to the benefit of the country. True, we do not seem to have extra people. However, if the question is looked at not from the demographic side, but as comparing the level of productivity with developed countries, the picture is not so unambiguous.

When the Europeans began the Erasmus Mundus program, then the main idea was to attract students from the Third World to Europe so that they would travel to obtain an education not in America, but in Europe. But first they thought only of the master's degree. And what happened was students came for the master's program and completed it. Then it is necessary to do a PhD. And where? In America. In order that students did not leave, the Bologna process was begun, the unification/globalization of educational systems.

So far it is unclear for what or from what Russia wants to create money or prestige – to accept students from Third World countries (China, CIS, Asia) on clear and reasonable terms. Or for domestic demand – from what? When perestroika began, we had a surplus of engineers and scientists and there was a shortage of lawyers and economists. At that moment, educational goals changed drastically. It became necessary to teach people not to do something intelligently, but to sell profitably. Until now, the lack of goals and the lack of a coherent state policy has lead to imitation. Europe is creating the Bologna system, so let us imitate it, if so decided.

The demand is changing rapidly, yet people still remember allocation, i.e. the guaranteed demand for certain professions. To finish studies, find work, and settle "with one entry in the service record book" until retirement is still an attractive scenario for supporters of the idea of "order and stability". In Soviet times, a person became hostage to a decision taken as a 17 or 18 year-old boy (or girl). Then something changed, but there was no going back – or it was very difficult to do so. Now there is the obscurity of people with a second or third higher education. How this should be evaluated is a controversial issue – is a deferred demand for education realized? But why was the first education insufficient, or not received on time, or not in demand on the labor market, or is "lifelong education" really

already in demand in Russia? Media and the public discuss the “barriers to education”, i.e. its cost, which is contradicted by the fact that the number of those obtaining higher education over the past 15-18 years has doubled. Perhaps the youth’s loss is the middle-aged generation’s gain. Do they balance each other out? And the middle-aged generation's gain in connection with expansion of a 2nd higher education, etc., is no less important. All this is not being discussed seriously.

In our view, universities lack a competitive environment, without which a “knowledge society” is unthinkable. “Mobility” has remained a slogan, as have the block curricula for its implementation. No one provides mobility or evaluates it. Perhaps we need standards for student and teacher educational exchanges, controlled in the process of accreditation. But this requires special funding or an administrative decision about this, because the cost of exchanges can be mutually covered. Student evaluation of lecturers remains a bogeyman for most professors in institutions of higher education. Where the information on the site Prepod.ru came from is unclear. It is believed that the problem of poor teaching is due to a low salary, but its increase by itself will not decide anything; it is necessary to improve working conditions, restructure the teaching load, and update methodological approaches to education. In the transition to a 2 or 3-tiered educational system, the expert community should decide how many universities can provide a master’s degree? And as for graduate school, at least on account of exchanges... Meanwhile, extramural and distance education, branches, and electronic libraries solve only the problem of accessibility, which is important for such a geographically extensive country. But improving the quality of education is important as well, which has fallen so much in recent years.

Reducing the level of education, apparently, has given rise to the idea of revising the procedure for licensing educational institutions. Thus, by 2012, the Ministry of Education plans to cut about 500 institutions of higher education and their branches (today there are 3,700), depriving them of their license for educational activities. However, it is obvious that education is just as corrupted as medicine or anything else for which there is demand from the population. Therefore, whether or not the planned measures are effective, there are already under suspicion. Last year, students in Russia numbered about 7.5 million (a substantial number of them were extramural students), while only a little more than 1.2 million people studied in private institutions of higher education. According to the Ministry of Education, paying students make up about 40% in the public sector of higher education, and 55% as evaluated by Rosstat. There is no precise data on

the monetary turnover of the private sector of higher education in these agencies, which is very strange. After all, for each institution of higher education there is a specified funding, admission plans, and the order of blank diplomas, which constitute accounting records. However, the results of such strict accounting appear to be far from strict.

They encourage doubts and variants for the development of our economy, whose connection with education has become even more nebulous than twenty years ago. Our economy has in no way become a “knowledge economy”, which can ensure the development of the country in ways other than those promoted by the image of an “energy superpower”. A low level of technology by itself does not promote to the growth of education and the need for its continuity throughout one’s lifetime.

But a knowledge society has another aspect. Insofar as lifelong education may be professional or may be free from instrumental motives, in the context of an aging population, it begins to be in demand not only by the younger or middle-aged generation, but by the older as well. The inevitable aging of the population is the starting point for research on the trends of social change today. This means that it is necessary to adapt to the new situation in one way or another. For example, companies, many of which now have an extremely negative attitude to hiring older employees, will have nowhere to go – like it or not, they will have to find new, effective ways to employ older people and even to invest in their education, in order to be able to develop or simply to maintain their business.

Not only companies, but also society and government will have to accept the new demographic reality. Therefore it is necessary to stop scaring society with the idea of aging and consider it as another reason for reform and modernization of existing institutions. At the same time, we must study the mechanism of the effect of aging on specific sectors of the economy, the supply of jobs, and the development of lifelong education. Experts deny a one-dimensional relationship between age and the loss of productivity, especially for the highly trained. However, further research is needed, as well as intensive incorporation of the elderly in a variety of educational programs and implementation of the ideas of lifelong education and a “knowledge society” for this age group.

ORGANISATIONAL AND METHODOLOGICAL ASPECTS OF LIFELONG EDUCATION AT DAGESTAN STATE UNIVERSITY

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With globalisation, Russian higher education has joined universal trends in the development and reform of this sector. The guideline of this reform is reorganisation on the principles of the Bologna Declaration, which is a pan-European project that combines the dynamism of adapting higher education with an adherence to the concept of public benefit and public responsibility. With this reform, the higher educational institutions of Russia combine fidelity to national traditions of education and the integrity of Russian academic schools and methods with the flexibility of new up-and-coming strategies. In this regard, the Concept of the Modernization of the Russian Educational Policy identifies the “provision of modern quality [standards] of education on the basis of the preservation of the appropriate fundamentals with the pressing and up-and-coming needs of the individual, society and state as the primary task”.

Dagestan State University long ago realised the exigency of the qualitative development of the education system in Dagestan, with consideration toward the achievements of Russian education. Recent years saw the emergence of a complex, effectively functioning system of lifelong education, which we regard as the key condition of a successful implementation of the principles of modern general education and vocational training. Current legislation stipulates the implementation of a multi-stage higher education system to be introduced from 2010.

Federal state educational standards of higher vocational training can provide for the preparation of specialists at the level of Bachelors' and Masters' degrees and give students the option of selecting their own training and the continuation of their education at the virtual level, with subsequent tests as a rating system to measure levels of knowledge.

Improving education is one of the most important problems of the modernisation of vocational training in Russia. The new organisation of the educational process is stipulated by the necessity to comply with the recommendations of the Bologna Process on the one hand, and the tasks of improving higher vocational training in Russia on the other. It is no secret that Dagestan State University has generally formed an ambiguous attitude to what we refer to as the Bologna Process, and it is the same story in the whole academic environment of Russia. An attentive study of provisions

and documents generally referred to as the Bologna Process helps one to understand that the integration of Russia into the “European educational space” is a necessary condition of the development of its national higher education system. The only problem is how to preserve the time-tested traditions of domestic education. It is no longer possible for the Russian system to withdraw into the shell of its domestic higher education, fence itself off from the rest of the world and console itself with the idea that Russian higher education is “the best”.

The Russian system of higher vocational training has started changing; however, it behaves unpredictably, if one can put it that way. Changes in the structure of the sciences, in the ways they are described, have led to large divergences in the classification of fundamental and applied knowledge, and in the description of the humanities and the natural sciences. At the same time, the federal education authorities have launched a purposeful policy of supporting only those higher educational establishments that can “prove” an innovative component to their research and education activities. It is mostly higher educational establishments in the central and industrial donor regions that have received a strong injection of finance, increasing the already widening gap between the centre and higher educational establishments in the regions. What can the regional higher educational establishments do under these conditions? In our opinion, there is only one solution, namely to grope toward our own way of development and our own niche in the training of the highly-qualified and competent specialists that are required by the regional economy of Dagestan and the Southern Federal District. With this outcome in mind, it is necessary to destroy existing stereotypes in the psychologies of teachers and students, combat corruption, and co-operate with the secondary school sector to select and pre-train would-be students capable of studying at higher educational establishments.

As our teachers felt it was difficult to adapt to new realities, Dagestan State University began experimenting with organising the educational process into a system of credits, scores and rating units in 2005, and the accumulated experience of this has led to the introduction of a module-and-rating system in all the University's faculties since 2007. The experiment is ongoing; however, today we can speak about the completion of the first stage, which has explicitly resulted in:

(a) module-based organisation of the educational process;

(b) scores-and-rating system of measurement of the students' knowledge;

(c) new instruments of measurement of the students' knowledge;

(d) introduction of new computer technologies to organize the educational process (*in the Dean's Office, with students*, *etc.*); and,

(e) preparation to experiment with a non-linear organisation of the educational process.

However, we should also remember a no less important a result of the experiment; namely, a change in stereotypical thinking by students and teachers. Here we faced the most serious problems, which required a whole complex of additional actions. Teachers at the University have had to revise their knowledge in compliance with changes in their fields of science, and the needs put forward by society and the student. A lot of teachers chose this difficult path. Some new subjects have appeared, the contents of some subjects and their educational-and-methodological support have been renewed, and the educational technologies have changed. All the above necessitates a creative approach to the educational process and its support by both the teacher and the student. A former passive participant in the educational process, today's student is becoming active, full-fledged and result-oriented. Other teachers have taken the path of actually ignoring the innovations, unable or unwilling to reconstruct themselves to meet the needs of the modern educational system. They share the opinion that all the changes now taking place in the higher school are only an experiment, an “order of the day”, and they should only wait until it is over. Apparently, some teachers have this wait-and-see attitude, believing that the wind of change will blow over without any consequences. Meanwhile, it is obvious even today that those times when the teacher could be sure of his or her professional future have already become a matter of the past. With the introduction of the Federal Educational Standards of the third generation and second-level training of specialists, not only will the student choose an educational program, an individual educational route, and the subject for his or her qualifying papers, but also the graduation chair and the teacher.

The implementation of a multilevel training system will require:

(a) large intellectual investments;

(b) restructuring of faculties and forms of management;

(c) development of a powerful research base for new trends in research;

(d) training of university teachers in new specialisms;

(e) development of a wide range of new educational programs for Bachelors' and Masters' degrees;

(f) the need for regular analysis of the status and the prospects of development of the regional educational market; and,

(g) development and introduction of new educational and information technologies.

At present, it is the quality of educational programs and educational-and-methodological support that is becoming the primary indicator of the competitiveness of the higher educational establishment and the specialism. Training quality is to a large extent stipulated by teaching quality, which puts the teacher at the centre of the modernisation of higher education and greatly raises the requirements of the level of teaching.

The next experimental stage at Dagestan State University will be aimed at a gradual transition to a non-linear organisation of the educational process on the basis of a credit unit system. The introduction of a credit unit system will contribute to the transition from group training to individual education, which assumes personal participation by each student in the development of educational guidelines, stimulation of regular and productive independent work, and the motivation of the student to master the educational program by a greater differentiation of measurement of the student's academic progress.

Specificity of the present stage of development of higher education is the necessity of system changes on the one hand, and the need to introduce these changes with due account given to the existing traditions of fundamental university education on the other. Dagestan State University has entered the new millennium as a recognised centre of education, science and culture in the region. It is keeping the best domestic traditions - and looking forward with confidence.

COLLAPSE OF LIFELONG EDUCATION IN LATVIA AS A RESULT OF FLAWED NATIONAL POLICY

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"No one will help a nation which is unable to help itself,
unable to take its destiny in its hands.
But to be a good master of your destiny, you need an enlightened mind, knowledge,
creative resources and unity of purpose, and you must be prepared to act on your own.
And that means a lifetime of learning."
Confucius

Introduction. The economic, social and cultural changes that marked the end of the 20th and the beginning of the 21st centuries called for a new educational paradigm. The response was the Lifelong Learning concept, accepted by the civilized world as a kind of a global strategy based on the assumption that human learning needs have no age limit. Lifelong Learning is viewed is a key formative feature of a new Man, Homo Faber - "Man the Creator," or, in plainer words, an active person and active citizen in today's world. Latvia's economy, social system and education are in a deep crisis that is eroding the personal values of its citizens, devaluing their knowledge, skills and life experience, and calling the entire purpose and meaning of their life into question. *The purpose of this study* is to analyze why the lifelong learning system has crashed in Latvia as a result of a faulty national policy. *The output of this study* is a desk-top and empirical analysis on its subject-matter. Some of the *key words* are: education system, education for adults, society, crisis.

1. System crisis in Latvian society. Latvia is one of the countries whose economies were hit the hardest by the global economic downturn that began in 2007 and continued through 2008. But analysts believe that anywhere you look, whether in economics, politics, law, social science, psychology or education, Latvia's current woes were only partially occasioned by the global economic slump. The main problem is that the country has been mismanaged for years by an inept government that is "incapable of adequately responding to the complex challenges of the day" [1]. Let's take a look at just a few of the many signs of crisis in Latvian society: unemployment, government spending priorities and demographic trends.

Unemployment. While unemployment increased everywhere in the EU in 2009 (see Fig. 1 below), Latvia's shot up from 10.2 % to 22.3 %, Estonia's, from 6.5 % to 15.2 %, and Lithuania's, from 6.4% to 14.6 %.

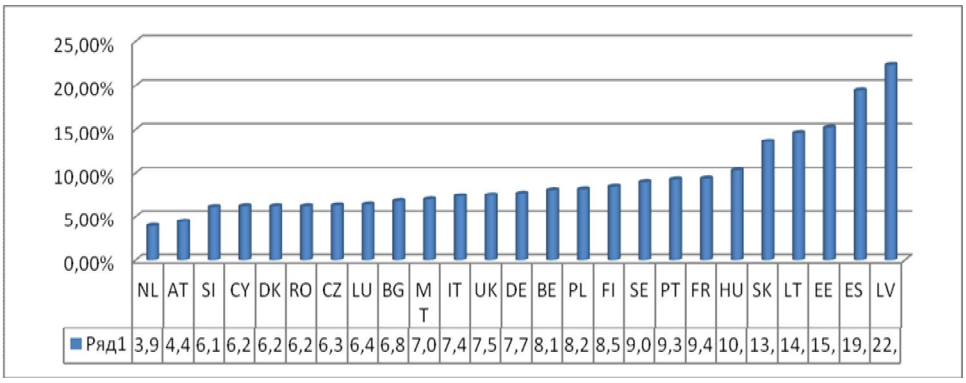

Fig. 1. Unemployment in the EU (2009)

Latvia has one of the highest unemployment rates in the EU. According to Latvia's Central Statistics Office, some 41.4 % of Latvia's employable population were unemployed in the 1st quarter of 2009. Latvia had the highest youth unemployment rate in the EU with 28.1% in 1Q2009 (see Fig. 2 below) [2].

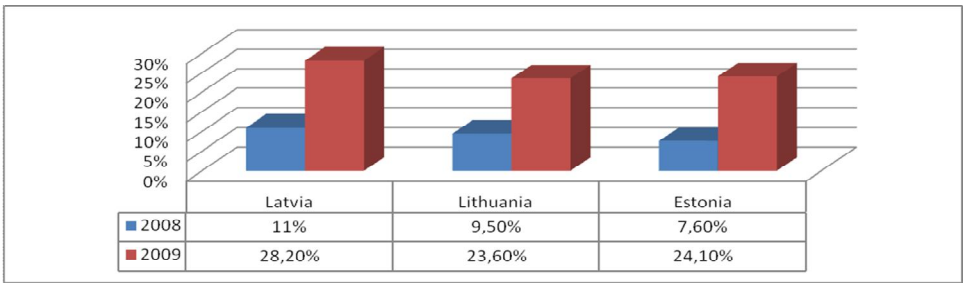

Fig 2. Youth Unemployment in the Baltic States

A new law enacted on 1 July 2009 cut pensions 70 % for working retirees and 10% for non-working retirees in Latvia. The number of working retirees dropped 42.3% the following month alone. More than 25,000 working retirees were forced to leave their jobs [3].

Government spending priorities. Latvia has one of the highest percentages in the EU of people distrustful of their government, political

parties and parliament, according to a survey conducted by Eurobarometer 71 [4]. 93 % of Latvians do not trust any political parties, 91 % distrust the parliament, and 88 % distrust the government. Only 5 % of Latvians said they trust political parties, 6 % trust the parliament and 10 % trust the government. 78 % of Latvians think the country is going in the wrong direction. The average for the EU is 50 % of people who think the same way. Instead of spending more on anti-crisis measures, Latvian government clearly prefers to beef up defense spending or invest in wasteful, controversial projects such as the Castle of Light (a new library worth US $250 million), or South Bridge (Dienvidu tilts, a bridge 803m long and 34m across with traffic interloops on either side, worth around EUR890 million) [5)]. Latvia has one of the largest bureaucratic apparatuses in Europe. In Latvia, 7.65 % of all economically active citizens are bureaucrats (as opposed to only 0.93 % in the neighboring Lithuania). The public administration apparatus costs 20 % of the entire national budget to maintain (only 8 % in the neighboring Estonia).

Demographic trends. Eurostat analysts have reviewed the birth, mortality and migration rates in 281 administrative regions across Europe, including small states and individual regions of larger states [6]. Twenty years from now, there will be 10.4 % to 37.3 % people aged 65 or older in Europe, depending on the region, compared to 9.1 %-26.8 % now. The average age will be 34-57 years in Europe, depending on the region, versus the current 32-47 years. Population will increase 5% in the EU overall, but not in the Baltic States and not in most regions of Bulgaria, Romania, Germany, Hungary, Poland or the Slovak Republic, where depopulation trends will continue. Latvia, for one, is looking at a negative natural population growth and negative migration: more people will be leaving than coming into the country, according to the Eurostat report.

Latvia's population will lose 214,000 people between 2010 and 2030, according to Eurostat analysts (see Fig. 3 below) [7].

2. Collapse of Latvia's education system in general, and lifelong education in particular

"Education is in tatters,
and teachers know this better than anyone else"
M. Gruskiewic, Secretary of State of the Ministry of Education and Science of Latvia (July 2009)

Latvia acceded to the European Union in 2004, so its education system is now one with that of the EU, and lifelong learning is central to Europe's education philosophy. Lifelong learning is a concept that prizes the integrity of personal development throughout one's lifetime, enhancing every person's chances of employment and social adaptability in an ever-changing world. Latvia's lifelong learning concept was designed by Prof. T. Kocke [8], Minister of Education and Science of Latvia. Some of its central points are active citizenship, enhanced employability and better quality of life.

Some of the fundamental precepts of the 2000 Lisbon Memorandum On Lifelong Learning [9] are: to give every person access to lifelong learning everywhere in Europe and give every person a chance to learn and perfect their skills and competence so that everyone feels that he/she belongs in a new, knowledge-based economy and society. But what is the real state of affairs in our education and science?

There were only 4000 scientists in Latvia in 2008, down nearly 8 times from 31,000 in 1991, and most of our scientists are at retirement age. Without any support from the government, some of our potentially competitive research think-tanks had to close and their scientific resources are gone forever. Science receives miserly funding from the government. Latvia has spent no more than 0,25 % of its GDP on science in the past few years, well below Sweden with 3,82 %, Finland with 3,47 %, or Germany with 2,51 % of their GDP (see Fig. 4 below) [6].

The research funding coming from EU financial institutions through the Latvian government is not used right due to inept innovation management and too much red tape in the money distribution pipeline [10]. According to the report, The Global Technology Revolution 2020 by the RAND Corporation, Latvia's scientific potential equals 0,07 %, which means it's negative. Latvia is fast approaching the level of an average country in Africa.

Latvia's education system is doing very poorly today as: (a) education funding is down; (b) there are fewer educational institutions; (c) fewer teachers and educators; (d) teachers are taking salary cuts; (e) there is a net outflow of students and teachers from the country (see Table below).

Table

COLLAPSE OF LATVIA'S EDUCATION SYSTEM IN FACTS AND FIGURES

Facts	September 2009	September 2010 -2013
Education funding cut	60%	
Fewer general secondary schools	54 closed 66 reorganized	36 to be closed 40 to be reorganized
Fewer vocational secondary schools	–	50 % fewer
Fewer higher educational institutions	–	40 % fewer
Fewer schoolteachers	by 1700 (35,000)	by 10,000
Fewer university professors	by 1018	
Schoolteachers' salary cuts	60 %	
University professors' salary cuts	20 %-44 %	
School pupils leaving Latvia (with their parents)	24 %	
College students leaving Latvia	26 %	
Teachers leaving Latvia	19 %	

Conclusions:

The central purpose of the lifelong learning concept, which is to improve employability and social adaptability in a new world and improve the quality of life for everyone, is fading in Latvia.

Unemployment is high among educated, employable Latvians. Many educational institutions are being reorganized or closed. This makes people feel that their skills, competence and experience are no longer needed or appreciated, and inspires people to leave the country.

Latvian government prefers to spend more money on the bureaucratic apparatus, defense or controversial projects instead of fighting the aftereffects of the economic crisis.

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A QUALITY MANAGEMENT SYSTEM FOR AN INSTITUTION OF HIGHER EDUCATION: ANALYSIS OF CUSTOMER SATISFACTION

A. L. Shestakov,
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E. V. Gichkina

The complex structure of the university, which is composed of 37 departments, 13 branches, and enrolling more than 55,000 students, has led to the necessity of forming a two-level quality management system (hereinafter – QMS): the first level is aimed at organizing, monitoring, and improving the educational activities of departments and branches; the second is connected with the organization and improvement of educational processes. The quality of educational processes, as one of the major indicators, includes analysis of satisfaction of internal and external customers and improvement of the activities in this area. External customers are considered to be enterprises, organizations, and companies where practical work is carried out and graduation projects are completed, and where graduates of the university subsequently work. Internal customers are considered to be the students, faculty, and staff – participants of the educational process.

For the analysis of customer satisfaction within the QMS framework, monitoring takes place, the objective of which is to systematize information received as a result of surveying in order to establish the degree of customer satisfaction in how their requirements are met, and the subsequent development of recommendations for carrying out corrective measures and their implementation. The basis of monitoring lies in discrete observation of the change in the degree of customer satisfaction in interaction. Furthermore, the following periodicity of the survey is proposed: at the level of a higher institution of education – once every two years, and to be determined at the level of departments and branches in accordance with the emerging needs of the department or branch, but not less than once a year. The results of observation are recorded in the minutes and discussed at councils of units or the university. The findings of the monitoring are used to establish goals in the field of quality and assessment of the functioning of the QMS for the unit and the university as a whole.

The overall procedure for surveying both external and internal customers is determined, developed in the form of a special block designs, and the criteria for evaluation of survey results is established, which will later be refined and discussed. The procedure for carrying out the survey and analysis and the responsibility for its implementation are determined. Special instructions on organizing the surveying of customers are developed and approved for carrying out the survey, which are intended to assist in the implementation of surveys of internal and external customers within the QMS framework. Users of the instructions are all structural units of the university involved in the monitoring. The instructions contain the sections: general provisions; terms and definitions; stages of organization of surveying (survey planning, preparation of the survey project, the determination of volumes of the general and sampled population, preparing the structure of indicators, preparation of questionnaires, organization of surveys, data processing and interpretation of results, preparation of reports, analysis of the results). The report will provide concrete results of the monitoring that has been carried out.

THE ROLE OF LIFELONG EDUCATION IN POSTINDUSTRIAL LABOR

M. Bendyukov

The reality of current labor conditions means it has lost traits of “natural rationality”, coherence and the “objectivity of laws” which once let any person easily find his/her way. Yesterday every subject in labor relations could quite easily find the connection between “me today” and “me tomorrow” in the context of a person's life and career progression. The connection was based on personal preferences and needs, on the one hand, and an understandable process of acquiring professional ability, on the other hand. A successful person had to do only two things: realize what he/she wanted to do and to understand the procedure of doing it. Education was one of its essential stages. Such was the relation of labor and professional education in the industrial world.

Today's reality has become postindustrial. It is described in the parlance of postmodernism (Z. Bauman, U. Bek). Postmodernism as a sociological conception is based on a distrust of the conventional realistic conceptions, of the realness of the reflection of reality to our senses. Postmodernists (Jean Baudrillard, Jacques Derrida, Michel Foucault) distinguished the following vectors of social life in the development of the postindustrial era: a) agnosticism, where truth is a linguistic phenomenon, knowledge is language games, and wisdom is common, socially developed perceptions, but not a reflection of reality; b) pragmatism, which believes success to be a criterion of knowledge and wealth is the form of success; c) eclecticism, or an aspiration not toward truth as an objective reflection of reality, but to pragmatic success. Such an approach denies the once firm idea of linear progress, of social organization in correspondence to the material basis of society and sets the priority of discourse as a method of creating reality, a method which negates the independence of a categorical structure of reality. Postmodernism as a specific way to describe social reality seems to reveal itself in the system of current labor relations.

The reality of labor today has acquired traits of paradoxical (rhetorical, scholastic, chaotic, schizophrenic) coherence, where activity and inactivity, learning and not learning the law can equally lead to success and failure in a career. In other words, a career today is something unknowable for most employees; it is a kind of irrational reality. The global economic crisis is a good example of the irrational nature of economic life. For most people it started unexpectedly and finished for whatever reason;

has it finished at all? In fact, the current reality in its essence is rather coherent and objective. Only it has become much more complicated (an “explosion of complexity” as Toffler puts it) and that made it impossible to be described in terms of simple causal schemes (the more you work – the more you earn, the better is your education – the more interesting is your job, the more in demand is your occupation – the more advantageous is your job, etc.).

The distinctive features of labor in the postindustrial society are the following.

1. The increase of changes in labor. This makes long-term or lifelong career planning more difficult. The choice of occupation depends on a person's stage in life and his/her material conditions; it is made instantaneously and more and more often it has nothing to do with lifelong career planning.

2. Occupational mobility is growing rapidly. The possibility of changing occupation, to develop within a new profession, is becoming more and more important.

3. More and more often an employee is supposed to have more than one occupation.

4. “Lifelong education”. An individual acquires new professional skills, expands his knowledge of the world through the whole period of his/her employability. That means that a person often shifts from work to study and vise versa.

5. Work without set rules, technologies and instructions, but with greater responsibility for the result.

6. The requirements and possibilities to personally regulate working conditions are increasing. The level of professional knowledge and skills means the ability to influence the work collective.

7. Working hours are increasing and it becomes more and more difficult to differentiate free time from working hours.

8. It is becoming more difficult to define the scope of work and an occupation, so “attachment” to a profession, acquiring a professional identity are becoming more problematic.

9. The role of social and communicative skills is advancing.

10. Internationalization is increasing; knowledge of different cultures and ability to apply it are needed.

U. Bek in his book “The Wonderful New World of Labor”[1] describes the postindustrial labor reality in the following way: “Appeals to be more flexible are heard everywhere”. In fact, that means that the employer will have the possibility to more easily dismiss employees. The risks that were run by the state and economy are being shifted onto the shoulders of employees. Renewal of working places is becoming more dynamic, work is getting more short-term and dismissal easier. Such “flexibility” means that an employee can be told: “Your knowledge and skills have gone out of date”. And nobody can say for sure, which qualification should be obtained to make a person in-demand.

Analyzing the role of education in the postindustrial era, we must conclude that it has become more significant. Furthermore, as the quantity of changes and mobility increases, “attachment” to a profession and professional identity become problematic; the necessity of lifelong education becomes obvious. However there is one reasonable question to ask: “To what extent do the existing educational programs and technologies meet the requirements of the postmodern labor reality?”

We should take into consideration that scientific knowledge as the aggregate of theoretical and practical notions in this or that professional field is not a priority of the postmodern society. Broad professional and social-psychological competences, and applied skills, which are worked out in the process of social practice, dominate. Of course, occupational education, within the meaning of modern society, is still important. But social skills nowadays are advantageous for career progress. It is not a secret that young specialists do not always work in their specialization. For some professions (teachers) it is rather the rule, not the exception. Furthermore, some courses (economy, marketing, management, PR, psychology etc.) are not able to cover all possible paths of career development as it becomes mainly inter-professional. For us, the fact that the competences necessary for effective work and social-psychological skills that allow the individual to work under the conditions of professional and spatial mobility, without set rules or even not in the chosen profession, are taught to students as if by accident is important.

As a general term that would describe the scope of skills, necessary for a successful career today we can suggest the concept of “social

[1] Beck U. Schone neue Arbeitswelt Vision: Weltbburgergesellschaft Campus Verlag. Frankfurt am Main/ New York, 1999

maturity", understood as the ability to adequately meet the challenges of the postmodern labor reality. The concept includes self-confidence, skills of self-presentation, ability to handle conflicts, ability to work in team, ability to cope with stress and flexibility; planning skills, ability to defend and achieve personal goals, professional curiosity and aspiration to personal enhancement in socially acceptable forms. Of course, the list is incomplete, but it allows an understanding of the main thing: lifelong education is not the obtaining of new knowledge as a reaction to changes in working conditions (acquirement of new program products and technologies), but general professional and personal development, which at the essence is not a professional education, but rather a professional upbringing.

ROLE OF HOUSEHOLDS IN MAINTAINING THE PROCESSES OF LIFELONG EDUCATION

L. D. Tyulicheva

Individual needs and opportunities of individuals are not the only factor that determines the engagement of people in lifelong learning. The education system interacts with a system of households.

According to the 2002 census, there are almost 53 million private households of 142.8 million people in Russia. This means that the overwhelming majority of the total Russian population (98 percent) are members of private households and 2 percent are members of collective households (those who permanently reside in social or medical institutions, barracks, penal institutions, religious organizations, etc.).

The main type of household, a family household, organically integrates the economic and social functions in its daily activities. "Household" implies that it performs financial and operational functions and "family" indicates that it performs social and spiritual functions (see Table 1).

Table 1

Family household as an element of the economic and social spaces

	Household	**Family**
Definition	An economic unit involving pooling and sharing of the income of its members	A social group based on marriage or blood kinship which provides biological and social reproduction of people
Immanent space	Economic	Social
Functions in the immanent space	Procurement, production, savings, consumption	Social reproduction; recreation; regulation; felicitological function
Roles in the immanent space	- supplier of resources to society, mainly labor resources; - producer of goods and services; - participant in the exchange of products of its activities with other human communities; - accumulator of material wealth, passing it on to heirs; - key participant of the savings process; - consumer of goods and services	- reproducer of humans in a certain social capacity and organizer of the transmission of experience from one generation to another; - regulator and adjustor of human social behavior; - accumulator of status-related social benefits, passing them on to heirs; - rejuvenator of energy spent outside the household; - source of strong positive emotions, providing the feeling of happiness

Acting both in the social and economic spaces, a family household determines the engagement of its members in lifelong learning. In the economic space, a household acts as a family household. But a modern family household is by no means a synonym of joint production. Members of a household collaborate in solving household tasks: create and administer a joint budget on a collaborative basis, buy everything necessary for life, and perform relatively simple household chores (cook, repair and clean their housing premises, etc.). As a rule, a household member earns an income to contribute to the joint budget on his or her own and spends it together with the other members. The economic aspect of the influence of a household on the engagement of family members in lifelong learning involves allocations made by the family, as a holder of the joint budget, for direct or indirect spending on the education of both its children and adults.

An analysis of the economic behaviors of modern Russian family households enables us to make the following conclusions: (a) investment in human capital in the form of investments in the professional education of children is a fairly widespread form of family investment; (b) the investments are made under the conditions of high uncertainty regarding the labor market demand for particular professions and qualifications; therefore, when selecting a field of training, the criterion of whether a particular profession will be in demand in the future is, in most cases, substituted with the criterion of whether one training institution or another is affordable taking into account the household's financial resources and the family's social connections; (c) family households actively use the "above-board" market for educational services, paying the official tuition fees, paying for dorm accommodation, graduation exams and diplomas; (d) family households may use the "semi-legal" market for private tutoring and consulting services; (e) family households may use the "black" market for educational services, paying bribes for admission to an education institution, in the course of the study and for graduation exams, and also fees to other people for the completion of various academic tasks; (f) prices for educational and related services are very different between regions both on the "above-board," "semi-legal" and "black" markets; (g) educational institutions in Russia are unevenly distributed between regions; therefore, a considerable percentage of households have to incur significant additional expenses associated with accommodation of their members away from the family home at their places of education; (e) the most widespread strategy for entering a higher educational institution in Russia is for the children to

learn for the entry exams while their parents use money and/or connections to secure admission.

As a social entity, a family acts in the social space and influences the engagement of family members in the lifelong education system through at least two channels: first, by relying on the family culture (the family's focus of interest, status ambitions, the place of personal growth and education in the family's system of values); and second, by using the family's social connections that may be helpful in making arrangements for lifelong learning.

In conclusion, it should be noted that influence of a family household on the commitment of its family members to lifelong learning may be conditioned by the duration of the processes in which such influences operate (see Table 2).

Table 2

Temporal characteristics of the economic and social processes influencing the engagement of family household members in lifelong education

Household	**Family**
Long-term influence	
Achieving a certain level of wealth; building financial resources as a source of investment in the human capital of a household	Creating, through socialization, a sustainable motivation towards lifelong learning by developing a need for continuing personal growth
Propagating a focus on investment in human capital in the family, and acting on it	Integrating into social networks that may be helpful in making arrangements for lifelong education
Situational influence	
Providing financial support for individual processes of entering and studying in a particular educational institution	Providing information support for entering and studying in a particular educational institution
Providing financial support for learning household members by paying their living expenses	Using family members' social connections to secure admission to, and study in the educational institution of choice

LIFELONG LEARNING FOR SUSTAINABLE DEVELOPMENT IN THE HOTEL BUSINESS

E van Dijk,
O. G. Madison

Foundation for Environmental Education (FEE) runs two international programmes for voluntary certification of businesses. They are: well known in Russia programme Blue Flag for certification of beaches, marinas and boats and new for Russia programme for voluntary certification of accommodations Green Key. Development and implementation of lifelong learning programmes in the field of environment and sustainable development for staff and visitors are the integral parts of both programmes. In Russia both Blue Flag and Green Key are implemented by "Keep St.-Petersburg Tidy" NGO. It is the member of FEE since 2002.

Purpose of the programme Green Key is to develop and manage an eco-label for environmental and sustainability issues in leisure organisations. Besides, the programme gives a chance for a hotel to develop its environmental policy and perspective planning.

Green Key programme is implemented now in 17 countries of the world. Several countries including Russia showed interest to joining the programme in 2010.

The aims of the Green Key programme are: (a) environmental and sustainable education of the owner, the staff and the client; (b)environmental and sustainable, preservation by the reduction of the impacts of the facility; (c) economical management as a reduction of the consumption induce a reduction of the costs; (d) marketing strategy with the promotion of the label and the facilities awarded;

The Green Key programme contains mandatory and optional criteria. They cover several fields, including environmental management, lifelong learning programmes for staff and guests, choosing of food and drinks taking into account sustainability issues, water and energy savings, sustainable waste management, use of environmentally friendly washing and cleaning, green activities and so on.

Each field contain mandatory and optional criteria. National criteria are based on the International ones and take into account National legislation. National criteria must be approved by the International Steering Committee. The criteria are revised every 3 years.

The hotels meet all the mandatory criteria, they are awarded with the Green Key international certificate.

The first in Russian Green Key programme introductory seminar for hotel managers was held in St.-Petersburg in February 2010. The International coordinator of the Green Key programme Erik van Dijk took part in the seminar.

At present in Russia the hotels for participation in the pilot phase of the programme have been selected and National criteria have been developed. By autumn 2010 all the hotels taking part in the programme will have developed and implemented the training programmes for staff and enlightenment programmes for the guests on the issues of sustainable development.

We do hope that in Russia the first hotels will be awarded with the widely recognized environmental certificate Green Key already in 2010.

FORMATION AND DEVELOPMENT OF MANAGERIAL ABILITIES IN STUDENTS DURING THEIR LIFELONG EDUCATION

N. N. Dzhamilova

The educational institutions of Uzbekistan face the necessity of forming managerial abilities in the rising generation as they contribute to development of independence, improve the efficiency of educational influence and expand each citizen's ability to take an active part in economic and cultural reconstruction in the future. Specialists' managerial abilities are called for irrespective of their past titles and the nature of their professional work.

The formation of an individual's moral make-up and the development of his values begins at the preschool age and continues throughout life. It is during the preschool years that ethical principles are laid down and the first moral values, feelings, habits and relations are formed, which stipulate the further moral development of the person. A person adopts virtues and values, including managerial abilities, between the ages of five and 25.

Domestic scientists have investigated such problems as the formation of a student's morals on the basis of national and universal values; the professional training of a teacher's personality during his or her lifelong pedagogical education; the managerial and pedagogical fundamentals of improving professional college teachers' skills; pedagogical technologies and the development of general labour and professional skills within the system of higher pedagogical education, etc. Focusing on the great importance of research about the formation of managerial abilities in the rising generation, let us stress that they are relevant to the respective period of the development of society and the state. However, the emergence of new types of educational institution, cooperation between higher educational systems, intensification of training in compliance with state standards, new curricula and programs etc., have prompted the search for new approaches to this issue.

However, there has still been neither theoretical justification of the essence of the formation of managerial abilities in students during their lifelong education, nor specification of the conditions necessary for their development. Furthermore, there has been a certain contradiction between the social order for training of teachers and educators and their real readiness to perform professional functions based on managerial abilities. Studies have shown that the contradiction was caused by a discrepancy between the company's growing requirements toward the training of would-be teachers and educators, and their insufficient didactic, methodological

and psychological readiness toward organisational activity in various types of educational institutions. Inclinations toward organizational activity initially manifest themselves in a person's yearning to take on responsibility, run a risk, stick to his or her words, keep his or her promises, be fair, honest and benevolent to children, colleagues and parents.

In our republic, the problem of forming managerial abilities in the rising generation is not only psychological or pedagogical, but also social. The conceptual statement we assume as a basis consists in the improvement of the process of formation of managerial abilities and implies research into the process at each step of education from the point of view of its goals, objectives, content, technology of organization of training, and motivation of the students; as well as in the definition of the pedagogical system of the formation of managerial abilities in students during their lifelong education and their theoretical and empirical justification. This conceptual statement is connected with a qualitatively new level of training of nationals with due account given to modern psychological, pedagogical and sociological research.

In our research, we proceed from the following assumptions:

Firstly, students acquire managerial abilities over the years of training in the system of lifelong education if the teacher has the theoretical and empirical knowledge for the formation of managerial abilities;

Secondly, the teacher understands the importance of the student's managerial abilities for their subsequent professional work;

Thirdly, managerial abilities are formed on the basis of pedagogical technologies and integrative approach, and the educational institutions have the psychological, pedagogical and social environment necessary to form managerial abilities in students.

We are going to use the research data to develop and introduce the theoretical fundamentals for the intensification of the formation and development of managerial abilities in students during their lifelong education; the criteria that enables the definition of the the level of managerial abilities in students at each step of their lifelong education; the subsystem of the formation and development of managerial abilities in students in the general system of the formation of professional abilities and skills of the would-be teacher and educator; new pedagogical technologies for the intensification of the formation and development of managerial abilities in students at all stages of lifelong education. We are also going to study the social and pedagogical conditions necessary toward forming and developing managerial abilities in students at all stages of lifelong education and their peculiarities, and reveal the main difficulties between teachers/schoolmasters/educators in the formation and development of managerial abilities in students.

THE ROLE OF CONSTANT EDUCATION IN THE DEVELOPMENT OF THE INNOVATION ECONOMY

O. L. Petrenko

At present, Russia is dealing with the task of “innovation-renovation.” A part of this task is the development of the innovation economy, which is often referred to as the knowledge economy or the intellectual economy. It is ongoing, for the innovation economy means that its improvement is mainly carried out by means of generating new knowledge, human intellect and the development of information technologies, not only the development of the means of material production [4].

Among the aspects of the formation of the innovation economy is a growth of volume of knowledge and, subsequently, a growth in the complexity of the tasks connected with knowledge accumulation and knowledge transfer, which is already a part of education. We should note that in the context of the task of “innovation -renovation,” the range of knowledge to be taught is much broader than the skills set and knowledge base associated with traditional scientific and engineering curricula. An inability to train specialists required for further technical, social and economic progress has become one of the most serious and formidable causes of the emerging crisis. In the modern world, according to the Education Committee of the European Council, there are a number of factors exacerbating the discrepancy between the possibilities of educational establishments and the requirements of the society. Among these factors are: a) the accelerated growth of technologies and their fast penetration into daily life, leading to an inability to predict the skills set and knowledge base that today's young people will need in 10-15 years; b) the fast change of the geographical location of the sources of economic growth, which makes it necessary to maintain high labor-market mobility and the ability of its participants to effectively change occupation in order to avoid, with minimal losses, any consequences of numerous social and economic micro-crises; c) the deep layers of population involved in global economic processes and the necessity of providing highly mobile specialists is growing; d) unequal income distribution, widening gaps between the representatives of the formerly similar social strata because of migration processes and technical development to a different extent [3].

A method of solving these problems is the provision of constant education. The idea of constant education was shown to be effective at the Lisbon summit (March 2000). Successful transition to the knowledge-based

economy and society, should be supported by constant education, or "lifelong learning." The concept of constant education becomes the basic principle of the educational system and human participation in it. A less well-known term is "lifewide learning", which underlines not only the continuity of the educational process, but also the variety of its forms – formal, non-formal and informal [2]. An acceptance of non-formal and informal educational models and a recognition of their roles in modern life indicates that such forms of education are appropriate to the tasks of the modern society, in particular, to the tasks of the development of an innovation economy. However, we must not think that non-formal and informal educational processes emerge and develop on their own and that they don't need organization, planning or support. The experience of using of these forms in real social and economic structures has to be learned and summarized for the effective development of these educational forms and for their further distribution to succeed. Besides, new methods of applying positive experiences, i.e. the procedures that allow for effective use of these forms of education, have to be developed.

Russia has experience of setting up different forms of constant education that can be successfully used today. A conceptual basis for innovation education can be taken from a principle enunciated in the late-1950s by Academician M. A. Lavrentyev: "science - people - production" (the famous formula known as "Lavrentyev's triangle") [1]. The essence of this principle is the following: teaching is carried out in the process of new knowledge creation by means of integrating scientific research, the educational process and production, and in order to provide practical application of the received knowledge. We should remember that in a triangle, each of the corners is connected to the other two. In "Lavrentyev's triangle" these connections mean that science sets the tasks, which are important for practical purposes, and estimates results from a practical point of view, while people are educated in the process of scientific research for the needs of practice and, subsequently, the criteria of success in education are not primarily based on the results of study in theoretical courses from a curriculum, but mostly on the significance of a student's contribution to real scientific and manufacturing activities.

A good example of the realization of constant education in a scientific institution can be found in the "system of the Institute of Physics and Technology" developed in the late-1940s and the beginning of the 1950s. In the framework of the system, students, starting from the fourth course, continued their studies in a practical manner with teams from the scientific and manufacturing organizations that constituted the departments of the

Moscow Institute of Physics and Technology. In the course of this work they obtained practical skills in their specialty as well as some social and communicative skills, due to which by the end of their studies they had become competent specialists, able to work effectively in teams on a common task. We should note that generally the Russian system of higher education doesn't help students to obtain such skills and they need to continue their studies after the graduation.

Such an educational system creates a strong motive for further lifelong learning with usage of different forms and methods apart from those found in educational establishments. Moreover, people do not perceive it as learning out of necessity, but as a normal part of life in the modern world.

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OUTLOOK FOR LIFELONG STAFF TRAINING IN A "KNOWLEDGE" ECONOMY

A. E. Suleimankadieva

The labor market is a fiercely competitive marketplace today, where fighting is on for talent, knowledge and specialist competencies [3, p. 316]. Employees tend to demand more from their employers. Their loyalty is down, and mobility is on the rise. A high staff turnover rate is costing employers.

In Europe, many nations have embraced a lifelong education concept that calls for a strategic reform aimed at raising the international competitiveness of their domestic companies, which behooves those companies to constantly upgrade and rejuvenate the knowledge learned by their staff. Some of the things that a "knowledge" economy wants from education are: (a) personalized education models; (b) personal responsibility and initiative of the trainees; (c) propagation of universal competencies that can be applied to any aspect of professional work [4, p. 10]; (d) an education fine-tuned to the real needs of the professional field in question. The table below demonstrates the strategic priorities of corporate lifelong learning.

Priorities of Lifelong Education in a "Knowledge" Economy [see: 3, p. 317]

Guideline trends in lifelong learning	Challenges, solutions, action to be taken
Rising demand for "intellectual" workforce in the labor market	1. Supply/demand analysis of other workforce categories to identify trends; 2. Consider the option of "intellectual" retraining or re-skilling for those employees who are not currently engaged in science-intensive, intellectual work, in order to raise their appeal in the labor market.
Analytical capability has growing prevalence over the knowledge of plain information and facts	1. Identify the strategic universal competencies of "intellectual" staff; 2. Define the combination of general and specific competencies of "intellectual" staff and how to promote development.
Personalized approach to the planning, management and funding of staff training	Analysis to identify the outputs and benefits of education planning and funding for each individual employee.

Staff capacity building	1. Personal capacity analysis; analysis of key professional abilities; 2. Building a personalized strategic HR development model, inclusive of general and specific requirements and activities for professional competency-building.
Personalized, customized training for corporate staff	Building corporate models that will assist in personalizing and customizing staff training.
Promoting science-intensive, intellectual labor in an environment with a high degree of strategic uncertainty	Developing organizational formats of intellectual labor management in an environment with a high degree of strategic uncertainty.

The new, knowledge-based economy, which drives an objective need for smarter ways to generate, distribute and use knowledge, has led to the emergence of a whole new professional field - Knowledge Management (KM), which is concerned with building management paradigms, policies, methodologies and know-how of generating new knowledge. New knowledge creation is the work of scientists and specialists, while knowledge management is the work of administrators [2, p. 22], which enables organizations to add maximum value to the knowledge they possess, enhance the organization's own capacity to learn and adapt to the changing environment, and stay ahead of its competition. Faster and easier learning is the central point of the theory and practice of KM, shifting accent towards how fast knowledge can be absorbed, how promptly a person or organization can respond to change, and how fast the new skills and know-how can be applied on the ground. The learning process these days is all about learning skills that can be put to work in the field. Qualified specialists go out of their way to keep their qualifications way up, constantly generating new, improved knowledge. According to analysts, the only limited resource is the time available for learning and adapting to never-ending change [1].

Continuing build-up of knowledge is the centerpiece of a new economy. Examining the content, role and influence of knowledge, many researchers have come to the conclusion that the role of knowledge is multifarious. A. Smith tied the role of knowledge to its economic content. A. Marshall viewed knowledge as a key factor in enterprise. N.D. Kondratiev linked knowledge to the transition to a new market cycle, the one that will see an avalanche of inventions and innovation. G. Grossman, R. Lipsy et al defined it as knowledge and know-how embodied in new and improved products, services, production and management processes, viewing knowledge as an endogenous factor that both results from economic

activity, and operates as a fundamental driver of sustainable economic growth. And some researchers viewed knowledge as a modernizing factor for the higher education system [5, p. 125–151].

In a new economy, learning is a lifelong process. Employees learn new skills and competencies, and even change their specialization more than once in the course of their professional career. Universities no longer admit yesterday's high-school students alone; grown people – successful professionals – go back to school for in-service training or their second or third degree. As noted in [4, p. 5–13], because of the higher number of students with previous work experience and students who seek continuing education on their own terms, universities have been compelled to think about modifying their schedules and teaching methods. It is no longer sufficient to impart a certain scope of desk-top knowledge and hands-on skills to students. The call of the times is to teach people who are already employed how to find and analyze information, i.e. to teach them how to learn.

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DEVELOPING AN INNOVATIVE MODEL OF VOCATIONAL TEACHING FOR ADULTS IN TODAY'S COLLEGE

E. A. Tsarkova

Against the background of the reform and restructuring of national education, caused by Russia's desire to join the unified European educational space, the grounds have become increasingly clear for determining the need to implement integrated measures aimed at developing a national system of continued professional development and training of specialists (CPD).

The CPD system is a complex conglomerate of various kinds and programs of training for broad categories of consumers of educational services sold by providers based on a wide variety of educational institutions with different levels and profiles, among which colleges occupy a respectable place in terms of logistical and personnel resources of the educational process. Professional training and retraining programs carried out in Moscow colleges are designed to meet the intersecting needs of potential recruiters of employees, consumers of educational services in the form of various categories of people, and their major suppliers in the form of educational institutions providing related CPD services.

At present Russia's regions are experiencing a drastic increase in the total number of organizations providing educational services in the field of CPD and implementing professional development and retraining programs for a wide range of target groups of users. In this regard it is essential to develop solid theoretical and methodological bases and to form a common model that describes the principles and procedures that could guide educational institutions in the implementation of training. The current situation brings to the fore the issue of the discrepancies between existing mechanisms for selecting the content of training (retraining) of workers, the requirements of employers to determine the criteria of professional activity of workers, and the ability of educational institutions to implement innovative reforms in carrying out these educational services. In these circumstances it has becomes increasingly important to improve the traditional techniques of designing the content of specialist retraining in the workforce.

Involving employers in creating the groundwork for an objective assessment of learning outcomes, currently requires involving them in the development of professional standards. The most important thing that sets

professional standards apart from a whole series of other regulatory acts, is that in addition to establishing requirements for the content and conditions of work, they provide a description of the qualifications and expertise of the different qualification levels, which are the basis for shaping the content of both the federal state educational standards (FSES), as well as innovative professional training programs (including training programs for personnel in manufacturing). The role of professional standards in the regulation of vocational education and training activity includes: (a) establishing requirements for professions according to qualification level, to create a quality assessment system based on them; (b) the implementation of professional standards requirements in the development of FSES at all levels of vocational education and CPD training programs, the formation of sets of teaching materials, in choosing the forms and methods of teaching in vocational education and internal training of personnel; (c) rapid updating and improvement of training content, (d) determine the trajectory of learning throughout a person's career growth, etc.

However, it is not only the absence of professional standards for all types of economic activity that slows the creation of criteria for professional activity. There is a serious gap in Russia between demand and supply of labor, whereby the skills of the employees do not satisfy employers, and the vocational education system continues to evolve according to its own logic, not connected to that of the labor market, due to the lack of a national system of qualifications that would facilitate co-ordination of mutual requirements for qualifications on the part of employers, as well as the education and training system. Such a system should include a sectoral framework for qualifications, a classification of professions/occupations, professional standards according to economic activity, a list of levels and directory of qualifications, a list and directory of training programs (training modules), procedures (rules and mechanisms), recognition (registration) of professional standards, evaluation system, validation, certification, accreditation of education and training outcomes(qualifications) at a national and international level.

Obviously, where there are no requirements for criteria of professional activities that define the indicators of quality of potential employees, different approaches and different mechanisms are needed to develop vocational training and retraining, that satisfy an employer's requirements. In this case, the key principle behind innovative approaches to designing the content and the procedural component of vocational education in general, and vocational training in particular, is a focus on the objectives that are relevant to the workplace. These benchmarks can be

achieved by the transition of educational institutions to techniques of structuring CPD programs based on a modular principle of constructing the content and organization of training.

The model developed in the Research Institute of Vocational Education of the Moscow Department of Education for implementing a modular competency approach in adult vocational retraining programs contains a two-tiered structure that defines the mechanism for determining the requirements of employers and the design principles of CPD programs both when professional standards exist and in their absence. The model is based on a deep functional analysis of the workplace(profession) through a description of its functions and outputs. The advantage of this approach is that it allows changes in technology and work organization in the field of supply and demand for labor in a region to be taken into account quickly.

The functional analysis begins with the establishment of employer requirements for the standards of activities within a given professional field (profession) with the aim of identifying actual and prospective demands of branches of industry for various categories of workers. This phase of functional analysis is called "Analysis of skills requirements". The employers' requirements are their expectations regarding the skills of workers in a particular profession at a given level of responsibility.

Information about these requirements can be obtained by analyzing the labor market, requirements for skills through direct questioning and interviewing of employers, describing the type of economic activity, the content of wage-rate guides and other sources. Functions identified in the process of analysis (real actions performed by an employee in a given profession at a particular level of qualification) and those competencies that are required for carrying out this professional activity, will become the basis for the development of modular courses, since they specifically represent a set of essential requirements, identical to learning outcomes. After determining the range of professional modules comes the time-consuming stage of integrating the didactic elements necessary for the formation of professional competencies for professional content modules.

The characteristics of using the modular competency approach model in adult vocational retraining programs is reflected in three core principles: the tier structure model matches the actual professional activity; the functional analysis of professional activity determines the range of vocational modules; the content of individual vocational modules is determined by a system integrating didactic elements depending on the functional requirements of each type of professional activity in independent and complete educational information contents.

The experience of developing an innovative model of pilot vocational training(retraining) programs, based on a modular principle of constructing content, shows a range of obvious advantages of this approach: (a) the possibility of rapid upgrade or replacement of specific modules when requirements for the employee are changed as a result of changes in technology and labor organization to ensure quality management systems for training; (b) improving the individualization of training based on the level of knowledge and skills obtained during previous training (or work experience) by transferring or combining the required modules, and separate units of modules; (c) convenience of using the same modules as elements of several training programs at once. With the gradual development and accumulation of educational modules, taking into account international experience in implementation of credit unit system, the likelihood increases that trainees will receive a qualification whose requirements for different levels (in relation to specific trades and professions) are currently regulated by the relevant accreditation and appraisal documents.

Along with the traditional procedure of attestation, the most effective option is to create systems of training quality assessment external to the direct service providers in the form of certification of professional qualifications by industry associations of employers (when they exist), which allows for the modernization of state certification, licensing and accreditation of educational institutions and programs in accordance with the priorities of the state educational policy in the area of retraining, as well as creating mechanisms for their regular renewal.

The flexibility of a modular approach gives it the broad potential to be used in training and retraining of various social groups, including the unemployed, developing human resource capacity of manufacturers, persons with disabilities, and other categories of people; it can form an individual learning trajectory in line with the concept of lifelong learning and expand the scope of intellectual freedoms of all parties involved in the educational process.

The innovative nature of the change entails further development of a scientific-methodical and organizational-legal framework for the training, retraining and upgrading skills of personnel, and developing a set of regulatory documents to implement the modular competency approach to CPD, vocational training and retraining for adults. This determines priorities for the further development of CPD and training in Moscow and identifies strategic directions for improving the training and retraining of personnel using the resource capabilities of integrated educational institutions.

GROUNDS FOR A DEVELOPMENT STRATEGY FOR A REGIONAL SYSTEM OF VOCATIONAL PROFESSIONAL EDUCATION

S. S. Dzavlonov

Growing attention to the regional aspects of economic and social development has caused the emergence of a particular direction in domestic policy. This, in turn, has provoked a remarkable expansion into the research and re-evaluation of traditional factors in regional development throughout the world.

In presenting educational reforms as a quest for new forms of educational process organization that are adequate for the current social situation, it is necessary to determine the main development parameters. Such a determination demands a clear focus on the sociocultural specificity of a region because it touches upon one of the most essential vectors, which defines further trends in the reform of the educational system.

Today, a complex approach to the problems of regional education has not yet fully been elaborated. Besides, the reform process is not considered as way to overcome problems in the system of education. In a situation where the generally accepted term “regionalization of education” has no currency, we ground our arguments on the idea that this process should be perceived as activity aimed at creating the necessary conditions that contribute to the satisfaction of actual and prospective regional, economical, social and state requirements in the sphere of training of qualified pedagogic staff, as well as of personal needs in education and self-realization. In pedagogic theory, a region in understood as a national and territorial structure, in which the educational system operates.

Pedagogical research into a regional system of education presumes the following components. The first is complex research into regional education as part of a complex educational and territorial system. The second component is studying the interconnection between regional educational institutions and society, and social institutions at the level of the territory. The last thing to be considered is an analysis of the two-way influence and cooperation of the territorial space and regional educational institutions. According to E. A. Soboleva and V. I. Spirina, the methodological ground for the implementation of the regionalization principle is an approach that maintains the organic or functional connection between the whole and its components, the identification of contradicting trends in regionalization and integration of education and development of the latter, as well as the detection of variability and complexity in the educational space.

Taking into consideration various aspects of regionalization (legislative, technical, material, financial, content, etc.), it is important to pay attention to the fact that the most complex aspect of the given process is methodology, because it requires elaboration of a structured analysis of the development process of regional sociocultural systems of education. As V. K. Batsyn has fairly pointed out, “The policy of education regionalization is conditioned by the cancellation of the unitary model of education and the necessity to enrich the unified educational space. Regionalization presumes the creation of conditions for the somewhat autonomous functioning and development of regional systems of education in accordance with socioeconomic, cultural and educational regional needs”. It is also worth mentioning that the educational system of any region is on the one hand a complex and independent social and pedagogical structure with regional peculiarities typical to it and functional connections between its components. On the other hand, it is integrated into the national educational space. A regional system of education should be considered as a social and pedagogical system at the level of its purposes, organizational and functional peculiarities, and as a stable, viable and self-optimizing infrastructure with a wide range of educational services. [5].

A general approach to an assessment of the regionalization processes in education is still based on an understanding of regional education as a subjectively managed system liable to design, organization and administration. An important trend defining new trends in professional education development is diversification, which presumes conducting structural and content change, allotment of independent choice of educational programs meeting the requirement of the regional labor market, and introduction of new study plans embracing basic educational trends and specializations. The aforementioned conditions allows for better consideration of regional needs and the creation of necessary conditions for training a creative, multi-functional and highly professional specialist.

Based on the prior trends of realization listed above, we can highlight the following: (a) the study of the professional structure of regional employment and its dynamics; (b) the provision of variability and diversity in educational programs, and reorientation of the programs toward the study of modern and prospective production technologies; (c) the expansion of the social partnership space, and the creation of conditions for establishing a long-term partnership with factories; (d) the development of additional education aimed at retraining specialists determined by regional human resources, and educational and economical needs; and (e) the retraining of the unemployed and former prisoners.

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PRIMARY TRENDS IN THE CREATION OF A CORPORATE SYSTEM OF LIFELONG EDUCATION IN THE STATE-OWNED CORPORATION "ROSATOM"

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The EU Memorandum on Lifelong Learning declares: "the move towards lifelong learning must accompany a successful transition to a knowledge-based economy and society."

The increase of the role of intellectual capital in a modern corporation creates the necessity for its transformation into a "continually taught organization". The specifics of the nuclear sector, which are connected with its belonging to the sphere of high technology and the great capacity and multidisciplinary nature of its requisite knowledge, necessitate a special approach to the organization of lifelong education already at the early stages of selection and preparation of specialists. The problems of nuclear education in recent years have been widely debated by the scientific and pedagogical community and by specialists of the atomic sector. In the framework of educational reform, various structures have been created on the national and international level (the Russian division of the World Nuclear University, the European and Asian Network for Education in Nuclear Technology, etc.). However, serious breakthroughs in the improvement of nuclear education have not yet been made.

The preparation of specialists capable of working in such complex and potentially dangerous sectors as nuclear energy and industry demands a considerable number of practical skills in addition to an awareness of the range of specializations and general technical competence. Summarizing recent trends for improvement of the educational system for nuclear power and industry, the following can be identified: (a) increase in investment in education and professional preparation as well as facilitation of realization of a person's abilities and of a person's participation in production (modernization of the educational and scientific base, the influx of young teachers, a respectable salary, upgrading scientific and teaching qualifications of instructors, replenishment of the fund of scientific and technical libraries); (b) creation of an integrated corporate educational system, including combination of internal and external forms of instruction with periods of professional employment for students of the selected

specialization during engineering and production preparation at base enterprises and scientific and educational institutions; (c) support of close cooperation between institutions of higher education and enterprises by means of development of a targeted selection by trilateral agreement; (d) preservation of an engineering hierarchy of education for nuclear specializations with a period of training from 5.5 - 6 years; (e) formation and correction of educational standards, curricula, and programs with the participation of scientists and industrial workers; (f) development and introduction of new, innovative forms of educational organization and technologies, and so on.

Thus, for example, the Administration of Saint Petersburg has planned a program for leading manufacturers for the preparation and retraining of core staff. More than forty industrial organizations in conjunction with institutions of higher education have created the basic departments and affiliate departments at enterprises, as well as faculties for the targeted preparation and continued professional education and retraining of key personnel. A pilot project for the preparation of key personnel for shipbuilding is being implemented. More than twenty industrial enterprises and over ten institutions of higher education are participating in this program on the basis of co-financing. The employer reimburses the city budget for up to 20 % of the resources spent on preparation of specialists.

Recently a program for the preparation and retraining of key personnel in Saint Petersburg's technology intensive sectors of industry was approved. An International Innovation Center was created, for training in which more than three hundred students were selected, trilateral agreements "enterprise – institution of higher education – student" were concluded, and further training has begun in accordance with an individual program agreed upon with the organizations. For the purpose of improving the system of continued professional education, it is proposed to proceed by way of creation of specialized educational complexes that provide retraining and upgrade of qualifications for various areas of focus and specializations. Included in the tasks for such complexes are:

Organization of preparation of specialists of various levels (from secondary technical training to retraining and upgrade of qualifications for managers and specialists with use of modern educational technologies and methodological implementation in the educational process of certified programs and the requirements of educational standards); provision of close cooperation with enterprises of the sector

and organization on this basis of training and upgrade of qualifications in the specialist preparation programs required by enterprises.

Solution of these tasks in relation to the movement for ensuring nuclear and radiation safety includes: (a) creation of the necessary material and technical infrastructure (the material and technical infrastructure of the complex should ensure training is carried out according to scenarios approximating real life conditions, with the actual use of modern equipment and means of protection); (b) selection and preparation of regular personnel for organization of the educational process, who should ensure the ability to carry out scientific research, consultations, and rendering other services in the sphere of ensuring nuclear and radiation safety, to prepare for licensing, certification and attestation, and to participate in carrying out inspections and preparation of their final reports; (c) formation of an educational and methodological base that includes a library of research and technical and methodological literature, an electric database of enterprises and technologies, photo and video materials and other informational resources; (d) organization (together with the primary form of carrying out educational lessons) of short-term seminars, meetings, round tables, instructor seminars, and other measures devoted to relevant questions of ensuring nuclear safety; (e) large-scale international conferences, forums, exhibitions, and presentations; (f) ensuring cooperation with foreign countries and international organizations for the solution of designated problems in development for the entire international community of unified, systematic approaches to the solution of current problems in safeguarding nuclear and radiation safety in the world.

NEW FORMS AND METHODS IN TEACHING ECONOMIC THEORY

I. G. Bondarenko,
V. I. Radchenko

Today, in the tough conditions of modern entrepreneurship, specialists are required who not only know theory well and are able to apply it in practice, but who also possess quick reactions when making administrative decisions, the ability to easily adapt to the most difficult situation, and the capacity for constant self-improvement and self-development. They should confidently wield specific business instruments, grasp specialized terminology, be able to use information technology, and be psychologically prepared and adapted to the phenomena and processes characteristic of an entrepreneurial and administrative environment. However, while studying courses in various economic and managerial disciplines, the requirement for thoroughness contradicts with the constant changes in the economic environment. After all, it is precisely the condition of this environment that determines which aspects of theory are especially relevant for managers and economists; however, currently the situation changes very quickly.

Thus, if in the middle of the 1990s it was appropriate to stress methods of monetary currency policy in the study of macroeconomics, insofar as the government administration followed precisely this line, than at the current time it is necessary to dedicate more time to methods of stimulating the growth of long-term aggregate supply, insofar as the reforms presently being carried out are directed towards this. We will provide another example: if the ramifications of default are studied according to textbooks written in the middle of the 1990s, then there will be no opportunity to become acquainted with the instruments for modeling short-term and long-term consequences of devaluation of the monetary unit. However, textbooks, as the most important carriers of information, cannot be published frequently: the preparation of a textbook is a complicated and work-intensive process. The exit from this contradiction can be seen in the inclusion of more or less invariable (in relation to changes in the exterior environment) material in textbooks, and in using other educational and methodological materials to draw attention to current changes in the economic environment, for example, assignments. The latter should be changed every half year, which provides course developers with the opportunity to combine the relatively stable information concerning

general economic laws and categories contained in textbooks with “fresh” information included in assignments concerning current economic development or the particularities of applying approaches used in management.

In recent years, a widespread phenomenon has become the introduction of elements of distance learning into the educational process. They are especially widespread in private business schools. The primary distinctive feature of a remote form of instruction, distinguishing it from other forms of instruction, is not only the wide use of Internet technologies, but also the shift in focus in regards to the primary sources for obtaining information. Usually the content of a “package” includes: textbooks for the given course (on an academic discipline or an aggregate of educational disciplines), a problem set, instructions for studying the course, etc. The student receives these materials at the beginning of the instruction and for each course. Similar methodology in a pure form objectively leads to reductionism and dogmatism, but in small doses, it doubtlessly facilitates modernization and improvement of the quality of instruction. This is especially relevant in the situation when the final test of knowledge is primarily reduced to tests. In several city institutions of higher education, an electronic learning environment has been created or is being created on the basis of the system Moodle. In Russia, in addition to Moodle, electronic learning environments are offered by Microsoft Sharepoint, Competentum.MAGISTR, and other programs. The shortcomings of their use is the high price, and, as a result, the payment of services.

In the context of limited material and technical resources, the Department of Economic Theory of the State Maine Technical University of Saint Petersburg has launched a simpler, but no less effective operation for introduction of electronic and virtual instruction methods into the educational process. By the efforts of the instructors of the Department of Economic Theory of the State Maine Technical University of Saint Petersburg, a website (registered 10.02.2007) was set up and filled with field-specific content. At the current time, it hosts 44 educational and methodological materials on economic theory and the global economy. The content of the website includes: 18 modules containing a classic presentation of a macro- and microeconomics course; a course of lectures on economics and economic theory in accordance with the new curricula; a course of lectures on the global economy; a course of lectures on the history of economic study; lectures on introduction to economic theory; a dictionary of economic terminology; documents with tests on all the economic disciplines for the period between 2007 – 2010 (10 documents in

total, and more than 700 tests); documents with methodological materials ("Economic Laws", "Macroeconomic Indicators", "Graphs in Economics", "Economic Indices"). Moreover, every month reviews on the condition of the global economy and economic conjunctures are placed on the website. Now students can become familiar with their instructor's lectures on the Internet, complete tests or case studies, read all of the educational literature, use the glossary and presentations, and discuss educational topics with their instructors in a forum. Furthermore, these and a few other materials have become the basis for preparation of students for examinations. From November 2008 through February 2010, over 5 thousand visits by students of institutions of higher learning in Saint Petersburg and Moscow have been recorded on the department website.

Another form became the continual on-line testing of students through the website studentman.ru, and by means of the technology tinypaste. This allows not only ongoing monitoring of knowledge to be carried out, but also to check if the presence of knowledge persists after a certain period of time. In addition to using Internet technologies to check knowledge, they are becoming the main core of students' scientific work. Preparation of reports, term papers, and theses are today unthinkable without all the variety of resources in the world-wide web.

The distinctive role of the instructor during this is in the transition of emphasis from a traditional system of lectures and seminars (which will not lose their significance in any case) to the function of modeling. The creation by instructors of their own thematic websites and the use of strategic Internet technologies cannot fully replace expensive electronic systems for managing instruction, but they can prove fully effective with skillful and regular use.

DEVELOPING THE MANAGERIAL COMPETENCE OF EDUCATION ADMINISTRATORS THROUGH LIFELONG EDUCATION

E. N. Belova

Increasing the level of competence of education administrators is becoming an indispensable condition for innovative processes in education and an integral part of forming a knowledge-based economy. In constantly changing situations, the dependence of the success of modernization of educational systems, which is the most important factor in the development of an innovative economy, on the level of managerial competence among education administrators and on their ability to quickly indentify problems and make effective managerial decisions. As the managerial competence of an educational institution's leader, we understand his ability and readiness to completely and thoroughly analyze and to precisely formulate the educational institution's problems and to find, amidst the large number of alternative approaches to their solution, the most appropriate and effective in relation to the specific situation of the educational institution.

Based on an analysis of the results of research into managerial and pedagogical practices, the author has deduced the presence of four basic functional components of managerial competence: cognitive, organizational, communicative and reflexive. For each of the four components of managerial competence, its functional composition is defined, the fulfillment of which allows for the formation of an operational complex of pedagogical and managerial tasks for the education administrator. It is advisable to pay particular attention in the development of managerial competence among education administrators in the context of lifelong education, a crucial part of which is continuing professional education, to the acquisition of the abilities and skills of effective communication, prognosis and forecasting of the outcomes in the development of the educational institution, search and introduction of innovation, and development of leadership skills and abilities to learn.

A new generation of leaders who are partial to the implementation of innovative management should meet the following criteria: a high level of social intelligence; initiative; the presence of inventiveness—a creative, unconventional approach to business; emotional stability; a high motivation for achievement and orientation toward the future; and individualism [2]. The modern education administrator should possess the methods of managerial competence that include both professional and personal-social

competence at its highest creative level, and should display the following managerial qualities: (a) a creative approach to the selection of forms and methods of management, unconventionality in the application of managerial and specialized expertise for solutions to production and management problems, sound argumentation and defense for the advancement of his own algorithm of action, a capacity for innovation and rationalization (the cognitive component); (b) a creative approach to the selection of an organizational structure of leadership, mastery of self-management skills, the ability to create effective conditions for the professional development of subordinates and the institution, the possession of his own style of leadership (the organizational component); (c) to form a creative and stable character of productive communication, the ability to influence the opinion of those around him and lead staff toward accomplishment of an established goal (the communicative component); (d) possess adequate self-esteem and the ability to influence the results of management activities, as well as the ability to adjust his own behavior in professional activities (the reflexive component) [1].

As a whole, approaches to the development of managerial competence among education administrators in the process of their professional training and upgrade of their qualifications are targeted: at a high level of development of systematic-creative and innovative managerial thinking; at the improvement of personal-social and professional competence in the sphere of education; at the formulation of an individual communicative style; and at the systematically organized upgrade of their own qualification throughout their entire life.

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DESIGN OF INDIVIDUAL EDUCATIONAL PATHWAYS

E. I. Ogorodnikova

Individual educational pathways are suitable for learner-centered education but clearly these will not be identical because of the following particular features: firstly, an individual educational pathway is elaborated for a concrete learner (student) in the form of their individual educational program; secondly, at the stage of the program's elaboration the learner appears to be the subject of differentiated education offered by an educational institution (at the same time, the learner also acts as is a 'non-formal client' when they demonstrate their educational needs, cognitive and other individual features to the educational institution elaborating for them an individual program); thirdly, at the stage of the program's elaboration the learner appears to be a subject of the educational process.

In this case, a learner-centered educational process is realized as an individual educational pathway that is conditioned by the functional possibilities of pedagogical support. It is this pedagogical support of a learner that transforms a learner-centered educational process into an individual educational pathway. The contents and curricular of the individual educational pathway are determined by the educational needs, individual capabilities and possibilities of a learner, and the level of his ability to comprehend the program.

For instance, innovative processes in today's general education school actualize not only the problem of improving teaching methodologies but also the matter of developing institutions of general education where the personal development of learners may be conducted more effectively. As a result, an objective premise for a learner to choose an individual educational pathway which will fully meet their personal needs and ambitions has emerged. However, learners face major difficulties when choosing an educational pathway and sometimes do not feel fully responsible for their choice and personal growth. One solution to the problems of designing an individual educational pathway may be the humanization of education, because design allows for the creation of special conditions necessary for meeting the requirement of learners by realizing their individual educational pathways.

While studying, a learner may choose one of the following approaches toward an individual educational pathway: development of core logical comprehension, profound or encyclopedic learning, and selective or advanced study of a topic. Keeping the logic, structure and curricular of a

discipline will be based on a fixed amount of fundamental educational objects and related matters that provide a learner with a standard educational level along his or her individual educational pathway. In order to reach the aforementioned goals, students are provided with various study tasks of different difficulty levels so that they can have a wide choice of possibilities and, accordingly, good chances for self-determination. Even though learners receive the same information, each of them approaches it in their own way depending on the learning style they have adopted.

Elaboration of individual educational pathways is a complex process and it is aimed at the development of such qualities in learners as self-support and initiative, and the ability to realize creative potential for career success. Such aspects of modernization as the transfer to a system of multi-level education, development of mobile educational programs and standards, and the attainment of academic mobility, create grounds for a range of alternative options within the sphere of education, and allow learners to take choices based on their own possibilities and the requirements of the labor market [1]. In the end, the choice of an individual educational pathway will allow for the development of the quality demanded here and now. The main goal of designing individual educational pathways is relevant to any study discipline and the subject of the design may fall to educational institutions (faculties and departments) as educators, who choose a particular educational strategy, and who select the most appropriate way to study.

In the course of this research, we have found the following particularities of forming educational and professional careers: (a) a disposition toward a particular kind of activity (a creative and innovative personality is more predisposed to technical creativity, an innovative and imaginative personality is likely to choose scientific creativity, a public and innovative personality is inclined to public and social activities, and an organizational and innovative person may prefer organizational activities); (b) the demands of professional self-determination (shaping up professional intentions, professional learning and training, professionalization of professional adaptation, partial or full realization in a professional career); (c) preparedness for professional self-determination (the main quality needed here is motivation at each stage of the personal development of the learner, which helps them reach goals and contributes to their personal growth).

Thus, the traditional learner-centered approach toward the elaboration of educational technologies and learning careers in the context of lifelong learning education doesn't prove itself sufficient in the modern

social situation and therefore slows the process of the social and economic development of the state. An individual-centered approach toward education at each stage is in high demand now. The introduction of such an approach into the educational process is possible through the a flexible system of educational standards and study plans, the project-group education system, the creation of temporary study groups at different levels and stages of education, and the wide use of new educational technologies in general and professional education.

Educational methodologies and strategies, elaboration of study plans, educational development trends and the sphere of future professional activity should be determined depending on the creative and original talents of each individual personality.

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THE STRATEGIC OBJECTIVES OF A SOCIO-PSYCHOLOGICAL SERVICE IN LIFELONG EDUCATION

Sh. T. Khalilova

At its present stage of development, society is one of the main customers for applied social psychological research. The system of lifelong education, performing the basic function of personality formation, first of all requires development of the human factor. In this process, the role of a social and psychological service in lifelong education acquires special relevance. The activities of a social and psychological service in lifelong education are targeted at providing psychological security, support, and strengthening of the mental health of the younger generation, as well as creation of a beneficial socio-psychological and socio-pedagogical environment for learning. The service contributes to the establishment of a positive lifestyle, development of creative abilities, and creation of a positive motivation for learning in the younger generation.

A socio-psychological service constitutes part of the system of educational work in lifelong education. Its purpose is: promotion of socio-psychological health, educational interests, and discovery of personal identity, harmonization of the socio-psychological climate in educational institutions, creation of socio-psychological conditions for successful learning and psychological development of the individual in situations of interaction, and facilitation of successful socialization in society.

The **strategic objectives** of a social and psychological service in lifelong education are: (a) development of an effective model of social and psychological services; (b) socio-psychological support for all participants in the educational process; (c) implementation of diagnostics for cognitive, emotional, and behavioral areas for different age stages; (d) increase of the psychological competence of participants in the educational process; (e) creation of conditions conducive to the social adaptation of the student; (f) assistance in achieving a positive resolution of problems; (g) conducting individual and group counseling at the request of teachers, parents, and students; (h) implementation of psychological education for teachers, parents, and students, etc.

The **basic principles** of a social and psychological service in lifelong education are: accessibility – the ability to receive assistance for all who need it; timeliness – the service's inclusion at the earliest stages; individualization – an individual approach (intelligence level, health

indicators, educational level, personality traits, social status); complexity – psychological study of an individual and correction, raising the educational level, and the restoration of social status; continuity – a unified program, phasing, continuity, and feedback; multi-functionality – implementation of a complex of varied measures to protect and defend the rights of the individual members of staff of an educational institution; integration – information received should be accumulated within a closed system that ensures complete confidentiality and anonymity of the respondents; representativeness – representation of all social groups of students and consideration of their interests; adaptation – a focus on mobility, the lack of inertia, and rapid adaptation to changes in the external social environment and characteristics of the individual and the group.

It is advisable to carry out a socio-psychological service in lifelong education in the following areas: (a) practical skills involving work with children, parents, and teachers; (b) psychosocial preventive work determined by the necessity of developing among pedagogues and the younger generation the need for psychological, legal, moral and ethical knowledge and to prevent in a timely fashion possible disruptions in the process of personal and intellectual development; (c) psychognostic work directed at an in-depth psycho-pedagogical study of the individual throughout the entire period of study in lifelong education, discovery of individual characteristics, and identification of the causes of disturbances in study; (d) developmental and correctional work involving the active influence of the psychologist on the development of a person's individuality. This is determined by the need to ensure a correspondence between the development of the individual and age-related standards, rendering assistance to the pedagogical staff in the individualization of education and training of students, and development of their abilities and inclinations; (e) advisory work focused on counseling adults and children about questions of development, training, and education.

The **main functions** of a social and psychological service in lifelong education are: to analyze the state of social and psychological education in different social spheres that surround and influence the younger generation; to direct the activities of the student towards self-education, self-learning, and the ability to independently organize their lives and deeds; to coordinate and integrate the work of various specialists and organizations that tackle the problems of the individual and are related to the condition of his or her crisis and to protection of his or her rights; to safeguard and protect an individual, his or her rights, interests, etc.; to create the conditions for students to have a safe, comfortable, and creative

life; to organize social, psychological, and legal advice for students, teachers, and parents; to resolve conflicts between students, teachers, and parents; to promote a healthy lifestyle for the group and each of its members.

In the work of a social and psychological service, application of such methods as the study of documentation, interviews, observation, experiments, testing, questioning, surveys, analysis, counseling, individual work, group work, and diagnostics will ensure the effectiveness of the learning process in lifelong education.

The **forms of work** in a social and psychological service are: with students (training, class time, individual consultations, developmental exercises, psychological activities, games, etc.); with teachers (pedagogical workshops, training, doctor consultations, round tables, conferences, individual consultations, etc.); and with parents (meetings, classes, individual interviews, lectures, etc.).

In the complex system of modern science, the organization of research and its management constantly demand the solution of questions connected with psychological mechanisms and regularities of this system. The significance of the forms of activities of a social and psychological service is growing, and to a significant degree this contributes to improvement of the social and psychological stability of students in the areas of interpersonal, school, and family communication; helps to motivate student interest in the educational process; and develops the capacity for change without becoming withdrawn and the aspiration towards a diversity of contacts with other people.

THE TRANSITIONAL PHASE IN THE DEVELOPMENT OF THE NON-GOVERNMENTAL SECTOR IN FURTHER EDUCATION DURING THE ECONOMIC AND DEMOGRAPHIC CRISIS

T. V. Prok

The goal set by the author of this article is to consider some processes in the development of the non-governmental sector in further education amid the economic crisis. Starting in 1990s, the non-governmental sector in further education has been rocketing and developing in the Russian system of higher education. The process was favoured by legal, economic, regional, social and other conditions and preconditions connected with the transformations of the Russian society at the turn of the 20th and 21st centuries. The dynamics of the growth of the non-governmental sector in further education has been positive until very recently, and it considerably outdoes the governmental sector in terms of growth. From 1995 to 2008, the number of non-governmental higher education establishments increased from 193 to 450, and the number of students they taught increased from 135,000 to 1,253,000 people [1].

The development of the non-governmental sector in further education in Russia went through four primary stages.

Stage I (1989-1992) included the emergence of the first higher educational institutions with a non-governmental pattern of ownership, creation of the legal regulations for the organization and running of non-governmental institutes of higher education; introduction of the term “non-governmental educational institution.”

Stage II (1993-1996) saw the number of higher educational institutions with a non-governmental pattern of ownership skyrocket; the formation of the non-governmental sector in further education as an alternative to the governmental system; orientation of the rising non-governmental sector in further education toward the variety of educational needs of the population; work on the concept of the subsystem of non-governmental higher education.

Stage III (1997-2008) saw the identification and conceptualization of the process of the non-governmental sector in further education, development of the strategy of activity in non-governmental higher education; creation of competitive higher educational institutions.

Crisis Stage IV (2008/09 up to the present time) included the introduction of anti-recessionary measures, the development of the next

strategic stage of the development of the non-governmental sector in further education, and a struggle for budgetary funds in all types of institutes of higher education, irrespective of the pattern of ownership.

At present, we believe the non-governmental sector in further education to be at a stage of transition toward a new stage of development demarcated by the turn of 2008/09. The following objective prerequisites attest to this:

1) The economic crisis taking place in Russia from the autumn of 2008 to the present time. The dynamics of market demand for paid educational services essentially depends on the social and economic situation in the country and the real income of households. As a result of the economic crisis, demand for services of non-governmental educational institutions has gone down, which has caused not only a decrease in their growth rates, but also the closure of a number of them. Regional non-governmental institutes of higher education were the first to feel the consequences of the crisis as soon as the regions experienced the first wave of redundancies and unemployment since these institutes of higher education are only maintained through non-governmental financing and have no state budgetary support. Staff cuts first affected teachers of humanities (the non-governmental sector in further education focuses mostly on the training of specialists in the humanities, whose overproduction was also observed in the pre-crisis years).

2) A critical demographic situation with an annual reduction in the number of school-leavers. The year 2007 saw as many as 1,102,000 people leaving school, but in 2008 there were only 981,000, 2009 went down further to 930,000, and in 2010 the figure is expected to total just 808,000. The demographic situation has considerably aggravated competition in the market of educational services and had a negative impact on the dynamics of the number of students in the non-governmental sector.

3) Modernization of the higher education system, stipulating optimization of the chain of higher educational institutions involving a considerable reduction of the number of higher educational institutions. The Ministry of Education has included a considerable number of institutes of higher education and branches of the non-governmental sector in a 'risk zone'. Some non-governmental institutes of higher education are closing because they cannot be certified.

4) The internal contradictions between different non-governmental institutes of higher education that differ in their structures, strategies, start-up histories, etc.

The non-governmental sector in further education is more likely to be limited in material resources; run management risks that are not relevant to budgets; have different ideas about goals, objectives, methods and development strategy, etc.

During the economic and demographic crisis, and the aggravation of competition, the non-governmental institutes of higher education take various anti-recessionary measures, marketing moves and ruses to hold their positions in the market of educational services. One of them is pursuing a price policy that makes an educational service cheaper and more attractive for the consumer: in the academic year 2008/2009, the average price of training at non-governmental institutes of higher education was almost 30 % lower than that of paid departments of the governmental institutes of higher education; the period of admission was extended; extraordinary spring admissions (March-April 2009) for the academic year 2009/10 according to the results of entrance examinations before the official introduction and holding of the Single State Examination etc., were announced. The introduction of the obligatory Single State Examination has allowed the institutes of higher education to generate an additional source of income; in particular, a lot of non-governmental institutes of higher education have opened their Single State Examination preliminary courses and centres.

As far as strategy is concerned, development of the non-governmental sector in further education is regarded as a possibility to move toward a network structure of higher institute activity [2], which assumes that inefficient non-governmental institutes of higher education included in the network structure get a chance to catch up with more effective institutes of higher education or integrate with wealthier subjects of educational activity by a redistribution of information, knowledge, experience of the faculty etc. According to the supporters of this new strategy, formation of holdings with a single price and educational policy will allow the non-governmental sector in further education to move toward a new quality of educational services within the network.

To hold its position in the market of educational services and in the Russian education system, not only does the non-governmental sector in further education need to undertake anti-recessionary measures and efforts, but also needs to adopt a strategy of further development based on those advantages which the non-governmental sector has at the transitional phase of development. One such advantage contributing to development of the non-governmental sector in further education throughout is a high level of integration into the system of lifelong

professional education. The non-governmental sector is an integral part of the lifelong professional education system generating competition with governmental educational establishments at all levels. At the current stage, non-governmental higher educational establishments are actively carving out their own niche in additional professional education; in particular, by opening various schools and courses for both children and adults. The non-governmental institutes of higher education are actively intruding into the niche of preschool education, highly demanded by the population, opening centres of early children's development, children's creative teams and workshops and even kindergartens, thus training their would-be entrants “from the cradle”.

What is going to happen to the non-governmental sector in further education in the future is largely unpredictable. Not all non-governmental institutes of higher education are likely to overcome this transitional phase, but those having passed the “crisis selection” and survived will be most competitive, which will enhance the prestige and quality of training in the non-governmental sector in further education.

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BOLONSKY PROCESS AND NATIONAL EDUCATION SYSTEMS IN A CONTEXT OF FORMATION OF GLOBAL SYSTEM OF CONTINUOUS FORMATION. EXAMINATION OF QUALITY AND LEGAL GUARANTEES OF CONTINUOUS FORMATION

CHARACTERISTICS OF STUDENT LEARNING IN THE CONTEXT OF LIFELONG EDUCATION

A. M. Novikov

Pedagogy has traditionally been constructed in relation to the age of learners: preschool pedagogy, school pedagogy, etc. Amidst development of the idea of lifelong education – "learning throughout one's whole life" – it is necessary to overcome these barriers and establish "cross-cutting" systems. In particular, it is possible to try to distinguish the following unified, "cross-cutting" characteristics of student learning, independent of age:

1. In contrast to the overwhelming majority of other forms of human activity – practical, scientific, artistic, etc., where the activity is directed at obtainment of a result that is "exterior" to the actor– be it material or psychological, *the learning activity of the actor is directed "at oneself"*, at obtainment of a result that is "interior" to the actor – the mastery of an experience that is new for the learner in the form of knowledge, abilities and skills, development of the intellect and value relationships, etc. Of course, in any human activity there are reflexive components directed "at oneself". But these are just components, whereas on the whole, activity – practical, scientific, etc. is directed "without" – at the exterior result, whereas learning is fully directed "within".

2. *Learning is always innovative and productive* for the learner. Continuously. Therefore it is exceedingly difficult for learners. Even in such forms of creative activity like the work of a scientist, an artist or actor, or the work of a pedagogue, etc., there are always a multitude of routine, repetitive components that were mastered long ago and do not require particular effort for their reproduction. Whereas the work of a student is constant, from hour to hour and from day to day directed at the mastery of life experience that is *new* for the student.

It is surprising how quickly adults – parents, teachers, etc., forget how difficult it was for they themselves to learn when they were children. For

example, parents' attitude to their child's study is most often expressed as: "After all, I slave away at work every day and tire myself out..., and what do you have to do? Just study, without another care in the world.

3. *The paradoxical nature of learning* consists in the fact that, although it is constantly innovative, its aims are more often than not set externally – by a curriculum, program, pedagogue, etc. That is, to speak generally, by representatives of older generations. After all, suppose a student should learn arithmetic. But, he or she will understand what this means only in the end, upon having finished the course of study. A student wants to obtain a high school education – but he or she will only understand what this means 11 years later, having gained maturity. And so on. Perhaps the only exception is adult students whose learning is generally consciously directed at solution of the specific problems they encounter in everyday life.

It is exactly the same with a student's *freedom of choice.* At an early age, this is limited and gradually expands in the process of maturation: until completion of his or her basic schooling, a schoolchild can only select elective courses or educational programs in the framework of supplementary education – music school, art school, a group for airplane models, etc. and only upon completion of middle school can he or she choose a further educational trajectory: professional school, college, specialized courses in secondary school, etc.

This paradox – the innovation of learning and its concurrent limitation of free will and the absence or limitation of a learner's ability to set the objectives within it – is difficult to solve. Nonetheless, it constitutes one of the most pressing problems of modern psychology and pedagogy: after all, a student accustomed to acting "on command", in the future, upon completion of one or another level of education and transition to the workplace, is often at a loss in the context of freedom of choice; he or she is dependent and lacking initiative. After all, it is known that as a rule, straight A students and gold medal winners grow up to be mediocre, with the exceptions of a few truly talented young people.

4. *The influence of age-related sensitivity on learning* – optimum periods of development for certain psychological and physiological characteristics and individual qualities pertaining to a particular age. Premature instruction or instruction past the period of age-related sensitivity can be insufficiently effective. Thus, the brain of a child under three and the brain of an adult differ fundamentally. The fact is that in a child's brain, the neurons are not covered with myelin membranes, which act as electrical

insulators, and this brain is essentially full of “short circuits”. It is known that later, at the age of approximately 5 years, children are especially sensitive to the development of a phonetic sense of hearing, and at the end of this period the sensitivity declines. At the age of 5-6 years, children master foreign languages most successfully. At the age of 10-12, the most effective sensorimotor development takes place – formation of precise visual and kinaesthetic control, development of precise movements, etc.

Moreover, a significant influence on learning is created by *age crises* that designate the limits of stable ages: the crisis of a newborn (up to 1 month), the crisis of one year, the crisis of 3 years, the crisis of 7 years, the teenage crisis (11-12 years), adolescent crisis, and right up through the age crises of adults, for example, the crisis of 40 years. It is known that after 40 a person’s ability to comprehend any new learning material declines sharply. Unfortunately, as a rule, during the organization of the educational process in schools, in professional educational institutions, and in institutions of postgraduate education, neither periods of age-related sensitivity, nor age crises, are considered, perhaps with the single exception of preschool education.

5. *In the course of ontogeny, the learner consecutively masters methods of activity characteristic of organizational types of culture that have been formed through genealogy*[1] in the process of humanity’s social and historical development: traditional, artisanal, professional, and project engineering. Indeed:

The methods for transmission of culture in its traditional organization are ritual, customs, traditions, and myths. While still in prenatal (pre-delivery) development, which is now beginning to be paid serious attention, the communication of a human embryo with other people, primarily its mother, is realized by means of *ritual*: the mother wakes up and sings the same ritual song every day. Going on a walk, she sings another song, again the same one every day, she goes to bed – and sings a third song, etc. After birth, the newborn’s communication with adults is built upon the invariability of the same actions and words (also rituals): “mama’s here”, “mama will feed you now”, etc. Thus, on account of the invariability of these situations, the newborn forms an image of mother, father, grandmother, etc. The daily regime for a baby functions as tradition and customs. Games with

[1] *Ontogeny* is the process of development of separate plant, a separate animal, or an individual from birth to death. *Genealogy* is the historical process of the development of all populations, including all of humanity.

children of this age – not yet children's games with imagined situations – appear in the form of rituals: "patty-cake, patty-cake", repeated many times. Fairy tales emerge as their own form of myths. Children of a young age may hear the same fairy tale tens or hundreds of time, and they still do not tire of it. In this manner, by means of rituals, traditions, and myths, a child assimilates elements of human culture – images, manipulating actions, conditional expressions, etc.;

the next historical type of organizational culture is artisanal. The method of transmission is by pattern and formulas for their reproduction. At a certain age, around 3 years, a child begins to copy the actions of adults – either directly (manipulation of objects), or vicariously in the form of *children's play*, creating for oneself an imagined "grown-up life". The child plays "mother and child", "doctor", etc., copying the behavior and actions of adults;

the child at the age of 6-7 years enters school (or has already learned to read and write in kindergarten). The primary method of assimilating human culture for the child becomes *text* – an attribute of the *scientific type of organizational culture,* the carriers of which are primarily textbooks, as well as dictionaries, reference books, workbooks, etc.;

finally, at an older age the child, teenager, etc., begins to assimilate the characteristics of the modern *project engineering type of organizational culture:* elements of problem solving and educational projects are introduced into the educational process, in particular, in vocational training and professional education there are term papers, degree projects, etc.

Moreover, it is important to stress that these types of organizational culture are not substituted one for the other, but are present *simultaneously and in parallel*. Thus, rituals, customs, and traditions are preserved in adult life (for example, daily regime, holidays, observance of folk customs, etc.). New types are added to previously assimilated types of organizational culture.

6. Learners who are fundamentally different live and have lived in different historical periods: the "child" of K. D. Ushinsky's 19th century is a completely different child from that of the 20th century, let along the 21st century. Each new generation reflects and assimilates the historical moment into which it was born and lives, and corresponds to it in terms of worldview, behavior, lifestyle, etc.

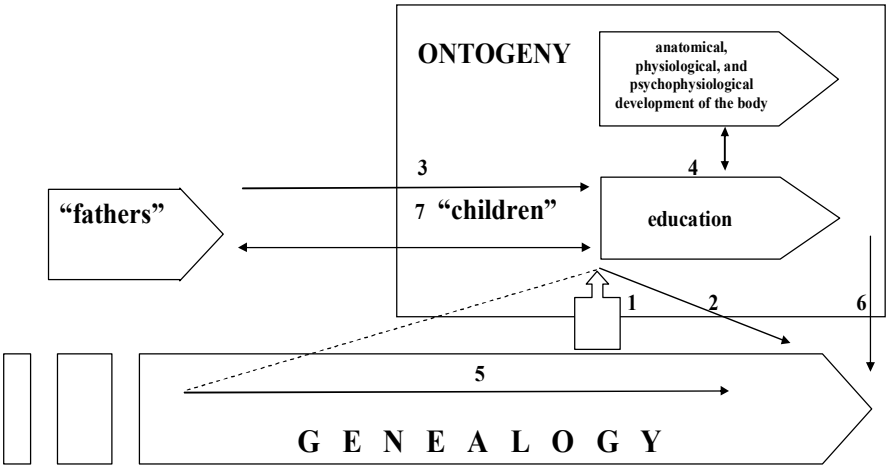

Fig. Learning in the system of relationships "ontogeny – genealogy"

7. *Learning is inevitably linked with the eternal problem of "fathers and sons".* After all, parents, teachers, caregivers, instructors, etc., nurture, teach, and develop children and young people as they were nurtured, taught and developed in their own upbringing – as they say, "in their image and likeness", even though the era has changed completely! That age-old generation gap arises– "well in our time water was wetter and the waves higher!" In general, this is also an age-old problem for pedagogy as a science. After all, pedagogy develops to a significant degree due to the consolidation of a broad experience of learning. Its study and consolidation requires time. While this takes place, the next generation has already come to the fore! Therefore, for pedagogy, the creation of a methodological forecasting mechanism is necessary as a means of "predicting the future" in the construction of a pedagogical system.

These seven characteristics of learning are placed into a classification on the basis of a dialectic pair of categories "ontogeny and genealogy" (see fig.). Just as an embryo in its mother's womb repeats the entire evolution of life on earth over the course of billions of years in a

fantastically accelerated time scale, thus a growing person must assimilate the culture humanity created over 4 million years within 20 years. It must be assimilated and he or she must “catch up” in order to then occupy a place in its further development.

Naturally, the learner reflects, assimilates, and “absorbs” the fundamentals of culture (p. 1 of characteristics, arrow 1 in the figure). For him or her, “everything is a novelty” (p. 2, arrow 2). He or she cannot imagine or dimly imagines what he or she should assimilate, and the program of development of his or her life experience is determined by representatives of older generations (p. 3, arrow 3). Development of his or her experience proceeds accordingly, “in sync” with the anatomical, physiological, and psychophysiological development of his or her body (p. 4, arrow 4 in the fig.). In the course of development, he or she repeats and “passes” the phylogenetic course of the development of humanity in a compressed time scale (p. 5, arrow 5 in the fig.). He or she lives in his or her own period, in his or her own historical time, and absorbs the lifestyle of this period (p. 6, arrow 6 in the fig.), in a sense surpassing the still living generations of “fathers” and “grandfathers” who grew and developed in other historical moments (p. 7, arrow 7 in the fig.).

In the opinion of the author, such are the fundamental characteristics of student learning in the context of lifelong education.

LIFELONG EDUCATION IN THE 21ST CENTURY IN DOCUMENTS OF EUROPEAN UNION INSTITUTIONS

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Lifelong education is an important strategy for Europe. It will allow the creation of a learning European society, which will result in a society of progress and will make Europe independent from the economic, social and political influence of other countries, especially the USA, Japan and China. Activities, aimed at lifelong education development in Europe have certain cultural characteristics, are of a local significance; and, at the same time, they serve as means of individual and collective self-assertion. Also they can influence the future of Europe, and define its niche in the world.

The traditional division of life into the stages of secondary education, higher education, occupational work and retirement does not correspond to reality anymore. Reality has placed new demands on people. That is why lifelong education has become one of the key issues for the European Union institutions[1], namely the European Parliament and Council of the European Union.

The leading role of lifelong education was first considered at the Council of the European Union meeting in Lisbon on 23-24 March, 2000. In

[1] Institutions of the European Union:

The European Parliament, which represents the interests of the citizens of the Union; and is elected by the citizens.

The Council of the European Union is the principal decision-making institution of the European Union. It was created on the basis of foundation treaties in the 1950s. It is represented by the participating countries. Every country of the Union is represented by one minister.

The presidency of the council rotates among the member states every six months. In other words, every country of the EU in turns accepts responsibility for the agenda of the Council and presides at the meetings for six months, conducting them, managing all legislative and political solutions, leading separate countries to compromise.

The European Commission is independent from countries' governments. It represents and defends the interests of the European Union as a whole. The Commission is responsible for proposing legislation. Later the new acts are submitted to the Parliament and to the Council for approval.

The Court of Justice of the European Union ensures common interpretation and implementation of the European Law in all countries of the Union so that the law is the same for everyone. For example it prevents delivering different sentences for similar cases.

The Court of Auditors. Its primary role is to externally check if the budget of the European Union has been implemented correctly, if the EU funds have been spent legally and with sound management. It provides a taxpayer with the optimal quality for a reasonable price. It is authorized to control any individual or organization that uses funds of the Union.

the *Lisbon Strategy* it was agreed that in the year 2010 the European economy should become the most competitive and dynamic in the world. The indispensable condition to achieving this goal was a high level of education and professional training in the European Union countries; lifelong education was declared a priority. The resolution of Council of the European Union dated the 27 June, 2002, emphasized that lifelong education should include formal education (in the system of school education), non-formal education (different classes and conferences), informal education (literature, TV, the Internet, personal experience) from pre-school age to retirement.

The Committee of the Council was delegated to working out the framework of acknowledging qualifications in the sphere of education, taking into consideration the results of the Bologna process. This document defines basic skills that are important for lifelong education: effective communication in a foreign language, capacity to study, communicative skills and digital literacy (mathematical and information competence). The necessity of working out the European framework of acknowledging qualifications in lifelong education was emphasized in the joint reports of the Council and the Committee in 2004 and 2006, when the program "Education and Training 2010" was being embedded. These institutions of the EU worked out and adopted a resolution dated the 15th December 2004 about a single framework for the Union in order to guarantee transparency of qualifications: the *Europass*; and a recommendation from the 18 December about key competencies during lifelong education. The *Europass* includes five templates of documents that that can be collected to acknowledge one's qualifications and competencies, obtained on the territory of the EU.

They are: 1) Europass-CV, which contains information about present qualifications and competencies; 2) Europass-Mobility, which documents educational periods in other counties; 3) Diploma Supplement, which shows achievements in higher education; 4) Language Passport, which details language competencies; 5) Certificate Supplement, which confirms occupational training and describes the certified qualifications and competencies.

The key competencies were defined as a complex of knowledge, skills and positions that fit the situation. Key competencies are the ones that people need for self-actualization, personal enhancement, active citizenship, social integration and employment: a) native language; b) foreign languages; c) basic mathematic and technical science knowledge; d) computing science knowledge; e) capacity to study; f) social and civil

knowledge; g) initiative and entrepreneurial spirit; h) cultural awareness. The key competencies are equally important as every competence can be useful for a successful life in the knowledge society.

In the resolution of 15 November, 2007, the Council of the European Union recommended that participating countries enhance the role of the Education Council as a coordinator of education and training in order to create a solid foundation of knowledge in favor of European and national policy.

The recommendation of the European Parliament of 23 April, 2008, concerning the European framework of qualifications for lifelong education aims at “creating a single framework, which would serve as the instrument for comparison of qualifications and their level in different systems of qualifications both in formal and non-formal education”. As an instrument for promoting lifelong education, the European Qualifications Framework includes all levels of qualification obtained in the course of general education and training both occupational and academic. In the introduction to the document it is pointed out that the European Qualifications Framework provides all-round information concerning access to education, transfer of achievements and progress within the education system. The European Qualifications Framework and National Qualifications Framework allow fir the definition of the correspondence of a diploma or certificate to qualifications conferred in different European countries. Thus qualifications will become easier to understand and estimate in different countries and systems in Europe; and two main goals will be achieved, namely strengthening people's mobility and lifelong education facilitation. At the same time, country-participants were recommended to apply an approach based on training outcomes when defining and describing qualifications; to promote the recognizability of learning processes (except in formal and informal education) in correspondence with the General European Principles agreed in the summary of meeting of 28 May, 2004. It is also emphasized that citizens, prone to unemployment and unreliable forms of employment should be particularly considered. It encourages interest in lifelong education and widening access to the employment market. We know that European authorities assign great importance to training, education, knowledge, qualifications, skills and competencies.

The last document includes summary of the meeting from the 22 May, 2008, concerning adult training. The document stresses the importance of the process for bringing the Lisbon strategy to life, considering that it supports social solidarity, provides the possibility to

acquire skills necessary for finding a new job, and helps to better resist the challenges of globalization.

The listed documents draw the scope of initiatives and actions not only at the international level, but also in separate European countries. The importance of the actions is defined by the class of documents and their quantity.

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ABOUT A SYSTEM FOR QUALITY EXAMINATION AND LEGAL PROTECTION OF PEDOGOGICAL INNOVATIONS*

S. A. Novoselov

Pedagogical innovations should protect the first step in the innovative development of Russia's economy against the obstruction that has occurred in the past, as well as facilitate implementation of the primary features of an innovative economy and information society into the sphere of education. This is precisely why the issue of evaluating the quality of educational innovation has become relevant, as has development of criteria necessary for it and solution of organizational tasks for the examination of pedagogical innovations. This problem requires a systemic solution – creation of a system to assess the quality of pedagogical innovations.

Relying on the well-known definition of "quality", we understand the quality of pedagogical innovation as the degree of correspondence between the aggregate of its inherent characteristics and the actual requirements demanded of it by society. Thus, in order to determine the quality of pedagogical innovation, a particular position should be formulated in society on the aggregate of properties and characteristics that determine an innovation's ability to meet certain needs in accordance with the purpose of the object of innovation. On this basis, a mechanism should be put forward for the assessment of the quality of pedagogical innovations, and one which at the same time will carry out a regulatory function for the innovative activity of innovators.

Comparative analysis carried out in the economic and industrial spheres on systems of innovation management and the evaluation and management of their quality has allowed for the conclusion that it is necessary to design a system for the evaluation of the quality of pedagogical innovations in conjunction with the development of a system of registration and legal protection for the results of pedagogical creativity. Without an introduction into the sphere of educational activity of elements of intellectual property protection that should acquire a certain significance and value on the education market, it is difficult to imagine the possibility of establishing innovative market mechanisms in the educational system, and hence the very use of the concept of pedagogical or educational innovation loses its meaning. Consequently, when defining a set of properties and

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characteristics of pedagogical innovations that determines their ability to meet certain needs in accordance with the purpose of the object of innovation, it is necessary to find criteria that will allow for the simultaneous evaluation of two interrelated aspects of innovation – its quality and its patentability as a result of creativity.

These approaches have allowed the following component parts of a system for the quality assessment of pedagogical innovations to be determined: (a) provision for registration of pedagogical innovations as the normative legal basis of the system; (b) a system of criteria for the patentability of pedagogical innovations as a reflection of the current requirements demanded of pedagogical innovations by society; (c) a public governmental authority (for example, a commission under the jurisdiction of the Ministry of Education) for examination of the quality of pedagogical innovations, their registration, and legal regulation of their use based on the "Regulations on Registration" and the "Regulations on the Examination of Pedagogical Innovations"; (d) an information management system for innovative educational activities that carries out the communicative function for all components of the quality assessment of pedagogical innovations (e.g., by means of an official newsletter *Pedagogical Innovations*); (e) an educational and consulting agency for questions on the quality of pedagogical innovations (for example, under the jurisdiction of the Ministry of Education), interacting with all educational institutions and the proprietors (the authors or owners) of pedagogical innovations. The structure presented formed the basis of a variant that was developed by the authors for the possible implementation of a regional model for a system of quality assessment of pedagogical innovations in the Sverdlovsk region. In the framework of this model, the project "Regulations on Registration of Pedagogical Innovations" was developed and is undergoing the stages of harmonization and clarification.

The completed project "Regulations..." aims to regulate relations arising in connection with the legal protection and use of pedagogical (educational) innovations on the territory of Sverdlovsk region that do not fall under: Law of the Russian Federation of July 9, 1993, N 5351-I "On Copyright Law and Related Rights" as amended on July 19, 1995, and July 20, 2004 (in accordance with paragraph 4 of Article 6 "The Object of Copyright. General Provisions" of that law: "Copyright does not extend to ideas, methods, processes, systems, methods, concepts, principles, discoveries and facts"); Patent Law of the Russian Federation dated September 23, 1992, № 3517-I with changes and additions introduced by the Federal Law of February 7, 2003, № 22-FZ, put into effect from

11.03.2003 (in accordance with paragraphs 1 and 2 of Article 4, paragraph 1 of Article 5 and Paragraph 1 of Article 6 of this law); the Federal Law of September 23, 1992, N 3523-I “On the Legal Protection of Programs for Computers and Databases” (as amended and supplemented by the Federal Law of December 24, 2002, № 177-FZ “On Amendments and Supplements to the Law of the Russian Federation “On the Legal Protection of Programs for Computers and Databases”).

On the basis of the concepts of “innovative activity” and “innovation” used in the economic and industrial spheres, we offer the following basic definitions for the system under formation:

innovative educational activities – educational (pedagogical) activities aimed at implementing the results of completed research and development and other scientific and technical achievements, as well as intellectual property in new or improved educational (pedagogical) products sold on the market of educational services, in new or improved educational (pedagogical) processes, or in practical educational activities, as well as in connection with additional scientific research and development;

educational (pedagogical) innovation – the result of educational (pedagogical) innovative activities that provide a new educational effect, including its economic, managerial, social, environmental, and health-preserving aspects, among others.

These definitions reveal the market and entrepreneurial nature of innovative, pedagogical activities in contrast to pedagogical creativity. According to the degree of novelty, non-obviousness, utility (efficiency in the market for educational services) and social and economic significance, it is proposed to divide educational (pedagogical) innovation into three levels: (a) the highest level – a realized educational (pedagogical) invention, (b) the high level – a realized innovative educational (pedagogical) utility model, (c) the regionally significant level – a realized educational (pedagogical) rationalization.

The use of the term “realized” in all of its senses still further emphasizes the difference between pedagogical innovation and the result of pedagogical creativity. Pedagogical innovation is realized in educational activity and a product of pedagogical creativity that brings social benefits and an economic impact. To ensure maximum accuracy in the analysis of pedagogical innovations in the process of assessing their quality, it is suggested to use a formula of educational (pedagogical) innovation that is understood as a summary of the essence of educational (pedagogical) innovation, presented in a list form of all the essential characteristics of

innovation with the emphasis of those that allow for a new educational effect to be achieved.

In the project “Regulations...”, requirements allowing for the evaluation of the quality of pedagogical innovations are defined, the conditions necessary for their registration and protection are highlighted, and a list of sites of pedagogical innovations under protection is presented, as well as criteria for assessing the quality of educational innovation and the priorities in educational (pedagogical) of innovation.

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ON THE INTEGRATION OF THE ACADEMIC PROCESS OF POST-INDUSTRIAL EDUCATION

A. K. Oreshkina

The UNESCO directive set out in Geneva in 2004 regards modern education as simultaneously including upbringing, training and formation of one's position in life, which means it can be interpreted both as a method of mastering educational programs and as a way toward types of educational programs determined by social development strategies, the process being unlimited either in time or in form.

According to the UNESCO program, a principle of regular lifelong education is a recognition of the importance of knowledge received in spontaneous education, and its consolidation and integration with knowledge received in the institutional educational establishments. As a result, the educational process is characterised by the conceptual strategy of development stipulated by the universal trends in education. The normative legal basis of the new organisation of education has been stipulated to include:

The Russian Education Modernization Framework up to 2012;

The Russian National Innovative System Development Program up to 2020;

The federal target program, *Research and Pedagogical Staff of Innovative Russia,* for 2009-2013;

The joint Bologna Declaration of the member states of the *Zone of the European Higher Education,* signed on June 19, 1999;

The Education and Science Ministry Order No. 2274 dated 20.05.2004 *On Experimenting in Application of Test Units in the Academic Process* within the Draft Bill *On Educational Loans* as a form of governmental support in the system of higher education;

The Federal State Educational Standard of General Education of the second generation, etc.

In this context, the development of subsystems of lifelong education changes traditional ideas of their social essence in view of the increase in the importance of informal education, self-education, an increase in the functional significance of socially institutionalized structures having educational potential, expanding the educational sphere to museums, libraries, educational centres, research and leisure establishments, laboratories, structures of additional education and public substructures. This leads to structural and qualitative changes in the organisation of

educational subsystems, giving prominent features to the formation of the sphere of lifelong education: research and creative schools (macro schools); school research laboratories; integrated departments of institutes of higher education and production; research centres; research-and-production innovative educational centres; integrative infrastructural services of leisure centres; and cultural-and-educational exhibition centres functioning as resource integrated centres of regional and municipal significance. This trend contributes to a new task in pedagogical science, viz. making the academic process transparent and accessible for all age groups. In general, these changes stipulate bringing educational programs in compliance with the requirements of domestic education and with due account of global trends in general, professional and additional education; as well as improving of organizational forms and organizational-and-structural components of the academic process.

As a major social institution, the education complex is characterised by processes of controllable development, self-development and self-organisation. At the present stage, it manifests itself in:

1) the transition from discrete and staged forms of education to an integral system of lifelong education meeting the personal needs of people at any age and by any educational route;

2) the purposeful control over development of the education system at the governmental level, which increases the necessity of conceptual, methodological and normative legal maintenance of basic, professional and additional education, as well as self-education, in line with development of non-institutional/alternative forms characteristic for all subsystems of education. As a result, the continuity of the educational process in the lifelong education system (as a manifestation of the systematic nature and consistency of multilevel educational programs and a condition of the structuring of lifelong education), suited to the needs of a post-industrial society, becomes especially topical. Therefore, the theoretical representation of this continuity, showing itself in the forms of connection between discrete states of the educational process (educational programs) in subsystems and its development, assumes the creation of a form of connection in all organizational and structural components of the lifelong education system and in all its educational lines, which are characterised by active integration.

It is worth mentioning that the classical idea of continuity in pedagogical science represented in such aspects as self-education and the principles of systematic nature and consistency of education, viz. gradual development of various kinds of knowledge, when “the subsequent is

always based on the previous, and the previous is consolidated by the subsequent" (J. A. Komensky) seems to be the topic of the hour. In the history of pedagogical knowledge, the treatment of continuity in foreign scientists' works was coordinated with the content of education and the academic process (the French materialists C. A. Helvétius, D. Diderot, and J. A. Condorcet); the Swiss teacher J. H. Pestalozzi treated it as continuous and gradual movement to knowledge; the German humanitarian teacher A. Diesterweg saw it as connection between the previous and the subsequent material combined with some independence of students. In domestic pedagogics, further development of the theory of continuity is coordinated with its interpretation as an idea connected to the external and internal aspects of the pedagogical process that implements its leading function, viz. the development of the person (P. F. Kapterev); additional education (V. P. Vakhterov); anthropological essence of training (K. D. Ushinsky); self-education and natural-consistency on the basis of a moral and humanistic paradigm (N. I. Pirogov, L. N. Tolstoy, etc.); and the pedagogics of preschool childhood (K. N. Ventsel, Y. I. Tikheyeva, I. A. Sikorsky, V. M. Bekhterev, M. K. Svenitskaya, etc.).

Modern philosophical knowledge treats continuity as the basis of stability for the existence and functioning of education, as the inclusion of everything important and necessary from a previous stage into a subsequent stage or link, but not preparation for the previous one. In the context of tradition and innovation, continuity is understood as preservation and delivery of pedagogical knowledge and experience characteristic for the historical period; thus tradition is treated as a form of implementation of this process.

Being the backbone of social infrastructure, and developing on the basis of integrity, variability and interaction with other social systems, the conceptual basis of the formation and development of the system of lifelong education is coordinated with the bringing up to date of all subsystems of education, new forms of their structural and qualitative interrelation, and a change in the essence of pedagogical activity. The multicomponent structure of today's lifelong education system includes a variety of governmental, non-governmental, public, socially institutionalised education structures and comprises multilevel and multi-stage educational programs on the basis of integrity of the components making up the education system. As a result, educational programs and educational technologies are aimed at the removal of inconsistencies between the educational goals on the part of a poly-subject consumer and achievement of the necessary

accessibility in meeting educational needs. This makes the educational system integral and complete in its functioning in the society.

Modern pedagogical research treats the theoretical problem of consistency in several aspects:

- consistency as a link between different stages or steps of development aimed at the preservation of particular elements of the whole as a system.
- consistency as a correlation of the previous and the subsequent stage in the course of change of a particular object on the basis of the preservation of particular parts, properties and characteristics of the object.

Educational programs from preschool education to adult education and third-age people (target audience, types of educational programs; their urgency, goals and objectives; means of their development and implementation as forms of educational activity, teaching methods and aids) conflict with consumers of education represented by the individual, society, government, production and the educational system itself. The conflict is caused by the fact that educational programs are largely characterised by non-interaction; insufficient expressiveness of the person-focused motivational basis, which manifests itself in unstable motivation for self-realisation and self-disclosure of a person in the educational process; insufficient motivation for creative activity; absence of a wide variability of educational programs/routes stipulated by personal needs in called-for forms, methods and means of their assimilation. To integrate the needs of the individual, society, government, various social groups and the system of lifelong education, it is necessary to develop a new knowledge of the essence of consistency as a process and a result of sequential and systematic inter-connection/“joining” of educational programs. In this case, consistency as a process assumes the inter-connection of educational programs with due account to their hierarchy in the lifelong education system, which is provided with vector direction in education subsystems. The result is personal motivation and values in development and acquisition of sociocultural experience and adaptation to changing social and economic conditions. Consistency as a result provides multiple forms of interaction between the new kinds of educational programs and the standard ones functioning in institutional and socially-institutionalised structures of education along all educational lines and organizational-and-structural components of the lifelong education system, providing the necessity and sufficiency of variable personal needs in education unlimited either in time or form. As far as the result is concerned, consistency of the

educational process correlates with age, changing the focus of personal education as a special form of lifelong personal activity.

The priority in the creation of consistency in the educational process of the lifelong education system is control over systematic ties between educational programs. This agrees with the development of the methodological basis for consistency of the educational process from the point of view of conceptualization of the idea of the development of the interaction between governmental, public, basic, formal, informal and additional educational structures. At present, the existing structures of education function separately and discordantly. As a result, consistency of the educational process agrees with the creation of forms of connection, providing the necessity and sufficiency of interaction between the components of the lifelong education system: the component of the structural level, standing for vertical and horizontal integration of levels and steps of education; and the socially institutionalized component, standing for integration of public structures and social subsystems of an educational potential with educational structures. The interaction reflects the new essence of post-industrial education.

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MASTER'S DEGREE PROGRAMS IN RUSSIAN UNIVERSITIES: CHALLENGES AND SOLUTIONS

E. N. Ivakhnenko

The second level of graduate education – Master's Degree – is in its infancy in Russia. No surprise then that those institutions that offer MA programs experience numerous difficulties - the teething pains of a new educational product. We will try to summarize the experience gained so far in designing and running MA programs and see what those education administrators who manage Master's degree programs – in many cases with mixed success and always with a lot of problems – have to say. Before an MA program can be set up and delivered, institutions typically face two principal challenges: program design, and the use of the modular credit system as a critical factor of success for an MA program.

MA program design. It is important to use a project-focused approach in MA program design from the start, the way an architect designs a new building or an engineer designs a new car model. The project-focused approach implies that the new model (in this case, a Master's degree program) will be built on at least three initial assumptions, and so will address three sets of tasks: (1) the MA program model must work and function the way its designers intended it to. A car is designed for driving, not for a museum display; (2) the new MA program must manifest obvious advantages over the program it is designed to replace, otherwise why bother designing it?; (3) going forward, the new MA program must contain and gradually reveal certain innovations that will give it competitive edge over other same-level educational products (but this is a requirement that operates on a higher level).

The first set of tasks is basically "business as usual." If the university has the appropriate administrative offices, deans, professors, enough space, the requisite licenses and prospective degree seekers, there is no reason why a Master's program shouldn't work, except that if the Master's program was created by simply reformatting the existing specialist curricula, it's just not a good place to start for an MA program. When an MA program bluntly follows a "specialism" mould, both its target potential and the very sense of a "second graduate level" will never be fulfilled.

So what would be the right tactic to use in a typical Russian university or college? We believe that the pragmatic, "one step at a time" tactic of meliorism will work the best. Meliorism holds that no human institution is perfectly rational, but we can work to make it better, more rational within a

specific set of circumstances. The confines of this article will allow me to name only a few of the key "settings" that should be programmed into a Master's degree course from the start: (a) ECTS (European Credit Transfer System); (b) a strategic commitment to competency- building; (c) a rethink of the conventional ratios of class work vs. independent work for MA students; (d) technological support for students' independent work with dynamic electronic course models, and some others. Similar settings have proved a success in those German universities with which the Russian National University of Humanities has joint MA programs.

Little can be gleaned from a simple enumeration of the preconditions of a MA course. But let's take a closer look at one of the settings: the ECTS, which we believe should be viewed as critical.

Modular credit system as a critical precondition of success for a Master's degree program. Having worked on MA course design for a few years, I firmly believe it is *imperative* that the "subject/cyclical" principle of educational process management be replaced by a "modular/cumulative credit" system. Those who maintain that those two management approaches are similar are wrong. My case is based on a firm conviction that the subject cycles used in Russian university curricula are not meaningful or integrated didactic units. Their "integrity" only exists in the imagination of the dean's office staff, standards developers and members of ministerial attestation boards. It is not surprising that, with this state of affairs, few university professors have a clear idea of what the curriculum structure is supposed to look like. The cyclical structure, which seems to make sense overall, remains a pure abstraction in the educational process "on the ground." The process participants – teachers and students – are, at best, only able to see fragments of a system, developed by the education ministry, dean's office staff and other people who are not personally involved in academic communication.

No real modular credit system is possible where the curriculum is merely adjusted to suit the specific professional interests of individual faculty members. In this case, the integrity and logic of the training program offered to students are purely imaginary values, and so is the program's purport to meet regional needs for qualified specialists in a specific field. The "cyclical" curriculum structure is when there are the building blocks but the architects have no vision of the future building in their mind's eye, whereas the modular credit structure is when the building blocks and the vision are both there. But even more important is the fact that, when building blocks can be switched around and modified, the entire Master's program can be changed and rearranged in many different ways, and

promptly re-focused as necessary to stay abreast of the changing social environment. MA course architecture in this sense is similar to a proactive, forward-looking matrix design with vacant cells to accommodate new ideas and technology, and this is the only way to design and deliver MA programs in partnership with European universities.

My chief argument in favor of introducing the modular system into Russian university education is that an academic module is a natural, organic way to combine fundamental and applied subjects. An abstract division of curricular subjects into cycles of different nature that the immediate participants of the academic process fail to understand would be replaced by an organic unity of theoretical and applied courses within integrated modules (that are in themselves both stages and areas of study) of the learning process.

The very intent to take Master's degree programming to a new, meaningful level implies, at the very least, an amalgamation of several characteristics of the educational process that are currently disparate and lacking in mutual cohesion under the "cyclical" curriculum architecture, which currently dominates the higher education system. A good starting point in this would be to set oneself the objective of configuring Master's degree programs in such a way that they would require only minimal adjustment to qualify for international partnership, so that MA programs can be designed and delivered in collaboration with partners in Europe.

The Russian National University of Humanities offers five international MA programs in two areas: Cultural History and History. We know from experience that if we want our partnerships to last, we will need to make sure that the system follows the ground rules set by European universities. One thing to bear in mind though is, that in a partnership, there is always room for compromise on either side. It would be wrong to completely ignore the needs and interests of Russian science and education. It would be wrong to let them be obliterated, otherwise we risk losing the respect not only of Russian scientists and science administrators, but also of our European counterparts.

In my view, the issues listed below – in addition to the two points I made above – demand our immediate focused attention and study: (a) competency-based approach to curriculum planning; (b) transition from MA to further graduate degrees; (c) mobility on three levels and flexibility of educational trajectories; (d) sensitivity to social needs; (e) international partnership; and (f) professors' workload and diversification of MA students' independent research.

THE VIRTUAL EDUCATIONAL ENVIRONMENT IN A SYSTEM OF LIFELONG PROFESSIONAL EDUCATION

M. E. Vaindorf-Sysoeva

In Moscow State Regional University (hereinafter – MGOU) a virtual learning environment was developed and implemented using innovative Internet technologies. Organizationally, it represents a single territorially-distributed system of pedagogical interaction on the basis of traditional and innovative educational spaces.

The problem of increasing the efficiency and quality of an individual's education remains consistently relevant and its resolution depends directly on the teacher's professional competence. The teacher should combine a great variety of abilities: to develop in students the desire for creativity and the creative comprehension of knowledge, to teach students to think critically and independently, to be able to fully realize their needs, to increase motivation for the study of the subjects, etc. The modern teacher, regardless of work experience, is not only one who instructs, but a Teacher, who also continuously studies, raises his or her level of methodological expertise, and is ready to innovate. He or she should have perfect command of a computer and actively introduce and systematically use information and communication technologies in his or her pedagogic activity. E-mail, scientific television and video-conferencing, topical chat and scientific forums, news groups and bulletin boards, teachers' online community, and the resources of a virtual learning environment – all these are becoming essential tools in the teaching and research activities of the modern teacher.

To teach the modern teacher to fluently and consistently use information and communication technology in his or her work is the priority of MGOU's system for upgrade of qualifications.

Given the difference in approaches to collaboration and training of teachers of different age groups and with different pedagogical experience, especially in the use of information and communication technologies, at the department for Methods of Distance Education and New Educational Technologies MGOU, a creative team of teachers led by the author of the report developed and implemented the organization of a virtual learning environment for training young teachers and teachers with experience in traditional technologies in innovative work. In its basis lies an approach in which the educational program is not limited only to computer literacy, the study of the fundamentals of

computer science, and insight into the existing educational software resources. The readiness to apply new information and educational technology in the instruction of a subject is formed, just as the ability and skills to independently design and construct thematic courses in a virtual learning environment are worked out with account of their own pedagogical goals and objectives. During this, the following are taken into account in the process of learning: age-related characteristics of learners, the initial level of personal computer skills, teaching experience, etc. A program for the upgrade of qualifications is being formed on the basis of the results obtained.

The innovation in the concept is in the integration of successful traditional techniques and technologies for upgrade of teaching qualifications that were previously unavailable outside of a virtual learning environment (the separation of learner and teacher in space and time, the opportunity for mass education, etc.). The strategic line for development of the concept is targeting instruction of teachers in assimilation of innovation into their professional activities. The research process has revealed patterns for organization of a virtual learning environment for instructing pedagogical staff on innovative activities: (a) the interdependence of the chosen form of education and its subsequent application in professional work; (b) learning based on experience in the field of information and communication technologies (young teachers) or traditional teacher activities (experienced teachers); (c) the integrated use of various sources of information, methods of their implementation, technology use and integration of feedback, and the design of new training systems.

A virtual learning environment is built upon the following approaches: anthropocentric (student-centered), androgogical (consideration of the characteristics of adult education), systematic (consideration of all the factors of learning in totality), pragmatic (learning in a learning environment), competency building (focus on the formation of competence), the analytical and future (targeted at the professional interests of students and future careers). In the virtual learning environment, levels for teacher training in innovative activity were determined, namely: (a) education, (b) learning (immersion in a virtual learning environment, traditional classes, basic courses, master classes, workshops, modular courses, retraining), (c) evaluation, (r) introduction.

With the aim of implementing the concept, the following technologies used previously in a traditional learning environment were refined and new

ones were developed and approved for introduction into the practice of upgrade of teacher qualifications: (a) learning in the learning environment (the most important technology that allows a teacher to be taught in the medium of his or her future professional work), (b) training in innovative activity for young teachers and teachers with experience, (c) the technology for teacher training in various programs, (d) the use of the resources of a virtual learning environments in the learning process (digital lectures, online conferences, forums, blogs, etc .) etc.

Organizational and pedagogical conditions for realization of the concept facilitated an increase in effectiveness of the training of the pedagogical staff in innovative activity (application of a virtual learning environment, consideration of the variable and invariant components of the didactic system, and instruction in the learning environment; training dependent on work experience in multi-subject groups).

The predicted result on the basis of the results of the concept implemented in organization of a virtual learning environment is the preparedness of pedagogical staff to innovate at different levels: the reproductive level (“Do as I do”), with the use of professional pedagogical support (“Ask us”) and the ability to solve the challenges of nonstandard content (“Think as we were taught”). The defining essence of a virtual learning environment is that the teacher is there on one side, and the learner on the other, acquiring new skills, the achievement of which is the purpose of the training program. It is namely the professional development of teachers and instructors motivated to implement innovative instruction that is the measure of change in this new qualification added to the qualification of teachers in a traditional system of education.

The teacher’s every step towards improvement and expansion of qualifications involves a further process of improvement and self-improvement in accordance with the requirements and challenges that announce the development of society and the educational system to the teacher.

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REGARDING EDUCATION CONTENT PROJECTING

N. N. Azizkhodzhaeva

At the turn of the 20th – 21st centuries technological type of culture has been formed, it stimulates striving for analysis of methodological basis of project activities as a very special phenomenon. In the first third of the 20th century, project-based learning as a pedagogical concept, technology and form of academic work gained ground. Projecting started to be considered as a special type of cognitive activity. Project activities are used by advanced professors as a way of relations democratization inside social and academic space, involved in projecting. The change from projecting to project-based training, project-based upbringing and project-based education is observed.

The viewpoint of the well-known Russian methodologist Y.V. Gromyko deserves attention, as he considered the scientific character of a project-program type to be formed in the conditions of an education paradigm shift. It is based on projecting and programming that feature development, formation and creation of as-yet-nonexistent educational systems. Herewith scientific description and development of fundamentally new systems is ensured.

Matters of social-system development design in the scope of cognitive activity methodology have been investigated by O. I. Anisimov, D. B. Genisaretsky, V. M. Rozin, and G. P. Shchedrovitsky. Implementation of projecting as a management procedure has been analyzed by I.V. Bestuzhev-Lada, N. ILapin, I. I. Lyakhov, B. V. Sazonov, Zh. T. Toschenko, and S. F. Frolov. Matters of projecting methodology have been described in works by Y. V. Gromyko, V. I. Berzenkov, O. G. Prikot, V.I. Solobodchikov, G. I. Ilin, and N. A. Masyukov.

In analyzing pedagogical projecting, attention should be drawn to such categories as “project”, “projecting”, “project-based”, “projective”, and “designing”. “Projecting” is viewed as an activity aimed at thinking over that which should exist. Projecting can be (a) a specific activity type, focused on project creation as a specific type of product; (b) a research and practice method of reality study and transformation; (c) a way of producing innovations typical for a technological culture; a management procedure.

In analyzing pedagogical projecting, researchers emphasize the following points:

(a) practice-oriented activity aiming to develop new, nonexistent educational systems and pedagogical activity types;

(b) a new developing branch of knowledge, a way to interpret pedagogical activity;

(c) applicable scientific field in pedagogy and corresponding practical activities;

(d) a way of standardization and transmission of pedagogical and scientific research activity;

(e) pedagogical project creation and implementation; a specific way to develop personality; educational technology.

In analyzing pedagogical projecting, V. P. Bespalko defines it as a separate multi-functional pedagogical activity, which predetermines the creation of new, and transformation of existing, upbringing and training conditions. The project activity differs from emphasizing and describing of general pedagogical regularities, as it features constructability and is used as a pedagogical, upbringing and training aid, an education management tool and a type of innovation development.

In analyzing the classic triad of "nature–society–personality," the following types of pedagogical projecting are pointed out: natural, technical (engineering) and social projects. Academic projecting is performed at the levels of concept, content, technology and process. Project activity is determined by a number of principles. Theoretical approaches towards pedagogical projecting point out the following principles: predictive value, step-by-step attitude, standardization, feedback, efficiency, cultural similarity, and self-development.

The modern stage is characterized by innovative changes to the academic space, which are based on scientific research, target-setting, forecasting, designing and modeling. In this regard, education-content projecting gains particular significance. In terms of content the projecting subjects include educational content concepts, separate subjects and courses, educational and training programs, manuals, study guides and didactic materials.

The highest level of educational-content projecting is its concept, defining educational philosophy, training and upbringing strategy, content arrangement methodology and general principles of its implementation. As a rule, the concept defines such basic properties and features as humanitarian value, transparency and multi-functionality.

Program projecting is one of the most important trends in educational projecting. The program is the next level, following the educational-theoretical concept. The educational program is a document regulating the type and direction of educational and pedagogical process content arrangement in the scope of the pedagogical system. In this regard, the ultimate objectives become the main subject of projecting, and they should be reached as a result of training and upbringing at this level and stage of training. Programs developed at the Nizami Tashkent State Pedagogical University at the department of pedagogical technologies are systematically

structured; they define general strategic objectives of lifelong education enhancement in the Republic of Uzbekistan, objectives of higher pedagogical education and objectives of a studied course, in this case it is the course of Higher School Pedagogy, which is designed for masters. Specific objectives and course purposes, masters' knowledge, skills and habits requirements are explained in educational programs, and connection between this subject and other sciences and lifelong training are specified there. Special attention is paid to connection between this subject and specific activities. The place of information and pedagogical technologies is defined in the educational program. It includes study mode content (lectures, seminars, practical trainings and laboratory practicals) with gradual disclosure of their content.

As a rule, the concept of certain subject content acquisition is reflected in educational programs. The educational program should propose a range of pedagogical technologies, required for the best way to acquire the desired content of educational material. Advancement questions are included in the educational program to encourage the acquisitions of certain material.

The curriculum of an educational institution is a package of documents aiming to provide a sequence of study subjects in accordance with their continuation and containing an intelligent distribution of subjects based on the consistency of students' work, as well as the efficient application of the capacity of the educational institution. Curricular are developed on the basis of the national educational standards.

Curricular projecting subjects are representatives of the administration of the educational institution as well as the people responsible for academic work. Every curriculum should include such structural components as a training schedule, students' time-budget summery; a training plan, which includes enumeration, scope and sequence of study subjects, their distribution among training sessions, forms of control and final certifying examinations. The academic plan is the main document that organizes the work of the educational institution, reflecting the content and terms of acquisition of the general educational program as well as the academic workload. Being the main document, the academic plan includes theoretical training, manufacturing (professional) and training placement, specialization placement and internship planning. This document also includes intermediate and final certifying examinations planning, term projects and graduate qualification works.

Thus educational content projecting aims to enhance the quality of education. Educational programs and curricular projecting strengthens their innovative aspect. With educational content projecting, the quality of acquired knowledge for the student is defined by its fundamental nature, depth and work relevance after graduation.

COMPARATIVE ANALYSIS OF DEVELOPMENTAL FACTORS IN MODERN HIGHER EDUCATION IN THE WORLD AND IN UKRAINE

O. V. Plakhotnik,
A. A. Beznosyuk

The analysis of numerous domestic and foreign scientific literature on the issue of higher education testifies to the fact that this process is determined by several groups of factors: (a) *general factors* that are present all over the world; (b) *specific factors* located in various groups of countries; (c) *special factors* present in separate countries.

General factors. When analyzing this group of factors, it should be stressed that they are determined, first of all, by the aggravation of disagreements between a mass of information that has now been accumulated, its technological features, and the existing systems of teaching in educational institutions. The necessity for consumers of knowledge to master an increasing volume of information, and at the same time the impossibility of encompassing this information by traditional methods of education, requires establishment of new educational technologies that provide a high level of functionality for the acquired knowledge in combination with the opportunity of their practical application in the widest range of professional areas. It is very difficult to achieve this. However, mankind has no other way and that is why the problems of education currently in question will inevitably be solved. Today the understanding of approaches to their solution are being formed gradually.

The general factors that today are relevant in current scientific research on the problems of higher education are, in our opinion, as follows: (a) transition of mankind from an industrial to information society; (b) intensification of globalization processes, modernization, integration and world fragmentation; (c) new threats and challenges to existence of mankind, to which only higher education can respond; (d) the growth of the role of higher education in social development; (e) the necessity of higher education's transition to establishment of "Homo intelligentis"; (f) a lag between the development of higher education and the needs and inquiries of society; (g) diversification of the structures, types, and forms of higher education; (h) an insufficient amount of systematic analytical research on the problems of higher education issues, etc. These and a few other general factors predetermine the need for expansion and intensification of the scientific analysis of the problems of higher education worldwide. As for

post-totalitarian countries, the educational problems of which interest us, first of all it should be noted that primary attention should be paid to the specific factors described below.

Specific factors of the actualization of problems in higher education are divided by western scientists into five subgroups. The basis for this division is the fact itself of the existence of five types of governments, which differ in: (a) the level of technical, economic, social, and political development; (b) the time for achievement of its peak; (c) the pace of advancement to this peak. A country can be classified into five groups by these objective criteria: (1) countries that have been developed for a long time (Great Britain, Canada, the USA, France, Switzerland, etc.); (2) modern developed countries (South Korea, Singapore, Taiwan, Japan, etc.); (3) countries which are quickly developing (Brazil, Mexico, Thailand, the Philippines, etc.); (4) countries developing more slowly (mainly African countries); (5) post-totalitarian countries, or the countries of a transition type, to which Ukraine belongs. This division, in our opinion, is correct, insofar as the condition of the problem and prospects for development of higher education are determined and correlated with the level of technical, economic, social, and political development of a country. For example, in countries that have been developed for a long time, approximately 51 % of youth of student age enter higher educational institutions; in countries that are developing quickly, this is up to 21 %; and in countries with a slower development, it is only 6 %.

Special factors. Not only general and specific factors that make relevant research into educational problems are present in Ukraine, but also special factors that are specific to a concrete country. In our opinion, they are, first of all, as follows: (a) the pre-crisis condition of higher education at the time when Ukraine's obtained independence; (b) the necessity of revealing the strong and weak points in higher education, which were inherited by Ukraine from the former USSR; (c) the necessity of studying the best practice and national traditions of our national system of higher education; (d) the complexity of the processes of spiritual regeneration, formation of a nation, and establishment of a government; (e) the necessity of conceptualizing both changes in paradigms of higher education and the requirement for improvement of our own legislative base for higher education; (f) the necessity of defining strategic plans for the development of our national higher education and the advisability of creation of the modern model of a higher educational institution; (g) establishment and development of non-governmental forms of higher educational institutions; (h) the lack of detailed and objective research into the problems

of national and foreign systems of higher education, etc. To this can be added that the social and economic crisis in Ukraine and its negative consequences in all spheres of public life dictate the necessity of studying the influence of the crisis on the condition of higher education and research of the tendencies connected with this influence and that could be dangerous not only for education, but also for the government, which loses the intellectual potential.

Thus, the relevance of scientific research into the problems of higher education is obvious, especially in Ukraine, insofar as here it is subject to three groups of objective factors simultaneously: general, specific and special ones.

Recently a number of all-Ukrainian and international conferences and seminars have been held, which were devoted to both general issues in higher education reform and individual issues as well, in particular, improvement of the higher education system, its humanization and humanitarization, improvement of the quality of specialist training, study of foreign experience, etc. A significant number of monographs have been published which analyze the main problems of higher education, first of all the general questions of development of higher education in the context of independence. Independent research has finally begun to appear that is devoted to the study of foreign (mainly western) experience of operating higher education and comparative analysis of this experience in regards to the condition and prospects of development of higher education in Ukraine. However, it must be acknowledged that in Ukrainian scientific literature, the least studied and illuminated remains the methodological base for research on higher education, the analysis of educational policy, the problem of development of the non-governmental sectors of higher education, the ways and means for the Ukrainian higher educational system's recovery from the crisis, financing and democratization of its public sector, and also the application experience in reforming higher education countries that are currently developing countries.

PRIVATE EDUCATIONAL INSTITUTIONS IN THE SYSTEM OF LIFELONG VOCATIONAL EDUCATION: SITUATION, SIGNIFICANCE, PROSPECTS

M. F. Solovyova

The transition of the modern economy from a simple market economy to an innovation or knowledge economy reflects not only the new qualitative level in changes to society, but also the changing priorities of its resources. Scientists from the Russian Academy of Sciences have been working for over a year on a project entitled "Anthropological resources of the Russian State", which aims to identify the predominant type of person in the era of information, knowledge and creativity. This significantly affects both the rationale of Russian education and its structure. The main factor is the increasing share of the private sector in the field of lifelong education, both general and vocational.

On the eve of the adoption of the Code of Education in Russia, during the period of change in state educational standards the Public Chamber of the Russian Federation has stepped up efforts to clarify the meaning of such indicators as the quality of education (situation, significance, prospects). The actual practice of scientists, teachers and parents indicate that the search for the essence of quality of education is directly linked with the intent and purpose of education. Scientific conferences on the improvement of legislation in the field of education have put forward the following goals and objectives in education, which can serve as criteria for determining the status, significance and prospects for developing private educational institutions in lifelong education.

Ensuring the rights of citizens to affordable education. The availability of competition in the public education system, pre-payment by semester on an extra-budgetary basis to faculties and courses that are in high demand from prospective students indicate that in this case an applicant will be attracted to the private education sector. This is the area that is restraining the growth of prices in the provision of paid educational services in the region.

Improved accountability of educational institutions for the quality of education. Here also private educational institutions have an interest primarily in the quality of services, as they are entering into competition in the organization of the teaching process and in the results of job placement of graduates. The reason for a significant percentage of

uncertified educational institutions should be attributed not to their reluctance to go through a certification process, but to their being prevented from doing so because of the necessary costs, as these are smaller institutions. Managers are interested in the quality of teaching, and the best means of ensuring it is a civil contract, dual job-holding, which allows timely renewal of the pool of teachers, and to attract those who are in demand or those who teach only highly specialized courses, and therefore cannot have a "full load" of teaching in a single institution.

Dynamic introduction of new educational technologies. The history of the private education system dates back to antiquity. To this day private initiative is ahead of the state in implementing ideas, content, forms, methods and technologies. This is reflected in the results of historical and educational research and analysis of educational PhD and doctoral dissertations over the last ten years. It is worth noting that progressive teachers always say that the teacher's "work style" is more important than the "educational technology", which is intended for "mass production" of trainees. Empathy, attitude and communication style are at the heart of the education process, and they cannot be replicated.

Increased autonomy of educational institutions. The transference of the notion of "private" to the notion of "institution" in Russian legislation (the list of legal and organizational forms of non-profit organizations) is a means of enhancing the autonomy of these institutions, as it increases the role of the subjective factor in the management of educational institutions. Most leaders of private educational institutions are "ideas leaders", they generally create idiosyncratic models of organizations and management. Thus they have a greater interest than others in creating a system of lifelong education.

Strengthening cooperation of vocational schools and employers. The government's attempt to attract the private sector to education has not been entirely successful, since the private sector was not questioned and its needs were not studied. And, just as was the case previously in the history of patronage of businesses, the private sector has no interest in supporting the "mass production of professionals". For its needs the private sector uses the labor market or supports its "selected" experts. As for small business, 40 % of it is family-based. As Vladimir Lenin warned - you don't dare to command an "average person", you have to consult with them.

Russia's integration into the world educational space. If we choose this path, then we should remember that 70% of higher educational institutions in Japan are private, that private universities are prevalent in

China, and that Oxford and Cambridge have always been private. Our emigrants of the third wave have also created their educational holdings.

Raising the status of teachers. An assessment of the state's attitude to the status of the modern educational worker and teacher in our society is ambiguous. If we compare it to the attitude of nations such as Finland, Switzerland, USA and other countries, even the *year of the teacher* in Russia, the high-priority "Education" national project do not tip the scales which measure the willingness of the state and of the private sector to improve the status of educational workers. Moreover, under the RF Constitution responsibility for the education of children rests with the family, which is choosing the private sector, from development workshops to "Knowledge" social courses for housewives, retirees, flower-lovers, etc.

Henry Ford said that the more we satisfy the needs of others, the richer we become. Mass production cannot satisfy the ever-changing needs of the population in the area of education, which is why the prospects of lifelong education, both general and vocational, are weighted towards the private sector. In 1916 (the year of Count Ignatiev's education reforms) the Council of Ministers of the Russian Empire stated: "A private school, first and foremost, should meet the educational needs of those groups that for one reason or another cannot get satisfaction from a government school". The private education system is not the opposition, but complementary, an alternative choice. In the conditions of the new era of "education for life" the variability of needs is growing, which means the rationale for the state to support the private education system is enhanced, along with the image of the state, because society will appreciate this step in both the present and future.

LIFELONG LEARNING AND EMPLOYABILITY: KEY POINTS OF THE BOLOGNA PROCESS

E. Tankova

While the aftereffects of the global credit squeeze and economic downturn are still largely unclear, one thing is certain: the crisis affects our life on all levels, and its impact is particularly manifest when it comes to the labor market and the state of the human resources. Two extremely negative trends are obvious: growing unemployment and a negative wage growth dynamic. This at a time when globalization trends, technological progress and changing socioeconomics put more pressure on the quality of the human resources. Knowledge and the awareness of knowledge as a key production resource, bolstered by a lifelong commitment to learning, are now pivotal factors of workforce competitiveness and continuing adaptation to a changing environment and growing business diversification in an increasingly globalized world.

That awareness, accompanied by the awareness of a new, changing role of education, are the prime generators of knowledge and drivers of human capital growth. Both are central to the Bologna Process and other processes pertinent to the concept of "Knowledge-based Economy." Bologna Process, in a nutshell, is a political initiative intended to bring higher education into a closer cohesion with the labor market. It may also be viewed as the labor market's response to the current state of affairs. Some of the priorities set by the Bologna Process are aimed to improve communication between all the stakeholders and architects of a Knowledge-based Economy, in a bid to achieve greater transparency and applicability of training and qualifications. The Bologna reform strongly emphasizes the need to conceptualize knowledge as a new resource for the development and fulfillment of personal creative potential, and a way to nurture and "objectify" that potential. The Bologna Declaration clearly broadens the traditional learning horizons and redefines learning as a lifelong need and commitment.

In the last decade of the 20th century, the sense of what it means to be trained for a trade and to attain professional excellence and fulfillment, was considerably broadened, mainly as a natural corollary to certain changes in the practice itself of vocational training and professional "socialization." The case in point is lifelong learning as a response to the needs of a Knowledge-based Economy.

If we try to summarize what has been written on the subject so far, lifelong learning is essentially about: (a) learning or updating all kinds of knowledge, qualifications, skills, competence and interests at all times, from grade school to retirement and thereafter; promoting the development of such skills and competence that would help every individual become part of a "learning society" and actively participate in all aspects of social and economic life; (b) testing and evaluating all education formats: traditional university education, unconventional education, professional skills learned on the job, and various informal varieties of learning. Lifelong learning is usually motivated by the need for: (a) economic progress and development; (b) personal growth and fulfillment; (c) employability; (d) social adaptation and an active role in society.

Lifelong learning is a tool to fulfill another Bologna priority: employability in the European labor market. Recognition of the fact that employability is shaped by academic programs and education overall is nothing new in itself, but that's not the point of the Bologna Process, and lifelong learning is not the be-all and end-all of higher education in the Bologna context. The Bologna Process is not the starting point for people's "employability" to be fostered through learning. "Employability" has been the central purpose of education for many decades. But there is a good reason why the link between learning and employability is so heavily emphasized at this time. First of all, education is an enterprise financed by society and, like any investor, society wants payback and returns. Every society counts on its future generations to be better able to handle the new challenges and act as guarantors of its continuity and economic prosperity. Second of all, the majority of students and trainees view education as the path to a successful career in their professional field of choice.

In the view of the Council of Europe, higher education and lifelong learning, while guaranteeing steady employability, must also fulfill the following equally important missions:

(a) deliver academic value, which means sustaining any knowledge gained in the past, and enlarging or updating past intramural learning in a systemic, measurable and unbiased way;

(b) sustain personal growth, which means the strengthening of personality, character and moral values, as well as better ability to integrate, personal satisfaction and happiness;

(c) deliver democracy and citizenship education to students, which includes active citizenship, teamwork, mutual respect, and ability to guide social processes;

(d) help individuals become full-fledged members of society in terms of society's real needs, which means continued "employability" for the sake of the person's own growth and prosperity.

With those points in mind, what the Bologna Process does is add another dimension to lifelong learning and employability by tying them to the European labor market. At the heart of this lies the EU's ambition to emerge as the world's most advanced knowledge-based region by 2010. Inevitably this means that higher education, besides being beneficial for all of the EU, is an overarching policy priority for Europe.

Lifelong learning, paving the way for continued employability, can be viewed from two different perspectives, but it serves one common purpose nonetheless. *From society's perspective*, it trains people to fulfill certain tasks that are meaningful to society or at least to those of its members who are ready to pay for it. *From an individual's perspective*, it is a way to earn a desired living standard with your own work. It would also be correct to say that, from an individual's viewpoint, "employability" means personal competence and competitiveness, while from the viewpoint of an educational institution, "employability" means the appeal of its educational services and its ability to offer the best choice of competencies in response to what the individual and society need.

Obviously, the training that fosters and sustains employability is the same training that teaches and bolsters competitiveness. Employability and competitiveness are interlinked on both personal and institutional level. An effort to enhance employability leads to better competitiveness for individuals and institutions alike. It is the central purpose of education to inspire the motivation for greater employability and competitiveness. In the long term, however, there is another angle to that motivation, namely: *sustainable employability*.

We live in a "learning society" that integrates all the knowledge, expertise and human resources developed through lifelong learning to generate innovation. In this context, the principal challenge at hand is to foster competitive knowledge, skills and competence on the individual's level apace with the dynamic, changing needs of the European and global labor market.

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LIFELONG EDUCATION AS A PROBLEM OF SELF-EDUCATION

Yu. L. Troitsky

1. Lifelong education is a tempting slogan which has become a way of life for many people. However, behind educational certificates collected by a person, one question is always with us: are these stages real education and what connects various educational services to a single continuous line?

2. The system of communicative didactics (the school of understanding) suggested by our team proposes the following steps in solving these problems:

(a) selection of a certain educational strategy within a large scope of proposals implies the availability of a certain foundation: whether it is “collection of needed knowledge” or “formation of necessary skills and habits” or “mastering a new field of knowledge”. In my opinion it can be stated that the pragmatic principle became dominant for many people who made such a choice;

(b) however this pragmatic principle covers the present-day situation and education is a long-term, inertial “postponed” activity. Anticipating selection is only possible in a situation of accurate diagnostics. So, a question arises; what is the essence of this or that professional activity? What is the focal point on which all lines of possible future work are concentrated?

3. In our opinion the type and nature of sense formation and text generation is such a focal point for humanistic activity in the broad sense of this notion. The model “Knowledge–Sense–New knowledge” also determines the type of educational activity: informational (heuristic) strategies – transformation of obtained knowledge to the method of obtaining new knowledge (instrumental strategies) – rhetorical strategies of text generation.

3.1. Summarizing the above, we can state that an educated person is a person who will be able to collect and perceive a more complete armoury of various tools (methods of understanding) of different texts in the semiotic sense of this word.

3.2. Hence the problem of lifelong education is to create such an environment, which would provide the opportunity for a person to transform knowledge obtained to a method of understanding texts at each stage of his educational trajectory. This environment should be Developing, Open and Non-excessive.

4. The condition of efficiency of the Developing Educational Environment (hereinafter, the DEE) is the synthesis of several lines: taking into consideration age, psychological constitution, specificity and logic of domain-specific knowledge, real experience and actualities of the subject who obtains education.

4.1. The possibility of formation of a specific historical line from the age of 6 to 60 is shown in the presentation on the example of lifelong historical education.

5. According to our concept, self-education is a pragmatist position that organizes the subject's cognitive activity in the DEE.

5.1. An "Environmental" approach denotes a higher level of activity of the subject's educational subject as the DEE only creates the conditions for the translation of external meanings into the mental language of internal speech and obtaining senses (L. S. Vygotsky).

5.2. Only the self-educational activity of a person can provide lifelong and effective education.

EXPERIENCE IN ORGANIZATION OF EDUCATIONAL PROGRAMS WITHIN THE CONTEXT OF LIFELONG FORMS OF EDUCATION IN AN INSTITUTION OF HIGHER EDUCATION

E. A. Naumova,
A. M. Usachev

Researchers of the nature of lifelong education distinguish the following as its primary aspects: (a) as professional adult education, the need for which is induced by the necessity of compensating for knowledge and abilities that were not obtained in the course of study or have been lost with the passing of time, as well as the desire to change one's professional occupation, and in connection with this to master a new sphere of knowledge; (b) as a lifelong process ("to study one's entire life"), the realization of which can be provided by organized pedagogical structures; (c) as lifelong education ("education throughout one's entre life"), realizing an individual's needs for the continual knowledge about oneself and the surrounding world. Institutions of higher education allow for the general realization of the first of the above-listed natures of lifelong education. The problems in organization of the educational process for individuals combining full-time employment and study in an institution of higher education also constitute a subject of consideration in the given report.

Experience in organization of lifelong forms of education on an extra-budgetary basis in the State Marine Technical University of Saint Petersburg has already lasted over twenty years. The educational programs in greatest demand were and remain the programs in "Economics" and "Jurisprudence". The number of students in these programs has been stable over the course of a long period of time and is comparable with the number of students studying on a budgetary basis in the part-time faculty of the university overall. Instruction is carried out on the basis of contracts for rendering educational services concluded with the student him or herself, or with the third party financing the training (parents, employers, sponsors, etc.). The size of payment for instruction in the institution of higher education is established yearly by the university's academic council and is located on the lower end of the midrange level of prices for similar services in the city. The main contingent of students in lifelong forms of education (part-time and extramural) in this case are: upperclassmen in technical faculties; graduates of technical institutions of higher education, primarily from the same university, enrolled in programs

for a secondary university degree; individuals with an incomplete higher education having studied previously in other institutions of higher education and wishing to complete their education and obtain a diploma of higher education; individuals with a general secondary or professional education, matriculating to the first year of studies and assimilating the full educational program.

By virtue of the variety in the contingent of students from the point of view of their age, qualifications, work experience, practical skills, and preparedness for acquisition of information, the primary difficulty in realization of similar programs consists in creation of the necessary conditions for the successful instruction of employed adult people with account of the specifics of the audience.

The ability to carry out an individual educational process taking into consideration the level of preparedness of the student for a particular program is achieved by means of a developed methodological provision that supplies: (a) educational and methodological packages for all disciplines of the curriculum; (b) electronic textbooks, access to which is provided in university's display rooms; (c) the continually updateable lecture notes for all the primary disciplines of the curriculum presented to students in the current academic semester; (d) traditional forms of ensuring independent work, such as individual consultations, overview lectures, literary sources from an extensive university library, etc. All this allows students to successfully fit into the educational process, to compensate for their missing learning skills, and to assimilate the educational program to the fullest. Additional conditions to ease assimilation of the educational programs is ensured by means of the following technologies for the learning process in lifelong forms of education: organization of modular education, allowing the student's educational process to be concentrated into separate disciplines; combination of regular examination sessions and those distributed over the course of the semester, when the examination or pass-fail examination is taken immediately after completion of studying the discipline; the opportunity to take examinations and pass-fail examinations for those enrolled part-time, in addition to the session for the students of the extramural department, etc.

Improvement of the effectiveness of the educational process is also provided for by the organization of groups for targeted training by request of enterprises. On the basis of a contract with JSC Admiralty Shipyards, the university has taught groups from amongst the workers of this enterprise over the course of many years. These programs are tailored for people who have generally undergone specialized training, have work experience, and

wish to obtain a higher education. The homogeneity of this group from the point of view of their connection to a particular enterprise allows for the educational process to be organized in an optimal way.

The transition to a two-stage “bachelor-master” system of training to be carried out within the framework of the higher education reforms required from 2011 presupposes introduction of significant changes in the current system of organization of lifelong forms of education. In addition to the necessity of implementing a competency building approach for realization of programs in accordance with the federal government’s third generation educational standards, development of organizational solutions related to new the conditions of student instruction are required. During this, the most attention should be devoted to the following problems: (a) the formation and procedure for establishing the type of training for bachelor and master students within the framework of a licensed provider; (b) the organization of admission to educational programs of bachelor students with an incomplete higher education in specialized educational programs; (c) provision of additional training and attestation for students admitted to a master’s program with a bachelor’s degree in a different field; (d) maximum use of the possibilities of the variable part of educational training programs with consideration of student requirements during organization of targeted instruction, and others.

Institutions of higher education must still reflect methodologically and organizationally on their place in a system of lifelong education within these new conditions, but cumulative practical experience allows one to look with a certain optimism on the opportunities for an increased flow of students and expansion of the range of educational programs offered in the framework of a two-stage system of education.

THE CONTENT OF THE CONCEPT OF "PRE-UNIVERSITY TRAINING"

Y. V. Rebikova

The period from the late 1980s to the early 1990s in Russia is connected with a period reformation of the education system. The given period is characterized by a process of reviewing the fundamental principles of pedagogy and pedagogical concepts, and the emergence of numerous new educational concepts and terms which were notable in their fuzziness and ambiguity, and sometimes the inconsistency of their interpretation.

As for now, a major problem is the adaptation of school pupils and other individuals to the learning environment of a higher education institution, and pre-university training, in our opinion, may be facilitated by the consistency of psychological and educational fundamentals of teaching at schools and higher education institutions, thus creating the background and conditions for such an adaptation. Our viewpoint is supported in the research works of V. S. Senashenko, who points out that pre-university training may and must provide the continuity of different-level education programs, irrespective of serious conceptual differences in the structuring of the knowledge fields in the education programs of secondary general and higher professional education [4]. In a number of research works the concept of "pre-occupational training" is highlighted, which is viewed as a complex of psychological and pedagogical effects, measures for development of professionally significant features and personal qualities of learners, and for the development of a learner's professional self-determination, which may be manifested in the following ways: (a) in learners' extra-curricular activities (professional guidance, arrangements for getting acquainted with a future occupation or with the learning environment of the major subject chosen for study in a higher education institution); (b) in educational activities "through" school subjects and disciplines in the course of their in-depth study; (c) in studying special courses, for example "Introduction to a Specialty".

In our opinion, the term "pre-university training" includes the concept of "pre-occupational training". This is explained by the fact that, due to its complexity, the achievement of professional personhood, the development of a personality's professionally significant qualities, and the development of a personality as a subject of occupational self-determination is a long process taking the person's whole life and professional journey. But in order

to commence professional moulding it is necessary at the outset not only to make an informed choice about the desired future profession but also be prepared to obtain it.

During the period between studying at school and in higher education, pupils choose their future profession but this process is rather spontaneous and unconscious for the majority of the younger generation. They are focused on the opinions of parents and friends, rather than on their own capabilities and self-realization needs and demands. The state of crisis in society, growth of unemployment and ethnic conflicts have impact on their choices.

Apart from the above specified approaches there is another one, which regards “pre-university” training as an intermediate link in the system of lifelong learning that facilitates the continuum of “school--pre-university training--higher education”. V. G. Ryndak considers that the idea of lifelong learning implies that general education and occupational training in combination with general cultural, humanistic moulding of a personality accompanies individuals throughout their whole lives, creating conditions for everybody to make informed choices about self-education to the fullest extent corresponding to his/her interests, motives, and system of values [2, p. 22-24]. A. M. Novikov [1] introduces the concept of “lifelong professional education” and refers it to three objects (subjects): personality (studying continuously), education programs (the author focuses on the fact that the programs should imply the continuum of educational content at the pre-occupational stage, at high vocational and higher professional level) and the organizational structure of education (available network of educational establishments and their interconnection, which creates the necessary and sufficient space of educational services able to meet the abundance of educational needs of an individual, of society and of a specific region).

Our analysis of approaches toward a definition of the intention of “pre-university training” has revealed their common feature, expressed in the fact that researchers view it as a complicated, integral unit, a dynamic phenomenon determined by internal and external factors, and as a system having its own structure. Some authors consider pre-university training to be a part of lifelong learning system, others – as a specific pedagogical category representing a specific educational process interconnected with occupational training. The basic components of pre-university training distinguished by the majority of authors are as follows: occupational, adaptive, cognitive and procedural components, and socialization.

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PRE-SPECIALIZATION TRAINING WITHIN THE CONTINUING EDUCATION SYSTEM

O. L. Kozhevnikov

In the continuing education system, students consecutively pass through the following stages of education: pre-specialization training (PST) corresponding to ninth grade level; specialist training (tenth and eleventh grades); and vocational training (secondary and higher vocational education). These stages ensure that specialists are trained to meet the needs of their future employers. At the same time, it is obvious that it is only the last of those stages that is relevant to what the employers' need; therefore the entire education chain should be split into stages not only by age criteria but also based on the consecutive articulation of needs: from employers to vocational education institutions; from vocational training institutions to specialist training institutions; and from specialist training institutions to PST institutions (the latter two may be divisions of the same institution, usually a general secondary school). The curriculum is delivered on the basis of the respective training programs that are coordinated with each other and integrated into a single one.

The main principles of program integration are: (a) succession, which means that the content of educational programs at each level should build on the knowledge, skills and competences acquired at the previous stage; (b) customer (employer) focus, which means that the content of educational programs at every stage of professional development should be customized to meet the employer's requirements for the graduate's professional competence; and (c) personalized approach in training. It is obvious that the educational potential of a modern school is not sufficient to provide PST in accordance with the stated requirements. This is a result of the diversity of interests among middle schoolers on the one hand, and a poor focus of secondary school on the demands of the labor market and regional needs, on the other. As a result, the amount of PST is significantly less than that of specialist training, which is evidenced by monitoring. Moreover, the majority of schoolchildren and their parents have no idea what PST is and what its goals and objectives are. In this light, at the current stage of school education, it seems advisable to deliver PST in accordance with the existing requirements in the form of networking between schools and continuing education institutions, both public and private. Employers should interact with secondary school through a network of continuing vocational training institutions.

In order to organize PST successfully and ensure its continuity at the stage of specialist education, the PST curriculum should be built according to the requirements (guidance) of specialist training. This requires formalization of the competence characteristics, developed at PST stage, in line with the fields of specialist training in senior high school. Moreover, since one of the tasks of PST involves early identification of occupational aptitudes with a focus on the labor market, and the ultimate providers of staff to employers are the vocational training institutions, it is desirable that these activities be performed under the auspices of higher and secondary specialized vocational education institutions. Employers, in their turn, can and should influence the selection and pre-training of their future employees through continuing education institutions, and the latter should develop a flexible response to the needs of the regional labor market. Students get pre-specialization training — professional training in blue-collar skills at the level of secondary or higher vocational education — before they leave secondary school. The following is worth bearing in mind though: (a) these stages should be implemented within the framework of continuing education concurrently with study in school, provided the curricula of the relevant subjects are coordinated; (b) the training is aimed to impart basic professional qualifications concurrently with a full secondary education, (c) there is an option of step-by-step career choice, i.e. independent choice of the desired education level, and the training trajectory can be adjusted accordingly at any time, (d) the training level achieved at every stage is sufficient for employment; (e) the curricula at every stage are geared towards further education, (f) the training envisages continuing independent learning.

Owing to the complexity of the tasks facing PST, the age-specific characteristics of the trainees and an extremely high importance of its results for every trainee, research and guidance techniques for early identification and encouragement of gifted children should be integrated into PST, in order to discover children's aptitudes and abilities using different methods. The multi-faceted nature of talent should also be taken into account, meaning that the aptitude diagnostics should cover a wide range of aptitudes and the impact on a child should be only positive.

PSYCHOLOGICAL SAFETY OF THE EDUCATIONAL ENVIRONMENT

O. A. Semizdralova

The educational environment is a part of the living environment of humans. As one of the psychological characteristics of this environment,

psychological safety becomes a significant issue as interpersonal psychological violence increases between students, teachers, parents and school administrators, which is confirmed by various researchers (I.A. Bayeva, T. S. Kabachenko, C. Caty, J. Hathaway, R. Sautter, and others). In the educational environment, a person may be put off his or her stride or totally lose the ability to perform efficiently. It should be recognized that psychologists and teachers engaged in education are currently not equipped for the task of making the lives and activities of educational environment participants psychologically safe.

According to social surveys, a rather large percentage of parents (up to 75%) are concerned about the issues of child safety in the educational environment. Parents are anxious that kindergartens and schools do not always ensure that the rights and dignity of their children are protected. They are concerned about the problem of conflicts among children and between schoolchildren and teachers. Parents worry whether their children feel understood, recognized, appreciated, respected and loved in the educational environment, regardless of their academic performance. Parents are even more concerned about the potential destructive effects on the children's mental health that may be caused by their peers or elder children; the problems of psychological and physical violence in children's groups; possible manipulations of children by teachers; psychological abuse of children, etc. Another threat to psychological safety in the educational environment is poor mental health of its participants (N.N. Kuindzhi, M. A. Polenova, I. V. Dubrovina, etc.).

A degree of protection against interpersonal psychological violence is one of the aspects of psychological safety in the school educational environment that secures the mental health of its participants. Violence in interpersonal relationships depends on individual perceptions of this act: some people may regard disrespect, neglect and abuse in interpersonal relationships as violence, while others may not. In some cases, psychological violence causes disturbances in the cognitive processes and impairs mental performance in general. It may lead to anxiety and depression with lasting negative implications for the child’s future. It may also induce certain patterns of behavior and shape negative perceptions that influence behavior and interactions with other people. The causes of psychological violence include biological factors, family relationships, environmental factors and interpersonal relationships. With respect to biological and family-related causes of psychological violence, school can only perform social and medical control and indirectly create conditions for providing safety and development of children who show signs of

interpersonal violence. As for environmental conditions and interpersonal relationships, school can control and adjust them.

Innovation, however necessary it may seem, always changes (either positively or negatively) the psychological status of educational process participants. In some cases, where these processes take the form of open protests, they are referred to as "innovation barriers". In other cases, where they are latent and their destructive effects are not immediate, they are regarded as psychological risks. Innovation risks can seriously impair psychological safety of all the actors of the educational process, including children, parents, teachers and administrators. First, they should be forecasted; second, they should be minimized where possible; and third, people should be helped in coping with changes that can upset or disappoint them. Psychological safety of the participants of the school environment is focused on trust in personal relationships, personal protection against negative impacts, and anticipation of potential threats with the aim to prevent violation of psychological integrity in the educational environment.

Psychological characteristics of the school environment that help provide and maintain psychological safety include the following: (a) benevolent atmosphere; (b) high expectations of pupils' performance; (c) high degree of involvement in the school environment and social skills training; (d) increasing participation of parents and community; (e) supporting pupils in times of age-related crises; (f) satisfaction with interactions between participants of the school educational environment; (g) respect, etc. Any effort in providing and maintaining psychological safety of the school educational environment should be supported by pupils, teachers, administrators and parents (J. Hamby). Psychological safety in the school educational environment may be provided through teacher – pupil collaboration. The system of attitudes and traits of character of pupils is developed in the process of interaction with the teacher, modeled on his/her sentiment about society, work, other people and him/herself. A teacher can teach pupils to resolve conflicts through non-violent means, such as respectful listening to each other, expressing one's viewpoint and proposing a solution to the problem, finding out different viewpoints, discussing complex situations in a group, relying on past experience, ability to cope with emotions, etc.

A psychologically safe educational environment is the one where the majority of participants perceive it positively and enjoy a high level of satisfaction with the characteristics of the school environment and a high degree of protection against interpersonal psychological violence.

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INSTITUTIONAL RESEARCH AS A TOOL IN QUALITY ASSURANCE (THE EXPERIENCE OF THE KAZAKHSTAN INSTITUTE OF MANAGEMENT, ECONOMICS, AND STRATEGIC RESEARCH)

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After achieving independence in 1991, Kazakhstan began reforms in the sphere of education, which concerned the development of a legal framework for the regulation of institutions of higher education and provided for greater freedom in terms of ownership and forms of governance. As a result, the number and variety of institutions of higher education have increased in the country. In 2009, their number reached 144, 55 of which were public and 89 private (Tuimebaev Zh., 2009). In 2004, the State Programme for the Development of Education of the Republic of Kazakhstan for 2005-2010 was adopted. It involved the creation of a three-tiered model of higher education (Bachelor's – Master's – Doctorate) based on a credit system and the integration of Kazakhstan into the world educational space. The transformations that were carried out led to the need to introduce a system of quality control for education, including institutions of higher education that carried out activities in accordance with the Western model of education. In this regard, the experience of the Kazakhstan Institute of Management, Economics, and Strategic Research (hereinafter, KIMEP) serves as a valuable source of information about the prospects for developing the Western educational paradigm in post-Soviet space.

KIMEP is as old as Kazakhstan's independence, having been established on January 14, 1992, by decree of the President of the Republic of Kazakhstan Nazarbayev, who was keenly aware of the republic's need for highly skilled personnel of an international level for the successful development of a market economy. The new institution of higher education was formed in accordance with the standards of North American academic institutions. Graduation of KIMEP's first class of students in the program "Master of Business Administration" took place in June 1994. In total, 5,740 alumni have successfully graduated from the institution.

KIMEP is the oldest and largest university of the North American model in Central Asia. It is an independent non-profit co-educational institute that provides its services to a multinational and multicultural

community of students. Here learn students from 25 countries worldwide. KIMEP is represented by foreign and Kazakh scientists, most of whom have a PhD and master's degree obtained at institutions of higher education in Europe and North America. Foreign teachers at KIMEP are nationals of 20 countries. The institute offers 14 educational programs, including undergraduate, graduate, and doctoral studies. The language of instruction in all programs is English, and the curriculum of programs are based on the model of the North American credit system, which allows students to choose subjects and independently determine their workload.

Since 2005, KIMEP has operated a special department of academic quality and institutional research (hereinafter, AKII), which in collaboration with the faculties, departments, and centers provides for quality control of the institute's services in the field of teaching, learning, and student evaluation. The activities of AKII specify four types of routine research: student assessment of the quality of teaching, a survey of student satisfaction, a survey of teacher satisfaction, and a survey of alumni, as well as research to determine the quality level of individual academic programs and the sphere of the institute's activities. Below is provided a brief description of the four routine surveys.

Student assessment of teaching quality (hereinafter, OSKP) allows the opinion of students to be heard in terms of the quality of teaching in each subject that they completed in a given semester, and it is an efficient channel for feedback for teachers and students. The survey is conducted online each semester and encompasses students from all courses and programs. In accordance with international practice, the OSKP questionnaire is divided into three main clusters: the teacher and the quality of teaching; classes and the quality of the educational process; the course and the quality of the curriculum.

The OSKP survey results help to identify specific aspects of the learning process that require improvement, as well as to track their dynamics. Thus the survey contributes to increased quality in teaching, insofar as it: (a) allows the teacher to see the strengths and weaknesses of their activities; (b) creates an atmosphere of healthy competition among teachers; (c) provides feedback from student to teacher to institution; (d) allows the institution to react opportunely to declining quality in the services it offers. Data from the OSKP survey is used to select candidates for the title of best teacher of the year, and it also allows the administration of the institution of higher education to make informed decisions regarding the career prospects of a teacher.

A survey of teacher satisfaction is designed to assess teachers' level of satisfaction with their working conditions and professional development, as well as with the activities of KIMEP's leadership, in order to select areas for further improvement of the institute. The survey is conducted annually on an anonymous and voluntary basis. All teachers participate in the survey. The questionnaire consists of 47 questions representing 10 clusters: information about the respondent, his or her involvement in the academic process, teaching and learning, students, research activities, workload, performance evaluation, auxiliary departments, facilities, and his or her general view. The administration creates an action plan for further improvement of working conditions in the institute based on the results of the survey and informs the faculty body according to the degree of its implementation.

A survey of student satisfaction is aimed at determining the level of students' satisfaction with academic and extracurricular aspects of their student life, which allows the level of performance of the educational institution to be determined. The survey is conducted annually. All enrolled students are invited to participate in the survey on a voluntary basis. The survey questionnaire on student satisfaction consists of 66 closed multiple-choice questions and 2 open-ended questions, divided into 16 sections: composition of the student body, the admissions office, registration, forms of payment, financial support, academic counseling and practice, the academic programs, faculties and departments, the educational and auxiliary facilities, the learning environment, dormitory, medical center, sports center, student union, cafeteria, student association, and his or her general opinion. The survey results on student satisfaction allow the administration to keep abreast of the effectiveness of the institution and to determine the direction for further improvement of the quality of educational and extra-curricular services for students.

An alumni survey allows for the quality of professional training of alumni to be determined by means of collecting information about their employment, professional work, and level of satisfaction with the education received at KIMEP, which is of great importance for the further improvement of the institute. The survey is conducted annually through electronic correspondence or telephone interviews with graduates of the previous school year. The questionnaire consists of 58 questions covering the following aspects: employment, further education, the effectiveness of the institute's educational programs, and plans for further cooperation with their alma mater. The survey results are used to further improve the

learning environment, educational programs, and services provided by the institute.

Thus, KIMEP regularly monitors the quality of programs provided through ascertaining the views of students, faculty, and alumni.

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ADAPTING THE EUROPEAN SPECIAL EDUCATION SERVICES MODEL FOR USE IN THE COMMONWEALTH OF INDEPENDENT STATES

V. A. Ruchin

A new and improved version of special education services is much needed everywhere in the Commonwealth of Independent States (CIS) as it is pivotal to social transformation in keeping with European standards. On the one hand, the social services system is undergoing a modernization with the aim of bringing it closer to that of the EU; on the other hand, more services become available to people with disabilities. The number of people with disabilities is increasing, and there are both demographic and social reasons for this. According to the World Health Organization, some 10% of the world's population are people with disabilities. The governments of Kazakhstan, Russia and Ukraine are doing their best to provide a barrier-free environment for the social inclusion of people with disabilities.

Over the course of our study, we have found that while the scope of social services increases for people with disabilities, special education services have remained woefully behind. While teacher training according to third-generation standards may be the work for the near future, the design of a new training curriculum is the task at hand. Essentially, new curriculum design is a way to articulate a new standard of Special Education, reflecting the national policy priorities in higher schooling. The effort to adapt the European standards for use in the CIS member states will be undertaken by the Department of Special Education and Psychology at Saratov State University. The magnitude of the task is such that several organizations had to join forces, including the specialist departments of a number of EU and CIS universities, non-academic organizations and regional ministries of the countries concerned, the Education Methodology Agency of the Russian Ministry of Education and Science, and a number of independent experts. Each member of the syndicate acts in accordance with the strategic goals of its organization. The project's specific objective as articulated in the project title – Adaptation of the European Two-Tier Special Education System – will be conducive to disseminating the project's outputs to the higher education systems of the partner states, giving both teachers and students new opportunities for greater mobility.

The formation of the syndicate, consisting of members with long-standing bilateral ties, was organizationally consummated at the

international desk-top and field research conference entitled Inclusive Education: Experience and Outlook, held in November 2008. The syndicate architecture, built by its working group, is based on mutually complementary competencies and capacities. Each of the partners will bring its own achievements in special education and its own expertise in multi-tier curriculum design into the syndicate. The project will benefit each of the partners directly by supporting the implementation of the ideas of the Bologna Process. The syndicate comprises 12 universities from the CIS, 4 from the EU, three outside experts, 6 associated members and two Russian Tempus partner universities.

The mission of the **EU universities** is to transfer desk-top and hands-on expertise to their partners on the CIS side in a standby mode. Each EU university has its own designated role in the syndicate: Jan Komensky University (Czech Republic) is responsible for the curriculum content and methodology support; the University of Hradec Kralove (Czech Republic) manages students' independent research, academic advisors and the educational IT environment; Ludwig Maximilian University (Germany) is in charge of in-process quality management (interim and final ECTS testing and organizing students' mobility); the School of Education at the University of Amsterdam manages students' internships.

The CIS universities are working to modernize themselves and develop training curricula that respond to their national priorities. They exchange their desk-top and practical outputs in special education. Kazakhstan (Utemisov University of West Kazakhstan, Abai National Pedagogical University of Kazakhstan) and Ukraine (Dragomanov National Pedagogical University, Mechnikov National University of Odessa) seek to modernize their higher education systems, first of all, to make them compatible with the European model. Those two countries have already switched to a multi-tier education system, but their curricula do not provide full mobility for students.

Russia aims to upgrade its curricula in keeping with the Third-Generation Federal Standards of Higher Vocational Education. The process calls for the specialized departments of the four Russian partner universities to work together (School of Education of Saratov State University, Volga Region National Academy of Social Science and Humanities, State Pedagogical University of Volgograd and State Pedagogical University of Cheliabinsk) to develop a modular BA and MA course curriculum in Special Education and Teaching People with

Disabilities of Vision in conformity with the Bologna Process architecture. The course curricula will then be submitted for review to the Education Methodology Office for pedagogical fields and, once approved, will become an integral part of higher vocational education in Kazakhstan, Russia and Ukraine.

The project, Adaptation of the European Special Education Model for Use in the CIS, is designed to upgrade the existing higher education curricula and give the CIS partner states some new BA level (4 years) and MA level (+2 years) Special Education programs. The programs will be designed in accordance with the needs and specifications of the end-customer: the education and social development ministries of the partner states. Ultimately, the idea is to achieve full alignment with the European higher education model. The field trial of the new programs developed for the project will involve high student mobility and ECTS transfer between the syndicate member universities.

THE SCHOOL MANAGER AS AN ANDRAGOGIST

O. F. Kungurova,
I. V. Wolf

Deep transformations in society have led to an increase in the diversity of pedagogical activity. The recognized necessity of the development of the innovation economy, modernization of Russian education, and the introduction of a new wage system require new professional and personal traits from a teacher, namely: competence, mobility, and effectiveness. In order to meet the requirements of the times, an educational establishment has to employ certain staff.

At the same time these new processes have evoked some confusion and anxiety among teachers and among some of the school managers. The Grammar School № 74 of Barnaul was one of the schools to encounter problems. This school is one of the large innovation educational establishments of the city, with a rather stable and professional teaching staff. However, of much concern is the indicator of the average age of the teachers – 42. This is the age of professional and personal crisis. On the one hand, a teacher has already achieved proficiency by the time her or she is forty; on the other hand, a person often starts feeling that he or she is "finished", without seeing any prospects for future professional and personal growth. The attitude towards teachers from the society, and the low social status of a well-educated person with good professional performance enhance this crisis.

Renovation of the quality of education as the key position in the modernization program is impossible without developing the teachers' professional and personal competence. The managing team of the school came to the conclusion that new ways of staff policy and teachers' potential development should be found. The teacher's self-actualization in a subject-to-subject educational sphere is not less important for improvement of educational conditions than that of a pupil. The idea of self-actualization became the key idea in managing activity and methodic work.

Applying various educational resources, the school's management set up the conditions for teachers' professional growth. In 2007 all the teachers of the school were involved in development. In order to find some conceptual ideas for the program of the school's development, the following methodic seminars were organized: "Problems and prerequisites of the school's development", "Model of a teacher", "Model of a pupil", "Model of a school graduate", "Person-oriented approach in teaching". These topics

matched the main directions of the school's development and were strongly practical.

In contemporary education, the idea of a person-oriented approach turns out to be the main principle for choosing the educational technology. However, usage of modern educational technologies by teachers has long ago been insignificant against the background of traditional knowledge-oriented education. Familiarization with modern educational technologies is available on refresher courses. Provision of refresher courses for teachers allowed 66.6% of the teaching staff to participate in innovation activity. The number of teachers taking part in different scientific conferences significantly increased: from 12 (2006) to 23 (2009).

On the basis of the school, pedagogical laboratories were established and used till now, on the base of which open district and city seminars are held, and methodic materials are published. Annually the school's teachers participate in professional competitions on the district, city and regional levels ("Teacher of the year", "I give my heart to children", "Best social sphere worker", "Recognition", etc.). Creation of the conditions for the teachers' self-actualization had an effect on the indicators of quality and pupils' performance, dissemination of innovation teaching experience, and teachers' positive assessment.

Nowadays the grammar school employs absolutely new forms of implementing the educational process and professional retraining of teachers, associated with self-analysis and self-reflection of teaching activity. Orientation on the achievement of brand-new educational results made the management realize the necessity of scientific study of constant education for teachers. In this respect, together with professors of the Department of Pedagogical Education of the Altai State University, a project of an experimental site was developed - "Andragogical education of managing staff of secondary education establishments of Barnaul in the process of refresher training."

The purpose of the experiment is development and approbation of a model and a program of andragogical education for the managing staff of secondary education establishments. Modern processes in education make it topical for the managers to take upon themselves the mission of leading an "adult teacher" in a process of his or her acquisition of new knowledge, skills, personal traits and values in the system of constant education. As stated by P. Senge, the times when somebody on the top could think of everything, while the others would obey the orders of a "great strategist", are over, and that is why the most successful corporation nowadays should be called the "learning corporation". Learning organization can be defined

as a self-organized, self-regulated, self-improving system, which also indicates a gradual transition to collective self-reflection, and a collective mind. For educational establishments these ideas transform into a task of transition from two modes of existence into three – functioning, development, and learning. The essence of the project is a practical extrapolation of the andragogical principles and approaches to the activity of managers of Barnaul's secondary education establishments, and development of informative and methodic support of refresher training.

The project is planned to be implemented in three stages: 1) theoretical (study of laws and regulations as well as the details of the examined problem in specialized literature, identifying the andragogical range of problems in the activity of teaching staff of secondary education establishments); 2) experimental (development and approbation of a program and scientific and methodic materials for the andragogical education of the managing staff); 3) final (results analysis, preparation of the program and the methodic textbook for publishing). Implementation of the andragogical model of refresher training for the school managing staff will help to reorganize the system of retraining (active dedication of a learning person, his or her high motivation and, subsequently, high effectiveness of educational process and further application of knowledge, obtained during studies according to an andragogical model); to create conditions for self-organized and self-improving activity of the teaching staff.

The program consists of three units:

An adult as a subject of education (an adult, being taught in a system of constant education; actualization and development of motivation for study among adults; communicative interaction in the process of study; the teacher and the taught person in the context of constant education);

Modern methods of adult education (method of development of critical thinking; coaching; method of analysis of particular situations; project technologies);

Designing a program of constant refresher training for teachers (basics of designing an educational program; planning content and scientific and methodic materials for the program of constant education; monitoring educational results).

The final lesson is devoted to presentations of the programs of constant education for retraining of the teaching staff.

So, as we see, development and provision of the informative and methodic support for the process of andragogical competence formation among the managers of secondary educational establishments is ultimately aimed at improvement of professional and creative potential of the teaching group, moving forward to the regime of a "learning organization".

FORMATION OF A HEALTH-PRESERVING EDUCATIONAL SPACE

O. A. Semenova

The time of education coincides with the period of growth and development of adolescents when the organism is the most sensitive to the effects of various environmental factors. Successful learning depends on the level of health with which a teenager comes to an educational institution, which constitutes the initial background at the start of education. Difficulties in this area have long been known of and talked about, but in recent years the problem has been particularly acute. On average, 60 % of students have chronic illnesses and need hospital treatment. Approximately 25-30 % have various discrepancies in their health status.

The educational process in the context of a vocational college requires theoretical and apprentice training and education under the mandatory condition of preserving students' health. The greatest opportunities for solving the tasks of vocational training, socialization, the full-fledged personal development of pupils and students, and the preservation of their health can be found in the context of creating a health-preserving educational space that will ensure efficiency in teaching and preservation of the health of pupils and students. During creation of such a space, it is necessary to ensure monitoring of the health of pupils and students, medical and psychological guidance, and its reconstruction in natural combination of the expansion and deepening of primary and supplementary educational services, and that health-preserving techniques are integrated into the educational process and further education.

The insufficient use or the occasional lack of health-preserving techniques aimed at protecting the health of students in the educational process cannot ensure that students have the opportunity to remain healthy during their period of education. One of the teaching staff's areas of work is activities directed at the organization of a health-preserving educational process and recognizing that the teacher can do much more for the health of the pupil than a doctor. The educator should be trained in psycho-pedagogical techniques that enable him or her to work in such a way as not to cause damage to the health of his or her pupils. The term "health-preserving techniques" happens to integrate all the areas of a college's work to preserve, build, and strengthen the health of students.

The college's task is to fully prepare a teenager for a self-sufficient life, having creating all the preconditions so that his or her professional work does not become a threat to his life, and so that an understanding of the value of a healthy lifestyle creates for him of her a happy personal life. In this, health plays more than an insignificant role. Given that parents who are sick and illiterate in matters of health cannot have healthy progeny, preservation of the health of adolescents is laying the foundation for the prosperity of future generations. Accordingly, a fundamentally different way of maintaining health lies before vocational educational institutions – not rehabilitation, and, above all, not tolerance of improper attitudes towards participants of the educational process and their health. The college staff sees its role in the creation of a system with just such an educational process.

The growing volume of information that a student should learn in the process of education significantly increases the total workload and stress level of the functional systems of the body while it is being carried out. Studies have shown that situations in which the abilities of the functional systems do not meet the requirements of training not only lead to poor performance, but also contribute to the functional disorders (diseases). Thus, there is a need for new approaches in the application of techniques, methods, and means of education, taking into account the functional state of adolescents. A teacher should command various educational techniques perfectly and be able to predict the result of his or her influence and to assess both its positive and negative effects on the health of the student.

One of the key moments in the development of a teenager's motivation for a conscious attitude towards their health and the health of others is their understanding of successful situations in addressing issues of physical and moral improvement. If the teenager will not consciously take the position: "This is necessary for me"; "I can achieve success in a week (month, year)", then all the efforts of the teacher will be in vain. A successful situation is the result of mutual creativity between the teacher and pupil, in which the result of the teenager's activities is commeasurable with his or her expectations.

To prevent overloading, overstressing, and to preserve the conditions for the successful teaching of students and maintaining their health, a rational organization of the educational process is necessary first and foremost. When organizing the educational process, the aim should be for strict compliance with indicators of rational organization of the educational

process, in order that the following were optimal: the volume of educational workload (the number of classes and their duration, including time spent completing assignments), the workload from supplemental classes (optional classes, individual lessons, electives, etc., as well as their frequency, duration, and the types and forms of work); lessons of an active nature (recess, physical educational lessons, sports activities, sports, etc., as well as their frequency, duration, and the types of and forms of activities).

The basic approach for modeling a health-preserving educational space is the determination of the characteristics of an educational institution for vocational education: a college integrates educational and recreational activities for adolescents in a holistic educational process on account of carrying out medical and athletic recreational activities, the building of a learning process with account of health-preserving techniques, development of the abilities of pupils and students in the creative clubs and workshops, and comprehensive organization of the free time of pupils and students. In the work of individual pedagogues, health-preserving techniques can be considered to be systematically organized on a unified methodological foundation of the combination of the principles of cooperative pedagogy, effective teaching techniques, and elements of pedagogical skills directed at achieving the student's optimal psychological adaptation to the learning process, concern for the preservation of the student's health, and his or her education in a personal example of health culture. This is the work of the teacher in which he or she fully executes the curriculum, shaping students' interest in his or her subject, establishing trust with them and partnership, preventing the occurrence of uncomfortable (disadaptative) states, and maximally using the individual characteristics of students to improve the effectiveness of their training.

If one tries to compare the approaches, techniques, methods, and components of health-preserving techniques according to their relevance and effectiveness for a health-preserving effect, then in the first place should be placed preservation of hygienic learning conditions, which is necessary to carry out insofar as it is regulated by law. We give second place to the technique, methods, and techniques that protect the health of students from the negative influence of their teachers (fortunately, not all of them!). It is the non-professional work of the teacher on which ultimately depends the onset of adolescent disadaptative states, deteriorating vision and posture, formation of unhealthy and neurotic personality, etc. But even

high pedagogical professionalism can allow favorable results to be achieved only upon transformation of all educational techniques into health-preserving ones. Only in conditions in which different approaches are integrated into a single whole, and teachers, psychologists, physicians, and physiologists work in a mutually agreed fashion within an integrated program designed specifically for vocational colleges, can we expect the formation of what we call a health-preserving space.

Thus, the main task of implementing health-preserving techniques is the organization of an educational space at all levels, during which the high-quality training and education of students is not accompanied by damage to their health.

PRESCHOOL EDUCATION AS A LIFE RESOURCE *

Z. V. Proshkova

Protection of the rights of children, including their right to an education, has become one of the humanitarian priorities of modern society and an important trend in social policy. In connection with this, interest in preschool education has significantly increased in the social sciences. Preschool education plays a part in the formation of the physical and mental health of a person, frames perceptions of inequality, and can emerge as a mechanism of social mobility and influence the choice of one or another life strategy. Foregrounding the topic of preschool education in sociological discourse is important and interesting for the restoration of a holistic educational path for a person and for the sociological conceptualization of conflicts connected with the early experience of inclusion in educational institutions.

On the macro-level, the sphere of education is understood today as one of the most effective sectors of development, a stronghold of innovations, and an arena for a head start [1, p. 284]. This concerns all levels of education, especially at the early stage. The national project "Education" provides for the development of different variants of preschool education with consideration of the child's age. Mechanisms for the support of parents of children up to three are being developed for the establishment of a parents association. The introduction of a required year of preschool preparation is possible. Revision and wide approbation of educational programs for children of kindergarten age are planned, to be realized not only in kindergartens, but in other institutions (groups of short-term accommodation at schools, the sphere of continuing education). The system of qualifying characteristics for workers in preschool education is changing [2, p. 42-44].

The Russian government endeavors to widely involve the population in preschool education, although until now the level of 1991 has not been achieved. There is another important result – the status of preschool education is transforming in Russian society, and an understanding has appeared of the importance of state and personal investment in this sphere,

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as well as the significance of early education for both an individual and for the innovative development of society. This process takes place both from above and below, for the present, in our opinion, primarily due to the part of “progressive” parents.

Russian sociology sees preschool education as a factor in inequality and social differentiation of the population. It has been confirmed that given the current level of poverty in the country, the model of Russian family upbringing “is not at all directed at the child itself, the development of its abilities, and determination of its future”, especially in “the more socially vulnerable classes – the poorly educated, the elderly, and inhabitants of villages [3, p. 66]. The majority of Russian families fulfill nurturing functions in relation to their children, rather than educational ones. Resources are insufficient for education, and the early stage of education occupies the weakest position. Among empirical methods of studying preschool educational institutions, representative questionnaire-type surveys for parents whose children attend preschool and specialists in the sphere of preschool education predominate.

In earlier national studies, preschool educational institutions were considered to be an agent of primary socialization. Studies were carried out on the caregivers’ and parents’ attitudes to life, the professional arrangement of kindergarten workers, strategies for education and instruction of the child, and the emotional attitude of children to kindergarten. Moreover, a survey of parents, pedagogues, and children from older groups were used, as well as psychological tests.

The idea of adaptation and rehabilitation of children from migrant families through preschool education and overcoming exclusion due to ethnic characteristics has appeared in recent reports. All the more so if it is taken into consideration that these are usually families with multiple children who often lack Russian citizenship, which makes preschool education for their children absolutely inaccessible (fees for typical kindergartens have grown by 10-15 times per child). Western sociologists are also examining education as a mechanism of social inequality, studying various stages of the educational system in-depth. In contrast to Russian researchers, foreign researchers consider that the most important stage of formal education is precisely preschool education and upbringing, at which time the basis for the future success of a person in society and in the work force is laid. This is explained by the fact that at an early age, children are the most sensitive to influences, including those of educational programs. According to the results of American studies, educational stratification begins and becomes entrenched at the age of three to seven years [4], i.e.

differences in the cognitive abilities of children are established before they go to school. Other authors extend this period by two years to include the first two years of school in the “critical period” [5].

At the same time, it is difficult to assert that it is precisely education which determines future intellectual and social inequality. It has been proven that the socioeconomic status of the parent family plays the main role in development of cognitive abilities [6]. Children from poor strata of the population initially command a lower level of intellectual development, attend kindergartens without quality instruction, and later end up in schools with few resources (in particular, without the ability to attract highly qualified specialists). In western research studying the influence of gender on intellectual differences in children, it has been discovered that the most talented boys upon entrance into kindergarten turn out to be those whose parents have obtained higher education.

In the future educational stratification, the socioeconomic status of the family is more important than ethnic background, a particular family’s position on the value of education, the practice of reading at home, or leisure. But institutions of early education build upon and entrench the existing system of differences.

The primary indicator for sociologists in the study of preschool education is development of cognitive skills. An evaluation of the mathematical and literary abilities is being carried out. Psychological and emotional characteristics are typically not taken into account, although in several empirical works the communicative abilities of children are studied. Analysis is carried out through the methods of representative longitudinal research: gauging evaluation of first grade students in mathematics and reading; standardized interviews with managers of preschool educational institutions; testing of children for cognitive development, etc. In this manner, the connection between the quality of the kindergarten the children attended and their further achievements in education and professional activity is demonstrated [7 and others]. The existence of a direct relation between the level of preschool instruction and the choice of a certain type of middle school has also been demonstrated empirically: after a good kindergarten there are more opportunities to enter a prestigious school.

The task of the sociological study “Preschool Education in Saint Petersburg: Accessibility and Quality of Educational Programs. Parents’ Experiences in Mastering the Early Education Environment” (carried out by the Sociological Institute RAS, Saint Petersburg, Sector of Sociology of Science and Innovation) is to analyze the system of preschool education in the context of the accessibility and quality of education. The following

questions are asked: the types of accessibility of preschool education (the accessibility of information about preschool educational institutions, the accessibility of securing a place and instruction in kindergarten, the ability to use the resource of preschool education during entry into school), the accessibility of preschool education to different categories of the population of Saint Petersburg, the criteria for the quality of preschool education, paid and unpaid educational services in state institutions, and the comfort of the system of preschool education for its subjects.

In Saint Petersburg, the accessibility of preschool educational institutions (hereafter: PEI) is a very serious social problem. To secure a place for a child in a kindergarten is no easier than in times when there was a high birthrate, in connection with the reduction by half of the number of PEIs in the 1990s. The difficult situation connected with the system of preschool education in the city is indicated through the most varied sources of information.

The project “Preschool Education as a Learning and Life Resource of the Modern Russian Person” examines the long-term effects of preschool education on further educational and life course, the viability and costs of early education, the level of preschool education, and the selection of school. The research is of a theoretical and empirical nature. The empirical part includes a series of corresponding projects: (a) analysis of statistical information and the results of representative surveys about family expenditures on preschool education in Saint Petersburg; (b) surveys of PEI staff and managers; (c) interviews with parents who have real experience of interaction with the system of preschool education; (d) a photo session in a PEI; collection of diary entries of parents about securing place and the instruction of their child in kindergarten; (e) collection of biographical materials with reconstruction of the experience of preschool education; (f) focus groups with parents of children of a preschool and a young school age; and (g) testing of elementary school students. The method of “textual” longitude is also used: study of educational socialization and the life course of a child in the systems of preschool and elementary school education through repeated interviews with parents and the maintenance of parent diaries over the course of several years.

The survey methodologies developed in the project relevant to the empirical study of preschool education are of a qualitative nature: questionnaires on the basis of open questions and informal interviews. The primary material of study, in addition to quantitative indicators of representative surveys and statistical sources, constituted masse unstructured information – texts. The project cannot be content with

traditional methods for their analysis – with reading and “extracting” quotes. Storage, classification, and analysis of textual information is carried out through systematic support of the computer technology “DISKANT”. The methodology of comparative classification of textual utterances is implemented. The result of the analysis is frequency and textual distributions describing the structure of the representations of an object. The methodological distinction of the empirical approaches implemented is the large degree of involvement of sociological researchers – the projects were a collective work at all stages, as well as the high status of “respondents” (for us these are informants and experts, carriers of actual information).

The conceptual idea of the project is to examine preschool education on two levels: the position of authorities, mass media, expert knowledge, public opinion, and the individual practice of parents in mastering the preschool educational environment, and personal experience. For this we turn to various subjects of the system of preschool education – its organizers and staff, and also the “customers” – families with children attending preschool educational institutions. The results of 30 in-depth interviews with parents of preschoolers in Saint Petersburg are presented below.

In the city today, a state PEI is an almost necessary element in the educational track. The reasons for which children are taken to kindergartens are only connected with obtaining an education on a secondary basis. Parents evaluate the educational possibilities in the sphere of state preschool education skeptically and place their primary hopes on schools and institutions of higher education. In the mass consciousness, the intellectual development of a child begins in school. It is possible that for this reason among other things there is a lack of willingness to invest ones money and time in other formats of child education. The primary concern in securing a place for a child in a PEI is the parents’ necessity to work and children’s desire to socialize. The basic characterization of a kindergarten from the point of view of our informants was and remains a “storage room” for children. Of course, this image relates to state PEI, but it is difficult to speak of nongovernmental institutions, because their services are used by no more than 2% of city households [8-11].

“New parents” have appeared who endeavor to ensure a quality education for their children even before school, but these are few (currently it is difficult to give an exact estimation of their number), and they proceed by means of combining state kindergarten and additional instruction,

moreover, the see opportunity precisely in paid forms of education. These paid forms can be found both inside and outside of kindergartens, furthermore, active parents strive to at least save on time and offer to undertake paid lessons (reading, writing, English) in groups that their children attend, and they search for the teachers themselves. Here PEI managers do not hide their position – a good learning effect is achieved only in conditions with this type of cooperation between parents and kindergartens, and it is impossible to depend on the city budget.

At the same time, from August 2009 the situation in the sphere of paid educational services for preschool students has become significantly more difficult. Now only half of the money paid by parents goes directly to the organizers of programs, and of that half, 30 % goes to the teachers themselves. As PEI directors say, this situation makes paid education unprofitable and educational courses are being curtailed. But without rendering commercial services, kindergartens and institutions for additional children's education cannot survive today. In principle, the conditions for preschool education to slip into the black market have been created. A legitimate method is to increase the fee for instruction by double, but this is a burden for parents. The "cost" of children in Saint Petersburg is already so high that conversations about measures for raising the birth rate in the city are becoming declarative in nature.

During analysis of the answers from managers of preschool educational institutions, such problems were revealed as the downside of intellectual development that was too early and not corresponding to the age of the children. As a result, "accelerated" development can lead to loss of motivation to learn and an inability to read and write correctly. In the opinion of our experts (PEI directors and staff), the diagnoses of "dysgraphia" and "dyslexia" are assigned to an overly large a number of children in our country (we were unable to discover the statistics), and this cannot be explained simply by biological causes. It is obvious that the commercialization of preschool education also has its negative effects.

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COMBINATION OF ASSESSMENT CRITERIA OF ECONOMIC COMPETENCES OF GRADUATES OF PROFESSIONAL EDUCATIONAL INSTITUTIONS*

M. G. Sergeeva

The model of formation of economic competences of graduates of professional educational institutions is represented by the following components: targeted, activity-based, contents-based, procedural and technological and assessment and reflection-based. The assessment and reflection component of the model serves as an assessment and reflection of the formation of economic competencies of graduates, and includes: levels and criteria of formation of economic competences, according to which the result of training of the competitive graduate of the professional educational institution can be assessed.

During the course of the study, the main criteria of the formation of economic competencies of the personality were singled out: (a) cognitive-perceptive, (b) activity-based-creative, (c) personal.

(a) The *cognitive-perceptive criteria* reflects the range of existing economic knowledge of the specialist. Pupils possessing economic knowledge (knowledge of economic laws, economic reality, methods of economic research, means of forming economic competences), should be able to assess adequately real economic situations, find and apply necessary information for their resolution, and also develop economic competences in the process of self-education.

(b) The *activity-based-creative criteria* reflects the presence of economically-focused skills which make it possible to carry out organization of economic activity, detect difficulties and determine methods for improving it; it proposes the specialist's involvement in the sphere of economic interaction of society and industry, characterizes the direction of this activity from the viewpoint of its compliance with a set of public demands for confident economic behavior, and effective economic activity in modern conditions.

(c) The *personal* criteria reflects the economically significant qualities of the personality: thrift, independence, rationality, diligence, enterprise, which make it possible for specialists to stand by their decision in taking economically justified decisions.

The system of criteria developed by us makes it possible to establish levels of formation of economic competences of the specialist (see table).

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Levels of formation of economic competences of graduates of professional educational institutions

Low level	Middle level	High level
Cognitive-perceptive criteria		
Has limited theoretical knowledge., The majority of economic concepts are explained by the pupil by leading questions through a description. Experiences difficulties in studying material of an economic nature. Economic terms and concepts are in the pupil's passive vocabulary. There is no connection between the economic knowledge and practical activity of the pupil. There is a predominance of recognition, and distinction by external features. Reads graphs, tables, diagrams. Repeats economic laws. There is a predominance of mechanical repetition of economic knowledge at the level of individual facts.	Not able to explain independently the meaning of economic terms and concepts. The pupil's active vocabulary contains concepts mainly used for analyzing educational material of an economic nature in a certain context. The pupil transfers knowledge to practical activity with the help of the teacher. Repeats economic knowledge at the level of understanding. Draws graphs, diagrams and charts. Detects laws of functioning of market mechanisms. Applies economic knowledge to solve stereotypical tasks.	Independently makes use of economic knowledge and concepts and explains their meaning. Economic concepts are in the pupil's active vocabulary. Takes a great interest in the economic problems of the present day. Is capable of creatively applying economic knowledge in real economic situations. Has systemized, solid knowledge. Uses knowledge for characteristics of economic processes, detects main principles of economic relations. Understands the main economic laws of the development of the country and region.
Action-based-creative criteria		
Is incapable of independently analyzing the economic situation and rationally planning expenses. Is incapable of setting priorities in economic activity in order to achieve results. Is incapable of independently determine goals and tasks of economic activity. Requires control from the outside. Passive in economic activity. Is scared of innovations. Proposes ungrounded versions of models. Decisions are based on empirical experience.	Is capable with the help of the teacher of analyzing economic situations, but does not see possibilities for increasing their effectiveness. Does not always plan expenses rationally. Arranges priorities to achieve a result. Goal-setting is distinguished by imitation. Does not always apply optimum methods of solving tasks. Needs outside leadership in activity. Prefers short-term projects. Models activity based on equivalents. Decisions are standard.	Is capable of independently analyzing economic situations and finding ways to increase their effectiveness. Is capable of planning expenses independently and rationally. To achieve a result in economic activity, is capable of sensibly arranging priorities. Shows independence in setting goals, and a creative approach to choosing a path to achieve a goal. Shows self-control and adequate self-esteem. Has initiative in activity, and prefers innovative projects. Economic thinking is developed.

Personal criteria (economically significant qualities of the personality)		
Thrift (economy)		
Spends money without thinking of the families capabilities; sees no need in economizing or a thrifty attitude to material resources.	Observes a regime of economizing from time to time. Makes savings without thinking about a goal. Only has a cautious attitude towards own property.	Observes a regime of economy at the educational institution and at home. Has personal savings for goals important for him/herself and the family. Has a cautious attitude towards material resources.
Independence		
Cannot plan and regulate behavior in economic situations, requires constant supervision.	Can plan and regulate behavior in economic situations, but periodically requires supervision.	Plans and regulates behavior in economic situations by him/herself without constant supervision and assistance from the outside.
Rationality		
Does not calculate expenditure of time and money on carrying out work or acts. Does not look for effective methods to solve economically problematic situations.	Calculates effectiveness of work from time to time. When carrying out tasks, organizes work in such a way so that it requires the lowest expenditure of efforts, time and money.	Always calculates volume of work and expenditure for carrying it out, and regularly plans personal budget. Looks for the most effective means to solve economically problematic situations.
Diligence		
Carries out entrusted work formally or tries to give the work to someone else, and requires constant supervision.	Carries out entrusted work, but is inclined to look for the easiest ways to carry out, and requires occasional supervision.	Also works enthusiastically and scrupulously, putting knowledge and experience into work, does not require supervision.
Enterprise		
In carrying out work and solving problematic economic situations, does not show activeness, and does not support others' initiatives.	In carrying out work and solving problematic economic situations, carries out executive functions, following the instructions of others.	In carrying out work and solving problematic economic situations, looks for effective ways of overcoming them, and shows initiative in achieving results.

The low level is characterized by: unsystematic volume of knowledge, skills and ability among students; insufficient development of cognitive interests; unformed attitude to the future professional activity as a personal and social value; situational use of methods of self-regulation of behavior and activity; solving of professional tasks primarily by methods of imitation. For students of the *lower* level, fragmentary manifestation of signs of

economic competences is characteristic. Students have yet to recognize themselves as the subject of educational professional activity. An excessively low or high self-esteem is characteristic for them, and the ability to project their professional development is not developed. General civic qualities are at the development stage. They are characterized by a moderate expressiveness of motivation of study and professional activity, volume of knowledge, skills and abilities is not systematic, and cognitive needs are insufficiently developed. Students of this level do not always successfully apply knowledge, skills and abilities of a communicative nature, as their behavior is not yet sufficiently emotionally stable. Organizational abilities are poorly developed. A situational use of methods of self-regulation of behavior and activity is seen, and professional tasks are solved by methods of imitation.

The middle level is determined by the following characteristics: sufficient volume and quality of knowledge, skills and abilities among students; development of cognitive interests; formation of attitude to future professional activity as a personal and social value; ability for self-regulation of behavior and activity; solution of professional tasks at the level of innovations and creativity is not sufficiently formed. Students of the middle level show a sufficient level of formation of economic competences. For them, an adequate self-esteem is characteristic, and the ability to project their professional development is developed. They have skills of constructive professional and interpersonal communication, and their organizing abilities are well-developed. Students of this level show abilities for self-regulation of behavior and activity, but the ability of independently solving professional tasks on the level of innovations and creativity is not yet sufficiently formed.

The high level is characterized by significant volume and quality of knowledge, skills and abilities among students; developed cognitive abilities; prominently expressed attitude to future professional activity as a personal and social value; ability for self-regulation of behavior and activity; solution of professional tasks at the level of innovations and creativity. Students of the high level show optimally formed economic competences. For them, an adequate self-esteem is characteristic, and their ability of projecting their professional development is highly developed. They have a high level of motivation of education and professional activity, and the volume and quality of their knowledge, skills and abilities meet the requirements of the state education standard, and their cognitive requirements are well developed. They have skills of constructive professional and interpersonal communication, and their organization abilities are well developed. Students of this level are capable of self-regulation of behavior and activity, and can solve professional tasks at the level of innovations and creativity.

THE ORGANIZATION OF STUDENTS' SELF-CULTIVATION WITHIN THE SCOPE OF THEIR STUDIES AT THE PEDAGOGICAL UNIVERSITY

N. Y. Dudnik

The problem of improving the quality of training has always been crucial when it comes to a university education, especially a pedagogical one. This is determined by the fact that modern teachers should not just execute their professional duties, but act as energetic and creative personalities. Our society needs self-sufficient, independent and energetic people who possess excellent qualifications and who aim to grow personally and professionally. One way to achieve this goal is to begin individual self-cultivation. Self-cultivation skills are of key importance to a future teacher because they play a decisive role in the personality formation of a schoolchild as an active citizen with a need for self-development.

A modern teacher is not someone who transfers a certain amount of knowledge to their pupils, but someone who teaches them to learn, shows them a world of everlasting, active learning, helps them to adapt to new knowledge and apply it creatively to life. That is what determines the relevance of the formation of a habit for independently seeking necessary information in future teachers that aim to improve the level of their professional and pedagogical expertise.

Higher education aims, in particular, to train specialists who will possess a sound propensity toward lifelong self-enhancement, self-cultivation and self-development. To achieve this aim, the focus of training is assumed to be transferred to the student's personality, their interests, needs and abilities. Therewith it is very important for students to begin forming the habit of self-cultivation from the first year of their university studies. Within the scope of the credit-based, modular learning system, self-cultivation skills take on a greater significance in the professional training of future teachers.

The efficiency of future teachers' self-cultivation is substantially influenced by the balanced work management in curricular and extracurricular classes, students' independent work, school placements as well as the educational guidance of future teachers' self-cultivation activities. The problem is to make students feel as not just ordinary executors of a professor's will, but co-organisers of academic activity. Therefore it is reasonable to apply micro-teaching methods, role play, business games, discussion sessions, pedagogical tasks and problem

solving experiences. Extracurricular activities provide an opportunity to make good use of training technologies aimed at helping students to form their self-cultivation habit.

Being a form of self-cultivation, students' independent work means accomplishing scientific research tasks and preparation for lectures and seminars. Such methods of forming the self-cultivation habit as self-organizing books, readers' journals, supporting notes and source-card register keeping can be used. During their school placement students get the chance to assess the real level of their skills and knowledge in the field of actual academic work. In this respect, however, the support and assistance of professors, who guide the school placement, is of considerable importance.

The efficiency of the organization of the self-cultivation process at university significantly depends on the professor-student relationship. This relationship should be based on the principles of pedagogical co-operation, collaboration and co-creation, which can be defined as (a) psychological comfort that leads to the students' self-revelation in educational activities; (b) development of individual communication programs for every participant of the educational course; (c) collaboration and co-creation in the professor-student system etc.

A professor's personality plays a key role in the formation of self-cultivation habits in students. As, according to V. A. Sukhomlynsky, self-cultivation is not like the mechanical acquisition of knowledge, not a process that is restrained and detached from people, but part of genuine human relations.

INTERACTIVE LEARNING FOR THE IMPROVEMENT OF HIGHER EDUCATION

K. S. Shodieva

As society develops, the nature and function of professional education changes. The main purpose of higher education is not only to teach and develop skills in students, but also to help them develop independence and self-direction. The nature of teacher-student interaction changes as well. A student becomes an active participant, rather than a passive receptacle, and the teacher becomes the facilitator of this process. Teacher-student interactions become a problem.

A teacher in higher education should know about psychology and be able to maintain a dialogue with students to ensure each student's creative growth. These tasks may be completed by deploying interactive learning methods in higher education. Theoretical approaches to interactive learning are based on the concepts of individual personality and boosting learning and cognitive activity. The new principles of education, humanization and democratization have created the need to radically revise the content, forms, methods and means of learning and develop a new type of teacher.

Various forms, means and methods of active pedagogy have been referred to as "interactive". Interactionism is a new theory in contemporary psychology and sociology. It involves reviewing the development and life activities of an individual in the context of social interaction. Researchers studying the essence of interaction believe that it is determined by the individual characteristics of its actors, social situations, predominant behavior strategies, goals of the interaction participants and possible controversies arising in the course of collaboration and socialization. Interactive learning is regarded as one of the most important educational resources that helps intensify the process of learning, i.e. considerably increase its development potential, deepen and expand the educational content being mastered.

Currently, in higher education, the requirements and quality of education for a specialized degree are expanding and market competition for education services continues to grow. Therefore, interactive learning should be regarded as a real way to intensify learning. Interactive learning is the key to designing and implementing intensive higher education that meets the criteria of quality, continuity, competitiveness and mobility. It should be noted that the intensity of higher education does not exclude its

fundamental nature. It’s important to build an educational process that promotes the maximum growth of each student’s personal and psychophysiological capabilities in order to use educational resources to the greatest extent possible. Intensive education provides the greatest achievement of an individual's professional and educational goals with optimal expenditure of resources. Interactive methods are adequate to the personality-oriented paradigm. These are the forward-looking methods that have a future in the changing education environment of the information age.

While conducting experimental work, the author deemed interactive learning to be a cognitive method implemented through collaboration between students. In the course of interactive learning, all participants of the educational process interact with each other, exchange information, collaborate in solving problems, simulate situations and assess their peers' and their own behaviors--immersing themselves in the atmosphere of real business cooperation in problem solving.

Forms and methods of interactive learning include the following: heuristic conversation, presentations, discussions, "brainstorming", "round table discussions", "business games", project competitions with subsequent discussion, role-playing games, training, collective solving of creative tasks, case studies, hands-on training, group and individual exercises, simulation of operational processes or situations, etc.

Forms and methods of interactive learning may be divided into the following categories: discussion-based, game-based and training-based. Discussion as a technique of interactive learning involves an open discussion or verbal exchange of knowledge, judgments, ideas or opinions on a debatable question or problem. Business games as a technique of interactive learning involve simulating real mechanisms and processes. They include the following: simulation games, operational games, role-playing games, "business theatre", psychodrama and sociodrama. Organizational activity games and organizational educational games as techniques of interactive learning are forms of collective thinking activity, which encourage learning. The case study method is an interactive learning technique involving the review of economic or social cases from real life. It is a complex and multifaceted learning technique representing a specific kind of analytical research activity. The case study method was regarded as a synergistic technique designed to develop procedures for immersing a group into a situation and generating knowledge. Project work in the context of education involves a purpose-oriented learning activity

undertaken in a laboratory environment specifically designed by a teacher, enabling a student to act independently and achieve a specific hands-on result.

Workshops are an integrated form of interactive learning. Workshops may be of the following types: (a) sensitivity training (behavior projection) is based on leadership, motivation and group dynamics communication theories; (b) managerial training is designed to develop leadership and organizational capabilities in the participants; (c) video training is based on the use of videos. Due to their high educational effectiveness, interactive methods as a form of intensive education set rather high requirements that motivate students.

Analysis of interactive methods enables us to identify some stages of their implementation. At the initial stages of learning, interactive methods play the role of diagnostic procedures that help discover the nature of each student's motivation to learn and helps determine each student's level of development. The stage of revealing the therapeutic potential of the interactive methods in the context of their use in the educational process has obvious advantages. Discussions, case studies, brainstorm sessions and role or simulation games contribute to a favorable psychological atmosphere in a learning session, boost the speaking and intellectual activity of students, increase their interest and self-confidence, reduce anxiety and create a meaningful stage for communication. The sustained and systematic use of interactive methods develops an ability to cope with complex learning problems in students.

Interactive methods not only help training specialists instrumentally in the system of higher education but also significantly intensify the learning process, becoming integral to an overall improvement of the system.

CONTINUITY OF EDUCATION: ORGANIZATIONAL AND PEDAGOGICAL ASPECTS

T. M. Churekova

Changes in the Russian educational system, associated with the trend of integrating it into the European system of higher education, have meant that new approaches, concepts of lifelong education and the establishment of a unified educational space must be developed. Society has begun to realize that it is education that is the main precondition for survival and the improvement of humanity in the context of global anthropogenic problems, and the key factor for success and reaching a high quality of life for everyone.

The idea of lifelong education is not unique, neither is it new. One can often find it in works by ancient scholars in India, China, Rome and Greece or by outstanding figures in science and culture. Some pedagogical theories of the past considered education as an eternal source of folk wisdom, which should be constantly enriched by constant knowledge improvement. They saw, in the succession of knowledge and continuity of education, an incontestable precondition for success. Some classical figures in Russian pedagogy also touched upon this topic. For example, K.D. Ushinsky thought that the main task of education was to improve a student's ability and desire to continue learning throughout his life.

The concept of lifelong education as a scientific theory originally appeared (in the first half of the 20th century) due to the extension of adult education and was associated with it in the first stages of its development. Between the 1970 and 1990s, foreign scholars (P. Lengren, P. Dave, D. Kidd) and Russian scholars (A. P. Vladislavlev, A. V. Darinsky, Y.N. Kulyutkin, V. G. Onushkin and others) asked for the following: a) a more precise definition of the essential features of lifelong education (concept, purposes, functions, division of the basic subsystems, identification of the specific features of their interconnections and function in the whole system of education); b) a definition of the principles of lifelong education (entirety, integrity, succession, person-orientation, predictability, flexibility and dynamism, unity and discretization, diversity of the educational forms).

In those years the basic characteristics of lifelong education were formed: the orientation of the teaching process toward general, specialized and supplementary education, i.e. toward an individual’s acquisition of knowledge, skills and abilities throughout life; the availability of the institutional and self-educational components in a structure of these types of education, where self-education serves as a “link between the separate

stages of institutionalized education, making an educational process constant and unified" [1].

At the end of the 20th century and the beginning of the 21st century, new trends in the development of lifelong education were developed and it is now being considered from different aspects: a) pedagogical (development of the unified and successive content of education, search and approbation of the effective technologies); b) administrative (development and implementation of the models of functioning and development of the system of lifelong education); c) legal (legal basis for the system of lifelong education and all its entities); d) social and psychological (availability of lifelong education to different social groups, allowing for the needs and abilities of production and people).

At present, lifelong education in the framework of the Bologna declaration is aimed at the full satisfaction of the people's educational needs, stimulated by either aspiration toward maximum self-actualization or by the need to adapt to the conditions of a constantly changing world. A person becomes an active participant in an educational process: whether it is a school pupil (basic and specialized learning), a student (bachelor, master or specialist) or a professional making his or her choices among forms of refresher training and retraining. Today's education, as underlined in the reports of UNESCO's International Commission on Education, must provide a person with the ability of self-understanding and an understanding of the environment, and a way to contribute labor and toward the execution of his or her social function in life in the information society.

In this respect, educational establishments face the need to lay out a system of lifelong education as a basis for the full development and formation of a personality that would facilitate his or her socialization process. The main trends of the organizational re-establishment of universities at the end of the 1980s determined a transition to a multi-stage, flexible, open, spatially dispersed model of an institution of higher education, which has to provide the necessary conditions for the provision of education on the whole territory of a region.

At that time, Kemerovo State University developed and implemented a model of lifelong education with a structural component, a Center of Lifelong Education, established in 1989. The center was created by the method of vertical integration and horizontal consolidation. Vertical integration allowed for the development of lifelong education that was systematic, consistent and successive for the students. Horizontal consolidation allowed for the objective and active implementation of the educational programs across the whole region on at a certain level and orientation.

One of the first developed programs was a pre-university education, where all the departments of Kemerovo State University were centers of organization and support. We assumed then and we are convinced now that without constant participation of a higher education establishment in the school's problem-solving, concentration, and succession, “continuity of education” would remain on the drawing board. We took as a basis the main principles of integrative activity: a) goal orientation and mutual interest in the common activity of the department and the higher education establishment in the creation of the conditions for implementation of successive and specialized education and improvement of the teacher’s proficiency; b) differentiation in the choice of ways and forms of activity in accordance with the needs of the participants of educational process; c) person-orientation and fundamentality of the educational services provided by the departmental professors to teachers and pupils; d) flexibility and openness of content and forms of interaction of the department with educational establishments, which stimulate the search and introduction of new ways and forms of partnership.

The effectiveness of the following forms of interaction with all the subjects of the educational process was proven in practice: a) collective planning of the content of the school subjects according to the state educational standards; b) regular discussions about improving teaching methods at departmental meetings, thematic seminars, scientific conferences; c) publications of joint study guides for pupils in classes with the profound learning of certain subjects; d) approbation and introduction of the results of a scientific study by university professors in the school practice, on one hand, and, on the other, application of the teachers’ experience as a means of improving the professional training of students; e) setting up and holding of academic competitions; f) flexible system of private lessons etc.

Cooperation between the university and the secondary education establishments lets all the participants of this process act on a systematic basis, appropriate to their educational, cultural, social and economic concentration, implementing the principles of succession and cooperation, integrity, humanization and humanitarianization, psychological comfort, variability and creativeness.

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IMPROVING SPECIALIZED EDUCATION FOR REGIONAL STUDIES PROFESSIONALS

Kh. Kh. Rashidov

This report examines certain issues in training economics-based regional studies professionals within a lifelong education system.

Regional studies professionals are now among the most in-demand experts, and a number of social science programs have recently been expanded to include the discipline of regional studies. With the growth of the domestic economy and the expansion of the country's international market relations, regional-focused economic specialists find that their services are required more and more often. This is a relatively new profession, and requires that the professional have knowledge in a number of disciplines as well as command of foreign languages. A future economic regional studies professional must be an expert in both domestic and foreign policy in both their own country and the country or region in which they specialize, and must also be aware of the standard of living in both areas. They must be intimately acquainted with not only the economic geography and human and natural resources, but must also know the history and culture of the country or region in which they will be working very well. The profession of economic regional studies unites humanities, socio-economics, and the natural sciences.

Professional colleges, which are vocational, mid-level educational institutions, also have programs such as International Economic Relations and International Business, which include the basics of the field and subjects that students are to study for 3 years in order to obtain the foundation and background knowledge that in the future will be of use in further, more specialized study in the field of economic regional studies (see table 1).

Table 1

Certain general and specialized areas of study in the curriculum of a professional college

Year	Humanities	Natural sciences
1st year	Economic theory Economic analysis	Ecology Economic geography
2nd year	Marketing Taxation	
3rd year	International business International economic relations	

The curriculum of universities also includes subjects in the humanities, socio-economics, and natural sciences that are more specific to the field of regional studies (see table 2). An analysis shows that the general and specialized areas of the discipline in the curriculum of professional colleges and institutions of higher education include such subjects as economic theory, economic analysis, ecology, etc.

Table 2

University curriculum in certain general and specialized areas of study for a regional studies degree

Year	Humanities and socio-economics	Natural sciences
1st year	Economic theory World economy History of economics	Ecology Economic geography
2nd year	World economy Micro- and macro economics Economic statistics	Cultural studies Religion studies
3rd year	International economic relations Political science Finance and credit	
4th year	Issues in small and private business development International investment	

This shows that with respect to the conceptual curriculum, a connection has been established between the subjects taught at the various levels of education. This is the basis for sequence and continuity, which is an important condition for the professional education in this field to be effective. But this is only at first glance, since there is a serious problem of material being repeated, which should undoubtedly be avoided. We wish to note that the lifelong education of qualified regional studies professionals is becoming ever more important to assure that qualified specialists are available to work in various sectors of the economy, not only domestically, but on the intergovernmental level as well.

THEORY AND TECHNOLOGY OF MEDICAL PEDAGOGICAL TRAINING

B. H. Ismailova

There is a socio-pedagogical need to create a new discipline that, due to its specificity, does not correspond to existing elaborations either in the system of professional medical education or the system of professional pedagogical education. The new discipline is medical pedagogics. A medical-pedagogical education is an integrated professional activity and consists of two components that are considered as balanced, interconnected and interdependent. A medical-pedagogical education is first of all an education that is based on the integration of medical, pedagogical, psychological and other knowledge. Secondly, this is a process of forming a specialist's personality capable of successful realization within the medical education system. Thirdly, a medical-pedagogical education is a system of integrated psychological, pedagogical and medical competences.

Therefore, the design of new content for professional medical and professional pedagogical provision of vocational medical education with qualified medical-pedagogical specialists is extremely relevant. As a rule, pedagogical staff in the medical education system acquire their knowledge in psychology and pedagogics either by means of additional training or in the course of their professional careers. A specialist with a medical-pedagogical education is a doctor-teacher who has a professional education received on the basis of integrating the content of a professional vocational medical education and a higher professional pedagogical education.

The structure and content of training and educational programs for future medical educators reflect integrative medical and pedagogical processes that provide for the development of a medical-pedagogical education as well as trends for the interdisciplinary interaction of scientific knowledge and professional pedagogic education. The content of state educational standards in medicine and the practical activity of medical workers demonstrates that a substantial part of their professional work includes integration of psychological and pedagogical knowledge in general with the culture of the medical profession. The structure, content and pedagogical component of professional medical education has not been the subject of special research until recently, and this has significantly restrained the formation of medical-pedagogical education and,

correspondingly, the preparation of medical educators. The problem of preparation of medical educators has been hardly researched and described in scientific and methodological literature. The methodological, organizational, technological and scientific aspects of medical education have not been elaborated yet either. Hence, there is the growing necessity to develop its theories, genesis, functions and efficacy. The integrative principle of the medical-pedagogical education allows it to be analyzed as it is develops. Integration can be understood as the means of achieving a unity of knowledge in all its forms and types of expression, such as content, structure, logic, organization and general and particular methodology. The mission of medical-pedagogical education is the development of conjugated study plans and educational programs promoting short forms of education. The main way to realize this mission is by making interdisciplinary connections represented in state educational standards and study plans.

The provision that has a conceptual meaning for the development of medical-pedagogical education determines the specific role of professional experience as an integrative link between theory and practice. So far, the content and organizational matters of practical study are not quite developed. Medical-pedagogical practice is understood as a process of acquiring various kinds of professional experience in which the conditions for the self-determination of the future specialist in different a professional role and his need in professional growth in encouraged. This view means that practical activity is one of the main factors of the personal and professional development of a specialist who performs an integrative professional function in public practice.

An educating doctor, who trains and teaches specialists with a general medical education, often exceeds the limits of the necessary knowledge that they must obtain. On the other hand, it has been noticed that the practical component of training has deteriorated due to the fact that doctors usually have only a vague idea of what the professional activity of medical specialists with general education is. This leads to contradictions in meeting the requirements and content of state educational standards.

The didactic model of medical-pedagogical education includes an organizational and methodological basis which develops a completely new understanding of the object and functions of the professional activity, as well as a professional and personal model of a teaching doctor consisting of structural, content, technological, functional and personal components. The technology of medical and pedagogical training is represented as a commodity of structured organizational, pedagogical and technological

actions aimed at the development of a system of social and professional values, the integration of vocational professional medical education with professional pedagogical education, and the formation of medical pedagogical competences.

Realizing such technology will be purposeful if it realized on the didactic principle and methodology that provides for transferring emphasis from medical and pedagogical activities to the new integrative professional and pedagogical activity. Such a transfer may be supplied by the medical-pedagogical function, which is a new function of professional pedagogical education.

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FORMS AND TYPES DOPOLNITEONOGO EDUCATION IN THE CONTEXT OF LIFELONG EDUCATION. REPRODUCTION OF THE LABOR POTENTIAL AND INCREASE HUMAN CAPITAL

CONTINUING PROFESSIONAL EDUCATION AND DECREASING STRAIN ON THE LABOR MARKET

V. D. Rozhkov,
B. C. Lisovik

Pre-crisis problems of the Russian labor market. In the five years before the crisis (2003-2007), the number of employed persons in the economy increased from 66 to 70.6 million people, and the average number of unemployed persons for the same period shrank from 6.2 to 4.6 million people. Together with this, a consequence of the change in the age structure was expressed as the tendency towards a decrease of the number of people of employment age. In 2010, they numbered 87.6 million people, which is 2.6 million people (by 2.9 %) less than in 2006. The situation aggravated the so-called “problem of 2010”, driven by the fall in the birth rate in 1987-1992 and manifest in the twofold decrease in the number of graduates of the 11^{th} grade in 2010 in comparison with 2007. Alongside the quantitative aspects of the given problem, there exist qualitative ones – exacerbation of educational institutions’ competition for high school graduates and, as a result, the lowering of the standard for selection and preparation of future specialists. A consequence of the indicated factors has emerged as a lack of personnel, which in proportion to the degree of development of globalization will aggravate competition for a qualified work force and places barriers on the path to Russia’s contemporary economic growth. In this manner, without change in the employment structure it is impossible to ensure the competitive advantage of the national economy, especially in the light of the prospect of our country entering into the WTO.

Imbalance in the labor market in the examined period was primarily demonstrated in two points – in the discrepancy between the structure of professional education to the current and prospective needs of the economy in the professional-qualification cross-section, and also in the territorial disparity of supply and demand for workforce. In the structure of professional education, a “skew” exists towards higher education, moreover

with an emphasis not on industrial training, but on “market-based” professions and specializations – economist, lawyer, psychologist, etc. From the beginning of the 1990s, the number of Russian institutions of higher education doubled, but the number of students grew by 2.6 times. The share of individuals with higher education among employed persons was 27.8 % before the beginning of the crisis.

At the same time, the deficit of qualified workers and specialists steadily increased. According to the data of the Federal Service for Labor and Employment, the automotive industry, energy, and metallurgy, experienced an acute lack of engineers, and business as a whole lacked hardware engineers, electricians, automation engineers for production, and specialists in creation of computer-controlled electronic mechanical systems. Medical institutions are not in the position to satisfy the need for nurses, and rural schools – for teachers. 85 percent of vacancies advertised in employment agencies were for blue-collar occupations. Qualified machine operators, torch operators, mechanics, welders, electricians, carpenters, bricklayers, drivers, and builders were and are required. Of 1.7 million students admitted into institutions of higher education in 2007, only 569 thousand people (33.5 percent) completed their on public funds c advantage of job placement after completion of their education. By the middle of 2008, approximately 834 thousand people (37.9 percent) were unemployed among youth under 29 having graduated from educational institutions.

Concerning territorial disparity of the labor market, the primary points can be reduced to three:

Firstly, the concentration of supply and demand for workforce in the central regions of the country. Thus, in Central Federal District more than 730 thousand people were employed in the first quarter of 2008 or 26.8% of the general number of persons accepted for employment in the RF. At the same time, approximately 380 thousand positions remained vacant (3.7 percent of the roster strength of workers). In 2007, the migration gain in the population of the district constituted 162 thousand people, of whom almost 70 thousand were in the Moscow Region and greater than 50 thousand were in Moscow;

Secondly, the out flux of working age population from the regions of Siberia and the Far East. In 2002-2007, the withdrawal consisted of more than 740 thousand people, of whom 75 percent constituted citizens of employment age;

Thirdly, a substantial excess of workforce over demand in the republics of the North Caucus. In 2007, in Dagestan, Ingushetia, and

Chechnya, from 20 % to 50% of the employable population did not have work. The share of persons in long-term unemployment in these republics constituted more than 60 %.

In this manner, disintegration of the labor market of the Russian Federation was manifested in the coexistence of pockets of chronic unemployment in certain regions of the country and a sharp shortage of workforce in others. This was the condition in which the Russian labor market was located in the pre-crisis period.

Influence of the economic crisis on the labor market. The crisis in Russia arose as a result of the global economic crisis. The strongest dependency of the national economy on the export of natural resources took a step backwards with the decrease in demand and prices on practically all goods of raw material export. Insufficient sophistication of the national financial sphere made normal financing of the economy impossible upon the disappearance of the attractive credit of foreign banks. The insufficient competitive ability of non-oil and gas sectors of the economy lead to the spread of the crisis within them as well, triggering a fall in industrial production, a lowering of salaries, decrease in the economic activity of the population and employment, and the growth of unemployment. The labor market became one of the main indicators of the depth of the economic crisis in Russia. By the end of 2009, approximately 1 million workers were made redundant. The yearly additional demand for personnel as a result of natural retirement constitutes 1.86 million people, and with account of newly available workers – 0.8 million people. At the same time, the system of professional education furnished a class of graduates in 2009 of 1.86 million people, who competed on the labor market. From the beginning of the severe phase of the economic crisis in the country, over 2 million people were dismissed predominantly “of one’s own free will” and “upon mutual agreement of the parties”. Approximately 20 % of those dismissed found employment in their former organization for a lesser salary. According to data from the Ministry of Public Health and Social Development, 1.03 million people were dismissed since the beginning of the crisis, moreover 293 thousand of them found employment, including 167 thousand who were employed in their former organization. Registered unemployed person fluctuated between 2.3-2.5 million people, and general unemployment – between 6.3-6.8 million people. The lowest level of general unemployment in January to February of 2010 was recorded in the Central Federal District (5.8 percent), and the highest – in the North Caucus Federal District (20.1 %). The employment problem

became noticeably more severe in several single-industry cities, and Pikalevo came to be used as a common noun.

In general, across Russia the general level of unemployment decreased by January and February 2010 and constituted 8.6 %. Despite the somewhat stabilized unemployment situation, strain on the labor market has not decreased. Thus, the number of unemployed persons answering one vacancy announcement for a work position has grown from 16 people in January 2009 to 24 people in January 2010. Hidden unemployment grows: in January-April 2009, 2.9 million people worked part time and in August-September, their number decreased to 2.0 million people. However, together with those employed in new community service positions (0.8 million people) the general decrease turned out to be insignificant, insomuch as hidden unemployment constituted 2.8 million people. In November, part-time employment decreased to 1.6 million people, and employment in community service constituted 1.4 million people, i.e. a total of 3.0 million people. In December 2009 - January 2010, persons employed in partial-day or partial-week positions numbered 1.9 million people, and those participating in community service were 1.8 million people. Hidden unemployment constituted 3.7 million people, having risen more than a quarter in comparison with the beginning of 2009. In this manner, hidden unemployment exceeded the official number by half, which, among other issues, will create problems if difficulties in financing community service arise in the regions.

Employment cannot be considered as some sort interconnected containers, in which the workforce deficit and surplus momentarily reach equilibrium with one another. The professional and qualification characteristics of workers and their territorial distribution by no means always correspond to the demand on the labor market, moreover, to achieve such a correspondence on account of training and migration of people is not simple, and at times impossible. Therefore, the crisis with its surplus of workforce in no way eased the previously existing problem of labor shortage, superimposing one problem on the other and thus complicating and aggravating the labor market situation.

Antirecessionary measures related to the labor market. The role of professional education. According to the estimation of the Federal Labor and Employment Service, the Russian government enabled work to be preserved for 3 million citizens due to antirecessionary measures. The same measures, according to the forecast of Ministry of Economic Development and Trade, will lead to a decrease on average in 2010 of the

general number of unemployed to 6.3 million, and the level of unemployment – to 8.6 %. In 2011, these indices will reach 6 million and 8.2 % respectively, and in 2012 – 5.6 million and 7.7%. Registered unemployment according to the same data will also decrease, constituting 2.2 million people in 2010, in 2011 – 2.1 million people, and in 2012 – 2 million people. But what do these actions consist of?

From the beginning of 2009, the amount of aid for unemployment has risen by one and a half times, the minimum value of which constituted 850, and the maximum – 4900 rubles per month. On the highest governmental level, weekly monitoring of the subjects of the RF was organized in connection with liquidation of organizations or the reduction of personnel, as well as the transfer of enterprises to a part-time work regime. Consultation centers, telephone hotlines, pre-discharge consultation of workers, and publication of informational booklets and brochures were organized. In January 2009, the official information portal "Work in Russia" was opened, containing information from 85 regional employment agencies and 2450 municipal employment centers. Quotas for recruitment of foreign workers for vacant and newly created positions in 2009 were reduced by double in comparison with the demand of subjects of the RF. 82 regional antirecessionary employment programs were approved, for the co-financing of which 43.7 billion rubles (in 2010 the amount constituted 36.4 billion rubles) was allocated. By the end of 2009, approximately 1.5-1.6 million people took part in these programs. By the middle of the year, temporary work positions were organized for 1.2-1.3 million people, 6.3 thousand people changed their place of residence for job placement, and around 40 thousand unemployed people were employed by opening of their own business, and internships by graduates of higher institutions of learning for the acquisition of practical experience in their specialization was organized for 81 thousand people.

Special place in the list of these measures is occupied by anticipatory professional education for workers in the case of the threat of mass layoffs. The number of such students in the specified period reached 81.1 thousand people. The programs referred to successfully combine social support with development of worker's labor potential and fully correspond to the essence of the acting employment policy. However, the mechanism for realization of this measure should be redirected with the support of the employer, who is by no means always in the condition to reorganize his or her business in order to retain the labor staff and therefore is not interested in anticipatory education. More efficient would be the distribution of a kind of educational certificate to such workers, who would receive the right and ability to study

for a new position with the assistance of employment service. Despite all this, the significance of anticipatory education as an antirecessionary measure is limited in its possibilities. This education lasts on average three months and cannot solve the principal problems that the labor market encounters. The Russian government's antirecessionary program contains a number of measures directed as well at the support of education – the decrease of the fixed payment for training, preservation of public funds in educational institutions, the ability for educational and scientific institutions to create small enterprises with the goal of specific preparation of graduates and their subsequent job placement. However, these measures also are just one part. Substantial steps towards the uncovering the current and prospective personnel requirements and close coordination between the market of educational services and the labor market are necessary.

It is necessary to examine this work in the context of realization of "Conception for labor market measures in 2008-2010", which, preserving the continuity with the similar Conception for the period of 2003-2005, emphasizes as goals the increased effectiveness of employment. This increase is possible on the basis of solving the following high priority tasks: (a) improvement of legislation of the RF in the sphere of employment assistance, (b) improvement of the system monitoring and prognosis of the labor market situation, (c) ensuring a balance between professional education and demand on the labor market for workforce, (d) development of regional labor markets and strengthening of the territorial mobility of the workforce, (e) development of human resources, (f) optimization of recruitment of a foreign workforce, (g) stimulus of the economic activity of the population, (h) increase in the quality of positions. Only upon observation of the enumerated conditions is it possible to achieve the stated objectives of decreasing the level of general unemployment to 5-6 % of the economically active population and liquidation of the workforce shortage at least within the next ten years. Insofar as the labor market exists in an interrelationship with the commodity and services market and the capital market, true harmonization of labor-management relations in the workplace appears only to be possible through continuity in resolution of short-term, medium-term, and long-term tasks of development for the Russian economy in all its aspects.

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EXPERIENCE OF AN ANDRAGOGISTS' PREPARATION FOR THE SYSTEM OF ADVANCED TEACHER TRAINING

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Reforms in the sphere of professional education usually begin with changes in legislation, maintenance of professional and educational standards, elaboration of module and core study plans and programs, new teaching methods, etc. In other words, the reforms are primarily aimed at improving the educational process in professional education institutions.

However, as the experience of other countries has shown, despite the fact that local reforms are conducted in the sphere of professional education, it is quite difficult if not impossible to define the course of reforms in advanced teacher training. This should, first of all, concern professionals working in the system of advanced teacher training. In the Western European model of advanced training, such teachers are considered as “meta-teachers”. The prefix 'meta' in the context of professional pedagogic education highlights the stratified nature of the term both in its conceptual and organizational aspect. In other words, there is a second level in the system of professional education, which is represented by teachers and instructors of professional vocational education institutions. The next level is represented by the students, the future qualified specialists. In modern terminology, the specialists training teachers for the system of advanced training are called ‘andragogists’. We are going to use this term further in this article.

In the late 1990s, large-scale surveys of Western European experts in order to define the role of an andragogist and the professional qualities and skills one should acquire in the process of his/her professional and pedagogic training were conducted. The following conclusions were made in the summary of the survey results: it is crucial for advanced training to be able to meet the requirements of educational institutions [6].

Therefore Western pedagogics has formed the opinion that andragogists should be specially trained for work in the system of advanced training. Also, in order to improve the quality of such specialists’ training, it is necessary to use the corresponding standard of competency. This competency profile represents a set of professional and pedagogical tasks and problems solved by an andragogist on the basis of a profound analysis of his/her work.

Thus, a model androgogist that would include the following competences was postulated at the international conference conducted by

the Center for Educational Research and Innovation (CERI) at the Organization for Economic Co-operation and Development: (a) stimulation and encouragement of learners' self-development; (b) readiness and ability to accept new roles and responsibility; (c) constant improvement of knowledge, enhancement of skills and capabilities, ability to handle difficult situations that may emerge in the work of an androgogist; (d) suggestions of solutions to problems that emerge in the course of pedagogic work; (e) contribution to development of teachers' abilities to introduce innovations into educational process [4].

Results of further research conducted by the Expert Council of the Center for Educational Research and Innovation for defining which knowledge and skills should a competent androgogist obtain have shown that the main function of such a specialist is to elaborate and conduct large-scale science-based advanced training programs for practicing teachers. In order to do that, following skills are necessary: (a) to be able to provide a theoretical grounding for the program as well as define its advantages and disadvantages; (b) to define potential clients of educational programs; (c) to plan and to realize educational programs; (d) to conduct a diagnosis of learners' demands; (e) form the educational missions; (f) to elaborate a plan of educational program realization; (g) to shape the content and the forms of common activities; (h) to organize feedback and elaborate the test system; (i) to analyse the results of studies; (j) to constantly improve and update the educational programs [3].

Thus, the analysis of the results of the European research allows us to speak about the two most common model of andragogists. Each model interprets the essence of educational and pedagogic training of such specialists in its own way. According to the first model, the mission of training andragogists is to form a complex of their personal and professional pedagogic qualities that would allow them to develop and correct the personal and professional level of teachers based on psychological principles of learning as well as development of teachers' abilities to use adequate educational methods. As far as the training of andragogists is concerned in the context of the other model, it highlights the elaboration of a complex of personal and professional qualities allowing them to reach the aims of development and transform educational technologies on the basis of methods of social and psychological research and proper empirical research. Both models should not be contrasted but rather integrated into our own pedagogic system.

When analyzing foreign experience, one should take into account that the complexity and diversity of functions realized in the process of

advanced training requires a selective approach when considering the practice of different countries. What is new for some countries sometimes appears to be quite a common practice for others. Therefore, the criteria of assessment of which practice is new and innovative will also be diverse. So far, we are not quite familiar with foreign experience of creating new educational technologies and therefore use it rarely. The connection with other countries where the preparation of professional human resources is highly developed is also lacking at the moment [5].

Nevertheless, some principles and recommendations related to innovations in the system of advanced training may still be formulated. Our concept varies from the Western one because we tend to think that the main goal of the advanced retraining of teachers is reforming their professional experience. The concept is based on a new paradigm of professional education that emphasizes dynamic methods of education, integrating theory and practice, and giving the learners responsibility for learning how to learn. In our view, the aspects distinguishing advanced learning of educators from higher pedagogical education are as follows: continuous adaptation of educational programs to the needs of pedagogical practice; special organizational forms and didactic methods related to diversity of training content.

Thus, an educational institution of advanced training should become a place for conducting research for the organizational and technical provision of advanced learning of educators and teachers and a methodology of innovation-distribution within the system of professional education through educational programs for the advanced training of andragogists. In research conducted abroad, the mechanism of innovation-distribution is called the “cascade model” or “seed-plant model”. The application of organizational and pedagogical models of those types creates possibilities for lifelong pedagogical education.

In conclusion, we would like to mention that comparative analysis of national and international experience which has proved itself at the level of a national system of professional education leads to not only its description but its assimilation in the national context.

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CENTER FOR CAREER GUIDANCE AND CONSULTATION OF THE POPULATION IN THE NONGOVERNMENTAL EDUCATIONAL INSTITUTION INSTITUTE OF CONTINUING PROFESSIONAL EDUCATION "ATOMPROF" AND ITS ROLE IN PROVIDING LIFELONG EDUCATION

M. N. Fedorova

1. Fundamental background in creation of the Center for Career Guidance and Consulting. The long-term interests of Russia include creation of a modern economy of an innovative type, integrated into the global economic territory and into the provision of the country's national safety. A substantial role in this falls to the nuclear sector, which should become the engine for high technologies in the national economy. In order to achieve the established objective, the nuclear sector has been restructured and consolidated, and its development is accompanied by modernization and structural changes, the effectiveness of which is fundamentally dependant on its staffing of personnel. This is one of the most complicated problems of the contemporary stage of the sector's development. The system of education and retention of personnel that has developed to the current day is far from perfect. It is essential to fulfill the conditions that are able to change the situation on the labor market and ensure staffing of the sector with qualified personnel.

The total number of workers in the sector constitutes around 300 thousand people, moreover half of these are older than 50 years old. The average age of mangers of the higher and middle rung is 55-60 years, and the average age of specialists is 45 years. With the general decrease in the number of researchers, their share in the age group over 60 years is increasing. The problem of retaining young specialists exists as well. Their share constitutes 18 % of the total number of those working in the sector, and their proportion remains lower than the proportion of the number of specialists who have reached retirement age. Moreover, the problem of continuity exists in the sector not only in terms of the generation of employees, but also in the transfer of critical knowledge. Thus, the age of employees as a carriers of this knowledge is over 51 years (42 % of the total number), which highlights the problem of management and transfer of specific knowledge to young atomic scientists.

The inflow of a new staff of atomic scientists depends also on the attractiveness of the sector, which has the following characteristics: (a) state significance for national security; (b) inclusion in the sphere of high

technology; (c) the high research intensive nature of nuclear knowledge and technology; combination of complex mathematical, scientific, and engineering disciplines; the interdisciplinary character of a technical nuclear education; (d) the requirement for a high technological culture (safety culture), heightened requirements for general culture and moral-ethical norms of behavior ("physicists vs. lyricists"); (e) the principle of a critical mass of knowledge (it is impossible to be a little bit educated in the nuclear sector); (f) support and attention to the nuclear sector from on the part of the government of the country; (g) recovery of the trust in and prestige of nuclear energy; (h) the ability to solve the problem of energy supply and the ecological recovery of the planet, including through the use of thermonuclear fusion; (i) solution of tasks in adjacent sectors (the structure of matter, medicine, biotechnology, material sciences, agriculture, etc.); (j) extensive opportunities for career growth and international contacts; and (k) demand from IAEA for personnel – the best and most talented! At the current time, preparation of atomic scientists is carried out in 15 institutions of higher learning of the Federal Agency for Education and in education institutions of various levels of education. However, today the structure of the leading institutions of higher learning, the material and technical resources, and the teaching staff do not allow for the necessary widespread replacement of personnel.

2. Center for Career Guidance and Consulting of the Population. The nongovernmental educational institution Institute of Continuing Professional Education "ATOMPROF" (hereafter – Institute) has gathered some experience in career guidance for youth: education of youth in regards to the nuclear, radiation, and ecological situation in the North-West Region; and formation of a positive attitude to nuclear energy as a prospective sector for building one's career. Beginning from 2006, educational work has actively begun with representatives of social and professional groups (schoolchildren, university students, and teachers) in the following thematic groups: (a) a project for teachers of secondary educational institutions – "Use of Nuclear Energy and Ensuring Radiation Safety"; (b) a project for teachers of secondary educational institutions – "Nuclear Education and Personnel Policy"; (c) a school for teaches of secondary educational institutions – "Nuclear Energy and Technology"; (d) an elective course for students of the 9^{th} to 11^{th} grades – "Selection of a Profession. Nuclear Science and Technology", etc. Each year a scientific conference "Northern Lights" for undergraduates, postgraduate students, and young specialists takes place on the base of the Institute, which is the basis for filling the sector with talented employees. In the future, active and

large-scale work with schoolchildren in the region is proposed for their subsequent education in “nuclear” specializations and future work in regional enterprises.

The Center was created at the Institute with this goal, and on the basis of an integrated system of work with schoolchildren, teachers, and parents (olympiads, competitions, PR events, two-to-three week schools on physics and mathematics, master classes and lectures for schoolchildren and teachers, one-to-two week courses for upgrading schoolteachers’ qualifications, testing, etc.), it ensures a selection of talented youth from the region, first of all from the places where new power plants are located, for the National Nuclear Research University “MIFI”. Work in career guidance has encompassed no less than 100 schools, 300 teachers, and 5000 schoolchildren of the region. A regular exhibition will be organized of the Center for Career Guidance and Consulting in the Russian nuclear sector in the North-West Region. The Center’s work also offers cooperation with representatives of a wide range of the population in Saint Petersburg and the North-West Region as a whole (schoolchildren, university students, teachers, parents) for those who seek consultation for career guidance and self- determination in the Center.

Created and based at the Institute, the Center for Career Guidance and Consultation of the Population will facilitate the practical realization of lifelong education, both in the interests of the State Atomic Energy Corporation “ROSATOM”, and for the innovative development of Russia’s North-West.

CONTRIBUTION OF LIFE LONG LEARNING TO COMPANY'S VALUE GROWTH

Violeta Kasarova,
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INTRODUCTION

Access to relevant information and knowledge along with motivation and skills to use them intelligently has become in the 21-st century the key to increasing the competitiveness of companies and economies as well as to the improvement and adaptation of the work force on a European level. Today the traditional understanding of competitive advantage as acquisition of tangible assets (capital, land, raw materials, technologies) is not the only factor for business success. In a society based on knowledge, the future is determined by the abilities of the economic subjects, irrespective of their size and branch, to take advantage of their knowledge. Thus, the new criteria for economic growth are related to innovations and education. This obviously requires shifting of the strategic priorities to the ***intellectual capital*** of the companies at the expense of the more conservative financial capital.

In modern economic literature, intellectual capital is understood to refer to a set of intangible assets based on knowledge that brings benefit to society. According to T. Stewart, intellectual capital is a combination of patents, processes and management skills, technologies, expertise and information about consumers and suppliers[1]. Similarly, the views of K. Bradley and R. Albert[2] are that knowledge and intangible assets have become a useful resource for creating competitive advantage for business. The International Federation of Accountants (IFAC) identifies three components in intellectual capital[3]: human, customer and organizational capital. This classification is derived from the structure of intellectual capital and was developed and applied to the practice by the Swedish insurance company "Skandia" (Fig. 1), which has included this capital in a special section of its annual financial statements since 1995[4].

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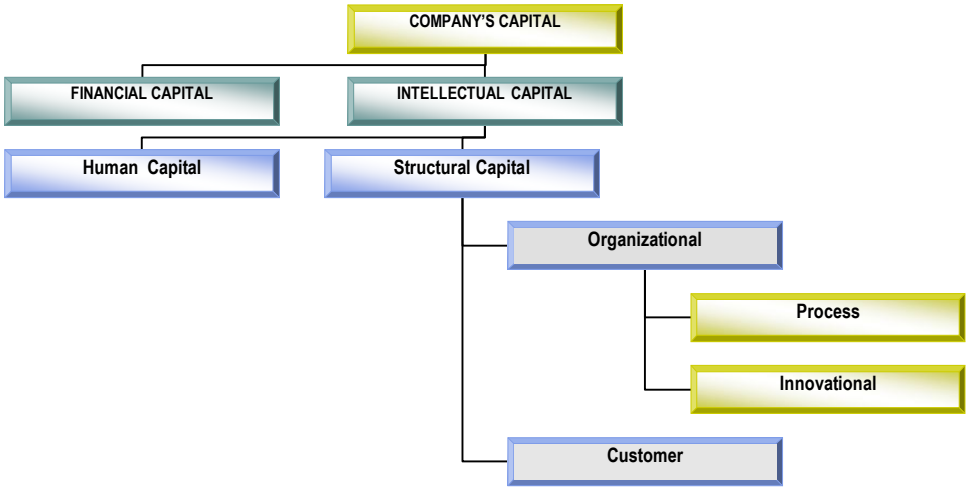

Fig.1. Structure of intellectual capital (based on Scandia's model[1])

The structure of intellectual capital developed by „Skandia" defines most precisely its components and covers the whole set of intangible assets [2]. Human capital occupies an important place in this structure and is treated as a combination of knowledge, skills, education, qualification, experience, habits, learning ability and loyalty. It characterizes the human side of the company and similarly to all other types of capital is the result of resource investments.

[1] Power of Innovation. Intellectual Capital, Supplement to Skandia's 1996 Interim Report.
http://www.skandia.com/en/includes/documentlinks/annualreport1996/e9606Power.pdf;
Edvinsson, L., G. Brünig, Aktiv Posten Wissens Kapital, Gabler.

[2] Intangible assets are non-financial assets. Some of them are included in the financial statements of a company. According to Bulgarian legislation (Accounting standard 38 "Intangible assets") they are: rights over industrial property (trademark, copyright including computer software, brand name, rubrics and publishing rights, licenses and franchise, patents); concession rights, rights over technology such as recipes, formulas, models, designs, prototypes, instruments, matrices, patterns, etc. goodwill. This list, however, does not include a number of intangible assets (hidden valuables) which have no place in the financial statements nevertheless their contribution to the competitiveness and success of an organization. For example, this category includes loyalty to the customer, creativity and loyalty of the personnel, organizational culture, efficiency of the communication, management know-how, etc.

In the context of knowledge based economy, human capital becomes a major source of economic growth and a key factor for competitiveness.

The aim of this paper is to attempt to clarify the contribution of human capital to the value of a company.

LIFE LONG LEARNING AND HUMAN CAPITAL

In conditions of rapid development of technology and constantly changing requirements of the labor market, those who want to be competitive and up to the realities around them, can not rely only on the years spent in academic institutions. They should develop throughout their lives, through the mechanisms of the so-called Life Long Learning (LLL), i.e. life long (continued) acquisition of new knowledge and skills - from preschool to late old age. Thanks to these mechanisms the traditional diploma "for life" gradually loses its leading role. It is replaced by Portfolios: electronically stored Curriculum Vitae, which changes and is enriched over the years.

LLL is a mechanism for the formation and development of human capital in the context of competitiveness and people's employment, social cohesion, active citizenship and professional development because:

- it begins in early childhood, continues throughout the years of schooling and training, and may continue throughout higher education, continuing education or vocational training for adults;
- it includes training in the formal education system (schools and universities), non-formal education (e.g. at work) or informal training - at home or with friends and colleagues;
- it offers a "second chance" to acquire basic skills and new opportunities for learning at a specialized level.

Therefore, if LLL is *the action*, human capital is the *result*, directly affecting the economic systems. This effect explains, for example, the gap between the book value of public companies and their market value. If in 1980 the market capitalization exceeded the book value of public companies by 25%, now it reaches 300 percent excess[1]. According to information from Bloomberg agency, the market value of U.S. and European banks exceeds their book value 2.5-3.5 times.[2]

In other words, in the knowledge economy, human capital directly, and LLL indirectly, create added value, which requires the selection of

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[2] Cited from Солдатова Е.В. Интеллектуальный капитал как стратегический фактор стоимости коммерческого банка – http://uecs.mcnip.ru/modules.php?name=News&file=article&sid=65.

appropriate metrics for measuring the knowledge assets in the companies and their contribution to the effectiveness of the company's business. This is necessary because, as P. Drucker noted , "the most important contribution of management in the 20th century was the growth in workers' productivity, while the 21 century's most important contribution will be the increase of the productivity of knowledge and the staff involved with it"[1].

EVALUATION OF HUMAN CAPITAL CONTRIBUTION TO THE EFFICIENCY OF COMPANIES

Practically, the standard tools for evaluating the efficiency of business such as EBT - Earnings Before Taxes, ROI - Return on Investments, EPS - Earnings per Share and others do not give a clear enough picture for investors and managers to assess the real potential of the company in the strategic context of its development. According to B. Milner[2] the ongoing processes in economy show that the capital in the traditional forms of tangible capital and financial capital gradually ceases to be the basis for assessing the value of the company as a major criterion for economic efficiency. The reason is the increasing role of intellectual assets as a source of competitiveness. These assets, according to R. Kaplan and D. Norton, are difficult to imitate by competitors, which makes them a powerful source of competitive advantage[3]. The thesis is supported by W. Buffett[4] whose opinion is that as the investors pay for shares of a company they receive more than a generator of cash, namely they get the opportunity to participate in the increasing long-term potential for value creation based on intellectual capital.

An appropriate quantitative measure of the company value created with the participation of intellectual capital is the coefficient VAIC ™ - Value added intellectual coefficient[5]. This measure provides a single basis for comparison between companies in different economies and economic branches and uses data from their financial statements.

The main idea of this indicator is that a successful value creation in the company is based on the coefficient of effective use of intellectual capital and the coefficient of effective use of invested capital[6], or:

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[6] Pulic, A. - Intellectual capital - does it create or destroy value?, Journal of Business Performance Management, vol.8, No.1, 2004/

$$\mathbf{VAIC}^{TM} = \mathbf{ICE + CEE}$$

where: ICE - Intellectual capital efficiency coefficient; CEE - capital employed efficiency coefficient

The model treats **ICE** as the sum of its constituent elements: Human capital efficiency coefficient (HCE) and Structural capital efficiency coefficient (SCE):

$$\mathbf{ICE = HCE + SCE}$$

What is specific here is that human capital is a key resource for generating added value in the company and is treated as an investment not an expense. The effectiveness of human capital is calculated as follows:

$$\mathbf{HCE = VA / HC}$$

where: VA - value added; HC - Human capital, measured by the expenditure on employee wages in the company.

If the index values are below 1 the company does not create enough added value to cover its obligations to the employees. The optimal levels of HCE have values above 2,5, which is testimony to a highly efficient organization. They are usually observed in the high-tech industries.

The second component of intellectual capital - Structural capital efficiency coefficient (SCE), is calculated by the formula:

$$\mathbf{SCE = SC / VA}$$

where: SC - Structural capital; VA - Value added

Structural capital is calculated as the difference between Value added in the company and Human capital measured by the expenditures on employee wages in the company.

Since intellectual capital operates in conjunction with physical and financial capital, their role can not be ignored. Therefore, in order to obtain complete information on the effective use of company resources the Capital employed efficiency coefficient (CEE) must be taken into account:

$$\mathbf{CEE = VA / CE}$$

where: VA - value added; CE - Capital employed

CONCLUSION

The coefficient VAIC^{TM} can be considered as a first step in defining the involvement of intellectual and, in particular human, capital in the value creation in the company. The measure is of mainly diagnostic nature, which requires its use with other systems and models for assessing the intellectual capital of the company. The potential use of VAIC^{TM} is associated with its integration in the Balanced scorecard (BSC), as well as its joint use with Tobin's Q ratio and Economic Value Added (EVA ™). Our further studies of the public companies in Bulgaria will be oriented in this

direction, especially because our country occupies one of the last places as regards LLL[1].

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From the attached to the market profession
(military reskill programme in military forces between 1990 – 2000)

Roman Tomaszewski

Attached groups of society or professions which demanded flexible working hours were becoming more and more popular as the society has been developing and modernising. It was visible in uniform services such as army. In most of the countries the lack of possibility of having an impact on certain regulations (e.g. Lack of unions or no influence on pay-scales) made them a lifelong professions. The example of such profession is a soldier. It was created in a long term changes process which combined the values from the past with the contemporary skills such as engineering or administration. The traditional factor of this job was more valuable in soldier's personalities due to its traditional ethos.[1] The military professionalism could not exist without it.

The second important part of the soldier's job, mainly the officer's one, in the 20th century was the open-minded attitude towards the technological progress. This is why it was important to have a technical degree (engineer.) On one hand they were treated as a modern technological products but on the other, as a product of contemporary knighthood. [2]

The military academies in the 20th century were mass producing the new royalty – officers without taking into account country's economy. Its substitute was to provide available military staff (office staff in uniforms.) As in the past days, they were meant to be the brave fighters ready to protect the country and its sovereignty. In a certain extent that is what is expected now although countries belong to a variety of united international organisations.

In the first half of the 20th century the process of moving the military staff to the civil professions was not a problem. It was due to the less restricted demands of civil work area and the respect and the quality military education has had. During the times of the 2nd Polish Republic an officer moving to the civil work area was offered an admin job in the local government or town hall offices. Some of this professions were strictly dedicated to the military people. However the non – commissioned officers

[1]M. Adamkiewicz, *Z dziejów etosu wojska (From the times of military ethos),* Warszawa 1997, p.7.

[2]M. Ossowska, *Ethos rycerski i jego odmiany (The knight's ethos and its different types),* Warszawa 1986, p. 175 – 176.

were often offered jobs in a variety of police formations (e.g. Border control, emigration etc.) Before the development of police schools the Polish Army was a key employment factor for these organisations. [1] The regulations for professional military service changed three times in pre-war Poland: in 1922, 1934, 1937. They did not include any reskill guarantees but insisted that some of the officers, who did not get promoted, should leave the service at the age of 36. They often were directed to administration or rather less often to the police. As civil employees, they were valued and their qualifications were valuable at their new positions. [2] There were no actual social conflicts among other potential candidates for the administration vacancies.

The acquisition of higher rank military people went rather relatively smoothly. It involved 6000 higher rank officers and generals between 1926 and 1934. [3] Some of them became members of ministry or supervisory board of state and private companies.[4] Although there was no reskill programme in pre- war Poland, the soldiers did not struggle with finding employment.

During the communist times there were still no reskill laws in Polish Army. The length of service was not limited by any amount of time and those that decided to leave were mostly entitled to a full or part military pension after 15 years of service.[5] It was reported that too many office jobs were created in Civil Defence. They were mostly occupied by retired military men. Both factors – the long term of service and the possibility of finding a job once retired had an influence on the structure of Polish military education between 1948 – 1990. The military authorities deliberately kept their schools away from the standard educational frames. As a result of that it was difficult to look for correlation in them. Until 1990 the only qualifications accepted by other educational bodies were those gained at Military Technical University and Military Medical University.

The whole situation changed in 1990. Due to the economical problems there was a noticeable reduction in the army. Initially the soldiers

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[1] S. Kosdrowski, *Wyszkolenie policyjne w II Rzeczpospolitej (Police education in 2nd Polish Republic),* Kraków 2006. For the candidates from the army police were offering adaptation courses. Due to the rule of keeping the rang such courses were relatively long.

[2] F. Kusiak, *Życie codzienne oficerów Drugiej Rzeczpospolitej (Officers' everyday life in the Second Republic of Poland)*, Warszawa 1992, p. 80-81.

[3] Ibidem, p. 76.

[4] P. Stawecki, *Następcy Komendanta . Wojskowa polityka wewnętrzna Drugiej Rzeczpospolitej w latach 1935-1939 (The successor of the chief. The inner military politics in Second Republic of Poland between 1935- 1939),* Warszawa 1969, p. 253 – 263.

[5] The exception were 1954-1958 when thousands of officers had to approach a common civil market. Their qualifications were rather limited as they mostly had primary qualifications or 1-2 years of secondary education. Most of them took up menial jobs.

could leave the service without any difficulties which existed until 1990. Then, from 1995, redundancy started to be visible. The reskill programme seemed to be essential. Its original thought was to place the soldiers in the admin parts of the Ministry of Defence. Through the time and experience as well as cooperation with Job Centres, authorities started to fulfil the notion of reskilling. Although there was a strong link with Bundeswehr Poland could not adapt anything from their organisation. They developed the "prevention reskill" programme where alongside with military education soldiers take up civil studies at some Bundeswehr universities (in Munich or Hamburg.) Such system turned out to be successful in Western Germany. In Poland another rule could have been applied, based on Military Technical University. After the reduction of schools for officers 60-70% of them were graduating from MTU. All of them have had technical degrees precious not only at military field but also at the civil one. There were cases where the graduates were employed directly by the private companies which covered the university fees.

For those soldiers working a longer period of time a reskill programme guaranteed the civil jobs at the government bodies. The minister of employment and social politics was a key person involved in this decision which unfortunately became just an unrealistic "dead law."[1] The public negative attitude to Polish Army, due to the martial law, enhanced the bad feelings towards them on the employment market. It was opposite to pre-war times were former soldiers were prioritised during the employment process. The highest level of redundancies in the army took place during the years of crisis (2002-2003.)[2] The effectiveness of the reskill programme was visible after 2004. For a certain amount of time the former soldiers had a limited possibility in finding employment which was actually against the idea of the programme and was making a lively and active person a static one. The main disadvantage was that such people were not pre – informed of a possibility of being made redundant.

In 2005-2010 the structures of social services of the Ministry of Defence adapted the civilian solutions for the problem with the reskilling. At that time the system consisted of: career advice and recruitment agency. Theoretically it is possible for one person to be entitled to a financial support of 11 000 PLN (approx. 2 500 euro). The system has been rebuilt, starting from the Department of Social Issues in MoD, through the military agencies of career elicitation (5 places) to the specially trained staff in each garrison. Each year about 10 000 – 18 000 of soldiers use the reskill

[1] J. Zalewski, *Przemiany ustrojowo – strukturalne w Siłach Zbrojnych Drugiej Rzeczpospolitej(Political and structural chan ges in Polish Military Forces during the Second Republic of Poland),*Warszawa 2001, p. 278.

[2] Ibidem, p. 280. 20 000 of Polish soldiers were made redundant then.

programme. According to the latest information such numbers may increase as parts of privates may also take the opportunity of it in the next 2-5 years.

A good form of a long term forecast is a set of trainings which make soldiers aware that their military performance may not be relatively long but their ability to work outside the army is. What is worrying is the fact that there is a number of post graduate courses, schools and programmes which tend to renew the profession. [1]

Polish military education and the cooperation with the civilian educational institutions seems to be underestimated within the reskill programme. Similarly to West Germany it may allow soldiers to benefit even during the time of their service. It may also allow the army men plan their own career. Unfortunately, the stereotype which describes a "typical" military education has not been fought over yet. I believe that it is a case in most post – soviet countries.[2]

I intentionally intended to present the changes in professional military service broader than the title of this document suggests. I personally think that the 80-year-old perspective can prove how that it may lead to a common market job. Lifelong learning has been popularised in the armies across the world but only for the benefit of forces. It was deepen even more through the conservative military education. A soldier need to pay twice for the "pride and imprisonment" of their duty: at the moment of putting the uniform on and when they take it off. During this period of time they have to fit well into the life and the mission of their job.[3]

The employment market makes them to take up another challenge, to change their lives totally. The moral duty of a human being is to remain active so they have to become members of a common job market. But it is rather hard to ignore prof. John Keegan's opinion - "The military men are different from diplomats and politicians as much as the ancient world from the modern one. They belong to a different world which exists at the moment but they create a separate enclave."[4] There is a hidden praise of their conservatism in it which may balance the omnipotence of the market.

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[1] The performace of former soldiers should not be based on the renew companies.

[2] J. Babula, *Wojsko Polskie 1945-1989. Próba analizy operacyjnej (Polish Army in 1945-1989. The attempt to the operational analysis)*, Warszawa 1998, p. 207; T. Jakovuk, *Nowa mentalność a edukacja (na przykładzie Wojsk Obrony Pogranicza Republiki Białoruskiej) ,– New mentality and education (on the basis of the Border Control Forces in Bielarus), Kompetencje wyróżniające dowódcę i nauczyciela (Competences which distinguish the commander and the teacher)*, ed. Z. Dziemiaszko and A. Zduniak, Poznań - Warszawa 2002, p. 77-79.

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PRACTICAL METHODS AND SPECIFICS OF ADULT EDUCATION IN INFORMATION TECHNOLOGY

T. E. Aladova,
L. N. Pletneva

The significance of professional education, upgrade of qualifications, and retraining in the field of information technology today is continually growing. At the same time, introduction of information systems in workplaces creates particular difficulties among veteran specialists who studied information technology neither in school nor in an institute. As a result, despite the high level of skill in “one’s specialization”, they are required to either find themselves employment in other spheres of activity or the opportunity and means to master information technology.

The specific nature of upgrade of qualifications and professional education of adults consists in the presence of an entire range of problems: firstly, adults do not learn as easily as youths (psychological factors that are elicited by this problem are examined in the report); secondly, the majority of students must combine work and study, as a result of which, there is the concern of overloading them; thirdly, the period of instruction is limited at the same time as the subject studied – the field of information technology – is one of the most knowledge intensive; fourthly, for the retraining of specialists, they already should have the necessary basic work skills in the given field (however it is impossible to refuse those who are encountering information technology for the first time). Finally, together with the aforementioned issues, the problem of organization and search for technologies and methods for the effective instruction of information technologies by means of information technology (IT by IT).

The nongovernmental educational institution Institute of Continuing Professional Education “ATOMPROF” has 40 years of experience in organization of continuing intensive instruction courses and upgrade of qualifications of specialists and managers, and in addition to the upgrade of qualifications in its own field, the Institute carries out programs connected with the study of informational systems and technologies and targeted at the adult population. The Institute has state accreditation and carries out educational work in the basic areas of: nuclear technology, environmental safety and protection, nuclear energy construction, economics and management, and progressive information systems and technologies. An integrated approach is implemented in the Institute for the instruction of

information technology to the adult population, at the basis of which lies consideration of all these problems and search for their optimal resolution.

Psychological problems are solved by means of strengthening motivation (various training programs) and support of the learner by the teaching staff. The problem of the learner combining work and study is solved by means of organization of the educational process itself – all assignments are completed in the class and instruction is carried out in two shifts, which allows a suitable regime to be selected. The amount of knowledge and limited time periods for instruction required application of special intensive instruction technologies: the method of immersion, consolidation of theoretical positions with practical work on a personal computer, the method of self-instruction, etc. The problem of various levels of initial preparation is solved by means of division of the educational process into three groups by level of difficulty: (1) beginning instruction for learners having no computer skills; (2) permitting instruction only upon having beginning experience working with computers; (3) requiring the learner to have not only experience working with a computer, but also some specialized preparation for learning the information system and technologies to be studied.

The problem of IT by IT – study of information technology by means of the informational technologies themselves – is solved by means of the following resources: primary instruction of all the basic technologies; special preparation for classes; intensification of instruction; electronic library; active use of the Internet; the learner's connection to one computer at which he or she studies for the entire period of instruction; organization of personal virtual instruction environment; a system of practical assignments for consolidation of knowledge and acquisition of the necessary skills; use of the method of projects on the final stage of instruction.

In terms of future prospects for development, the Institute staff sees the unfaltering expansion of the market for educational services in the field of information technology and introduction of new methods of instruction, including distance education.

STAFF RETRAINING AS A FORM OF LIFELONG PROFESSIONAL EDUCATION AND AN IMPORTANT AREA IN WHICH HUMAN RESOURCES IN THE ECONOMY CAN BE UPGRADED

N. E. Kolesnikov

Modernization and the innovative transformation of business and industry involve a corresponding upgrading and development of professional retraining. The current economic downturn and the post-financial crisis, innovation-based modernization of the Russian economy require a qualitatively new approach to defining the scale, content and role of retraining existing human resources in terms of its focus and forms. This structure is designed to maintain consistency between the technical and human components of the professional education system that is subject to constant disturbances in the course of product development. Today, as these components are about to undergo profound transformations, professional retraining becomes one of the most important preconditions and factors for the upgrading of human resources, and hence the economy as a whole. This process is not only continuing but accelerating and, what is more, becoming more complicated as new technical means of production, technology and hence production and labor management increasingly rely on deeper, intrinsic regularities in the mastering of the world around us, aiming to satisfy the growing needs of society year after year. Let us discuss some aspects of this problem.

First of all, let us refer to state and regional programs for employment support being implemented under the current conditions of economic downturn and the anti-unemployment campaign. One of the important measures envisaged by these programs includes retraining of people who are unemployed or at risk of redundancy. These issues have always been in the focus of corporate HR functions on the one hand, and professional education institutions, centers for staff training on the factory floor, etc., on the other. Whereas the former create the demand for an improvement in the professional and qualification structure of employed persons, the latter solve the issues associated with satisfying this demand. The enduring importance of these activities is determined not only by the objective regularity that demand for qualified personnel outstrips the available supply, which is in many respects a result of the development of production, technology, organization, etc., but also by other, less objective factors that cause a continuing imbalance between the demand of the real economy for specific professions on the one hand, and the supply of real workers and

specialists who can practice these professions on the other. The "mismatch" between demand and supply is particularly large for the blue collar professions, but it also exists in other fields of professional employment. For example, a shortage of engineering professionals has become increasingly pronounced in recent years. Although there is currently a notable demand for engineers, very few of them work in their specialized field because many are satisfied with neither the remuneration nor the work conditions in that field.

All these and similar divergences between the desired situation and the real situation (as perceived by the employee on the one hand, and the employer on the other) have been, are and, supposedly, will be present since they reflect deficiencies and omissions not only in the field of career guidance, mainly for young people, but also in the development of the labor market, its content and the attractiveness of different occupations. These problems become particularly acute under the conditions of an economic downturn, with production dropping, the number of jobs decreasing and unemployment growing, which makes the issue of upgrading of the structure of production, jobs and employment to the new demands of the labor market particularly relevant as a radical solution to the problems of the domestic economy (in particular low labor productivity).

Retraining and skills upgrading among the existing labor force are one of the important anti-crisis measures aimed at boosting employment and lessening stress on the labor markets in all regions of this country. Labor and employment services rely on the monitoring of the labor market, unemployment scales and structure, and expected redundancies to develop a policy for training and retraining of workers who are being made redundant. Whereas before the economic crisis, retraining was provided to unemployed persons only, now regional businesses have the opportunity to enhance the professional and qualification potential of their employees (in order to improve the stability of personnel) using government funds under budget-financed programs for employment support. Many businesses currently benefit from this source. Training is provided at corporate training centers or in professional education institutions. Unemployed persons not only do not have to pay for training but also receive scholarships to the amount of the unemployment allowance. Owing to this arrangement, retrained employees get new jobs and stay with their companies. In St. Petersburg, for instance, retraining of the unemployed and forward-looking training of persons exposed to the risk of being dismissed is one of the priority areas in the implementation of the action plan for lessening the stress on the labor market. This has enabled some to improve their

qualifications or acquire another profession and thereby find new jobs, and helped others to maintain their current jobs. In 2009, more than 10,000 unemployed persons and about 6,000 employees at risk of dismissal were retrained in St. Petersburg. The city's employment service implements the retraining program for the unemployed in 110 occupations that are in demand on the regional labor market. Eighty percent of those trained were then re-employed immediately. In 2010, a program of additional measures to lessen the stress on the labor market provides for the forward-looking professional training of at least 2,250 employees within the “employed-but-at-risk” category. The plan has a separate budget for retraining aviation specialists, such as navigators and flight engineers, who are dismissed in connection with the reorganization of civil aviation or the deployment of modern aircraft.

The scale and structure of retraining are mainly determined by the situation on the labor market. Whereas during the first six months of 2009, the scale of different forms of training for unemployed persons or at-risk employees grew due to high unemployment rates and the high level of expected redundancies, in late 2009 and early 2010, when regional labor markets became significantly more stable, the scale of retraining decreased. The process of professional change, skills upgrading, etc., are not that widespread and acute any more, which allows for the maintenance of the needs of businesses to enhance their employees' capabilities at a constantly high level. Unfortunately, plans for training the unemployed and at-risk employees often fail to be geared to the rate of the creation of new jobs or modernization and diversification of production, which impairs the efficiency of the efforts toward employment development.

Many businesses have started cutting back on the training and retraining of their personnel. Even more so given that, as mentioned above, the government allocates budgets for retraining of both the unemployed and at-risk employees as part of its unemployment-reduction program. However, in 2010, the government plans to cut back on such anti-crisis measures. Notwithstanding that in 2010 the annualized average unemployment rate (according to forecasts by the Federal Labor and Employment Service) is expected to be equal to the 2009 level (the 2010 projection of the number of the registered unemployed is 2.2 million people. The initial 2009 projection of the number of the unemployed provided by this Agency was 2.2 million people; but during the year the actual figures have been somewhat higher, reaching 2.84 million people in December 2009), many regions significantly cut allocations for the retraining of the unemployed and at-risk employed. For example, in 2009, forward-looking

training was provided to 2,081 at-risk employed people in Kaliningrad, whereas in 2010 training for only 400 people is planned. This shows not only the stabilization of the employment situation and a reduction in the number of employees being made redundant in the region, but also to some extent (as it seems to us) that the responsibility for the cost of staff retraining is gradually being returned back to businesses.

As the economic crisis is overcome and the problems of post-crisis rehabilitation and development of the economy are solved, training and retraining of a wide range of employed individuals who will be made redundant as a result of the modernization of key economic sectors become especially relevant. The timely and efficient retraining of redundant workers is one of the decisive factors contributing to the provision of employment within the upgraded employment system on an urgent basis. As opposed to technical facilities of an enterprise, which, if funds are available, can be quickly renewed by replacing old equipment and technology with new ones, human resources are not so easily replaced. Therefore, creating new or improving existing regional and industry-specific centers for staff retraining is the right thing to do. For example, a staff training and retraining center for the automotive industry was recently opened at the Information Technology College in Kaluga. This is the first center of its kind in the industry. The center is designed to provide skilled workers to leading investors in the Kaluga Region (such as Volkswagen, Peugeot-Citroen and Mitsubishi).The new center covers almost the entire range of occupations in demand by the car-making and automotive component industry. Costs associated with these and other similar efforts should be shared by both government and business.

Further improvement of qualifications among the regional labor forces that could contribute to their effective employment under the current unemployment conditions is hampered by the poor quality of many jobs and job vacancies. The majority of vacancies are those for low-skilled or unskilled (i.e. low paid) jobs. According to the Federal Labor and Employment Service, the unskilled labor force accounts for 10 percent of the Russian labor force. Therefore, an immediate task for the modernization of the field of labor and employment is to ensure a radical improvement of the entire pool of such jobs by means of engineering and technological, substantive and functional, and organizational optimization. This has to contribute to solving, gradually but steadily, the problem of reducing the number of primitive, unskilled and often physically exhausting and unhealthy jobs. This is one of the most important areas in the development of the labor force for the new innovative economy.

The increasing number of people opening their own businesses, in particular from among the unemployed, as a form of self-employment, gives relevance to the professional training of such persons in the entire range of knowledge, skills and abilities as related to small business. More than 127,000 Russians opened their own businesses in 2009. The number of jobs created in the small and medium-sized business sector during the year exceeded by five times those registered in the pre-crisis period. Provision of committed entrepreneurs with the necessary knowledge is a key to success, continuity in this area of employment, and the subsequent development of the middle class. All these involve the development of relevant professional business training facilities in professional education institutions and various government-sponsored staff training centers.

Retraining the labor force involves not only upgrading profession- and qualification-specific knowledge and skills but also developing a new operational culture among employees, and equally among entrepreneurs. Operational and business ethics and professional responsibility for products produced should play a prominent role in this new operational culture.

Since modernization of the manufacturing sector is a priority area and a key strategic goal for the development of the Russian economy, it is expected that employees with sector-specific professions and qualifications will account for the majority of redundant employees. Therefore, relevant employment centers and faculties of professional education institutions should be prepared to provide them with the necessary retraining. This means that this system should have a clear and specific idea of the new profession- and qualification-specific knowledge, skills and abilities that workers of modernized, innovative enterprises and industries will be expected to have. Today, the main subject in the focus and under the control of both the government and the business community is training and continuing retraining of managerial staff to build a cadre of top managers. At the same time, very little attention is paid to the creation of brand new human resources who would be directly engaged in the design, development and production of competitive products to the standards of the modern world market, not to mention the ones that will be applied in the future.

TEACHERS' EXTRAMURAL STUDIES AS A FORM OF LIFELONG EDUCATION IN POLAND AFTER WORLD WAR II

Romuald Grzybowski,
Danuta Grzybowska

The idea of lifelong education of teachers in Poland after 1945 was born not only from urgent needs of educational system, but also from teachers' educational aspirations. A relatively well-organized system of university courses for teachers has been produced as its result. The system consisted of extramural studies and evening classes. The system developed in both universities and colleges (higher education schools) established in 1946,which in 1946-1956 were treated by the political leadership (Communist Party), and by the educational authorities subordinate to them, as a counterweight to universities that were unacceptable by communist university authorities.[1]

The beginnings of organized education for teachers who work and study extramurally accrue to the first years after the end of World War II. However, origins of the education can be seen in correspondence education also called extramural study, letter study, home study or study at a distance. In Polish educational tradition correspondence education is placed in the field of adult education understood as "(...) institutionalized forms of educational activities, including adolescents, graduates and adults. (...)" [2].

Researchers seek the origins of correspondence education in the first years of the nineteenth

century, regarding its emergence as the result of social changes caused by scientific, technical and

economic revolution of the nineteenth and twentieth century. One of its consequences was a dynamic movement of adult education generating radical changes in social and cultural life of European societies [3].

Social attitudes of Europe and the USA to raising the level of education of children, adolescents and adults was primarily the result of a growing demand for educated professionals such as engineers, technicians and workers. Nevertheless, that sort of attitude was a response to the emerging aspirations and educational needs of citizens of countries that aimed at improving their social position through education. In addition, correspondence education created conditions that made it possible to

satisfy society' s great desire for knowledge as society was usually deprived of free access to schools. [4].

Correspondence education movement flourished especially in England, Germany and the United States. After the revolution in 1917 correspondence education also appeared in the Soviet Union but there it was based on different organizational, political, social and methodical assumptions. [5].

Traditions of correspondence courses for teachers working in Poland reach the beginning of the twentieth century. The pioneer of the systematic training of active teachers was Henryk Rowid who in the years 1913 - 1914 organized vacation university courses in Zakopane on behalf of the Association of Folk Teachers. The courses were revived after World War I (in 1920 in Zakopane and in 1921 in Wejherowo) and run until 1932, educating about 300 teachers each year. Amongst lecturers there were often many outstanding university professors [6].In 1922 on A. Patkowski' s initiative, Folk University of St. Konarski in Sandomierz was established. Its purpose was to prepare students for independent scientific work on nature and man in relation to the surrounding environment and the whole province as well as to shape methodical foundations of social work [7].It can be concluded that the institution, creating the basis of further self-education in teachers, creatively enrolled in the organizational assumptions of lifelong learning. The mission of Pedagogical Institute of Polish Teachers Association launched in 1932 should be estimated similarly. The studies in the Institute (lasting 5 years) took place without taking the teachers away from work. During the school year students realized tasks given to them, and during summer and winter holidays they worked under the guidance of their lecturers. [8].

After World War II, together with the change of socio-economic system, adult education in Poland changed and offered solutions similar to the achievements of that segment of education in the USSR. As a result social forms of correspondence education were superseded by state institutions. In relation to secondary schools the latter were correspondence secondary state schools for the in-service teachers.. [9].In education and training of active teachers two types of commissions could be distinguished: District Commissions for Uncertified Teacher Training (pedagogical high school) and District Commissions for Kindergarten Teacher Training (in terms of high school for kindergarten teachers). Thanks to the work of those institutions educational authorities in Poland managed to overcome the crisis in schools and pre-school institutions in the first years after World War II [10].

For teachers who usually came from environments with difficult access to schools, the acquisition or completion of education was an expression of ambitious life plans. On the other hand, adult education, including teachers, was a form of completion of important objectives of social policy of the Polish State and of the Polish United Workers' Party (Communist Party) that had ruled the country from 1945. After 1945 in Poland the demand for educated people rose on primary, secondary and higher levels. This resulted from the need to compensate for losses among intellectuals (including teachers), which Poland suffered as a result of World War II and the 6-year period of occupation [11].In turn, the forced industrialization program implemented by the communist authorities, generated demand for skilled industrial workers. Before being fully prepared for the job of a worker or a technician, peasants migrating to urban areas had to make an effort to complete their education. Moreover, the communist authorities in Poland, following the Soviet model, strove for alienation of "old" prewar, bourgeois intellectuals from the impact of socio-cultural and scientific life, and for replacing it with the so called new intelligence of worker-peasant origin. That category of adult students involved the phenomenon of social advancement which was an important element of cultural policy of the communist regime in Poland [12].

Extramural studies have had great contribution to educating adult teachers after 1945. Their beginnings date to the year 1951 when first extramural studies with a 2-year training period were initiated. [13].The purpose of those studies was to prepare students for a simplified final exam certifying them in qualifications to teach in secondary schools. Those studies continued until 1954 and were completed by 934 teachers [14].Full extramural studies were introduced in October 23, 1952 by the Minister of Education [15].During the 4-year study period, they gave the foundations on the level of the first degree of higher education. Beginning in 1954, the time of extramural education was extended to five years. Since then they are also completed with taking MA examination.

It did not take a long time for extramural studies to become the most popular form of education of adults in Poland. That type of studies is similar to correspondence education, especially when taking distance from the university into consideration. Regular control of individual learning process is also similar to the one in correspondence education [16].The main feature of extramural studies was sending students various tasks and exercises that were to be returned within the period of time specified by the university. Corrected and accompanied by instructive assessment, the tasks were sent back to students. Contrary to correspondence teaching,

extramural education was strongly supported with the so called week-day sessions at university, during which lectures, classes, demonstration classes and consultations were organized. Usually there were two sessions in the academic year and they took place in winter and summer holidays (1 July to 1 August) [17].

Despite many common features and borrowings, extramural studies were not a straightforward continuation of correspondence teaching. Organizers (education authorities in Poland) described it as a form of learning rather than teaching. Therefore it was defined as "(...) the process of planned regular knowledge acquisition and skills training that takes place away from school, with the use of particular media, and which is controlled by university staff (...)" [18].Extramural studies as a new form of education of teachers for a long time could not find their place in the organizational structure of pedagogical colleges and universities. Organizational stabilization was eventually achieved in the late 50s. of the twentieth century. Lasting from 1 July to 30 June, school year began with four-week summer session. The second 7-8-day session was organized during winter break. During the school year 2-3-day consultations were organized every month. Between the sessions studying teachers were obliged to regularly deliver their homework that was given to check the dinamics of their self-education. Grades were the decisive factor in the process of admitting students for further tests and examinations.

Extramural studies became quite popular among teachers. as they made it possible to get higher education and a master's degree. The studies also created the possibility to bridge the eternal gap between secondary school teachers and primary school teachers. [19].However, it was not an easy way to get a diploma. That was due to their specificity, including the fundamental forms of teaching. During sessions those were lectures, classes, individual and group consultations whereas at other time students worked independently of instructors. [20].Their work was always accompanied by tests and local consultations. The pace of a student' s independent work was also determined by schedules received at the beginning of the summer session, deadlines for tests submission, and detailed instructions in writing, indicating handbooks and research studies with the help of which a student could master the material.

As extramural studies require specific intellectual mindset and personality, the problem of selection of candidates had to be considered. For a long time it was the school authorities that decided on which teachers to choose as students, but due to the excess of candidates it was necessary to make a selection and introduce entry exams. It was not only

intellectual capacity that was assessed , but also candidates' orientation in the field of modern scientific literature. Candidates' understanding and interpreting texts were also taken into account . Generally, universities aimed at establishing candidates' preparation for independent work with a textbook. That ability was considered to be the most serious condition of succeeding in extramural studies [21].

Despite that the efficiency of one-year extramural studies was not high for succeeding academically, it was not so much determined by students' talents but also by their personality traits such as perseverance, discipline, strong will, motivation and work dinamics [22].Those traits were indispensable since students were extremely overworked. The large number of tests was a big problem. In extreme cases a student was required to submit completed work to the university every week. [23].With such a load, the efficiency of one-year education was not high: in 1960/61 65% of students completed the year(?), 22% - repeated the year, but 13% of students were expelled from the university [24].

Research on the course and effects of extramural studies has shown that what determines a working student' s success or failure are character traits such as perseverance, inner discipline, strong will and orderliness. Positive motivation to learning had great positive impact on the achieved results, and it seemed more important in that aspect than the influence of methods applied by the university. Any life complications, illnesses or pregnancy perturbed the flow of studying, delayed or even stopped the process. Becoming a mother was a special challenge to extramural studies. Women who had more than two children usually did not complete their education. [25].Perhaps that was the main reason why women before becoming mothers made the majority of students. Extramural students' age was not the main factor that determined success in college, however studying teachers' maturity, stabilization and experience fostered it. Previous self-education and reading positively influenced the course of study. Education process was more frequently interrupted by teachers who worked in the country than in the city.

Regardless of all critical evaluation that concerned the organization and proceedings of extramural studies for teachers, it is clear that they have considerably contributed to education processes and additional training of teacher staff in Poland. As a result solutions of staff problems in primary and secondary schools were eventually found after the year 1945.

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A MODEL OF THE MODULAR COMPETENCY-BASED APPROACH IN THE IMPLEMENTATION OF PROGRAMS FOR VOCATIONAL TRAINING, RETRAINING, AND UPGRADE OF QUALIFICATIONS

A. A. Kiva,
T. A. Vasilkova

The post-crisis economy draws the attention of employers and educational institutions to the qualitative characteristics of qualified personnel. Multi-tiered and multi-discipline institutions of vocational education are required to provide content and techniques within the educational process that are appropriate for the specifics the specifics of adult learners who have some experience and their own opinion and motivation.

Retraining of adults is carried out according to the professions of initial qualification within the *Russian National Classification of Occupations of Employees, Positions of Civil Servants and Wage Category* (hereinafter, the Russian National Classification). Professions of an initial vocational education include an average of 3-4 professions in the Russian National Classification. Moreover, a number of professions in the Russian National Classification are related and have common (invariant) vocational knowledge and skills. This allows an algorithm to be specified for the design of programs in related professions, having distinguished their invariant component. It is implemented with particular success on a modular competency-based foundation for mobile and non-formalized training based on competencies.

To obtain any profession in the Russian National Classification (for example, professsion-1), it is necessary to master a set of professional modules. In order to undergo retraining in a related profession of the Russian National Classification, in addition to the studying the invariant part (which includes the invariant modules), another set of professional modules necessary for the particular student should be mastered. Having mastered several professions of the Russian National Classification, the student can learn a profession of initial vocational education, and later – a specialty of secondary vocational education, having mastered several additional disciplines under the Federal State Educational Standards of Initial Vocational Education (Specialized Secondary Education).

According to the model of vocational training, retraining and upgrading of qualifications for adults by means of modular programs (Fig. 2), training at the initial category can culminate in employment, and also be continued by means of upgrading qualifications at the next level or through mastery of one / several modules (or modular programs) for increased competencies.

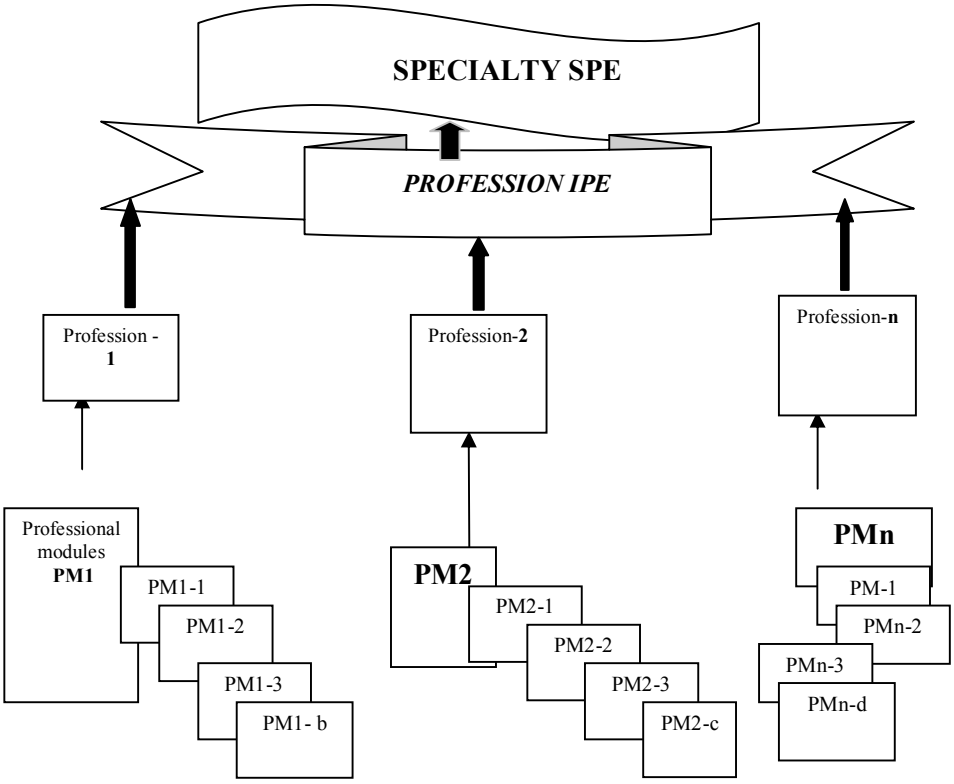

Fig. 1. A model for retraining adults in related professions of the Russian National Classification, professions of an initial vocational education, and specialties of a specialized secondary education

The module presented in Fig. 3 of a modular competency-based approach for the realization of programs for vocational retraining of adults provides two options for the development of educational and pedagogical documents (hereinafter, EPD) for training in occupations of the Russian National Classification. Firstly, the possibility of developing EPD based on the requirements of professional standards (if any exist); secondly, in the

absence of professional standards, development of EPD based on the requirements of employers *(Uniform Wage-Rates and Skills Handbook (ETKC),* the Russian National Classification of Occupations (OKZ), and job descriptions. One way or another, as a result we obtain types of professional activities that give the opportunity to formulate competences, the mastery of which allow for mastery of one or another profession.

The models presented for the implementation of a modular competency-based approach in programs for vocational retraining of adults in multi-tiered and multi-discipline educational institutions in Moscow allow for the principle of variation and an individual approach to vocational retraining, which is especially important for the adult contingent, to be realized to the fullest extent.

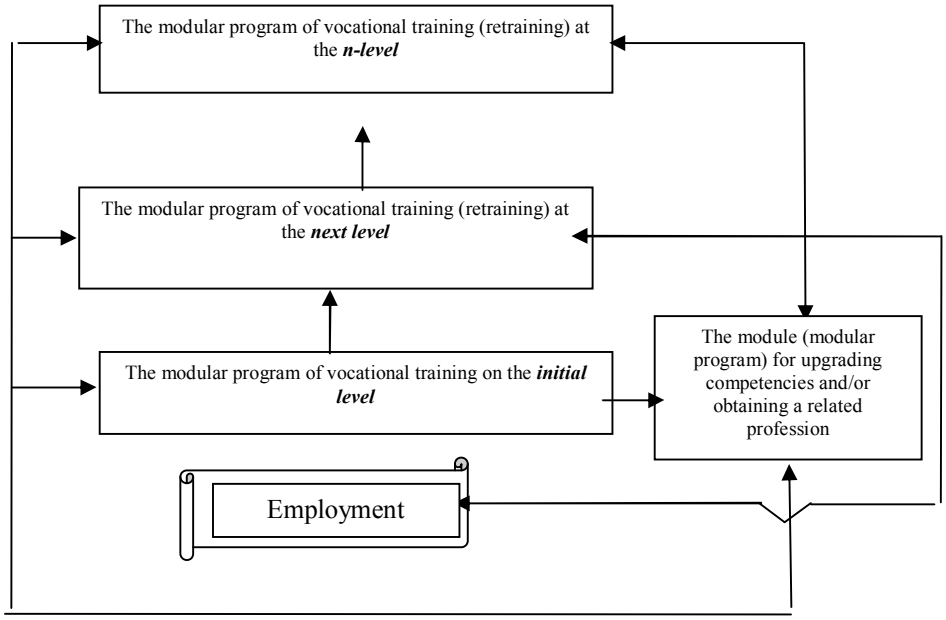

Fig. 2. A model of vocational training, retraining, and upgrading of qualifications for adults in modular programs.

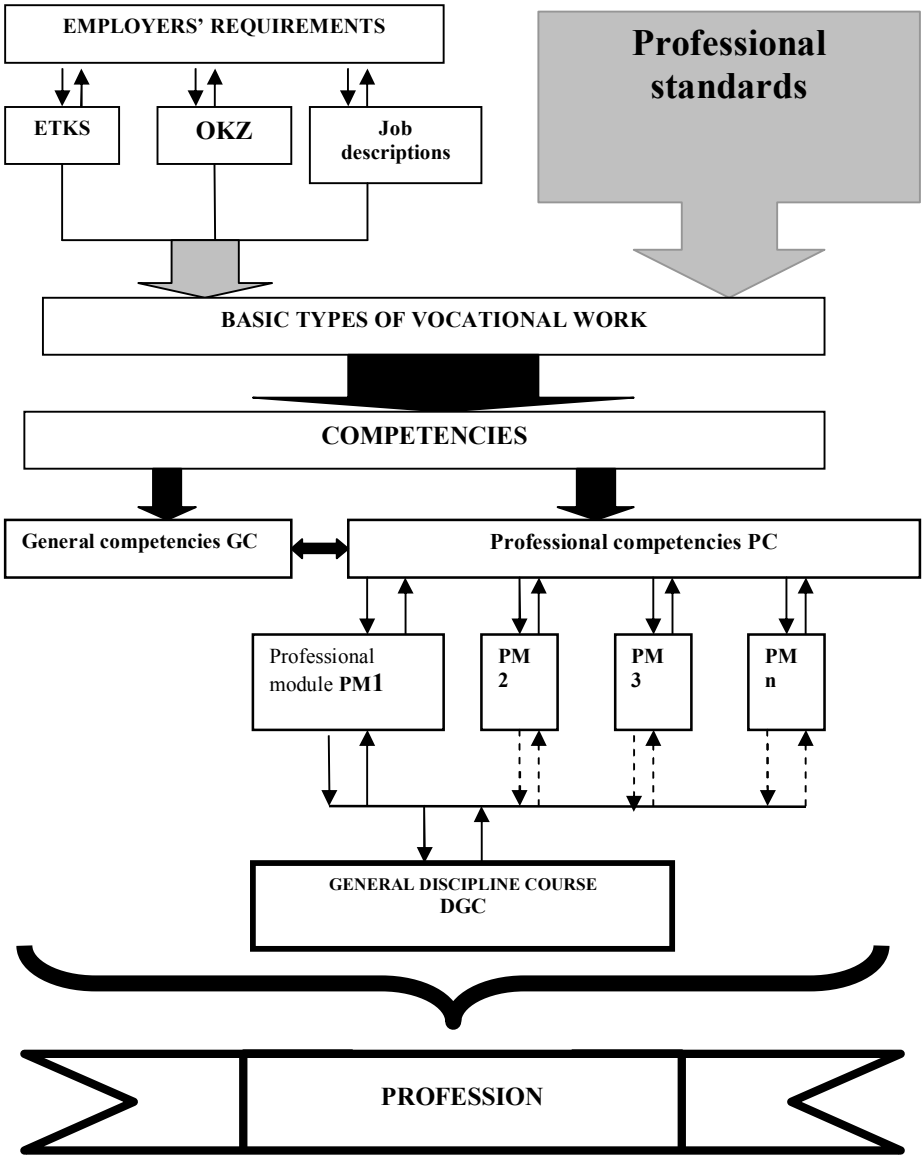

Fig. 3. A module of the modular competency-based approach to realization of programs of vocational retraining of adults.

CYBERSPACE FOR LIFELONG LEARNING

K. Spirov,
M. Ilieva

Introduction. Lifelong learning is a "cool" new topic that has been widely discussed among education professionals in the past few years. What is lifelong learning? How do you plan and manage it? How do you make it work? These and other questions will keep us busy in the near future. Why are educators so preoccupied with lifelong learning? How is it important to the economy and personal success? Quite simply, lifelong learning is the key to meeting the economy's needs for qualified, mobile, multi-competent workforce while satisfying every person's need for personal fulfillment. This report explores virtual learning is a way to plan, manage and deliver lifelong educational services.

1. Lifelong learning aided by computer technology. Lifelong learning has been rapidly gaining ground since the early 1990s apace with changes in many occupations and the emergence of new competencies that are viewed as "must-haves" in today's fiercely competitive labor market.

Once we're out of high school or college, we only know what we learned in school. But what do we do about the new information and trends occurring in our field of study after we completed our education? Can we go back to high school or university to update our competence? How do we keep up? That's where lifelong learning can help. Like the conventional school system, lifelong education has its teachers and its students, except that most of them have jobs or other things to do, so they cannot go to class during regular hours. The learning process has to be adapted to fit into the students' schedule. Most of the people enrolled in lifelong learning programs have already finished school or completed their university degrees, but they fear they may lose their competitive edge if they stop learning. On the other hand, it seems only natural that any education system should be able to offer citizens unlimited opportunities and encourage them to continue their education and grow professionally.

Students enrolled in lifelong education programs have already learned a lot in school or university, so they have a foundation to build on. The challenge here is to define the age boundary for people who have already attained a certain level of professional success. They are motivated to keep learning and become better professionals, but they are just very busy. They need to be able to keep learning on *their* terms and we should

meet them halfway on that. The learning process must be suited to the age of the students, who are people of vastly different age, and it must be flexible in terms of time and place as the students come from different regions and may be very far removed from each other. It is also important to bear in mind that students usually have different prior qualifications, and their individual learning needs may not be the same. Obviously, lifelong learning should first of all be highly personalized and driven by personal motivation and effort. The use of computers and the Internet in the learning process will help achieve this and keep the students engaged. Computer technology makes learning opportunities available anywhere, any time. It will help keep the students involved, while the course content and teaching techniques will respond to the differences in their cultural background and life experience.

Definition. Lifelong learning may be defined as learning that never ends. In a sense, any learning is lifelong learning: “you live; you learn.” Lifelong learning can mean many things. It can mean teaching individuals how to manage their life at an advanced age, spreading learning processes out over the course of one’s lifetime, extracting educational value from one’s entire life experience, or finding one’s lifetime identity as a “learner.” Here are some of the ways to describe lifelong learning: it goes on throughout one’s lifetime; it involves acquiring, revitalizing, perfecting or augmenting the knowledge, skills and competencies that become imperative in response to the ever changing conditions of contemporary life; and it helps individuals “update” their identity and achieve fulfillment when they find a way to realize their growing motivation and capacity for self-education.

Lifelong learning enables individuals, organizations and nations to be up to the challenges of an ever more competitive world. The distinguishing characteristics of lifelong learning are its poor level of standardization and its undefined curriculum, teaching methods and know-how. But eventually, lifelong learning will bring about positive change: it will improve education quality overall and bring it up to the international standards, and it will give us an education system that’s more sensitive to the real needs of the labor market.

2. Cyberspace for Lifelong Learning. With the rapid advancement of computer technology, hard- and software capabilities and the Internet, it is no surprise that distance learning has reached such heights with powerful, user-friendly online tutorials and cyberspace learning resources.

The use of cyberspace for lifelong learning means that all the components of the didactic system should be put to work in cyberspace.

Online learning is by definition a learning process where the teacher and the student are far removed from each other. Therefore, any learning cyberspace must be equipped with: (a) tools to generate and edit learning material; (b) tools to plan and manage the learning process; (c) means of delivery of the training material to students and means of teaching through dialogue; and (d) tools to test and evaluate students' competence. When cyberspace resources are designed for distance learning, the emphasis should be not on the hard- or software, but on the teaching theory and methodology to be used, and on how to make all the didactic components work. The same approach should be used in analyzing the existing distance learning environments before they can be used in lifelong learning. Some of the most widespread distance learning resources are Moodle(2), Dokeos(3) and ATutor(4).

Moodle, conceived as a website content management system, was specially designed to deliver quality online training courses. With **Moodle** teachers are enabled to perfect the teaching techniques of "social constructivism," which involves active, interactive learning and promotes critical thinking.

Dokeos, which combines "designed" learning and the "social constructivist" approach, follows the conventional course design. Structurally, it is very close to traditional teaching (featuring a set of tools clearly marked as tools for generating new content), but its database has been augmented with tools that promote "constructivism": forums, blogs, wiki, chat rooms, file sharing, personal messaging, etc.

ATutor draws on two studies carried out by the authors of this report, who researched the accessibility of online learning opportunities for people with disabilities. The research showed that none of the most widespread learning management systems in existence provide even minimal accessibility. ATutor was designed for better accessibility. Its broad additional functionality guarantees that users can participate in the educational process as students, instructors or administrators.

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RELEVANT ASPECTS OF DISTANCE LEARNING IN THE SYSTEM OF PROFESSIONAL LIFELONG EDUCATION

R. N. Bombin

Distance learning is understood as a complex of educational services offered to a wide range of the population through the assistance of a specialized education information environment based on some means for the remote exchange of educational information.

Distance learning is convenient in that it allows one: (a) to learn according to your own tempo, individual characteristics, and learning requirements; (b) to not limit oneself in selection of an educational institution and educational opportunities, independent of one's location; (b) to use modern technology in the instruction process, that is, to simultaneously master skills that will later prove useful in the workplace; (c) to independently plan the time and schedule of one's lessons, as well as the list of subjects to study; (d) to study in the most pleasant and productive environment, creating a comfortable atmosphere for oneself.

Shortcomings of distance learning can be identified as: (a) limited personal interaction between the teacher and pupil. Likewise, there is a lack of interaction between students and their peers for the exchange of experiences; (b) the necessity of strong personal motivation on the part of the pupil, as well as the ability to learn independently without the constant support and encouragement of the instructor; (c) the absence of the ability to immediately apply the lessons learned in practice with subsequent discussion with the instructor of questions that have arisen and explanation of the situation based on specific examples.

A system of distance learning is needed by: executives; mangers of various levels; young people in distant regions without the means to study on an internal basis in large cities; military personnel discharged from the ranks of the armed forces; students wishing to obtain a second parallel education; prisoners; handicapped people; and other categories of the population.

The social aspect of the development of distance learning reflects the need of modern civilization for a mass form of instruction. The question of "to be or not to be" is no longer relevant for distance learning. Throughout the world, distance learning has found a niche in the educational sphere and attracted a wide range of the population to the system. The result of the introduction of distance learning technology for Russia and CIS countries is obvious: firstly, there has been a positive effect

on the solution of the complex of socioeconomic problems faced by various regions (stabilization, eradication of unemployment, crime, drug addiction, etc.) through the methods of online distance education; secondly, training of the population at their home and workplace naturally leads to elimination of the gap between peripheral regions and metropolitan centers in terms of free access to education, information, and cultural achievements.

The worldview aspect of the development of a remote means of instruction is connected with the necessity of a change in views on education as an entrenched and eternally unalterable system.

The theoretical and methodological aspect of the introduction of distance learning is associated with the necessity of a conceptual foundation for this still quite new form of instruction. Here is meant not so much the technological side of the question, as the system of justification for the psychological, pedagogical, and sociological foundations for implementation of various methodologies and programs of distance learning.

The legal aspect of distance learning reflects the necessity of adequate legal support for this form of education in Russia and the NIS countries. The issue is that the modern Russian educational legislation is rather fixedly oriented towards the classroom system with practically no consideration of progressive information technology. As an example, the conditions for licensing and accrediting Russian educational institutions can be considered, as well as the standards for learning spaces and the requirements for the teaching staff and provision of didactic materials. Russian legislation all but forbids innovation in technology and the methods of educational processes, as do state standards for the content of educational programs offered by schools and institutions of higher learning. Institutions of higher learning are afraid to be accused of some kind of violation, but nonetheless continue to implement distance learning. It is very important that distance learning is not considered to be a quasi-legal "stand-in" for the existing educational system requiring constant justification, but has a legal status consistent with its role and standing in society. This approach should be legally founded. A more advantageous position is held by commercial organizations, which do not require a similar legal basis for the justification for the professional development of its employees. Russian enterprises widely use the experience of those countries which have already utilized electronic forms of instruction for a long time.

The didactic aspect of the development of distance learning reflects the pedagogical foundation of this form of instruction. Especially important

here become questions of preparation of the teaching staff, who should be capable of implementing the concept of distance learning productively and with a high degree of quality in the regions, far from the primary educational center.

The technological aspect of the development of distance learning is related to a breakthrough in the means of communication, allowing progressive training methods to be carried out on an individual and variable basis. Development of distance learning should be considered not as a goal in itself for the modern system of education, but as a powerful means of solving the relevant civilizational problems of Russia and the Commonwealth countries. Such technology, in our view, is the future of our national educational standard. It should be a lifelong process of instruction and training for the entire population of the country with the use of remote technologies, including online, computer, informational, and other modern communication technologies. This refers to the formation of a system of national distance learning that can lay claim to a leading role in the world. Its basis should be composed of scientifically supported methods of instruction, quality teaching products, and the latest achievements in information technology.

The financial and economic aspect of the development of distance learning is the question of financing innovative technology. Filling the need for quality distance learning is connected to the price of internet access to the educational resource. As practical experience has shown, new information technology for distance learning can be economically offset by the availability of educational services for a fee. Financial support is required only by pilot schemes and initial capital.

From September 2008, a system of distance education has begun to function in the nongovernmental educational institution Institute for Continuing Professional Education “ATOMPROF” (the website can be found at the address *http://elearn.atomprof.spb.ru/.*).

Quality and Effectiveness of Vocational Training for Adults

Chavdar Katansky

International experience shows that effective and high–grade vocational training of adults is ensured through systematic regulations, realized by governmental or non-governmental structures. In Bulgaria these structures are represented by special state bodies such as the National Agency for Evaluation and Accreditation in the field of Higher Education, the National Agency for Vocational Education and Training (responsible, according the VET Act (*see 1*) for licensing vocational training centers and their curricula as well as for monitoring their activities), etc. These organizations are accrediting, licensing, certifying and monitoring curricula and training activities as they are evaluating from the "outside" the capabilities of the institutions to deliver effective training of good quality. This is so called *external training quality evaluation*. At the same time in more and more universities, colleges, centers for vocational training, socio-pedagogic and other institutions special structures are established for carrying out *internal quality evaluation*. They have the task to monitor "from the inside" the extent to which the criteria and indicators (standards) for quality and effectiveness of lecture courses, seminars, internships, etc. have been observed. This is a part of management control function on the local level. A number of initiatives have been undertaken (programs, projects, etc.) for the purpose of developing the practices of internal and external evaluation, improving the quality and enhancing the effectiveness in the Lifelong learning context. At this stage, however, no overall methodology has been developed for the adult vocation training sector. The report shows some possibilities for development of this still missed in Bulgaria methodology.

1. Defining Training Quality and Effectiveness

Quality and effectiveness are economic categories that have content and meaning of their own. The present article will not discuss in detail the issues and will use the following definitions:

a)Effectiveness measures or indicates the level to which training objectives have been met taking into account the resources, materials, time and efforts (human labor) used. In its essence the process of measuring the effectiveness is a process of comparing the outcomes achieved as a result of the training with its objectives and the resources used.

в)Quality is a concept with broader content and meaning. In economic terms, quality refers to the combination of properties and

characteristics of a given product or service which determines its ability to satisfy customers' needs and expectations. In the field of education and in this particular case, quality can be defined as the level of correspondence between training as a whole, its separate components (curriculum, teaching, didactic tools, etc.), training outcomes and established standards, needs and expectations of its customers (users). (*for more details see 10, p. 230-231 and 8*)

2. Indicators

The presence or absence of quality and effectiveness can be judged by the indicators which can be grouped as follows:

a)Training outcomes corresponding to the specific needs of trainees (customers of the training). Training has to achieve its desired effect through developing the qualifications and competencies of trainees and through improving their abilities for social and professional adaptation and realization.

b)State of the process corresponding to the conditions and requirements for delivering the respective type, level and form of training.

c)Training organization corresponding to the conditions of the internal and external environment, to the main principles and requirements to the training system as a whole and to its individual components.

d)Innovation of training as a system and as a process directed to developing, expanding and intensifying the training process through applying new methods, improving the equipment and facilities, organizing in a contemporary way.

With a view to the outlined characteristics, the delivery of high-quality and effective training is (*see 7, 60–61*) achieving and maintaining a balance between: the training outcomes, the state of the training process, the level of training organization and its innovation as a system and as a process.

3. Factors for quality and effectiveness

According to the strength of their action the factors (the main conditions and preconditions) can be divided in two groups as follows:

3.1. Factors of decisive importance for the quality and effectiveness

3.1.1. Involvement of the managing staff in quality and effectiveness issues

This involvement can be regarded in a broad and in a narrow sense as follows:

a) In a broad sense, we are talking about the overall hierarchical management structure in the field of vocational training of adults which is supposed to create, approve and increase the training standards and

requirements on all levels, to take the responsibility for the development of quality and effectiveness control systems, to improve the structures and links within the socio-pedagogical system, etc.

b) In a narrow sense, we are talking about the institutional management, namely rectors, deans, managers of research institutes, schools, vocational training centers, etc., which are supposed to be directly responsible for the quality and effectiveness of the training in the institutions they are managing. The presence of a person form the management who is responsible for quality, the presence of a system for internal control are indicative of the fact that quality is taken into consideration in the respective institution.

2.1.2. Preparation of trainers

The collective concept of "trainers" includes not only trainers which are responsible for the actual delivery of the training but also organizers, methodologist, social workers and other people involved in the training process. All those people have to be well trained not only to be able to perform specific tasks on the workplace. They should be prepared to work in a team, to be flexible and to able to adapt to changes. The preparation of trainers exerts influence on training activities, on their scope, content and management. In the cases when the managers, the experts and the trainers do not have the required preparation (professional and methodological) they won't be able to perform their functions in the right way which will exert impact on the quality and effectiveness of training.

2.1.3. Orientation to trainees

The orientation of the respective institution to trainees exerts considerable impact as a factor for quality and effectiveness. The presence of this factor can be judged by the attitude of the administrative staff towards trainees as clients of the organization. Trainees are at the core of the training and they have to be regarded as the most important people in the organization. In this way favorable conditions are created for learning and development of trainees, for high achievements on their part and respectively for good quality and effectiveness of the training process. The selection of trainees is becoming more and more important, i.e. the training process should involve people who have attained the required level of preparation and meet the specific for each training "entrance" requirements and standards. If this condition is observed, preconditions are created for improving the quality and effectiveness in the training process as well as for realizing savings in terms of time, efforts, etc.

2.1.4. Training documentation

The training documentation (curriculum and syllabus) is an important component of the training system. It determines the objectives of the training, the training content and its structure, the time of the training and the methodology. That's why the quality of the training documentation is a precondition for achieving high quality and effectiveness. According to Bulgarian and international experience, flexible and modular curricula have to be developed (*for more details see 2*). These curricula can be updated in accordance with the developments in the respective field and can be applied in all types of conditions and requirements of socio-pedagogical practice.

2.1.5. Encouraging both trainees and trainers

Motivation is necessary for overcoming the difficulties in the socio-pedagogic process, for taking the necessary steps to accept the limitations imposed by training. In other words, strong motivation can be achieved through the use of a complex of well-selected stimuli. As a bilateral process training requires the participation and partnership between trainers and trainees. In this sense, quality and effectiveness depend on the successful interaction between trainers and trainees. This means that both trainers and trainees have to be encouraged through explaining the objectives of the training, its practical use, making reference to trainees' achievements, etc.

2.2. Assisting Factors for quality and effectiveness

2.2.1. Training facilities

The contemporary tendencies in the development of education show that the importance of training equipment and facilities will be growing in the future. A gradual transition is being implemented from training systems with two active components (trainer-trainee) to training systems with three active components (trainer – trainee – training computer complex). The training computer complex can perform a large part of the functions of trainers without totally displacing them form the training process. This tendency determines the growing role of the training facilities as a factor which after a period of time will have a decisive importance for achieving quality and effectiveness, i.e. will become one of the factors from the first group of decisive factors.

2.2.2. Administrative services

Together with the main training activities with the framework of one course of training for vocational qualification, several overlapping activities related to the administrative services provided to trainees are taking place. These activities cover a broad range of needs that arise in the process of

contemporary training: qualified administrative staff within the training center, modern contemporary accommodation; maintenance of facilities and equipment; library and copying center; phone and fax lines, mail and transportation services; medical care services; internal rules regulating the obligations of the participants in the training, etc. Ensuring the above mentioned conditions facilitates to a great extent the activities of the participants in the training, exerts influence on the level of quality and effectiveness.

2.2.3. Number of trainees

The traditional training systems regarded the number of trainees is an important factor. This can be explained through the limited psycho-physiological capacity of the trainer to provide training for a large number of trainees. That's why as a general practice the number of trainees in training groups or courses is limited. New conditions were created with the introduction of contemporary training systems and means oriented to increasing the activity rate and the share of independent activities of trainees in the frame of total training time. The research done in implementing such systems (for example the modular system and distance training) shows that the number of trainees per one trainer is increasing or decreasing within a wide range without this exerting considerable influence on quality or effectiveness.

2.2.4. Trainer's rhetorical skills

The contemporary development of education, and more specifically it computerization, has created new conditions for teaching and has directed its functions and tasks mainly to managing trainees' independent learning activities. The traditional lectures and the teaching of new lessons have been limited and replaced by active learning forms – self-preparation with programmed texts related to consultations, discussion of problems, seminars, etc. In these conditions some changes have occurred in the training provided by trainers and as a result new requirements have arisen related to the preparation and qualities of trainers. Without denying or underestimating rhetorical skills, it has to be admitted that they are not very relevant to successful training in the new conditions, their influence and action as a factor for quality and effectiveness has decreased. Rhetorical skills have to be included in the preparation and improvement of trainers but in a way that corresponds to the needs of contemporary training. These skills can be regarded as complementing the overall teaching skills in active and interactive training forms.

2.2.5. Others

There are some others factors – systematic study of the economy and labor market needs, elaboration of national vocational qualifications, standarts, transparency etc. which can support or dominate to a great extent the action of the rest and above mentioned factors. (*for more details see 3, p.37 – 38 and 4, p.30-31*)

Conclusion

The reforms in the field of education, the labor market and the social area in Bulgaria have to continue being implemented even more actively. The conditions for meeting EU standards can be ensured only through the coordinated activities of the institutions responsible for development of these sectors. At this stage, however, a methodology for quality and effectiveness assessment of the training activities should be developed. This is a question which can be characterized by a high degree of social importance.

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THE PROBLEM OF INCREASING THE LEVEL OF TRAINING OF SOCIAL WORKERS IN THE CONTEXT OF LIFELONG EDUCATION

A. B. Wozniak

The transition of Ukraine to a legal democratic state, the establishment of civil society, the implementation of new approaches to social protection of its citizens have contributed to the spread of the profession of "Social Worker".

Graduate students' readiness to work in the social educational activities can be considered at three levels (V. Slastenin): personal (motivation, moral-psychological), theoretical and practical, which can be measured on a 10-point scale. Measured parameters of readiness are based on the methodology I. Shalaev, in accordance with the expertise of social workers (V. Slastenin, M. Galaguzova, M. Kostikova, V. Bocharova), as well as the demands made by the practice of educational activity (O. Gazman , N. Schurkova, et al.). It is important to keep in mind the student's current performance, examination results, the results of his carrying out social-teaching practice.

What should a social worker in Ukraine be like? Which are the requirements with regard to his personal qualities? The most important feature is a sense of the "sore spots" in society, a sense of the problems of social vulnerability of various social groups and strata of the population. This feature could be called "specific social sensitivity".

However, it is important that the social worker as a person and an expert has a set of qualities, among which the most important is to be active and have the desire and ability to help. A set of psychological characteristics appears naturally: the ability to provide assistance without destroying one's own personality for the salvation of others (although this is sometimes necessary), acting through the legal and social levers that exist in society. This requires a social worker to have patience and expertise, including in the field of law. Since in our country the legal framework for the social protection of people is still underdeveloped, it is obvious that a requirement of the social and political activity of social workers is the possible lobbying of certain legislation. In addition, because a network of institutions for all kinds of social rehabilitation is effectively absent from the state, it would be useful for social workers to have entrepreneurial skills.

Students' professional perceptions are one of the key determinants of their professional identity, and of the formation of images of "self" in the

profession. By influencing these factors it is possible to guide the process of a specialist's professional development. The image of social work as a future profession is composed of at least two main components: the image of a specialist and that of a client. The information content of the "desirable image of self" for specialists in social work must include information on what clients expect from social workers, and the contents of the "real image" must include information about the ability of that sates to meet the needs of socially disadvantaged citizens. In addition, the construction of an appropriate identification model for a social worker will be possible when conditions are created in which the images of a specialist's "real" and "desired self" will relate to the same images among clients of social services.

Factors and conditions that ensure the mastery of social work as a profession include: the need for self-realization; self-affirmation through the provision of assistance to people; a wide range of social contact (both professional and personal), the possibility of self-improvement, etc. To achieve a professional identity in social work an important condition is the relation between personal qualities and the requirements of the profession. By personal factors of professional self-identification we mean the formation among social workers of an individual style of activity, which is a prerequisite for the successful implementation of their professional role.

The activity level of future specialists is predicated on the one hand by the individual characteristics of the individual, and on the other - by the characteristics of the specific activity.

USE OF DISTANCE TEACHING AND LEARNING IN THE SYSTEM OF TEACHING STAFF COMPETENCE DEVELOPMENT

I. V. Varganova

The development of the concept of lifelong learning and intentions to put it into practice have aggravated the problem of adult education in society. The current understanding of adult education and its importance in modern society has changed substantially. Adult education is regarded as the main way of forming of an education system that is adequate for the needs of modern society.

The implementation of an extended pedagogical education within the system of competence development is an indispensable precondition for the development of an education system. World and domestic experience shows that no changes can be practically realized in the system of education without prior training of teaching staff as regards such changes. Any innovation in education is connected with the system of teaching staff development and requires professional re-evaluation of basic values in the advanced training content, forms and advanced training techniques. Therefore the problem of the development of teaching staff competence is becoming the most pressing problem in the modernization of Russian education.

Until now, advanced training of teaching staff was carried out once in five years, but now the development of their competence is required much more often. The pace of education reform makes it obvious that the current system of extended pedagogical education is unable to meet the requirements of the state, the development of teaching staff competence, and the actual information needs of teachers. The transfer from the traditional system of developing teaching staff competence to a personality-oriented basis, the creation of educational conditions for the enhancement of the professional development and self-development of educators, and the efficient management of competence development on the basis of new information technologies is one way to overcome the crisis in the competence development system [2]. On the one hand, the educator must be prepared for continuous improvement and development of his/her competence, while on the other, society must create conditions, in which the educator may actualize his or her need for lifelong training and development. According to teachers, in order to be always in line with constantly growing competence requirements during the whole period of their professional lives they have to attend advanced training courses at

regional institutes of advanced training [4]. This problem is particularly pointed in sparsely populated regions with poor transport infrastructure.

Today the problem of competence development by using of alternative forms of learning is becoming the most topical. Distance teaching is one such form, which, to a certain extent, facilitates the solution of topical problems of extended pedagogical education, namely: (a) access of unlimited number of educators to competence development facilities; (b) quick and good quality training of educators as regards management of innovation processes, brought about by the modernization of Russian education; (c) on-the-job training and the possibility of immediately using the acquired knowledge; (d) implementation of principles of training individualization and differentiation; (e) training cost cutting due to reduction of expenses related to sending and replacing of educators.

Distance learning cannot replace in full a traditional full-time course of study because of the lack of direct contact between the educator and learner, but this form is good for those who already have some knowledge and want to improve their competence. Further learning rests on the basic knowledge of an educator improving his competence. In the androgogic approach, training is incorporated into the context of socio-professional activity: training is carried out in the course of work, and topical problems connected with the professional activity are solved in the course of training [1]. Therefore it is necessary to create conditions for the use of distance teaching and learning particularly in institutions of extended pedagogical education.

At the same time we should highlight a number of problems hindering the incorporation of distance teaching and learning into the system of competence improvement:

(a) distance teaching and learning is characterized by the application of a set of specific methods, devices and forms of training. Information and communication technologies should be mentioned among them first of all. So the basic condition for the use of distance training and learning in the competence development system is the educators' working knowledge of computers and of new information and telecommunication technologies;

(b) unlike traditional competence development forms, distance training and learning requires the specific qualification of specialists of extended education institutions. The distance educator must be not only an expert in his professional area, not only to have working knowledge of information and communication technologies but also must be aware of the elaboration techniques of distance courses, and distance teaching technologies;

(c) implementation of distance teaching and learning in educational institutions requires preliminary elaborate preparation of distance courses programs, selection of teaching technologies, control and measurement materials, etc. Since the process of distance course creation is rather labour-consuming and requires the joint activity of resource specialists, teachers and software specialists, the preparation of distance training courses must be clearly scheduled well in advance;

(d) use of distance teaching and learning in the competence development system has its specificities, since the participants have pedagogical education. Educators should not only develop their own professional competence through distance learning, but also should be prepared to use this form of teaching in their own educational practice;

(e) when arranging the development of teachers' competence in the form of distance training the specificity of subject to be taught should be taken into account. Thus, in the opinion of E. S. Polat: "the specificity of the subject, goals of training... and not only the content and structure but also the training model [must] be chosen". [3]. Therefore it is important to elaborate a system of distance teaching for educators in specific subject areas.

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PROSPECTS FOR JOB PLACEMENT OF GRADUATES FROM RUSSIAN INSTITUTIONS OF HIGHER EDUCATION DURING TRANSITION TO A TWO-TIERED SYSTEM OF HIGHER EDUCATION

A. Yu. Lisovskaya

Is the Bologna process and transition to a two-tiered system of higher education a boon for contemporary Russia? That question has been actively discussed for the past several years. Nevertheless, the present transition may in the future create new opportunities in education and job placement for graduates of Russian universities.

Economic and cultural globalization, as well as increased freedom of movement, brings their own adjustments to both the international and domestic labor markets. Although a worker seeking employment in a secondary labor market (of any size) does not need a specialized education or even an education certificate recognized in the given country, it is necessary to have a bachelor's or master's degree in order to enter the primary international labor market. A two-tiered system of higher education can help graduates to compete for a worthy position.

However, graduates of institutions of higher education who have studied according to the “bachelor-master’s” system may encounter difficulties:

First and foremost, the transition to a two-level system of education alone is not enough for the recognition of Russian diplomas in the global community, and consequently it is not a guarantee for job placement in foreign countries (for an example we refer to the popular ratings of higher educational institutions throughout the world, published once a year in the weekly journal, *Times Higher Education*, according to which the Lomonosov Moscow State University is ranked in 155th place) [1];

Secondly, one cannot ignore the disparity between the educational curricula, programs, and standards of Russian institutions of higher education and the curricula, programs, and standards of international educational institutions. The student who has received an education and either a bachelor's or the master's degree in Russia could fail to meet the requirements of a foreign employer;

Thirdly, one should not forget that the dominant trend in today’s world to exhibit rational behavior. Students, who are the consumers of educational services, choose those courses of study that offer a guaranteed income in the future. Thus, the demand for educational

services is also ultimately dependent on the labor market's demand for specialists with a higher education;

Fourthly, for the government the transition to a two-tiered system of education (and the inability to create suitable jobs and, accordingly, remuneration), could initiate a new wave of the “brain-drain,” insofar as for Russian students the possibility exists, however small it may be, of working in different socioeconomic conditions.

Accordingly, if one speaks of the characteristics of demand for graduates (in our case those with master's or bachelor's degrees), it is necessary to note the following nuances: (a) on the domestic job-market, in the mentality of employers there is still no clear understanding of the difference between someone who holds a master's degree and a someone who is simply a specialist. More often than not they understand a candidate with a bachelor's degree to be a student who has not completed his or her education, and they see a candidate the opposite – someone who has studied too long, i.e. potentially not a practical thinker, but a theorist. It should also be noted that price distinctions in the demand for employees with a bachelor's, master's, or specialist degree have not been established on the Russian labor market, and consequently, one’s level of education does not correlate with salary; (b) a bachelor's degree has a significant advantage over a master's degree, as graduates can enter the international job market for specialists with a higher education much earlier, and then if they desire to “make up for” the omitted education, they can enroll in a master’s program in a foreign country; (c) in foreign labor practices, an employee with a master's degree is paid significantly more than one with a bachelor's, which presents the opportunity for Russian graduates with master's degrees to receive sufficient compensation.

Nevertheless, one must not forget that it is particularly difficult for Russian graduates on the international labor market (Russia is not part of the European Union and therefore employers in EU countries find it more advantageous to take graduates from EU countries (including former Soviet States – Latvia and Estonia, for example)). Additionally, not all diplomas or fields of specialization are in demand, even on international labor markets (according to statistics, specialists with a technical education are in greater demand than medical professionals, graduates in the humanities, and economists, who will face difficulties with job placement on the international job market).

LIFELONG EDUCATION AS A FACTOR OF LABOR POTENTIAL DEVELOPMENT

L. K. Kuzmina

The dynamic transformation processes that have been taking place in the Russian economy in recent decades have resulted in a crisis of traditional models and theories of regional economic development, and have called for new approaches to the formation and development of labor potential. In this connection it is necessary to scrutinize the positive and negative sides of the domestic and foreign experience of the formation and development of labor potential, and on this basis shape a new system that would correspond to modern demands and ensure the continuity of the improvement of labor potential.

The present need of lifelong education is a response to the acceleration in the rates of changes in economy sectors, markets, globalization processes, technological achievements, and the transition to a post-industrial economy. The traditional methods of early manpower planning have turned out to be ineffective in these conditions, since they are based on the extrapolation of the development tendencies of the branches of the economy established in the course of history. The way out of this situation can be optimal only on the basis of the objective estimation of the initial socio-economic situation, the formation of the aims of the economy staffing, the justification of the development strategy, the development of efficient socio-economic policies, and the mobilization of labor potential. Thus, the legislation and methodical work of the federal and regional strategic planning and labor potential management have become more important today.

The use of strategic planning includes a number of successive stages: analysis of the environment to define strategic regional capacities; analysis of inner factors to reveal strong and weak points; the choice of a strategy of labor potential development and its justification on the basis of the regional strategy; the realization of the strategy, result assessment and choice of the right behavior. The scientific treatment of labor potential issues as well as the choice of a policy ensuring its development have both become topical today. In these conditions education has become a factor determining the quality of life. The quality of education has become a factor of principle that defines both a worker's performance and a worker's salary. The ability to generate new knowledge is turning into an important factor of social recognition as well as an essential condition of a person's

involvement into eager activity and achievement of a higher social status. The factor of the personal interest in lifelong education thereby ranks high among a person's incentives. Professional growth favors a person's development, gives confidence and a feeling of security, as well as satisfaction with labor, self-esteem and recognition. Thus, the dominant position of lifelong education in the motivation system of a modern worker is very significant for not only improvement of labor potential quality, but also a person's development.

Lifelong education contributes to professional mobility, which is a factor for the development of science-intensive high-tech industries of the basic branches of the economy, and the establishment of competitive ability of the innovative economy. In this connection we consider the creation of a regional socio-economic system of raising and training new staff to work in regions that meet the modern quality demands of employers and planning needs of the targeted program of economic development as being highly topical.

Lifelong education is not only a significant factor of shaping and developing labor potential and supporting the regional economy, but also performs a social function of contributing to personality development and providing both economic and spiritual progress in society as a whole. The solution of the development problems of lifelong education can be found by means of mechanisms of social partnership of government and management bodies which helps not only to coordinate and realize mutual interests, but also to use lifelong education for the purpose of reconstruction of the training system and labor potential use.

CONTINUING ECONOMIC EDUCATION AS A FACTOR IN PROFESSIONAL AND CAREER GROWTH

N. G. Boiko

In our opinion, continuing professional education (hereafter – CPE) should be considered more widely than it is defined in article 26 of the Law "On education", where to continuous education refers to educational programs for various purposes carried out in educational institutions of professional education separate from the primary educational programs that define their status. In relation to the economic sphere of continuing economic education, we suggest the definition of a wide range of services offered in the form of: (a) a second higher education that allows one to change professions for people having a diploma in other specializations; (b) continuing professional education – an MBA, professional retraining and upgrade of qualifications; (c) masters programs and postgraduate education providing upgrade of qualifications in one's previous profession with the possible change of specialization; (d) courses of various lengths for mastering new knowledge and skills in the same profession.

An unprecedented eruption of interest in continuing economic education has been seen from the beginning of the 1990s, when obtainment of a new specialization was the only way to adapt to market conditions and the specialists that became needed. Having obtained new knowledge in the field of economics and management, former engineers, technicians, and military personnel could obtain well-paid positions and have a successful career. However, currently with the oversaturation of the labor market with economists and managers, the role of continuing economic education for career growth has not declined.

Research[1] carried out at the Economics Faculty of Saint Petersburg State University, based on a questionnaire survey of students and graduates of CPE programs and study of documents accompanying the educational process, allowed a number of conclusions characterizing the current situation of continuing economic education to be made.

The labor market recognizes the growing demand for CPE. Thus, the number of students in continuing education programs at the Economics

[1] Data was obtained as a result of carrying out R & D "Forcasting Changes in the Objectives, Content, and Motivations of a Second Higher Economic Education as a Factor in the Change in the Needs for Economic Education in General" (2008) and "The Current Status and Problems in the Functioning of Higher Economic Education" (2009) at the Economics Faculty of SPbGU.

Faculty of Saint Petersburg State University increased from 284 people in 2000 to 481 in 2009. According to our opinion, this growth is derived from the existing imbalance of demand for qualified specialists and the need for them on the labor market. According to data from research by Rosstat and the State University's Higher School of Economics, the profession studied in an institution of higher education is preserved by 79 % of medics, 67 % of computer scientists, 59 % of lawyers, but only 36 % of engineers. Nine out of ten graduates of institutions of higher education do not work according to their specialization, 1.5 million qualified engineers (almost 30 %) work in positions that do not require higher education[1]. For many graduates institutions of higher education, CPE is an alternative to employment, which is evidenced by the growing number of students unemployed in work activities (according to our data, 9 % of new entrants did not work in 2009). This speaks of the increased role of CPE during exacerbation of the situation in the employment sphere (according to data from Rosstat in February 2010, 8.6 % of the country's population lacked employment, and 2.3 % were registered as unemployed)[2], and also confirms the existence of problems in the job placement of graduates of institutions of higher education – the demand for young specialists decreases with the existence of stiffened requirements for their professional preparation.

The demand for economic CPE to a large degree is formed by graduates of noneconomic institutions of higher education employed in positions requiring economic education. Thus, according to our data, in 2008 17 % of the contingent of new entrants constituted mangers, 3 % were accountants, and 2 % were head accountants. The largest demand for CPE was among graduates of technical engineering specializations (39 % of new entrants in the period from 1996 to 2008). The share is rising for those having a humanities education (from 15 to 30%) and legal education (1 to 17 %) and it is decreasing for the share with a technical engineering education (from 56 to 34 %) and military specialists (from 6 to 2 %).

Graduates of institutions of higher education consider obtaining continuing education even before receiving their degree. According to survey data from the internet portal chance.ru, graduates gave the following

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[1] Gimpelson, V. E., Kapelyushnikov, R. I., et al. Choice of Profession: Why They Studied and Where Are They Needed? // Economic Journal HSE. Tom. 13 (2009), № 2, pg. 172–216.

[2] http://www.gks.ru/bgd/regl/b10_01/IssWWW.exe/Stg/d02/3-2.htm (accessed 14.02.2010).

answers to the question “What will you do after graduating from your institution of higher education?”: “I will look for work – 69 %”, “I will enter a master’s program – 7 %”, “I will obtain continuing education – 15 %”, and “I will go to courses to upgrade of my qualification – 8 %”[1]. This is evidenced by our data as well: 19 % of respondents entered CPE programs in the year after finishing their first institution of higher education, and 16 % entered after one year. The average age of new entrants is decreasing (from 29 years in 1996 to 26 in 2008).

The most important value in continuing economic education for its customers is professional and career growth, which was indicated as the primary motivation for study by 32.8 % of new entrants. About the influence of continuing economic education on their career growth, they indicated it was: noticeable – 24% of graduate respondents; moderate – 27 %, strong – 7 %. 40 % of respondents connected CPE with the transition to a new workplace; 23 % with career growth and 8 % indicated an increase in salary. Other motivations, in the opinion of students, were: to obtain economic knowledge for organization of their own business, to obtain an economics degree, to receive additional knowledge in the field of their selected specialization, to change their occupational field and workplace, enhancement of their economic knowledge, obtainment of practical management skills. We note that a clear preference was given to obtainment of new knowledge and competencies, rather than the formal receipt of a degree.

In this manner, continuing economic education, as a result of the general transformation of the labor market and the increased role of the financial and economic bloc in the general employment structure, has transformed into a significant segment of educational services providing systematic retraining and upgrade of the qualifications or personnel and creating a basis for transition to lifelong education.

[1] http://www.chance.ru/news/index.html?votxe3klofn9 (accessed: 29.09.2009)

NUANCES OF CONTINUING TRAINING FOR EDUCATION LEADERS

N. F. Abdunazarova

The existing development program for the system of educator retraining calls for some changes of the structure, content and administration of lifelong pedagogical training, aimed to prepare pedagogues for the professional requirements they will have to fulfill in the next few years. Lifelong learning in education implies regular retraining of education administrators and teachers in the system of general and vocational education, and of the teaching staff of the retraining institutions themselves.

Head of educational institutions are in a league of their own when it comes to continued training for educators. Most of them come from a teaching background and their professional, personal and career growth follows the same path as any other teacher's. What's special about the retraining of top education administrators is that the structure of their job is quite complex. Complexity is conditioned by the fact that each leader of an educational institution has two kinds of professional functions: in relation to teachers and students he defines the goals and assigns responsibilities, organizes the staff to perform certain tasks, controls their performance, i.e. performs administrative and leadership duties. In relation to supervisory authorities, he is just an employee who is told what to do, watched, evaluated, etc. Therefore, the content and organization of training for education leaders should be different from retraining courses for other teaching staff of general and vocational institutions.

Despite the fact that heads of educational institutions today are younger people than before, many of them were still formed as professionals during the time of transition from a rigid top-down system of education management, when most decisions – especially those pertaining to the content of education - were made at the very top, to an entirely new frame of mind about the content and management of education. Such a radical change in the work of professional educational institutions places high demands on the competence of their leaders.

In addition, any improvement in the retraining system is based on the need to remove the contradiction between the continuously growing requirements for professional and personal qualities of an institution leader, and his/her own preparedness to be a good leader. This explains why one

of the paramount tasks of the retraining system, as far as education leaders are concerned, is to rethink the content and the training process in accordance with the what is really required from the manager of an educational institution. We would like to stress the “really required” part. When we discussed the content of educator retraining before, we would emphasize the importance of a match between the training process and the needs of teachers in professional and personal development. The head of any educational institution is an official and, as such, is part of the top-down system of education administration. Hence, in his professional work, his executive functions are as important as his managerial and organizational functions.

The existing regulatory requirements for various categories of education administrators shift emphasis in shaping up the content of education in the direction of greater uniformity, while leaving some options to cater to the specific personal needs of the learners. Variability of the content and organizational formats of training is necessary for three reasons. Firstly, when they go into retraining, institution leaders do not usually have any basic management training at all and therefore cannot handle management processes professionally. Secondly, having different teaching and management experience and background, they will treat the same management challenges differently. And finally, they run vastly different and differently managed educational institutions. Therefore, retraining programs for institution leaders in general vocational education should consist of a fixed and variable part. The content of the fixed part is to be set by the national requirements for continuing educator training and retraining. The variable part is to be formed on the basis of systemic assessment of the professional and personal needs of the program audience. If the design of the content is based on the identified and generalized needs of the learners, then the choice of the organizational format should be customized to suit the typical specifics of educators’ learning styles.

Within the framework of the integral individuality theory of V. S. Merlin, the individual style of teaching behavior is defined as a complex system of operations that provides effective interaction between the parties to the educational process, and is determined by the goals of the teaching work. The goal and criterion for evaluating the effect of a retraining program for institution leaders is whether they obtain the skills and know-how to design effective course curricula for their institution. Self-esteem plays an

important role for the assessment of educational program quality. The basis of the analysis and evaluation of retraining programs for educators is an expert approach where the experts are the participants of the educational process themselves.

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ORGANIZTION OF PROFESSIONAL RETRAINING FOR MILITARY PERSONNEL IN CIVILIAN OCCUPATIONAL SPECIALIZATIONS IN THE NONGOVERNMENTAL EDUCATIONAL INSTITUITION OF CONTINUING PROFESSIONAL EDUCATION "ATOMPROF"

E. A. Batrakova,
M. V. Gorelova,
S. N. Protsenko

One of the key directions in carrying out social protection of discharged military personnel is their right to professional retraining.

History of the matter. Retraining of military personnel of the armed forces of the Russian Federation (hereafter – AF) began in 1992 in connection with the great reduction in the numbers of the AF. Before this, it was carried out with the support of charitable foundations, in particular the Public National Foundation (18%), and also the United Kingdom Ministry of Defense (34 %), the Norwegian Ministry of Defense (1 %), NATO (3 %), and the European Union (1 %). In this period, approximately two million military personnel were discharged from the AF, but only 57 % of all desiring to do so were able to realize their right to retraining. In 2001, the state program "Social Adaptation of Military Personnel Discharged from the AF RF, From Other Forces, Military Units and Agencies, and Members of their Family for 2002-2005" was developed and approved. The state program for 2002-2005 was not implemented on account of the absence of budgetary financing. Only from 2006 did allocation of resources from the federal budget for retraining of military personnel begin. September 6, 2006, the decree of the Ministry of Defense of the RF "On the means and conditions of sending military personnel-citizens of the Russian Federation, having completed military service on contract, for professional retraining in one of the civilian occupational specializations" was issued. Training of military personnel in accordance with this decree took place until 2009 (the decree did not extend to military personnel of other defense and law enforcement agencies).

The legal basis of retraining of military personnel. Its basis lies the Federal law of 27.05.1998 "On the status of military personnel", which only declared the right of this category of citizens to free education (without specification of means of compensation for the corresponding expenses), and decrees of defense agencies, in which the conditions and methods of retraining military personnel were specified.

Training in the Nongovernmental Educational Institution Institute of Continuing Professional Education "ATOMPROF" (hereafter – Institute) was initiated for retraining of military personnel in 2009, and already by the next year, government contracts were concluded with the North-West Regional Head of the Internal Affairs Directorate of the MVD RF, the Frontier Department of the FSB RF for Saint Petersburg and Leningrad Oblast, and other service agencies for the retraining in one of the civilians occupational specializations. At the current time, 80 people from among the number of military personnel of different defense and law enforcement agencies have obtained a certificate of professional retraining from the Institute. In the Institute, military personnel study in an intensive regime (502 study hours over the course of 3 months) in one of the courses: "Economics and Management", "Information Systems", or "English Language". Particular characteristics distinguish the retraining program for military personnel. It is no secret that military personnel are people who, as a rule, interacting within one and the same strict hierarchy, have not had the opportunity to develop in market conditions. Transferred to the reserve are typically people of middle age, who obtained a military education while still in the Soviet Union and therefore are not sufficiently familiar with the principles of organization of business processes and with modern management approaches. All these factors were considered during creation of an instruction program. From the point of view of psychological component, the entire program independent of the primary disciplines are directed at increasing the learner's competitive ability and personal activity on the modern labor market, which allows them to realize themselves in a worthy manner, in both a moral and professional sense. The primary approach on which the Institute bases the retraining of military personnel is the use of intensive methods of instruction. The program is planned for three months, and learners attend a lecture hall for eight academic hours daily. In fact it is possible to speak about the method of "immersion", insofar as learners listen to lectures, participate in seminars and training sessions, complete practical assignments, and work with the use of computer program applications over the course of the entire working day. With account of the fact that they must also prepare for lessons the next day, it ends up that they are not distracted away from the process of instruction. As a rule, this provides significant results.

The progression of disciplines in the program. Study begins not with theoretical courses, but with information technology and the psychology of business communication. On the one hand, each of these disciplines formally provides a specific competency, and on the other hand,

they carry out reorientation of the student on the psychological level. Computer disciplines, first of all, develop the thinking processes (the ability to adapt, to distinguish analogies, to remember, to synthesize material, etc.), i.e. they develop and increase the coefficient of the intellect. Moreover, and this is the most important, it teaches self-discipline and overcoming oneself. This, in essence, is a small-scale model of their future civilian life, when the former military personnel should study something from the very beginning, irrespective of their past achievements and status, and achieve results in an unfamiliar field. A parallel course of psychology in addition to these specific lessons in the field of management psychology allows learners also to solve their particular personal problems.

Alternation of subjects in the program allows the learner, on the one hand, to switch between different disciplines, and on the other hand – to obtain a holistic picture. The issue is that different instructors of one and the same concepts speak from the point of their subject, and learners have the ability to collect all this knowledge at the same time, not falling under the influence of any one point of view.

Completion of the course. Training instruction in completed in an educational training firm, which allows the knowledge, abilities, and skills learned in each discipline to be implemented and for a specific result to be achieved. The educational training firm is a virtual enterprise, created by the learners themselves. Roles or positions in the enterprise are assigned to the participants beforehand in accordance with their own interests, goals, and desires and with consideration of the opinion of the training instructor. Training participants complete the entire process from registration of the enterprise to organization of its work. Investment projects are developed and analyzed independently by them. Each subsection in the virtual enterprise fully conforms to the work of real prototypes and analyses the results. Use of similar training is also provided for the program “State and Municipal Administration” with consideration of the particular features of work within state and municipal organizations. Modern programs of retraining contain materials generally directed at the final product (i.e. obtainment of a certain capacity of knowledge and insights about the subject studied). Furthermore, our methods are focused on the process of instruction itself. Programs directed at the product reflect the final concepts of instruction. In programs targeted at the process, the focus is on the means of instruction and on the description of specific methodological techniques that are the most suitable for realization of the program goals. Thus, the use of the educational training firm in the retraining program not only gives learners an idea about work in real enterprises in the real world

and introduce them to completely new types of work, but it also helps them to adapt to modern working conditions. In the course of training, such approaches to instruction as the communicative, cognitive, individual-pragmatic, and sociocultural methods employed. In programs geared towards the process, basic methodological approaches are reflected, the application of which allows the goals of instruction to be carried out more suitably. Learners having completed the training acquire invaluable experience in a team and experience of independent decision-making in a sphere of work that is new for them. The correct application of unique modern methods in retraining allows for remarkable results in education to be achieved both in terms of the amount learned and the length of instruction.

Job placement. The Institute takes an active position on promotion of its graduates on the labor market. For more effective job placement, monitoring of the job placement of its graduates has been established in the Institute. The goal of monitoring is to analyze job placement and reveal the reasons why the transition of military personnel to civilian life is difficult. Job placement of military personnel and members of their family is organized in conjunction with employment agencies. Cooperation in the matter of job placement with organizations, enterprises, and institutions of the city has been established. Consulting on professional orientation and psychological support of discharged military personnel has been organized. Thanks to this directed work, more than 80 % of the military personnel completing training find employment.

SPECIFICS OF ADULT EDUCATION

A. A. Zakirov

So far in Uzbekistan the following forms of adult education have arisen: (1) in the framework of formal education (organized in accredited and licensed state educational institutions with receipt of a generally recognized education certificate) – postgraduate education (postgraduate and doctoral studies on an intramural basis, and in determinant form), and upgrade of qualifications and retraining of specialists with a higher and secondary specialized education in the system of continuing professional education; (b) professional preparation of the adult and unemployed population in non-formal and nongovernmental educational institutions.

From 1998 in the Republic of Uzbekistan, mandatory secondary specialized professional education was introduced for a period of instruction of three years on the basis of a general secondary education, which also constitutes an independent step in a system of lifelong education. Channels for preparation are academic lyceums and professional colleges. Upgrade of qualifications and retraining of professional staff in systems of secondary specialized and professional education is carried out by the Republic Institute for Upgrade of Qualifications and Retraining of Personnel in the Faculty of Upgrade of Qualifications and Retraining of Personnel.

Adult education has its own specifics that differ from school and professional pedagogy, the recipients of which are secondary school students studying in professional colleges and academic lyceums, as well as students of institutions of higher education. Adult education is carried out directly by the Republic Institute for Upgrade of Qualifications and Retraining of Personnel in secondary specialized professional education. Its primary work is the upgrade of qualifications and retraining of managerial and pedagogical personnel in the system of secondary specialized professional education, rendering educational services to the adult population, as well as preparation of scientific pedagogical personnel on the basis of postgraduate and doctoral studies. The institute cooperates with international organizations in Germany (InWent, CIM, ABU Consuit GmbH, Festo-Didactic Co GMBH), Japan (JICA), the European Union (TACIS) and the Asian Bank of Development (ADB) in the framework of projects “Upgrade of Qualifications of Pedagogical Personnel in the System of Secondary Specialized Professional Education”, “Upgrade of Educational Effectiveness”, and others. Together with the representation office of the

German Adult Education Association (DVV international), since 2008 the Institute has implemented the project “Preparation of Andragogues”. The aims of the project are: (a) practical acquisition of the general principles and specifics of adult education; (b) practical preparation and psychological specifics of adult education; (c) familiarization with the functions and types of an andragogue’s practical work.

The most important condition and a major factor determining the success of adult education is the lifelong education of the teacher. The idea of lifelong education represents an aggregate of doctrines developing: (a) a special type of experience (sociocultural, pedagogical, objective and substantive, etc.), which the pedagogue should obtain in an educational environment; (b) organizational principles of constructing a system of lifelong education in pedagogical education and the criteria and conditions for its effective operation; (c) technologies of educational processes deployed in this system (contextual, imitation and simulation, collective and individual self-study, pedagogical training, choice of individual “routes” for acquisition of a profession, etc.), and others.

LIFELONG EDUCATION AND ELECTRONIC LEARNING FOR ELDERLY PEOPLE

M. A. Bakayev

Amongst the significant features of the information society of the XXI century has been a change to the traditional approach to education. It is now considered that there should be a transition to 'lifelong education,' understood as learning throughout an adult's life; a considerable part of the population will also study long distance through the electronic learning (e-learning) system [1]. The UNO forecasts that elderly people, i.e. those aged 60 and above, will account for more than 20 % of the world's population by the mid XXI century, and this number will go on to exceed one third [2]. According to the 2002 Census in Russia, 22 % of citizens were aged 55 and more, and this number had already reached 29 % by 2009 [3]. Recently, the overwhelming tendency in the life of elderly people has been a yearning for independence and lifelong education, as well as for a general improvement in quality of life, both of which can be provided by information technologies (IT) [4]. However, only about 6 % of Russian citizens aged 55 and above used the Internet in 2009 [3, p. 35], while developed countries saw this segment grow faster over the past few years than any other demographic on the Web. Thus, the USA had 38 % of Internet users aged 65 and above by the end of 2009 [5], and in Great Britain the number of pensioners online grew from 22 % in 2003 to 34 % in 2009 [6]. Research has not validated the existing stereotypes that elderly people cannot learn to use the Internet or else find it uninteresting, harmful or useless [4]. Now, at a time when computers and Internet services are becoming cheaper, the major hindrance for elderly people seeking to familiarize themselves with IT and hence to e-learning as a means of lifelong education are the objective and subjective difficulties of computer technologies.

The key factors contributing to the successful mastering of computer technologies by elderly people include both support and help from teachers (for example, the personnel of computer courses), and encouragement from members of the student's socio-demographic group [7]. It has also been specified that many elderly students regard training centres as social communities, and the feeling of belonging to them becomes an additional motivation to study [8, p. 53]. In 2002, the People's Faculty of the Novosibirsk State Technical University organized a free yearlong

educational program [9], including a computer literacy course carried out in small groups (up to 8 people) for people of retirement age. Over the period between 2002-2009, the faculty taught 940 pensioners. The participant pensioners give the following reasons for entrance to the People's Faculty of the Novosibirsk State Technical University: “to raise their level of education” (38 %); “to get up to the standard of knowledge of modern society” (17 %); there are also notable answers such as “to become computer literate” (12 %).

To find out why elderly people do not use computers and the Internet, and to estimate the effect of the computer courses on the students of the People's Faculty, we conducted a survey of 110 respondents. All the participants belonged to two different groups (cf. Table 1), the first containing graduates of last year’s courses, which were undertaken over half a year before the survey, and the second containing those students who have just entered the faculty.

Table 1

Participant Details

Indicators	Unit of measure	Graduates	Freshers
Numbers of participants	Person	21	89
Men/women	%	10 / 90	12 / 88
Average age (roof-mean-square deviation)	Age	63.5 (4.73)	63.0 (5.89)
Has higher education	%	86	80

The reasons for not using computers and the Internet or for using them less than desired include the following (the participants were allowed to give several answers): “not having sufficient knowledge” (79 % of participants); “there is nobody I could ask for advice/help in case of difficulties” (21 % of participants), “the expensive cost of computers or of access to the Internet” (18 % of participants). A relatively small number (only 11 %) of the participants mentioned the lack of access to computers (they have none at home, and neither do their relatives or acquaintances) or to the Internet (31 %). It is worth noting that 47 % of participants had access to the Internet but did not use it.

71 % of graduates replied that “training at the People's Faculty had essentially affected the intensity of their computer and Internet usage.” An objective estimation of the significance of this factor was formulated based upon a measurement of weekly frequency of computer and Internet usage

by both groups of elderly people. Only 19% said that they “do not use the computer at all,” while freshers giving the same answer accounted for 62 % (cf. Fig. 1). Similarly, 38 % of graduates “did not use the Internet at all,” while freshers giving the same answer accounted for 79 % (cf. Fig. 2).

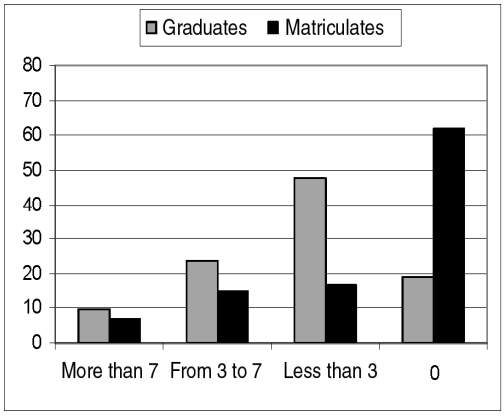

Fig. 1. Computer use amongst participants (hours per week)

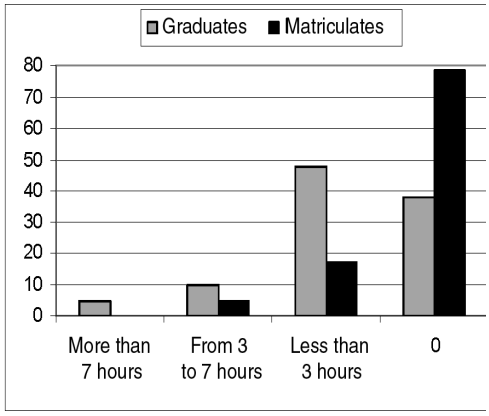

Fig. 2. Internet use of the Internet amongst participants (hours per week)

Despite the large number of publications on various aspects of social protection for elderly citizens, the issue of their education by e-learning still remains rather scarcely studied. Our research found that the major hindrances for elderly people in the use of IT are an underestimation of their own knowledge and abilities (79 %) and the absence of support in case of difficulties (21 %). The number of elderly people having successfully graduated from the computer courses but not using the computer decreased from 62 % to 19 % and those not using the Internet from 70 % to 38 %. It is necessary to mention here that there was no random sampling of the participants in the research; the graduates taking part in the survey six months after graduation from their courses seem to be more diligent users than the average fresher. Nevertheless, the general results of the research correspond to those received from elderly people in other countries [8, p. 49], even though the students of the People's Faculty of the Novosibirsk State Technical University are not fully representative of all Russian citizens, differing in levels of higher education, social activity, and tendency towards lifelong learning. The further spread of computer courses in small groups consisting of elderly students can contribute fundamentally to the wider involvement of this social group in the use of both information technologies and electronic learning aimed at more effective lifelong education.

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AN INNOVATOVE APPROACH TOWARD THE ADVANCED TRAINING OF EDUCATORS

A. Tashkhanov

According to the national program of advanced training in Uzbekistan, a flexible system of advanced and additional training of educators is being created. The analysis of the current situation within the system of retraining of leaders, engineering and pedagogic workers in professional education has disclosed the following problems: (a) the reproductive nature of the contents of retraining programs, and the dogmatic form of the shaping of those contents; (b) a lack of possibility for learners to chose the form, content and individual program of their education; (c) the insufficient use of modern communicative and information technology, and networked forms of organized retraining; (d) the use of outdated pedagogic technologies.

Obviously, it is impossible to eliminate the discrepancy between the requirement of innovative pedagogical practice at the level of the educators' qualifications and the current state of the retraining system without solving the aforementioned problems.

An innovative educational advanced training program for leaders, engineering and pedagogic workers in professional education has been elaborated in the course of research. One of the first variations of this program is being conducted at the Institute for Advanced Training and Retraining in the system of vocational professional education. The conceptual model, on which the program is based, is aimed at the realization of such values as the personality of each participant in the educational process, the meaningful interaction of a person and culture through assimilation of basic activities (research, planning and management), and self-determination in an open educational environment.

Realizing the open educational environment model in the framework of retraining systems allows for the building of the training and retraining process as an educational process as well as for the creation of a system of training specialists for work in new types of professional educational institutions.

The educational program includes several private programs, the existence of which is conditioned by the following aspects: (a) the innovative character of the work of leaders, engineering and pedagogic workers in professional education requires comprehensive assimilation of the leading types of intellectual activity (research, planning and management); (b) individualization of the educational process may be

conducted by a new type of educator – a tutor, who provides pedagogical consulting, support and maintenance of the process of differentiation in education.

Ongoing quality assessment of education may be related to the process by which learners assimilate educational technologies that provide possibilities for self-education and self-development, both during study and independent professional activity.

Tutorial support is a necessary element of retraining. The tutor helps learners to identify gaps in their knowledge and form and an individual program of professional and personal development. The tutor delivers support through individual tutorial consultations. An important pedagogical mission is the development of individual cognitive activity that shows in the actions of every learner who aims to increase the level of their professionalism. For a learner to acknowledge their educational and career prospects, they need the assistance of a tutor who can help them plan and realize an individual program. Thus, the main idea of the program to train educators within retraining educational programs is to create a system of training professional tutors. Such a program could be offered to educators of vocational education as well as educational workers in vocational professional institutions.

ASSIMILATION OF EDUCATORS' ASSESSMENT METHODOLOGY IN THE PEDAGOGICAL RETRAINING SYSTEM

N. Z. Mamedova

For an education specialist to be able to use an assessment methodology presumes the formation a dynamic model of retraining aimed at helping an educator to overcome difficulties as a way of improving the quality of education in a situation where the prospects of its growth are being continuously predicted. Re-evaluting the current assessment system and communication between teachers and learners during the assessment process are among the most important aspects of education development. The assessment process is aimed at developing a learner's self-evaluation and their ability to self-reflect as well as the interaction of learner and teacher at the stage of making the assessment. This is the result of a mutual activity.

New educational strategies and study models cannot be successfully implemented into the educational process without transformation of the assessment system. The modern assessment system requires revolutionary changes because in its current condition it does not reflect the actual quality of education, does not fulfill either its motivating or stimulating function and does not allow for the tracking achievements of each learner and changes typical only for them. The theory and methodology of pedagogical education demonstrates fragmentariness of knowledge about the content and methodology of assessment activities conducted by educators. Research into the assessment methodology to be conducted by educators is restrained by lack of such professionally important qualities as the interaction of educators and, especially, mutual respect, democracy, reflection, etc., in the assessment process.

In the practice of professional pedagogical interaction, educators often see the assessment process not as a complex system or a process but as separate work, which does not involve profound selection and grounding of means and evaluation methods of the learners' results. Lack of attention to the assessment process on the part of both teachers and learners has bad influence on the learners' progress and leads to subjectivity in evaluation, unwarranted categorization, and an incorrect perception of the situation. During retraining, even highly experienced educators find it difficult to objectively analyze their own assessment process of learners' progress as well as to list the criteria determining their assessment competency. This is another reason for a purposeful scientific

grounding for content and methods of forming the assessment competency of educators in the system of pedagogical retraining and advanced training.

The necessity of disclosing the contents and explaining the concept of the assessment work of educators is based on the idea that in the current situation only a competent and reflexive educator may lead and direct the professional and personal growth of future specialists. An educator who is capable of interacting and cooperating with learners and parents on a partnership basis and who can understand and correlate the meanings and assessment norms as personal and professional values is very much needed in the education system.

Evaluation and assessment activities appear to be an object of interdisciplinary research. In pedagogical psychology, assessment is considered as means of stimulating and directing learners and as a necessary component of study. In social psychology, assessment is interpreted as means of social regulation. Pedagogic examines assessment as a method of stimulation and regulation of study activity, as a means of pedagogical influence, as a fact of pedagogical leadership, and as an estimation of the level of correlation between the knowledge and skills and the planned curricular. In addition, it also serves as an indicator of the level of correctness of task fulfillment, a criterion of the independence and initiative of learners, and as an indicator of public evaluation of their personalities. Thus, in the context of research, the phenomenon of educators' assessment activity is most often studied as an administrative aspect of pedagogical work.

Therefore, an analysis of the theoretical framework and of practical experience demonstrates contradictions between: (a) the necessity of implementing the methodology of assimilating assessment methods by educators and the lack of elaborated conceptual approaches to this process in the system of advanced (re)traning; (b) the need of contemporary pedagogical theory and practice in scientific and methodological terms to assimilate assessment methods by educators and the lack of a scientific basis to the system of assessment pedagogical tools, technologies and methods; (c) the objective need of educators for an updated assessment methodology as a crucial component of their professional competence and the low level of its assimilation within the process of professional pedagogical education.

The filling of the methodology assimilation process by educators in the retraining system with content and meanings represents the implementation of theoretical rules in the form of a module-based educational program. Such a program should include invariable blocks that

are filled with variant modules designed together with learners. The content of an individual educational program is formed depending on the professional and personal development of a learning educator. Directing, regulating and reforming functions are performed by the identified principles and technologies to create the optimal conditions for the methodology of educators' assessment activity in the process of retraining.

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THE PLACE AND ROLE OF A TEACHER AND EDUCATOR IN SOTSIOOBRAZOVATELNOM SPACE IN GENERAL AND THE INSTITUTION IN PARTICULAR. PEDAGOGICAL INNOVATIONS IN THE EDUCATIONAL PROCESS

RUSSIAN EDUCATION: PRIORITIES OF PROFESSIONAL TRAINING OF PEDAGOGUES

V. N. Skvortsov

A consideration of the priorities of professional training of pedagogues of the general and middle professional school is linked with establishing a new system of social, economic and civil coordinates of the development of Russian society and education. Here, issues become important concerning the development of value and meaning aspects of the activity of modern pedagogues working in Russian general education schools, professional lyceums and colleges. Time is required for radical technological changes and an update of socio-economic components of the life of our entire society. In these conditions, an important priority, in our opinion, should be the systematically understood and solved task of a positive change in the social status and training of modern pedagogues at schools, professional lyceums and colleges. Solving this task may be seen as the integral result of the realization of other (but which are subordinate to solving the first priority task of the development of national education) key directions in the development of the modern Russian pedagogical community employed in the sphere of general and middle professional education of youth.

Raising the social status of pedagogues of general education schools, professional lyceums and colleges is one of the key priority areas of the modern development of Russian education and professional training of the teaching body. Progress in this area can be real if the following key tasks are carried out (but only if they are subordinate to an even higher integration goal): (a) social and economic conditions of carrying out pedagogical activity are improved; (b) the staff potential of Russian education becomes younger; (c) the development of lifelong education of pedagogues continues, ensuring the realization of their creative and innovative potential; (d) there is a rise in the quality of pedagogical activity and the educational process at all levels; (e) a positive image of the Russian pedagogue is formed. All these priority areas for the development of

Russian education and professional training of pedagogical schools, lyceums and colleges are objectively linked with the concept of the creation of a "new Russian school", and tasks for the improvement of the education of today's younger generation. We shall briefly examine each of these areas of the development of professional training of modern Russian pedagogues working in the sphere of general and middle professional education of youth, but in the context of raising their social status in Russia society.

The priority nature of development of socio-economic conditions of activity of pedagogues of general education and middle professional schools is based primarily on the increasing competition for the main human resources of the development of contemporary civil society – human capital. In principle, every person is the main goal, and not an appendage, of the economy. This implicitly existing tendency is unavoidable for the development of countries striving for leadership in the modern world. It is directly related to problems of the development of education and raising the social status of Russian pedagogical workers, as education fulfills numerous useful functions, above all the instruction and upbringing of youth.

When we speak of raising the social status of pedagogical workers of general education and middle professional schools, we must be guided by the development of socio-economic conditions of the activity of modern educational institutions, and also have quite a clear theoretically and practically justified idea of measures for their "resource provision" (organizational, economic, financial-budget etc.). From the theoretical and practical viewpoint, here we must combine into a single system an increase in "knowledge values" and effectiveness of stimulating an innovative strategy of development of our new economy up until 2020 with a series of measures that focus legislative and executive institutions of the power vertical on the practical introduction of the "principal of parity of financing" of the sphere of education with other branches of the economy and social life, which are important factors of labor productivity. This follows from the nature of pedagogical activity in the school, lyceum and college as highly qualified and difficult work. The fact of the matter is that on the practical level, it has not yet been possible to give an extremely precise description of the productive character and socio-economic effect not only of an individual institute of study, but often all of middle education (general and professional) as a whole. Here, if we may say so, two major sets of circumstances "work" against this sphere of education: firstly, the feedback from the development of the sphere of general and middle professional education and the activity of its pedagogues is economically very difficult to assess (and measure the effect of its improvement) in the short to medium perspective, owing to the fact that the effectiveness of this social institution can ultimately only

be checked by the entire socio-historical experience, and not by the experience of a specific school, lyceum, college, or even an individual region; secondly, the effectiveness of both education in general and professional training of individual pedagogues of schools, lyceums and colleges is of an implicitly "multi-directional" nature.

The effectiveness of the development of education and the activity of pedagogues may be expressed empirically in the most varied poorly measured results. For example, in the focus of young people on creating a strong family, in the ability and skill of young people to resist the difficulties of life, in the professional aspirations of young people, and the effectiveness of their careers, in a drop in crime, in the formation among young people of a system of new values that are appropriate for civil society, etc. Measuring and giving an adequate economic assessment (and thus encouraging) this multi-directional effectiveness of educational institutions and pedagogues is something that we are not yet able to do in theory or in practice. All this hinders and complicates society from accepting the fact of the involvement of the sphere of general and middle professional education of youth in the labor productivity of all of society, on the one hand, and on the other hand it slows down the formation of an effective system of its budget financing. In order to remove these barriers, in our opinion, we must more specifically (both in theory and in practice) development new economic mechanisms, which lead to the gradual decrease in financing general and middle professional education of youth "on the residual principle", on removing in practice its financing of principles which are based on "filling classes and groups" (the mechanisms that are currently been advocated of "per-capita financial of educational institutions" will, in our opinion, not change this task fundamentally). It is also necessary to theoretically devise and practically realize a coordinated and mutually balanced system of socio-economic mechanisms of support (at federal, regional and municipal levels), and back-up of pedagogues in small towns and villages, with federal and socio-economic "parity" with other employees of the social infrastructure. To this end, with an understanding that they are all working towards a decision of the priority goal of increasing the social status of pedagogues and the education sphere in general, we must develop and legislatively set down in writing (guided here by a different budget ideology) new mechanisms for forming the salary of pedagogical workers. They must take into account the fact that the salary of pedagogues of general education and the middle professional school should (in relative terms) be 75-80 % higher than the average salary in basic branches of industry and construction of the given region. It is no secret that many pedagogical workers are dissatisfied with their salaries, school financing and the level of their social security. For example, with an average salary in the main branches of the

economy equal to 23-24,000 rubles, the acceptable salary for pedagogues of general education schools and professional lyceums and colleges should be at the level of 30-40,000 rubles, and not 15-16,000 rubles, as was the case in St. Petersburg in 2009. At the same time, one must remember that in the value system of modern pedagogues (as among other groups of the population), emphasis has begun to be placed not only on a high salary, but on the interests of the family, and the desire to increase and fundamentally change one's free time. This indirectly shows that a new quality of life as a factory and criteria of social stratification in general and the formation of the social status of pedagogical workers in particular evidently has a decisive role in modern conditions. These parameters of the life activity of pedagogues must primarily be connected with the quality of work, and only secondarily with the quantitative, extensive characteristics of the study process.

A special aspect of the problem under examination is the combination of financial and economic factors that allow educational institutions not to reduce financing in the case of an objective drop in the number of pupils (which is especially relevant for rural and sparsely inhabited regions and villages in our country). These socio-economic priority measures should be based on transparency of budget and sponsor financial flows, help to carry out diversified systems of forming a material and technical base of the regional system of schools, lyceums and colleges, realize a program for increasing the professionalism of their pedagogical personnel, increase the flexibility, competitiveness and target nature of salary of individual pedagogues, and also to finance educational institutions, including measures to apply pension norms for civil servants to pedagogues.

A special group of measures is connected with the development of ideas of national education projects. Here, in our opinion, it is necessary (and at different levels) to support the creation of new institutional norms of territorial organization of the sphere of middle general and professional education of youth. For example, the creation of territorial educational consortiums, to single out and (on the basis of the paradigm of radical state intervention) give priority support to research interdisciplinary educational programs directed towards raising the effectiveness of the realization of the innovative potential and cultural development of Russian in the present century.

The staff potential of Russian schools, lyceums and colleges becomes younger. At the center of a solution to this priority area of development of Russian education and training of pedagogues lies the problem of young pedagogues and teachers coming to schools, lyceums and colleges. At present in Russian general education schools, professional lyceums and colleges, not more than 7-12 % of teachers are

30 and younger. This explains why for the state and society, attracting young pedagogues to schools, lyceums and colleges has become one of the main priority areas of activity. Schools, lyceums and colleges should not only be filled with the energy of young pedagogues, but on their basis of their activity, it should be imbued with the spirit of new value coordinates of the development of the modern pedagogical process. The reasons that young people do not go to teach in schools even after they graduate from pedagogical universities has long been well-known. They are all focused on the problem of a fundamental change in the social status of the instructor, pedagogue and teacher of the modern school, lyceum and college, as their low social status does not objectively correspond to the social responsibility of the work of the instructor, pedagogue and teacher.

Development of lifelong education of pedagogues working in schools, lyceums and colleges as a priority area is based primarily on a number of fundamental socio-humanitarian tasks of modern Russian society. This formulation of the problem, in our opinion, is connected with two (objective and subjective) groups of circumstances:

firstly, the development of lifelong education of pedagogues depends objectively on the goals and strategy of the modernization of the modern Russian school. Therefore, the entire strategy of realization of programs of post-graduate education of pedagogues of schools and pedagogical engineering workers of lyceums and colleges is inevitably carried out in the context of new reforms and a concept of the development of the system of general, primary and middle professional education. In particular, it is connected with the development of the organization of lifelong education of pedagogues in the territorial aspect, which is based on the formation of special educational districts which encompass the university and the system of schools, lyceums and colleges of the region etc. Its main task is to ensure the maximum effective self-determination of youth, and its professional re-orientation based on the needs of the labor market and the market of education services etc.;

secondly, the development of lifelong education also depends on subjective needs and interests of the Russian pedagogical community. Modern pedagogues working at schools, lyceums and colleges are interested in a broad spectrum of areas of their lifelong education, in particular: gaining knowledge in the field of the subject taught; increasing competence in the field of the theory and method of teaching and bringing up youth; mastering important knowledge on age psychology, communication skills with children from a different ethnic culture; knowledge of the spiritual traditions and modern Russian socio-cultural conditions; basic competence in the field of law and economics, including the economy of education etc.

What are the problems which must be solved primarily? The most serious problem, in our opinion, is the development of lifelong education and professional training of pedagogues as a special technology for transferring new knowledge from the field of theory to the field of methods and practice of teachers and pedagogues of schools, lyceums and colleges. Here, in our opinion, a priority task should to have more experienced pedagogues from the university accompany teachers of general education schools, professional lyceums and colleges in processes for solving practical tasks, through a system of permanent programs of lifelong and additional post-graduate education. This will make it possible to solve a very important task in the development of the professional activity of pedagogues of the most varied level; to improve its structure, contents and organization. In these conditions, universities, as centers of lifelong education, should create a system for raising the qualification of ordinary pedagogues, when through the most various forms of post-graduate education they will gradually be drawn into the orbit of new innovative and progressive developments. As they master them, they will introduce them and disseminate them in their educational institutions. At the same time, post-graduate professional training of pedagogues will objectively be fitted into the logic of all stages of their lifelong education (pre-university, university, post-graduate training).

A special priority problem, in our opinion, also exists when we think about the development of professional lifelong training of pedagogues of schools, lyceums and colleges in two of its basic areas or strategies. Here, we mean lifelong professional training of the so-called “vertical nature” (baccalaureate – master – graduate student – specialist with scholarly degree) and “horizontal nature” (various forms of additional education that allow ordinary pedagogues to acquire and master new professional competencies, but at the same time remain at their previous places of work). Here there are two priority tasks for research and real practice. The first task is connected with the search for the most optimal ratios between the vertical and horizontal area of development of lifelong education of modern pedagogues of schools, lyceums and colleges with the substantiation and elaboration of the mechanism of their movement from ordinary professional to graduate and doctor, and the return of the latter to the sphere of real pedagogical practice. The second is connected with the as-yet weakly development of mechanisms of social and economic assessment of realization by pedagogues of programs of their lifelong general and professional education. If we have to some extent learned to assess and stimulate materially lifelong professional training of pedagogues with a “vertical direction”, things are at present not so good with lifelong professional training (especially general education training) of pedagogues developing in the “horizontal direction”. Here,

in our opinion, the priority task arises to carry out effective diversification of universities, the recognition of various stages of lifelong education by representatives of the modern pedagogical community involved in the activity of schools, lyceums and colleges. In particularly, this is connected with developing mechanisms of recognition by the state and material encouragement of informal lifelong education of pedagogues throughout the course of their life.

Raising the quality of pedagogical activity, when we are talking of a new quality of Russian education at schools, lyceums and colleges. The priority of this area of development of education in our country is based on the main goal of development of modern Russian education, the meaning of which lies in ensure conditions to satisfy the demands of youth, society and the labor market for quality education, by creating new institutional mechanisms for regulating the sphere of general and middle professional education of the growing generation, updating the structure and contents of education, and developing the fundamental nature and practical direction of educational programs, forming a system of lifelong education. And there are also objective demands for Russian education and training of pedagogues that have arisen as a result of international comparative studies of its quality.

The requirements in the field of raising the quality of modern Russian education may include the following. Above all, the requirement for new educational standards for the comfort of the educational institution should be realized (as conditions of study that correspond to the technologies of the 21st century). At the same time, the comfort of the educational institution, in our opinion, should only involve the material conditions of its functioning and development. We may also include here ensuring conditions for realization of equal rights of citizens to education of all levels and stages. The creation of a normative legal base in the field of education, ensuring the functioning and development of a system of general and middle professional education in the interests of the personality, society and state. The introduction and realization of new state education standards and matching model education programs of various levels and areas of education. To ensure the comfort of the educational institution (school, lyceum and college), the contents of education should be developed which match the modern Russian and international level of technology, science and culture. This must include the development of available scientific research and scientific and technical activity of the organization of the system of general and middle education, integration of business and education. The comfort of the educational institution will be attained if it is possible to improve the system of its licensing, attestation and accreditation, the system of lifelong education, develop full partnership between the Russian system of education with education systems of foreign nations. Then the comfort of the

new school may be regarded as a special quality of the education of youth and professional training of pedagogues, leading to a certain multiplying effect: (a) restructuring of the system of educational institutions of professional education of various levels; (b) equipping them with study equipment in accordance with the requirements of state education standards for general and professional education of all levels; (c) quality improvement of conditions of study, acquisition by pupils of practical skills and abilities; (d) development of creative and professional abilities of pupils; (e) increasing interaction of all institutions of general and professional education with industry and the service sphere in training highly qualified personnel; (f) satisfying the demands of citizens for highly qualified educational service, with simultaneous involvement of youth in full productive work.

Finally, all of this should be realized in the special system results of the activity of educational institutions. On the one, in the predominance of a special system of pedagogical principles of the life activity of the educational institution (connection with the life of society, cultural nature of education and upbringing, systematic nature of knowledge and skills of graduates, a common requirement and respect for pupils etc.). On the other hand, in the satisfaction of society's demands for work by qualified employees in all the main areas of socially useful activity, in raising the competitive ability of graduates of educational institutions of middle professional education on the labor market. However, it should be remembered that the development of the quality of education and training of pedagogues cannot be identified with and reduced solely to the material comfort of the organization of the study process at the school, lyceum and colleague, and to the specific educational institution's active inclusion in the Internet space.

Special attention should be given, and perhaps this is most important of all, (if we are talking about the development of a new quality of Russian general and middle professional education and training of pedagogues that measures up to civic ideas of modern society) to the culturological aspect of this problem. The quality of education at general education and middle special study institutions is implicitly connected with its ability to maintain a "thesaurus" of our national culture for young people. The pedagogical community of each educational institution and of the country as a whole faces the difficult task, on the one hand, of forming a new system of names and symbols among the growing generation, and on the other hand to help young people to reassess former "names and symbols" that embody the historical conscience of our nation. Essentially, at present pedagogues face a colossal task – to educate the multi-dimensional (in the civic, moral and artistic and cultural aspects) historical conscience of the modern young generation. It is no secret that in the contents of modern general and middle professional education, it is the nurturing of civic, moral and artistic

and aesthetic culture that has weakened to the greatest degree. The culturological aspect of raising the quality of education and training of modern Russian pedagogues allows us to examine this process through the prism of two its possible directions of development:

the first direction of development of a new quality of the education process and professional training of pedagogues will make it possible to realize at schools, lyceums and colleges a nurturing of the historical conscience of modern youth through a creatively oriented system of relationships of all subjects of study and education activity;

the second, on the contrary, gives preference in education and instruction of youth to material comfort and the quality of functioning of the educational institution, in comparison with the "comfort" of the in-depth contents of the educational process and relations between pedagogues and pupils. In this second case, the young pupil disappears as a historically given and historically thinking personality, and the dominant role in their education "…begins to be played by surrounding objects and formalized role relationships. In this environment, very little space remains for the personality" (C. Baudrillard).

In the first direction of development, the study and education process moves to a level of a spiritual system of the formation and realization of the personality, both of the pedagogues and the pupils. In the second, the study and education process may be seen solely as the realization of the function of a determined and essentially alienated system of their relations. Naturally, in the formation of a new quality of education at the school, lyceum and college, and also in organization of professional training of pedagogues, the first direction of development should be taken as the guideline.

Formation of a positive image of the modern Russian pedagogue. This priority area of development of national education and training of modern pedagogues is directly connected with raising their social status. It includes a system of measures which makes it possible (through the introduction of educational standards of the new generation and a many-sided attestation of education institutions) to provide real stimulus to the formation of a new socio-professional image of pedagogical workers of general education schools, lyceums and colleges at municipal, regional and federal levels. In particularly, by including systems of indicators of municipal, regional and federal positioning of pedagogues and educational institutions in standards and documents of attestation. These may include, for example: (a) the level of vertical-horizontal integration of the pedagogical team with other pedagogical communities and employees of municipal, regional and federal bodies of the education department; (b) the extent of positive comments on the activity of the pedagogical team of an educational institution in media of various levels and

orientation; (c) other indicators of recognition of the school or institutions of middle professional education (their pedagogues) by the most diverse social groups of the municipality and region. In our opinion, these should include:

the system of social and psychological indicators which could reflect positive assessments of the activity of the educational institution and its pedagogues by the needs of educational services, partner educational institutions, enterprises and organizations;

indicators of the level of readiness of educational institutions and their pedagogues for competition with other subjects of educational processes at municipal, regional and federal levels;

characteristics of the ability, and most importantly the motivation, of the administration of educational institutions to retain the contingent of pupils and pedagogues;

indicators of the authority of employees of the educational institution and the level of complementariness of teachers, pupils and their parents, pedagogical workers in general and local residents.

A special place in the formation of a positive image of the modern Russian pedagogue should be played by the system of indicators of the formed nature of the new pedagogical culture of the educational institution, expressing the level of development of the organization and self-organization of pedagogical teams, their “productivity” in carrying out the set of their basic world-view, culture-conveying, socialized and other professionally oriented instruction and education functions. Here we may single out a system of indicators of readiness of teachers to change their socio-professional status: (a) degree of satisfaction of pedagogues with the conditions and results of activity, (b) extent of their personal and professional development, (c) level of their aesthetic and artistic potential, (d) degree of development among pedagogues of trans-cultural, communication skills and abilities to communicate with parents of their pupils, (e) personal, professional and civil positioning of the pedagogues by themselves (and educational institutions) at municipal, regional and federal levels. The main idea in creating a positive image of the modern Russian pedagogue consists on the one hand in realizing the aspiration to form effective forms and ties of pedagogues and teachers in the process of educating pupils, and on the other in introducing into the contents of subjects of the general education and professional cycles of the intensified culturological portion, and the step towards realization by pedagogues and educational institutions of a modern culturological model of personality of pupils, providing advanced joint civic and moral and aesthetic development of teachers, pedagogues, pupils and their parents through their contact with Russian and world culture. To this end, it is necessary to organize, on the basis of the most successful schools, lyceums

and colleges (with the involvement of universities), permanent culturological courses for pedagogical workers. To turn the system of their offices, department and faculties of aesthetics and art into municipal, regional and federal (if the university is concerned, for example) methodical centers, which could not only organize appropriate instruction, but also carry out an analysis of the degree of cultural collectiveness of study and education curricula of other educational institutions. To achieve this, it is necessary to develop a system and mechanisms of development of their material base and methodological provision of offices, departments and faculties of aesthetics and art, to raise the qualification of pedagogues and the culturological field etc. We believe that these sectors will be focused (through new forms of interaction with parents) on raising the inner potential of pedagogues and pupils of Russian schools, lyceums and colleges, on the integration of the teaching and education process.

All these measures, through a positive change in the image of educational institutions and modern pedagogues, will enable them to raise their social status, and effectively implement the national concept “Our new school”.

MODERN APPROACHES TO PEDAGOGUES' SELF-EDUCATION

T. Yu. Lomakina,
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This year has been declared the Year of the teacher, and we all place great hopes in the year, and deservedly hope for solutions to financial problems, above all. However, a teacher and pedagogue, despite how much financing there is, was and remains a creative person. It is creativity and a creative approach that characterizes the profession of teacher and pedagogue. Among the problems which must be solved by the pedagogical community, we would single out three.

The first problem is connected with the concept of the modern teacher: what should this person be like? This problem is also relevant today because Russia has signed the Bologna and Copenhagen conventions. We must develop a national system of qualifications and professional standards which will serve as the basis for the creation of a new generation of educational standards. One of the difficult standards will be the professional standard of the teacher. In the media, a discussion of this problem has already begun, where three approaches can be seen: (a) the teacher as a translator of their experience and knowledge, which is regulated by a state standard. (b) the teacher as a means for providing education services; (c) the teacher as a conductor, assistant and partner of the pupil in the choice of an educational path in the world of knowledge and social adaptation in interpersonal relations.

The second problem is integration of general education with other educational levels. In recent years, much attention has been given to integration of the school with universities and colleges. However, psychologists have proven that the child is most sensitive to new things up to the age of seven, so one should pay particular attention to the integration of preschool or before school education and school. A solution to this problem is being actively worked on in European Union member countries.

The third problem, without which it is impossible to solve other problems in education, is connected with the improvement of the teacher themselves. Today it is clear that information in any sphere of knowledge is significantly and fundamentally updated more than just every five or three years. So the existing system for raising qualification does not fully match the teacher's need for knowledge. The pedagogue today must pay attention to their self-education.

The first skills of self-instruction that are formed initially in educational institutions, which are improved in the process of higher (university) and post-graduate education, become particularly important in adult age, when a person must solve numerous important professional and social tasks that require a mastery of strategies of independent searching, an assessment of the role of influence and degree of significance of factors affecting the personality.

Fundamental changes in all spheres of life constantly modify the social order of society for education, making increasingly new demands both on its contents and forms of transmission, and methods of organization of cognitive and practical activity of pupils. In this situation, the problem of lifelong education of the teacher comes to the fore, which is increasingly transformed into self-education, making it possible to maintain a harsh “standard of compliance” to the swiftly changing realities of life. Furthermore, innovative pedagogical activity that is widespread in educational institutions involves a rejection of traditional clichés and stereotypes in the instruction, nurturing and development of the pupils’ personality. It goes beyond the bounds of existing norms, and creates new norms of the personal and creative, individual focus of the activity of the pedagogue, new pedagogical technologies which realize this activity. Here pedagogues realize themselves more profoundly as bearers of social innovations.

The adaptation aspect of professional self-improvement of the pedagogue lies in the need for professional “survival” of the teacher, their full functioning as a representative of the pedagogical community; the readiness to discover social, professional and personal perspectives.

Today there are great opportunities for realizing the activity of the personality of the pedagogue and their innovative activity. This is helped by a number of changes that have taken place in life, and are reflected in people’s thinking: the removal of restrictions in profession activity, and the decrease in preconceived, and most importantly imposed, opinions and judgments, and an increase in the flow of information. Freedom of actions and timely reacting to outer changes helps the pedagogue to acquire very important abilities, which include: readiness to react to the unexpected and make independent decisions that require risk, responsibility for them, and criticism in assessment of their own and others’ actions.

In the problem of self-education of the teacher, the idea of the Russian psychologist B. M. Teplov becomes of immense theoretical and methodological importance. This idea states that personal psychological features are not only manifested in activity, but are also created in it.

Pedagogues working in the sphere of basic and additional education, teachers of educational institutions at various steps on the education ladder experience a need to update their professional luggage, and look for new approaches to one of the main objects of pedagogy, the study process. Expanding international contacts stimulate a flow of foreign innovations, which are included according to the situation into the Russian educational practice without the necessary scholarly analysis.

The study by M. V. Klarin has great importance for the development of the theory and practice of self-education activity of the pedagogue, which, on the basis of a theoretical analysis and characteristics of innovative searches in organizing the study process in modern western pedagogy, proposes a typology of innovative models, determines their general basis and possibilities of practical use. Of significant interest is the author's description of the search approach to the study process on the basis of the reflexive activity of the pedagogue, which characterizes both the procedural and the contents side of instruction, and is introduced especially into the contents mastered.

The search approach is realized in developing such procedurally oriented models which are directed towards pedagogues mastering independently constructed new experience, in the form of a model of the study process as an organization: systematic research activity of pupils; game-playing, simulation activity; communicative and dialog activity, active experience of opinions, creative discussion etc.

An analysis of the literature (V. A. Slastenin, M. M. Levina, A.V. Mudrik, M. V. Vilenskey etc.) enabled us to single out the following approaches to the organization of higher pedagogical education and teacher-training: (a) the culturological approach provides the formation of contents of higher pedagogical education through the priority development of "human studies"; (b) the personal active approach is connected with new technological processes of instruction, which are designed to carry out the transition from the abstract formation of the personality to pedagogy of the development of the personality; (c) the semi-subjective (dialogical) approach proclaims the subjective position of the future teacher, and the attitude to the teacher as a unique personality, a personalization of professional training; (d) the individual creative approach determines the structure of interaction of the teacher and the student; (e) the acmeological approach reveals factors (inclinations, gifts, abilities, talent, family upbringing, self-promotion etc.) that make it possible to reach the heights of professional mastery.

In the structure of self-education of the pedagogue, like N. Yu. Postalyuk we single out two components: style-forming and motivational. The following qualities may be classified as the features of the creative style of the pedagogue's activity: the ability to see problems, independence of judgment, originality of thought, ease of association, anti-conformism of thinking, ease of generating ideas, critical thinking, ability to transfer knowledge and skills into new situations, readiness of memory.

Personal correlates of the creative style of activity are considered to be features of the emotional and will sphere of the personality: the ability to concentrate creative efforts, persistence, inclination to take sensible risks, boldness and independence in judgments, optimism, a high level of self-esteem, aspiration and need to introduce new things etc.

The main system-forming factor of professionalism of the personality, according to A. A. Derkach and N. V. Kuzmina, is the image of the sought-after result, to which the subject of activity strives towards. The need to reach this, an analysis of measures of moving towards it, and a search for the causes that assist and prevent it from being reached, form the professionalism of the personality. The result is expressed not only in material and spiritual values, but in personal transformation in the process of creating not only a subjectively, but an objectively new product. Based on this, we may assume that self-educational activity of the pedagogue forms a three-level structure, where the foundation is reflection – contemplation by the personality of its own searching and creative activity; creative-transformation activity, and co-authorship.

At a certain stage of carrying out pedagogical activity, the pedagogue gains individuality in professional activity. Certain signs of individuality can be singled out: uniqueness, integrity, being relative closed off and autonomous, impenetrable for the outside environment, being oneself, originality, activeness and creativity. In this connection, the term "creative individuality" arises. Creative individuality manifests itself as a higher characteristic of professional creativity and includes: (a) intellectual and creative initiative; (b) intellectual capabilities, width and depth of knowledge; (c) feeling for contradictions, tendency to creative doubt, ability to feel an internal creative battle; (d) hunger for information, feeling of new and unusual things in a problem, professionalism, thirst for learning.

The motivational component of self-educational activity of the teacher arises as a consequence of a state of discomfort, when their work is deprived of an element of personal self-development and creative potential, and transforms from the value that has independent personal value into a means of earning money. We examine his component in two directions:

from the viewpoint of the place of professional motivation in (the general structure of motives) and as an assessment of the teacher's attitude towards changes, i.e. the demand for pedagogical innovations, the receptivity to them, which determines the contents component of the creative direction of professional activity.

As the study we conducted shows, motives of self-realization occupy quite an important role in the system of motives of self-education activity of the teacher – they are noted by around 1/3 of pedagogues. If they are connected with professional pedagogical motives, then motives of self-assertion are practically ruled out, which suppress the development of pedagogical activity.

One of the important factors that enables innovative activity to be carried out, and according the self-education of the pedagogue, is the creativity of the pedagogue, which is necessary for the creation of a new outlook, program, textbook, and also for modification of these new things on the level of introduction.

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THE TEACHER'S ROLE IN THE CONTEXT OF MODERN SOCIETY'S SOCIO-CULTURAL IDEAS AND VALUES

O.S. Bobrenko

Social surveys in Russia have revealed that one in every three students interviewed (or 34% of the sample) deems their teacher's work satisfactory. 42% displayed a degree of dissatisfaction with teachers' work. On the positive side, the interviewees noted that teachers are "highly educated" (10%) and "intelligent" (5%), they "do their job well" (7%), they are "demanding" (2%), "conscientious" (2%), and "hardworking" (2%). Looking at these findings, one cannot help but wonder if such characterizations as "highly educated" and "intelligent" are, in fact, reflections of a widespread social myth about how all teachers are supposed to be highly educated, well read, knowledgeable people. As for "doing their job well", what part of the job is meant, exactly? Is it teaching the subject, being a good role model, transmitting knowledge, grading, disciplining students, or something else? Three percent said they thought their teachers "lacked competence". Six percent said that, on average, a contemporary teacher is an "honest person", but 4% thought that teachers care more about "how much money they can get from the student's parents than about actually teaching," or said that teachers "extort money." For the 5% who said their teachers are kind to students, there were 4% who thought their teachers were "negligent of students." When asked, "Is there a teacher in your school you would want to be like when you grow up?", 42.3% of students said "no", 42.3% said they'd "never thought about it", and only 15.4% said they view one of their teachers as a model to follow. 75.1% of the children polled graded the quality of the teaching as "more average than high", 19.5% thought it was high, 1.3% said it was low, and 4.1% said it was "lower than average." [1].

This information seems to suggest that few teachers are capable of making competent decisions, and even fewer view teaching as a complex, flexible process using a knowledge base that's never complete, constantly changes, and should always be kept open to alteration and improvement. At best, teachers seek to impart the maximum amount of knowledge, which does not by itself translate into a "creative" worldview or self-perception for the child. And so the schools continue to perform their outdated social role inherited from the past. Schoolteachers today are part of a knowledge transmission process, and this has become the be-all and end-all of their relationship with the students. The quality of education is measured by how well the children are "trained", and this is recognized as the prime criterion of education quality (irrespective of the approach used: knowledge-based

or competency-based). Accordingly, all the testing – initial, interim, and final (including the National Standardized Tests, NSTs) – is geared towards measuring how "well-trained" the students are.

In our opinion, the problem here is that there are no uniform social ideals and no uniform moral evaluation criteria for individuals, social groups, organizations, or society overall, which leaves us with: (a) uncertainty about where education should go or where the state/society wants it to go; (b) the impossibility of targeted social integration being spearheaded by key social institutions (most notably secondary schools); (c) rampant ignorance and rudeness, which are viewed as "cool" behavior patterns; and (d) young people's indifference and immaturity.

The minds of young people today are dominated by fear of the future. The social mode of existence of most youngsters nowadays is described in such terms as "pessimism," "desperation," "confusion," "aggressiveness," "anger," or "extremism." The prevailing "social" states of mind are indifference and selfishness. Researchers cite numerous examples of mutual alienation among youth [2]. Without a reliable set of moral and cultural values, exemplified by cultural achievement nationally and on a global scale, the education system overall and secondary schools in particular cannot really do what they are supposed to.

We believe that in a society whose future is at stake, the mission of a pedagogue must change. The new mission of a teacher vis-à-vis society may focus on maintaining society's integrity with respect to "socio-cultural reproduction"; vis-à-vis the children – on bringing up a happy child in a diversified, fractional world; and vis-à-vis the parents – on helping them raise their child to be a free and responsible person. In reflecting on the entirety of the teaching profession, a new teacher must realize that, in times of change, only those who are learning will inherit the earth.

The fact is that today social status alone is not enough for a teacher to command any kind of authority. And the amount of training that a teacher has, in our opinion, is not alone a sufficient criterion to evaluate education quality; the level of "culture" in a person is at least as important. With that in mind, it appears appropriate that the ability to think and make decisions should take center stage in the training of future teachers, while the "job" part of the training should be viewed as a lifelong quest for professional improvement.

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THE LEADERSHIP ROLES OF THE SECONDARY SCHOOL ADMINISTRATORS FOR ENSURING THE PROFESSIONAL DEVELOPMENT OF TEACHERS – THE VIEWS OF TEACHERS ACCORDING TO WORK YEAR VARIABLE

Fatma OZMEN

ABSTRACT

To ensure the effective education at schools, the school administrators are given utmost importance in the recent years. The administrators who have leadership qualities, may trigger the learning and professional development of teachers at their schools.

The main aim of this research is, according to the views of teachers, to determine the level of leadership roles, the administrators play in ensuring the professional development of teachers.

The space of the research is the teachers working at the general secondary school s in Elazig, a city in the Eastern Anatolia of Turkey. The research was run in the space. The views of respondents were taken by a 5 scale Likert type questionnaire, developed by Ozmen and Yoruk (2003). The questionnaire comprises eight dimensions each of which is determined by doing a factor analysis. Towards ensuring Professional development of teachers, these dimensions are “decision making”, “motivation”, “Career Planning”, “Performance evaluation”, “Conflict management”, “communication”, “equipment” and “team working”. The Cronbah Alpha, as the internal consistency of the instrument is .94.

The questionnaire was distributed and collected by the researcher herself. As total 210 teachers responded the questionnaire items. The data were analyzed by computing non-parametric Kruskal –Wallis test. The findings revealed that the roles which the administrators played in ensured the professional development of teachers , were realized generally at moderate level ; and there were significant differences generally between the views of novice and experienced teachers. Some recommendations were made for more efficient professional development process.

Key Words: Leadership, Administrators, Schools, Teachers, Professional Developmen

AN EXPERIENCE OF SETTING UP CONSTANT EDUCATION FOR YOUNG PEOPLE WITH LIMITED ABILITIES IN THE "KINDERGARTEN – SCHOOL – INSTITUTION OF HIGHER EDUCATION WITH CONCENTRATION IN ECONOMICS" SYSTEM

V. G. Podoprigora

At the present time, some institutions of higher education in the Russian Federation have accumulated much experience in work with students of limited abilities. Different models of setting up an educational process have been created. A model of constant education for young people with musculoskeletal diseases (MSD) has been developed and implemented over thirteen years at the Krasnoyarsk State Institute of Trade and Economics. This model has proved to be applicable. The teaching of students with MSD is carried out in an educational and scientific establishment which includes Boarding School No. 1 (named after V. L. Sinyakov) along with a kindergarten and the Krasnoyarsk State Institute of Trade and Economics, which provides professional education in the subjects of accounting, analysis and auditing, and finance and credit. The project was approved by the Ministry of Education of Russian Federation. In 2002, the institute was granted the status of a federal experimental site and in 2004 it was designated as an educational center for teaching the disabled in the Siberian federal region.

The main principle of the educational process in the Krasnoyarsk Institute for the people with MSD was based on inclusive, integrated learning accompanied by qualified support. Here are the main directions toward the improvement of this process was the basis for the rehabilitation activities: professional orientation and education, professional adaptation and support for the graduates' employment; medical, social and psychological rehabilitation; sport and physical training; social and cultural rehabilitation and social adaptation. We shall briefly consider each of these directions.

1. Professional orientation and professional education

What is taught in the Institute of Trade and Economics is familiar to our students from high school. High school pupils take part in competitions in different subjects and in conferences, get acquainted with the working process of scientific laboratories and departments, visit libraries and Internet classes. In the preparatory department the educational programs have been created to include working programs and original courses for preparation for higher education in the subjects of the state final

examination and introduction to the profession. The classrooms are equipped with orthopedic furniture, designed with a biokinetic structure which helps the backbone to stay in position and relieves pressure on it during classes. The educational process in the Institute is optimized within the framework of the state educational standard regarding the specialty - 080109.65 “Accounting, analysis and auditing” - in view of the health of these students. Each semester an optimal schedule is set up, based on a psychophysical state of the students which allows the teaching process to take place in a health-saving mode. The main features of the teaching procedure for the young people with disorder of locomotive functions in the Krasnoyarsk Institute are: a) continuity of education, which provides a succession of pedagogical methods and adaptation of the students to the process of higher education, and to a chosen profession; b) individuality of educational direction on the basis of special teaching laboratories; c) health-saving techniques of education according to the adapted working programs, which suggest a larger volume of independent work with the help of sets of teaching materials in the required subjects (discs with electronic versions of the courses, textbooks, exercise books with answer key, tests etc.)

2. Professional adaptation and support for graduate employment. The Institute has signed over 130 agreements with large industrial enterprises regarding students’ practical training and graduate employment, first of all, for those with limited abilities. During the fourteen years that the Krasnoyarsk Institute’s “Profession and Health” program has functioned, nearly 200 graduates of the boarding school have been taught, and 59 specialists of the highest qualification have been trained. Almost half of the graduates suffered from severe forms of a disease and had disability status; the majority of them are now holding different positions (chief accountant, accountant, auditor, economist) in large companies of different forms of ownership.

3. Medical, social and psychological rehabilitation. Sport and physical training. An educational center for teaching the disabled has been established at the Institute. Top-qualified specialists work in the center. In the Department of Valeology and Physical Training at the Krasnoyarsk Institute (together with the Department of Traumatology and Orthopedics of the Medical University) psycho-physiological and medico-biological methods of diagnosis and treatment have been developed as well as a multi-parameter control of the health condition of the students with scoliotic disease and other orthopedic diseases at all the teaching stages. Each of the disabled students undergoes two rehabilitation courses per

year. The rehabilitation techniques are based on a multidisciplinary computer diagnosis of each student's psycho-physiological state. It is well known that the learning capacity of students with musculoskeletal diseases is reduced; in particular, it is noted that they are not quite capable of estimating and correlating their abilities with the requirements of educational process and chosen profession, which eventually has a negative impact on a life strategy. In this respect psychological support is of significant importance for every student with limited abilities. Social and pedagogical support is provided in stages. At the first stage, psychological and pedagogical diagnosis is carried out, and the students are surveyed. On the basis of the received data, recommendations on improving the educational process are developed. An important stage for students and their parents is a psychological consultation which helps to eliminate existing social and psychological problems. Some alternative activities are also used in work with the students (training, "flooding", games, brainstorms, situation modeling etc.). The attraction of students with limited abilities to sport and physical training is also of great importance. Considering the morphological and functional features of the bodies of students with musculoskeletal disorders, priority is given to exercises aimed at relieving pressure on the backbone (e.g. exercises in a swimming pool).

4. Social and cultural rehabilitation and social adaptation. Students with limited abilities along with other young people actively participate in scientific events and professional days, in meetings with outstanding scientists and scholars, in youth forums, festivals of patriotic songs and many other social events. Final year students are engaged in the work of the Student Council. Our task, as well as the task of the whole national education system, is to help every young person to form and develop his or her personal and social capabilities in order that they will be in demand by society.

The system of constant education of people with limited abilities, as shown by the Krasnoyarsk State Institute of Trade and Economics, provides organizational unity and interconnection at all stages of education, jointly solving the problems of general and professional education, rehabilitation and adaptation to a future profession.

THE CONCEPT OF EDUCATIONAL RESULTS AS A COMPONENT OF INNOVATIVE PEDAGOGICAL THOUGHT IN THE 21st CENTURY

E. V. Chernobai

Educational modernization is currently envisioned along the lines of sustainable development, and the key resource for such modernization are teachers who are capable of learning and growing with an education system that is constantly changing in pursuit of new learning results. A teacher's work will be effective if he or she is able to promptly adapt to the fast-changing environment and actively absorb social change, and this implies a rather different (in content and direction) level of professional "fitness", where the teacher needs to understand the contemporary meaning of "educational results." The meaning of the concept of "educational results" is undergoing significant changes today. Contemporary educational psychology and didactic science conceptualize "educational results" as propagation of motivational, operational and cognitive resources in a person that will determine that person's ability to perform meaningful cognitive and practical tasks. To understand the essence of what is meant by "educational results" today, we should look at how the concept is defined within the Guidelines of Second-Generation Federal National Educational Standards for Secondary Vocational Training: *motivational resources* are the worldview, values, learning needs and interests, shaped in the process of education, that drive the person; *operational resources* include the universal and specialized methods of operation, mastered by the person; *cognitive resources* are, first of all, the knowledge that underpins a scientific world outlook, and "subject-specific" skills and competencies [2].

The planned propagation of motivational, operational and cognitive personal resources translates into "personal growth," "meta-subject" and "subject" learning results. "Personal growth" results are shaped mainly by fostering motivational resources in students. "Meta-subject" results spring from the development of operational resources, and "subject" results are mainly formed with cognitive resources. It seems appropriate to describe those results as "key competencies" in line with the competency-based approach currently widespread in the international practice of teaching.

Personal growth results are the motivations, interests and needs the child develops through learning, the values that define how he feels about the world, himself, other members of the learning process, the

process itself, the objects of study and the results of his learning. The personal growth results of education may be grouped by a range of criteria: (a) by benchmark value category (moral, esthetic, political, etc.); (b) object of evaluation (how the person feels about himself, others, specific types of activity, etc.); (c) the nature of the person's existential paradigm, and so on. However, to a varying extent, any education system will contribute to the shaping of the student's worldview, sensibilities and value system.

To understand "personal growth results," it is important to match them to what "personality" is made of. Summarizing what psychology and education researchers have to say about the "architecture of personality," V.I. Andreev defined a number of personal qualities that should be the target results of the educational process:

(a) motivational qualities (school leavers must have a solid positive motivation for lifelong institutional and extramural education, as well as broad interests in learning, art and culture; they should be motivated for active work and positive social conduct);

(b) moral and mental qualities (a school leaver must be a spiritually enlightened, humane, honest, caring, modest, sincere, reflective, fair, kind person committed to continuous personal growth);

(c) physical qualities (a healthy, physically strong, dynamic, athletic, optimistic person capable of physical self-improvement);

(d) intellectual qualities (a thinking, creative, vastly knowledgeable person with advanced intuitive and analytical capabilities, a critical thinker, smart, resourceful, a quick learner);

(e) business qualities (a hard worker, enterprising, prompt, forward-looking, disciplined, responsible, a person who always completes the work he/she started);

(f) social qualities (a person with a humanistic outlook, an active citizen, a person who understands other people and respects them, a person who treasures civil integrity, a patriot, a productive, creative team player);

(g) cultural qualities (a person with strong intellectual and physical work ethics, solid communication and social skills, a cultured person well versed in law, economics, environmental science and politics, a person with a strong esthetic sense) [1].

Meta-subject results include cross-disciplinary knowledge, but more importantly, universal methods of operation (cognitive, regulative, communicative and others) mastered by the student from several curricular subjects, which can be helpful in both further education and real life. As a methodology platform, the requirements for meta-subject results and their

evaluation should be bolstered by the competency-based approach to learning outputs. One hallmark of that approach is that the emphasis in educational planning and result evaluation is not on isolated skills in relation to specific subjects, but rather skills of an integrated, cross-disciplinary nature, meta-cognitive skills among them, such as general learning skills, goal-setting skills, research skills, self-testing skills, and so on. As G.S. Kovaleva, E.A. Krasnovsky, O.A. Tatur and some other researchers aptly noted, the challenge here is to tie together the different modes of learning activity that are to be identified and evaluated. In effect, the testing of students' training level is about testing their ability to perform certain intellectual acts with the learning material. With this approach, the subject-specific knowledge and skills that are in and by themselves the outputs of learning, come to simultaneously operate as means of development of universal learning competencies.

Subject results are manifested in how well the students have mastered specific components of the social and professional experience studied within the framework of individual curricular subjects. As A.M. Novikov is right in saying that until recently, the principal purpose of study was reduced to learning a generalized version of the products of previous human experience. Those generalized products are expressed in terms of scientific information; meanwhile, the activity, the process itself, and the means and methods of that activity were never taught and learned, remaining outside the learning process [3]. If personal growth is the central purpose of education, then the key is for the student to master the process itself and the works and mechanics of its operation, not just to learn information. Learning as a process is about the student learning "how," not just learning "about." Learning how to think, reflect and analyze promotes intellectual growth, while learning the methods of "subject-specific" activity promotes the development of hands-on skills.

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TEACHER-TO-STUDENT INSTRUCTIVE COMMUNICATION DESIGN

M. I. Teneva

A teacher has to fulfill a whole new set of requirements as both a person and a professional in today's society. In universities, the job of a professor is now in transition from teaching "ready-made" knowledge to providing informational and didactic resources, incentivizing, counseling and rendering other forms of assistance and support to students in their cognitive process. And the percentage of independent work has increased in relation to "collective" class work.

In the past few years, education researchers have increasingly debated whether it would make sense to divide up university faculty staff into professors "dedicated to research" and those "dedicated to students." Some scholars predict that this division will become more imperative as the integration of ITT into the education process continues and deepens. I believe that such "specialization" would definitely free up more space for professors to devote to students, but on the other hand, teaching must be underpinned by research if high education quality is to be sustained.

In this article, I would like to share my experience in the design and delivery of educational interaction models between teachers and students. I will describe the patterns that I follow in the teaching of specific subjects – those I teach to BA sophomore students at the Department of Education Engineering in Sliven (which is part of the Technical University in Sophia), and those I teach at the continuing professional development courses for teachers and academic counselors. I will briefly describe my "instructive interaction" algorithm below.

1. Students' needs assessment. Before the course can begin, I will identify the learning needs and expectations of my future students. This is easily done by means of direct or indirect polling with a questionnaire form. I use the returned answers to design an instructive interaction model that's open-ended and flexible enough to be adapted to any situation.

2. Goal setting, planning and contracting. At the beginning of the course, I define my global and tactical goals. I present the contents of the course in a nutshell, and the educational and didactic resources I will be using. I explain the available educational interaction options, my testing and evaluation criteria, and the communication options my students can use between themselves. The teacher motivates the students and helps them identify their own goals and plan their work according to a timeline (deadline compliance is of the essence). In some cases, a collective or individual contract may be signed.

3. Managing the learning environment. The educational environment is centered around the student, his/her needs and interests. That environment needs to be filled with diverse informational and didactic resources (in print form, on magnetic carrier, online, etc.). The content of the educational process is organized into a number of free-standing modules: (a) curriculum; (b) tentative independent work plan; (c) assignments for collective and individual work; (d) a list of IT resources; (e) games, workshops and self-tests; (f) glossary of key definitions, and so on. To encourage students to become active participants of the education process, their share of independent work needs to be increased and they should be involved in various projects. Every student should be enabled to not just learn, but also design, manage, receive and generate information, publicly showcase his achievements and be accountable for the results. It is essential to put an enabling framework in place where every student would be able to satisfy his/her learning needs, moving at their own learning pace and according to their style. The educational environment should offer opportunities for real and virtual interaction and it should sustain continuing collaboration between teachers and students, and between students themselves. The best learning environment is the one in which people not just exchange and share information, but also generate ideas and new knowledge. This implies a high degree of freedom - the freedom to choose one's own learning trajectory, the freedom to be active, to show your "individuality."

4. Interaction management. The relations between the parties to educational interaction are to be based upon the basic human precepts: equality, cooperation, tolerance and mutual respect. The teacher is your partner and advisor at the same time. The teacher manages group interactions, encourages communication, helps students work together, stands by during their individual and collective work and assesses their progress. The students interact with the teacher and with each other. They develop such qualities as independence, creativity, responsibility and communication. The desired definitive properties of educational interactions are free will, spontaneity and symmetry.

5. Evaluation is really two things: (a) evaluation of students' progress. Fair assessment of educational results calls for clear, precise rules, indicators and criteria. Progress evaluation ought to go along with the entire learning process. It is important to move progress evaluation from the "stress zone" to where students stop dreading it as a test or exam, but instead take it as a recognition of the effort they make. Evaluation is not so much about "diagnosing," but more about "encouragement." Grades should

come with a set of advice, an outline of prospects and motivation for future achievement; (b) evaluation of the teacher's job.

At the end of the course I do another poll using an anonymous questionnaire form, in which students are asked to share their thoughts about the educational process overall, and to evaluate their teacher's and their own performance. The idea is to match the students' expectations (as stated in the poll at the beginning of the course) against their level of satisfaction with the results achieved. The questionnaire form should include questions that ask students for feedback on the curriculum, process organization and the teacher. The results are used to make adjustments to subsequent projects.

My own previous experience in course design shows that this algorithm, if followed faithfully, is a way to design excellent, unique courses that (1) are focused on the individual student, and (2) can be updated and adapted to suit any circumstances. Success in this is assured by the following points: (a) the training process puts the student's needs and interests above everything else; (b) classic and virtual technology is employed to create a vibrant, attractive learning environment jam-packed with all kinds of learning resources and opportunities to communicate and work together; (c) the student enjoys a great deal of freedom of choice; the student is active and free; he gets professor's help every step of the way; and (d) standby analysis provides information for continuous improvement and updating of the teaching/learning process.

In conclusion, I would like to note that, in order to design powerful educational interactions and make them work, the teacher must possess certain qualifications and a certain level of expertise. Not only must he/she be a flexible, creative, top-notch professional; the teacher has to have self-control and discipline, he must be open and responsive to every student's needs and wishes, and he must be able to inspire and provoke thought and imagination and sustain a creative learning environment throughout the course.

AN INSTRUCTIONAL SERVICE AS A COMPONENT OF TRAINING TECHNIQUES

A. A. Kiva,
Yu. V. Kirsha

As our analysis shows, the current state of the educational process in educational institutions of initial vocational education is characterized by a low level of methodology. One way to overcome this situation may be the systematic approach to content and methodical service that we propose, or an instructional service for the learning process. We introduce the new concept of an “instructional service”, which is understood as a unified system of educational courseware and educational and methodical documentation of teaching aids that allows a profession to be learned. In organizing the learning process, the teacher determines a set of tools that are an integral component of the educational techniques, in other words, the teacher carries out an instructional service for mastery of the content of a profession. The instructional service assists the educational process, i.e. helps the teacher to implement planned training techniques.

An instructional service is the optimal set of coordinated and interconnected educational courseware, methodical documentation, and pedagogical teaching aids that compose an integral whole. Its use is aimed at the effective solution of the set goals and objectives of vocational training at a particular stage in the formation of knowledge, skills, and general and professional competencies. A multivariate analysis of contemporary trends, goals, and pedagogical regularities, principles, and requirements of vocational education for trades allows us to formulate the following key concepts for an instructional service: (a) an instructional service should be integrated, targeted, universal, and optimal; (b) its structure is determined as the external and internal factors and conditions that affect its functioning, such as the specific principles and requirements for the process of the instructional design of pedagogical techniques, as well as the instructional technique and its instruments; (c) an instructional service is based on general instructional and specific professional principles of vocational education in agricultural professions; (d) an instructional service at various levels and stages of the learning process.

Design of an instructional service is based on the analysis of educational standards consistent with the modern goals, laws, principles and requirements, content, structure, and process of vocational training of

qualified workers. Proceeding from the content of the State Educational Standard, a model of an instructional service is built. Its major components are: (a) external factors and conditions that reflect the relationship and influence of socio-economic conditions, trends, and innovations on the development of initial vocational education and scientific and technical progress in the professional field of qualified workers; (b) the general condition and level of national and international experience attained in the design, creation, and use of educational courseware and instructional and methodological documentation for a system of initial vocational education; (c) internal factors and conditions that determine the instructional and methodical regularities of the learning process, as well as directly reflecting the learning process itself as a methodological or technological educational system; (d) specific principles and requirements for the design of the instructional service.

The role and place of an instructional service in the learning process depends on the choice of the components and factors of the learning process that may reflect the significant dependence of their functional instructional possibilities in the realization of the objectives, content, forms and methods of teaching as well as the required educational situations and procedures in the course of joint actions and operations between the teacher and students. Thus, solving the problem of designing an instructional service is reduced to the theoretical basis and practical determination of the optimum composition of its components.

An instructional service as an integrated system for teaching professions is an integral part of a category of a higher order – the system of instructional provision for the entire process of vocational training and the functioning of the institution of vocational education. During the design of an instructional service, it is necessary to make allowances for: (a) the creation of motivation and activation of independent cognitive learning and the practical activities of students; (b) individualization and differentiation of content and the learning process; (c) ensuring intensification of the educational process; (d) provision of an objective appraisal of the course and outcomes of learning; (e) increasing the visibility and accessibility for students, (f) satisfaction to the greatest possible extent of the development of students' cognitive interests, the intensification of their work and increasing the rate at which educational material is learned; (g) the management of students' educational activities by the teacher or expert and other conditions of work.

Application of an instructional service in no way diminishes the role of the teacher or expert in industrial training in the management of the

educational process. In the process of learning, not only are the knowledge and skills of students formed, but the teacher's or expert's personality has a complex effect on them, resulting in the formation of their attitudes and norms of behavior, and character is formed. Therefore, a leading figure in a complex and multifaceted pedagogical process was, is, and will long be the teacher or expert in industrial training.

Determining the criteria and content of an instructional service must be based on educational and training objectives that reflect the requirements of state educational standards, defining the content design of the educational process for a subject or profession, namely:

firstly, the instructional service should cover all the basic content of the program material (systematicity in this case is expressed in the fact that the study of each node in the training content for each topic of the educational program is ensured by the optimal minimum of instructional teaching aids and the necessary documentation);

secondly, account of the possibilities of an instructional service (insofar as various teaching aids have different purposes, different instructional functions and capabilities and should be applied in accordance with specific educational and pedagogical conditions);

thirdly, it is based on a systematic approach to the instructional service, which requires that the training aids ensured both the educational activities of the teacher or expert and the learning activities of students at all stages of the learning process (for theoretical training, these are the stages of providing information and its perception, consolidation and improvement of knowledge, monitoring and evaluation of student knowledge and abilities).

Incorporating all these factors and criteria constitutes the essence of a systematic approach to the design and operation of an instructional service. The rationale and choice of an instructional service should be based on the fact that its components should not be adapted to the learning process, but be specially designed, developed, and created for inclusion in the process of vocational training to meet the established goals and objectives of learning.

THE INTEGRATIVE EDUCATIONAL APPROACH TO GIFTED AND TALENTED STUDENTS THROUGH THE RECOGNISION AND DEVELOPMENT THEIR LEARNING STYLES

Anna Tatarinceva,
Marina Marchenoka

Abstract

The research is dedicated to the interdependence between the gifted and talented student's development and their learning style. The authors suggest the given approach to the development of gifted and talented students in order the educators of the gifted and talented to understand and recognize the need to provide special education for such students, and tools which help to meet this formidable challenge. The authors investigate different definitions of learning styles, giftedness and talent, various approaches to the development of gifted and talented students in the areas of studying the languages and music, give recommendations for the systematic development of gifted and talented students through their learning styles.

The process of customizing education for the gifted is accomplished by differentiating the curriculum, individualizing the instructional process and developing a creative supportive learning environment.

Key words: ability, language, learning, development, musicality, creativity, giftedness, talent, individualization, approach, instruction, learning style, achievement, success.

Introduction

The research is necessitated because of some problems existing in the educational process nowadays. The first **PROBLEM** is that the educational literature devotes so little attention to the gifted and talented students, their problems, uniqueness and a special approach to learning.

The second **PROBLEM** is that the recent researches connected with many problems in the educational process don't reach many of our teachers. The third and maybe the main **PROBLEM** is the necessity to take into account the individual style of talented and gifted students in the conditions of the frontal form of work in our educational establishments.

The authors believe that individual learning style is one of the most important factors of students' achievements in different areas of learning, which is untrue to the possibility of individualizing the learning process.

The **AIM** of the research is to investigate pedagogical and psychological literature connected with the problem of the gifted and

talented students and to give recommendation of the development of the gifted and talented through their learning style in educational process.

The **METHOD** of the research is the theoretical analysis of scientific literature on the given problem.

The Uniqueness of the Gifted and Talented Students

We can see the paradigm shift existing in modern education. Such a paradigm clearly defines what is real and what cannot be real in a given culture in a real state. This paradigm turns us, teachers, face to face to our students, it presents us a new understanding of human intelligence and learning, especially, learning a second language, and appreciates each learner as a unique human being with her/his individuality, the potential, abilities, skills, habits, talent, preferences, learning styles**.**

Therefore instructions and testing must be individualized and varied. The authors believe that *the human factor holds the key to an accurate assessment process.*

For the authors' mind, *teaching students how to learn, think, to be intelligent in as many ways as possible, to implement his/her own preferable style of learning to reach success in their learning is the main goal of education.*

The authors investigate the problem of the gifted and talented students in areas of learning the languages and music, because, from the authors' experience of teaching the English language and music, those students who have the musical abilities are always successful in learning a language.

Teachers, if they want to be successful in their interaction with the students during the educational process, should use *the humanistic* approach in order to understand human development, *which takes into account*:

- *individual needs and goals,*
- *differences,*
- *cognitive,*
- *physical,*
- *psychological factors,*

where a student's understanding of *Self* and the world around him/her is transformed, expanded, questioned, deepened, upset, stretched, and so on.

Theoreticians and educators have developed many effective approaches and innovative materials in a variety of subject matter areas. In many instances, unfortunately, well-established research findings and

reports of highly successful, innovative advances in teaching strategies and curriculum materials fail to react those actively engaged in teaching the gifted students. By the same token, researchers rarely consider knowledge and experience gleaned from the field.

Many important issues associated with teaching the gifted and talented students are raised and discussed in depth. The only thing all educators in this area agree with each other and it is uncontestable - ***the uniqueness of the talented and gifted students in our modern*** education.

These students love to study languages, literature, art, music. They are dreamers and are very sensitive to sounds in the environment; the chirp of a cricket, rain on the roof, varying traffic patterns. They study languages, literature and art better with music in the background. They can often reproduce any new foreign word and a melody after hearing it only once.

Various sounds, tones, and rhythms may have a visible effect on them (that is, you can see a change in facial expressions, body movement, or emotional responses during your musical and English lessons). They enjoy creating new different foreign language items, singing and listening. They are very often quite skilled at mimicking sounds, languages, language accents, and other speech patterns, recognizing different musical instruments in a composition.

There is a greater tolerance for the separation of the gifted or talented student from the rest of the students in the visual and performing arts than in any other dimension of education. But let's analyze the educational process in our public schools and its attitude to the gifted and talented students.

It has been said that *the public schools are a mirror of our society.* The attitude of the public schools in our society is that the visual and performing arts are an extra, a sideline, not truly a part of "basic" education, and this probably accurately reflects the view of the larger society as well. Those who are the extraordinarily talented and gifted in these areas have a difficult road ahead of them in terms of not only their acceptance in school but, more important, their acceptance in the adult world afterward.

As Gardner (1961) put it, "Even in the case of genuinely important gifts - the gifts of an artist, writer, composer, linguist, architect, or sculptor - the individual can never assume that society will support him in the exercise of his talent. Talent is one thing and the marketability of talent is something else". A contemporary teacher in musical and English classes faced with overwhelming daily pressures, is hard pressed to gain a perspective on the problems of the gifted children and is eagerly seeking

specific guidance. Often justifiably impatient with esoteric discussions about the definition, the teacher and others in our society fail to recognize that the definition of giftedness is bound to the culture.

Each culture appears to feature the type of giftedness that it rewards or values. The ancient Greeks produced *orators*, the Romans followed them produced *engineers,* the Renaissance - *artists* of sixteenth-century Italy, the Germany - composers of the seventeenth century, and Great Britain - English *writers* of the nineteenth century, who illustrate the emergence of talent that is specially rewarded in a particular culture at a particular time.

Torrance (1999) pointed out sharp contrasts in the styles of learning of Japanese and United States students, with the emphasis in the Western world being placed on *logic* and *intelligence,* and in the Eastern world upon *intuition* and *imagination*. As we view the differing talents that emerge from cultures with differing values, we in fact may be observing the remarkable adaptability of the human intellect. The meaning of giftedness is a topic of continuing discussions. There are many versions of a definition of the gifted and giftedness in the educational literature, and the one that follows, is known widely as the Marland`s (1972) classical definition, it reflects the current concern with a variety of the dimension of giftedness:

"The gifted and talented students are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are persons who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society".

Students capable of high performance include those with demonstrated achievements and or potential ability in any of the following areas:

- *General intellectual aptitude;*
- *Specific academic aptitude;*
- *Creative or productive thinking;*
- *Leadership ability;*
- *Visual and performing arts* (Milgram, 1993)

With the prestige of federal law behind it, Marland's (1972) omnibus definition of giftedness became widely accepted. By 1980, 39 states had enacted legislation based upon this definition. The authors would like to pay the reader's attention to the words *outstanding abilities* in Marland's definition. What do these words mean? Obviously, we have something more significant in mind: the ability to master and use those symbol

systems that lie at the heart of the operation of our modern society. This definition is advantageous because it defines giftedness broadly rather than in terms of IQ alone, and justifies the provision of services to different kinds of the gifted and talented students. Unfortunately, it lacks conceptual clarity, and the diverse abilities referred to have been difficult to define operationally and assess reliable.

To overcome these shortcomings, Roberta Milgram (1993) has developed the **"4*4" Model** of the structure of giftedness. According to her model, giftedness is conceptualized in terms of four categories, two having to do with aspects of intelligence (***general intellectual ability*** and ***specific intellectual ability***) and two with aspects of original thinking (***general original/creative thinking and specific creative talent***). Each category of giftedness may be viewed as a cognitive process with a corresponding product or performance. Each of the four process is manifested in the individual at one of four ability levels:

- ✓ *profoundly gifted,*
- ✓ *moderately gifted,*
- ✓ *mildly gifted,*
- ✓ *non-gifted*,

hence the name 4*4.

There are *two* other aspects of the model:

- there is the dimension of the ***learning environment.***

Gifted and talented children and youth grow up in *three* interrelated learning environments:

1. *home,* 2. *school,* 3. *community.*

- giftedness is depicted as embedded in a solid circle of ***individual differences***

associated with *age, gender*, *socioeconomic status*, *culture*, *subculture*, and *personality characteristics*, e.g.; 1. *task commitment, 2. learning style*, 3. *autonomy.*

The *first* category of the gifted and talented, *general intellectual ability* or *overall general intelligence,* refers to the ability to think abstractly and to solve problems logically and systematically. The *second* category, *specific intellectual ability,* refers to a clear and distinct intellectual ability in a given area, such as languages, *science*, *social science*, *literature, or drama, music, art.* In the area of languages it is reflected in aesthetic appreciation and/or ability to study the languages; in science by mastery of scientific information and principles, and it is reflected in learning the foreign languages and music by auditory discrimination (*a good ear*). The *third*

category, *general original/creative thinking,* may be defined as a kind of problem-solving by means of which original, i.e., unusual, solutions of high quality are generated (Guilford, 1967; Mednick, 1962).

The ideas that result from the process of creative problem-solving in adults and children in the process of learning the languages are *imaginative, clever, elegant, surprising.* Among the abilities mentioned most frequently are *ideational fluency, curiosity, fantasy, imagery, problem-finding, metaphoric production, selective attention deployment. Original thinking* people are different from others not only at the output stage as reflected in ideational production but also at the input. *They perceive and define problems differently and notice things that others ignore* (Wallach, 1997). *They probably store and retrieve information differently as well.* As a consequence of these basis differences, *they produce unique and imaginative solutions.*

The *fourth* category, *specific creative talent,* refers to a clear and distinct creative ability in one area. Talent is manifested in both children and adults in the generation of socially valuable, novel products in art, music, languages, science, social leadership, business, politics, or any other important human endeavors. The realization of potential talent often requires time to incubate and develop as a result of life experience. One way to identify specific creative talent in students before these abilities become fully realized in anybody's vocation, is by examining leisure time and out-of-school activities, because the gifted often use their leisure time in a way that is very different from the way it used by their ordinary peers. Students with special talent in languages, music, science, art spend long hours practicing and reflecting techniques on their own initiative. The enormous investment of time and effort over an extended period of time that frequently characterizes the development of talent makes it clear that the actualization of talent is not only a gift but an achievement (Bloom, 1985).

To identify a student who is gifted linguistically, we should recognize that we look for someone in possession of *language* aptitude rather than someone who has acquired knowledge and skills, although some of this knowledge will be considered as a part of the screening operation. We have many definitions of music talent which include *the ability to retain; recognize and reproduce a short musical phrase; to have absolute pitch; to recognize intervals; to have a feeling for tonality; to have general intelligence.* But there is no clear definition of the ability to study languages. The authors of this paper would like to pay attention to the existence of the theoretical orientation that regards *the ability to study languages* as

something made up of a hierarchy of talents, many of which are independent of one another; or that regards a *talent for study languages* as *comprising a number of elements subsumed under a general factor of personality* (Mursell, 1932).

Lehman (1968) differentiates between *tests* that are designed to measure capacity for learning the languages, taking into account different learning styles and *tests* that are designed to measure how much has been learned or accomplished at a particular time. Since *the intellectual* abilities of gifted children are often so remarkable, the *cognitive aspects* of *giftedness* in common receive most attention. The circle of the individual differences among gifted students plays the important role in the "4*4" Model (Milgram, 1993). We find variables of *age, gender, culture, subculture*, and especially *personality characteristics* in this circle of the individual differences. There is necessary connection between a specific approach to curriculum and individualization instruction for the gifted students which should give major attention to learning style differences of gifted and talented students. In addition to the positive effects of matching learning style preferences and instructional environment, *negative effects have been noted, particularly with gifted learners, when learning style of them is ignored*. Some gifted learners remain unidentified because teachers misinterpreted and misunderstood their individual learning style that was in sharp contrast to conventional perceptions of requisite school behavior (Dunn, 1989, Dunn& Price, 1977). *Many creative learners became adolescent dropouts when they were required to learn **in** programs antithetical to their learning styles* (Gadwa & Griggs, 1985; Griggs, 1986).

Numerous definitions of learning style that differ somewhat from one another have been suggested in the scientific pedagogical and psychological literature. Dunn, DeBello, Brennan & Murrain (1981) define *learning styles* as *the conditions under which each person begins to concentrate on, absorb, process and retain new or difficult information and skills.* Sternberg (1999) believes that *learning style is the preference in the use of abilities.* According to Keefe (1999), *learning style is the cognitive, affective and psychological trait that is relatively stable indicator of how learners perceive, interact with, and respond to the learning environment*, but Spolsky (1990) points out that *learning style is the identifiable individual approach to learning situations.* David Kolb (1985) believes that *learning styles* are *the generalized differences in learning orientations based on the degree to which people emphasize the four modes of the learning process as measured by a self-report test called the Learning Style Inventory -*

concrete experience, reflective observation, abstract conceptualization, and *active experimentation.*

But Milgram (1993) on the base of the Model of Learning Styles of Dunn (1989) defines *learning styles* in terms *of individual student's reactions to 23 elements of instructional environments:*

- *immediate environment* (noise, temperature, light, design);
- *emotional* (motivation, persistence, responsibility, the attitude to structure of the task);
- *sociological preference* (learning alone, with peers, with adults present);
- *physical characteristics* (auditory, visual, tactile/ kinesthetic perceptual strengths, time of day, intake, mobility);
- *psychological inclinations* (global/analytic, hemispheric preference, impulsive/reflective).

The author firmly supports Paivio (1975, 1986) in his opinion that ***if new and difficult information introduced through a student's primary perceptual strength , then is reinforced through the secondary his/her perceptual strength, learning achievements of this student will increase significantly*.**

Gagne (1996) claims that *learning styles* are *the ways that individuals use to focus their knowledge and skills on problem situations that may not previously have been encountered.* The results of the investigation of Learning Style are presented in the form of an individual Learning Style Profile (Dunn, 1989). Let's analyze some of 23 elements of this Profile. *Sound* affects each individual differently. Some youngsters, including almost eight out of ten of the high IQ gifted, need absolute quiet when working on new or difficult tasks other learners work better with music or sounds of one type or another and many people can block out noise when they wish to do so. Increased achievement resulted when learners who reported a strong preference to study in *a quiet environment* were taught in a quiet room and those who reported a *preference for noise* in the environment were taught with noise. Decreased achievement resulted when learning style preference and learning environment were mismatched on the element of sound (Pizzo, 1981).

Furthermore, a study by DeGregors (1986) demonstrated that the *type of English task* is important. Educators are cautioned to provide a task without clear instructions, the gifted students tend to finish all the tasks they started. Teachers also should maintain concentration for those who work better with sound than in silence. For those who concentrate best with

sound, should permit earphones, headsets during the English lessons, to offer tasks connected with sound, music, learning through real life creative situations. One can establish such rules:

1. Students must pay attention whenever the teacher addresses the class or them;

2. Their main talent must not interfere with anyone else's learning;

3. They must achieve better on each subsequent test than they ever did before or, obviously, the experiment is not working and there is no need to continue.

Some students, many among the gifted, need *brightly illuminated environments* whereas others learn more efficiently in *dim light* (Dunn, 1989). Few people can learn in either extreme of *warmth* or *cold*, but the cold affects more students negatively than heat does (Murrain, 1983). The level of motivation interacts with learning style and seems to mediate its effects. *Gifted students tend to be highly motivated to learn*, but *many of them report that they are bored in school.* In several studies that examined the *sociological preferences* of gifted youngsters, data reveals that *the gifted preferred learning alone significantly more often than the non-gifted.* The senses through which each individual absorbs and retains new information about new English patterns and also in listening to music, for example, such common to most measured elements as *tone, rhythm, pitch, time,* and *intensity,* and other elements measured by one or another test relate to *quality, consonance, melodic taste, timbre,* and harmony, have become known as *perceptual strengths*, which are of the great importance in the area of learning the languages and music.

An auditory learner can remember about 75% of information from hearing. Apparently a relationship exists between the early development of perceptual skills and high IQ. *Phonics* is more successful with auditory students at the English lessons than with visual. Ricca (1983) found that gifted learners much prefer games, the creation of different projects, independent study and nonverbal pursuits at the English lessons. *The gifted and highly gifted demonstrated highly significant preferences for right hemispheres and integrated processing*…They are *holistic* thinkers. According to Griggs (1985:40), there are the following tasks which teachers can use at their English lessons for gifted students - *Space-oriented tasks, such as* Three-dimensional images, Patterns, Connections; *Synthesizing tasks; Nonverbal tasks; Tasks, connected with images, pictures, metaphors; Tasks, connected with dreams; Tasks, connected with intuition, insight.*

The authors share the point of view of McCarthy (1985), who believes that *gifted learners always seek a reason for learning and knowing something, they look for the personal meaning through an experience.* You can help these students by encouraging them to explore the sounds of words of this mysterious English language, of beautiful English songs, ancient English ballades, and rhythms of the remarkable English poetry, the figurative language, limericks at your creative English lessons. The authors could suggest the following methods to reach and teach talented and gifted students effectively: design English lessons that incorporate the following tools:

- *rhythmic patterns* - illustrate an academic concept by producing rhythms, beats, and vibration patterns to show its various aspects of the English language;
- *vocal sounds/Tones* - illustrate something being studied with sounds produced by the vocal chords;
- *music composition and creation* - compose or create music to communicate in English, understanding of a concept, idea, or process;
- *rapping* - use raps to help communicate or remember certain concepts, ideas, or processes during the English lessons;
- *environmental sounds* - use the natural sounds that are part of something being studied and learned at the English lessons (for example, weather conditions, geographical situations, nature);
- *instrumental sounds* - use musical instruments to produce sounds for a lesson (for example, background accompaniment, enhancements for teaching English);
- *singing / humming* - create English songs and/or vocal chord sounds about various pieces of academic content;
- *tonal patterns* - recognize the tone dimension of topics being studied (for example, the sounds a computer makes, weather conditions, sounds of animals);
- *musical performance* - present a report in English about any aspect of life in which music and rhythm play a central role;
- *musical / rhythmic "schemas"* - find existing songs , instrumental or musical themes , or various kinds of rhythmic beats that go with what is being studied at your English lesson;
- use *musical-rhythmic games* :

1. *music recognition games*, such as **"** Name That Tune" from any English song, especially, for junior learners),

2. *music creation games* that begin with “Create an English song”, for example, The Sea, The Autumn, Summer, Dreams, My Love, Future… ”,

3. *rhythmic patterns* and *sound recognition* games ”Guess what made this sound”, that could be used in learning any English words.

4. *rhythmic pattern* and *sound creation* games such as “*Going on a Lion Hunt”,* “Strangers in the Night”, “Nocturne“, where the students have the possibility to create a performance, a play on the given theme.

♦ create *Musical-Rhythmic Discussion Questions*:

1. What sounds and noises do you remember? (of any English patterns)

2. Where were you aware of music being used? Can you hum any of the themes?

3. What words would you add to the musical production if you could?

Conclusion

The authors can conclude that teaching and learning English as well as music in contemporary Latvian secondary schools is a very complicated process, especially, for the gifted and talented. When interviewed after having achieved eminence in their fields, very few gifted adults mention their schools and teachers as important influences in the development of their giftedness. That means our schools meet the needs of only a small number of the gifted learners. The authors believe this failure can be attributed largely to undifferentiated education. One way to improve the situation is to *customize* the school experience for each gifted student. To *customize* means to tailor to the unique needs of each learner. The authors believe that the process of customizing the education of the gifted students is guided by following three main principles: *to individualize the curriculum, the instructional process, and to develop a creative classroom environment, according to your students' learning styles*.

Because the gifted and talented students tend to be highly motivated, independent, persistent, internally controlled, capable of providing their own structure, perceptually strong, and enjoy learning by themselves or with other gifted peers, individualized instructions and learning tasks correspond well to learning styles of many gifted students. If new and difficult information introduced through a student's primary perceptual strength, then reinforced through the secondary his/her perceptual strength, his/her learning achievements will increase significantly. This instructional approach increases students' motivation, responds to the characteristics of gifted students, provides degrees of freedom, sociological and environmental choices. Gifted children using this approach can achieve at

their own pace in a mainstreamed classroom where some students advance more or less rapidly than others.

All gifted students should be given the opportunity to choose the tasks in the English language and learning strategies to do these tasks in order to demonstrate individual domain-specific special interests and abilities. These would be manifested in individual or small-group projects that result in products to be evaluated by the English teacher and in some instances to be shared with peers. These products would reflect a continuing trend in the direction of the development of abilities and interests. Teachers should consider intrinsically motivated domain-specific behaviour of the gifted, both in and out of school, as additional indices of potential eminence. These students spend many hours reading, practicing an instrument, painting, working in their " laboratories " reflect not only their intellectual abilities but task commitment, other cognitive and personal – social attributes that determine strongly learning outcomes.

One could argue that projects in school and leisure activities outside of school are more stable and valid indicators of giftedness than IQ scores (Milgram, 1993). The gifted are more persistent in accomplishment the tasks, they prefer the creative tasks that are not structured, that allow them to perform their ability to create, to imagine, to use their potential more widely.

By responding to learning style differences of their students, teachers will have made a breakthrough towards maximizing the potential and innate talents and giftedness of individuals. The gifted and talented students, use learning English as the means, encourage themselves to self-esteem, responsibility, persistence, to the whole further successful development of their unique personality and self-actualization.

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PEDAGOGICAL INNOVATION AS A PRECONDITION OF PROGRESS IN VOCATIONAL TRAINING

L. T. Ahmedova

"Innovative know-how" is a term widely used in the theory and practice of teaching since the end of the 20th century. When applied to lifelong education, innovative know-how has demonstrated that there exist certain tools and methods that can take education to a new level – that of "know-how". Powerful teaching know-how can help students learn faster and more effectively, and it can "personalize" a teaching approach that stresses personal growth. One cannot help noticing that in books on education, the term "innovative know-how" is defined and used differently. With the definitions we have, we would describe "innovative know-how" as new curricula, new planning concepts, learning methodology systems or new teaching methods and techniques that can produce successful results in teaching and learning.

In our own Russian Language and Literature Classes, we mostly use the know-how that promotes students' personal growth as creative personalities. We employ such techniques as learning through problem-solving, the project-based methodology, modular teaching, learning games and visual aids.

Learning through problem-solving is when the students in class under the teacher's supervision think up various "problem" situations, and then the students try to solve those problems independently. This method quite sensibly (in a pedagogical sense) combines independent creative work and "reproductive" cognitive activity.

Project-based methodology is precious in that it teaches students to work independently, learning "to learn" and developing cognitive skills, which is recognized as an indispensable component of education today. In project work, learning is the student's own responsibility as an individual and a member of the project team. The important thing is that it's the student, not the teacher, who determines what the project will contain and how and in what format the project will be presented. In other words, a project challenges the student to express his own ideas in a creative form. No wonder methodology researchers regard the "project-based method" with much interest, especially in the teaching of Russian Language and Literature – the method offers a way to organically integrate students' knowledge in many different fields and focus it on the problem at hand, a way to make knowledge work on a practical level, while generating new ideas.

Modular teaching offers a medium for a teaching process that stresses the student's individuality as it involves a target action plan, a data bank and a methodology guide on how to achieve didactic goals. A module can take the shape of a personalized curriculum, customized to meet the student's needs in content, methodology, level of independence and learning pace. When the modular teaching method is used in the teaching of Russian Language or Literature, it keeps the students motivated and focused, promotes independent learning, and prepares them for a future career by perfecting their skills and performance in their professional field of choice.

Learning games. We believe that learning games do belong in a modern higher educational institution that is serious about vocational training. In our opinion, learning games can be used as a method by itself to learn a specified subject, as a component (sometimes a significant one) of another method, as a whole class or part of a class (e.g. introduction, explanation, repetition, testing or exercise), or at extramural learning events. The method of learning through games makes it easier, from a methodological standpoint, for students to prepare mentally for professional verbal communication. It creates an organic need to repeat the language material numerous times and teaches students to find the right forms of expression, thus training them to communicate on a professional level.

Use of visual aids. We believe that visual aids are an effective tool in the teaching of Russian Language and Literature. The more advanced teachers frequently use pictures, objects, charts and tables as aids in class to explain new material, manage communication in the target language, enhance learning motivation and organize students' independent work. In our own teaching practice, we use function/meaning and lexico-grammatical tables, logical models, "pyramids," "story charts" and "prediction charts." Those tables and charts and the system of using them were developed for the purpose of independent learning of lexical units in communication, and the management of independent work overall. They stimulate thought and help students build their own expressions. They boost motivation, train students to speak on a professional level and enrich their active vocabulary through the use of visual aids. Lastly, the aids we are talking about stoke students' interest in the language they are learning.

The innovative know-how that particularly interests us is effective in the following ways: it is conducive to learning in higher educational institutions, it can be used in the teaching of Russian Language and Literature, it meets the needs of the educational programs in Uzbekistan,

trains students to speak professionally and improves their professional performance.

In conclusion, we would like to note that innovation processes are not and cannot be finite. Each passing day poses new requirements for people as persons and specialists. Therefore, it is the duty of teachers, summoning the entire previous progress of pedagogical thought, to constantly move forward, scientifically rationalizing and introducing new pedagogical and educational know-how, making sure they give all the parties to the learning process an opportunity to develop their creative potential for innovation.

FORMATION OF PROFESSIONAL LEADERSHIP QUALITIES IN THE LIFELONG TEACHER TRAINING SYSTEM

A. A. Petrenko

The development of domestic education in the early 21st century, characterised by globalisation, has lead to the emergence of a new educational philosophy and new educational values, a mighty wave of innovations covering the educational system at all levels. Time is setting new tasks for the system of lifelong teacher training, stipulating the content of the theory and the practice of the formation and development of professionalism in the teacher-organizer as a subject of the development of the educational system. All the above needs not only well-developed personal and professional qualities in teachers-organizers, but also their professional abilities for the introduction of justified innovations in the educational system of various establishments, and predictive and projective pedagogical activity with due account paid to changing trends in the educational system of Russia.

The growth of scale and the difficulty of integrating Russia into the world educational space leads to modernizing changes in Russian education. The above activates the problem of training the pedagogical staff able to provide the efficient management of the development of education. At the same time, the actual situation of the modernization of Russian national education is characterised by a mismatch between the goals of education and its contents and technologies, the insufficiency of the scientific-conceptual solution to the problems of training professional pedagogical staff for the new dynamic conditions, and the discrepancy between the quality of education and the employers' requirements which does not allow for the adequate performance of innovative tasks in education as a whole.

The authoritarian style of management in education that has developed over many decades has resulted in the fact that the typical head of the educational systems of municipal educational institutions, including institutes of higher education, schools of various levels and research and pedagogical centres of the region, is not ready to take account of the changes taking place in society and education, and amend his organizational and pedagogical activity accordingly.

The Concept of the federal target program for the development of education for 2006-2010 emphasises that the absence of full-fledged connections between vocational training and research, and practical activities, leads to a situation where the content of education and

educational technologies become less and less adequate for modern requirements and the task of maintaining the competitiveness of Russian education in the world market of educational services. This has a negative influence on the readiness of the Russian educational system to integrate into the world educational and economic space. At the same time, the training of teachers at institutes of higher education still abounds in attempts to provide the students with as much knowledge and information on changes in the structure, content and technologies of education as possible, whereas the development of an ability to adjust to the changing educational space, world trends in the integration of educational and economic space and to making timely and independent decisions about the development of education in the municipal educational space get only minor attention.

Under present-day conditions, a leader's functions differ strikingly from earlier ones both in targeting and content. They assume various innovative activities: administrative and pedagogical, providing entrance to the European and world educational space; research and didactic, adequate to the requirements of present-day society and the individual; methodological and organizational, improving the efficiency of education; predictive and projective, providing the implementation of models and content of lifelong education; reflective, contributing to objectivity, reliability and transparency of assessment of the teacher's activity at the educational institution. At the same time, the multifunctional leadership activity assumes finding solutions to some difficult and changing educational challenges and requires a high degree of professionalism expressed in the following: the ability to carry out scientific and pedagogical research on topical problems not only in the educational process, but also in the entire regional and municipal educational system as a whole; a readiness to introduce innovations in line with world trends in the development of education and their implementation in the changing educational space of the region; the ability to master the technologies of predicting regional tendencies in the development of education and projecting the respective professional activity etc., in the pedagogical and managerial staff. In addition, insufficient targeting of the needs of upbringing, development and self-development of the teacher's and leader's personality in the education system constrains development of innovative processes in the changing types of educational institutions and educational systems of various levels, including regional, municipal, institutional ones.

Over decades and under conditions of pedagogical uniformity, professional pedagogical training of educators used to have a clean-cut world outlook. Anthropological and culturological knowledge was considered unilaterally, avoiding the spiritual and moral sphere of the

person. Soviet pedagogics treated the formation of professionalism in the teacher and the leader a little bit unilaterally as the spiritual and moral sphere of the person was not the subject of research and education. The governmental educational programs of institutes of higher education and schools were mainly focused on the formation and development of educational/intellectual abilities in students, while education of the spiritual sense was replaced with education in the values of art and morals. So, the Section *Qualifying Characteristics of the Positions of Educators* in the Order of the Ministry of Health and Social Development of Russia of 14.08.2009 No. 593 *On Approval of the Single Qualifying Directory of Positions of Leaders, Specialists and Employees*, does not contain any criteria or indicators of the development of his/her spiritual and moral sphere. Meanwhile domestic scientists consider the spiritual and moral sphere of the person to be pivotal to the personality. The theory and practice of domestic pedagogical culture in Russia as represented by N.I. Pirogov, V. A. Sukhomlinsky, K. D. Ushinsky, etc., has proved to have some positive experience in the development of the human ability to “form oneself” as a spiritual, moral, independent, creative person with the capacity for self-improvement and selfless service to the Fatherland and other people.

As a rule, current government documents stipulating the modernization of the present-day education identify the problem of the spiritual and moral formation of teachers and the leaders; however, the problem itself is not disclosed either in setting the tasks of its implementation or in its content. The content of education is first of all aimed at the satisfaction of the citizens' needs for “high-quality education and provision of effective conditions” for self-determination and self-actualisation of the person in society. At the same time, the question arises if education can be high-quality when the core of the teacher's personality, viz. his/her spirituality and morals, is ignored. According to Y.P. Belozertsev, V. A. Belyayeva, Y. V. Bondarevskaya, Y. Y. Yermakova, N. A. Koval etc., moral qualities are derived from the spiritual sphere of the person. At the same time, they are pivotal for the formation of the teacher's professionalism.

It is especially difficult to teach students to form a world outlook, views and beliefs in professional work and accordingly self-determine themselves as creative people. Formation of the teacher's and the leader's professionalism is still considered from the point of view of its content and workability irrespective of personal values. As a result, the formation of the leader's professionalism on the axiological basis in the system of lifelong pedagogical education in the changing regional and municipal educational space has been little studied

FORMATION OF MOTIVATION FOR THE LEARNING PROCESS AMONG STUDENTS

F. A. Shukurov,
F. T. Khalimova

Relevance. One of the ways for addressing the issue of educational quality at institutions of higher education is by forming students' incentive to learn, which depends on the organizational quality of the educational process and its educational, methodical, and informational provisions (I. V. Malov, L. M. Yanovsky, 2007). In order to create this incentive, it is good practice to replace traditional teaching methods according to the principle "Sit and Listen" with the methodology of "Think and Do" (I. S. Klimenko, 2006). The implementation of this principle is possible with through objective monitoring of knowledge both in the process of studying a discipline, and in the student's extracurricular activities.

The basis for creating the motivation for more in-depth study of any discipline lies in the objective monitoring of knowledge. This creates the conditions for activation of the socio-psychological spirit of competition in learning and promotes the pursuit of excellence that is dormant in the psyche of each person. One of the ways to objectively monitor knowledge is a ranking system based on an integrated assessment of students' mastery of theoretical and practical training over the course of the entire period of attestation, as well as the systematic, motivated, active, and creative work of students and teachers. One of the main advantages of a rating system for evaluation of students' knowledge is the activation of their learning activities in the classroom and encouragement of their independent work.

The report examines the results of research that aimed to develop a tiered system of objective evaluation of student knowledge in the classroom and independent work. Since 1997, the Department of Physiology of the Tajik State Medical University named for Abuali Ibn Sino has implemented a tiered system of assessment of knowledge, which is improved with each passing year. It currently includes several stages.

The first stage consists of assessing the students' independent work. This assessment is carried out by the student him- or herself, according to a specially designed "notebook for laboratory sessions and independent work on hominal physiology." This notebook is a type of guide

to the world of physiology. The theoretical issues related to the given topic are elaborated for all laboratory sessions in the form of tests for monitoring the level of learning through the mobilization of various cognitive skills: from the level of recognition, reproduction, and elements of logical thinking to solution of various situational tasks. This section is performed independently at home and consists of seven stages: (a) the first level is targeted at the verification of knowledge and recognition and comprises a set of tests in which the correct answers are assessed by points; (b) The second level is focused on verification of knowledge and logical thinking and allows the understanding of causality and dependence between physiological phenomena to be checked. Evaluation is constructed according to the same principle; (c) the third level is focused on verification of knowledge of various physiological terms and their significance. For every correct answer a student receives two points; (d) the fourth level determines the depth of knowledge in the studied material, using various diagrams and the ability to use these diagrams to explain mechanisms and on-going processes. For every correct answer a student receives three points; (e) the fifth level determines student's the ability to be conversant in various physiological concepts and terms. For each correct assertion the student receives five points; (f) the sixth level determines the ability to use theoretical knowledge to solve situational tasks. For each correctly solved problem the student receives four points; (g) the seventh level determines the ability to generalize knowledge obtained and to comprehend the mechanism of the physiological process in the form of diagrams with different symbols. For each correct answer a student receives five points. Assessment of the level of knowledge in independent work is determined by the student him- or herself according to the number of correctly performed the test assignments as a percentage of the total points. The assessment "excellent" corresponds to 90% or more of the points, "good" – 80-89 %, "satisfactory" – from 50 % to 79 %, "unsatisfactory" – 30-49%, "one" – 20-29 %, and "zero" – less than 20 %. Students who receive "unsatisfactory" or less in their independent work are excluded from the final assessment of the lessons underway, i.e. the second phase.

The second phase of the rating system is a unified objective assessment of the lessons underway on a computer, which is held 20-30 minutes before the end of the class. The evaluation that the student receives allows for evaluating not only the knowledge that he or she acquired after review of all the material with the teacher, but also the

effectiveness of the lesson. The evaluation is carried out on with a special computer program. Assessment of on-going training for each section of the course is taken into account when admitting students to the final lesson, i.e. the third phase. Students who receive an assessment of “2” or less in on-going lessons are not admitted to phase three.

The third stage of the rating system is an objective assessment of the final lessons after completing the corresponding sections of physiology. The plan provides for carrying out five final sessions, which are held in the form of tests corresponding to the same levels as in the performance of independent work. The final session is conducted in two stages: firstly, students answer 15 questions on all systems of the final class on a computer. If the student correctly answers 8-10 questions, he or she receives a satisfactory evaluation; if 11-14 questions, a “3 +” is received, and then he or she is admitted to the second phase, which is conducted in writing. Of course, he or she is admitted to the second stage if a higher evaluation is obtained.

The limitations of this publication do not allow for a detailed explanation of the methodology for assessing points, however, in the oral presentation we will compensate for this omission.

According to the total points obtained in the final sessions, the student can establish their evaluation “automatically”: “5” is given when the student receives “5” four times out of the five final assessments and receives “4” once, i.e. scored 24 points. In addition, the student must be a member of the SSS Department, complete all independent work with no less than a “4”, and achieve at least 80% of the total score in on-going lessons and the lecture rating. Students who have not obtained the required number of points on the above means for assessing knowledge are not permitted to take the exam and remain for the summer semester on a paid basis. Students who do not pass exams are permitted to retake them only after completion of the summer semester.

Thus, the tiered ranking system in use provides a fair and uniform approach to assessing students’ knowledge on the one hand, and on the other hand it improves the image (N. A. Lobanov, 2010) of the department in the eyes of students. Moreover, the system in use helps to motivate students in their independent work, which is essential in the training of highly specialized personnel.

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METHODOLOGY AS A KEY COMPONENT OF TEACHING

G. V. Marchenko

The radical social and economic change in the life of Ukrainian citizens has posed numerous challenges for the education system. Schools can no longer get away with simply teaching a specified scope of information and skills; their task is to raise people who can think creatively, make decisions and adapt to any environment – good citizens, patriots, professionals… people committed to their own personal growth and the development of Ukraine as a democratic civil society.

Methodology planning is a crucial tool to upgrade the professional level of teachers. It ties the entire school work together. The role of methodology has increased dramatically as schools come to grips with the task of promptly absorbing and effectively using new methods, know-how and formats of teaching and learning. Methodology planning follows the guidelines of the applicable educational standards, the Modernization Concept for Education and the Vocational Training Concept. The purpose of methodology planning is to facilitate the continuing professional development of teachers, improvements in their background knowledge, competence and teaching know-how. There exist objective and subjective reasons why methodology work is organized the way it is. The primary reason is the need to accommodate the personal and professional principles, values, experience and professional level of teachers. It is also necessary to account for the differences in teachers' motivation when working to improve their methodological training. And, last but not least, it is important to conserve and enhance the school's best practice and tradition in the field of methodology planning. All of these responsibilities are vested in the school's deputy principal for curricular and extracurricular education.

In a generalized sense, what the methodology planning effort is trying to achieve in a secondary school breaks down as follows: (a) to give the school's pedagogical team incentives for innovation; (b) upgrade teachers' desk-top specialization and make better education psychologists out of them; (c) manage the work undertaken to explore new educational programs, new curriculum versions or changes to statutory educational standards; (d) introduce best teaching practice; (e) upgrade plans and programs for extracurricular education; (f) provide methodology support for teachers who are facing certain difficulties in their teaching work (e.g. if their teaching track record is not very long), help them organize their self-education, and so on.

With those objectives in mind, the methodology planning effort may go in several directions, namely: deepening teachers' conversance with education philosophy, encouraging them to study pedagogical theories, training methodologies, psychology, ethics and esthetics; study of the precepts of Ukrainian national schooling, which implies that teachers will enrich their knowledge with the best achievements of Ukrainian pedagogical thought, science and culture; learning research skills, enabling teachers to become better researchers, to organize their independent intellectual exploration, analysis, assessment of research results, etc.

And finally, when teachers contribute to methodological innovation they shape their own teaching systems and their individual teaching style. Some of the more productive formats of methodology planning are – and have always been – teachers' board meetings, methodology workgroups, teachers' self-education, open lessons, creative mini-groups, "subject weeks," class reviews, teachers' monitoring, methodology recommendations, one-to-one talks on class planning and delivery, teachers' course training and competence testing and attestation. The top decision-making body in collective methodology planning is – and has always been – the teachers' board.

Methodology work in schools is the key to teachers' professional advancement as architects of an ideal environment for their pupils' personal development. Methodology is a domain where teachers share their research findings and thoughts on the psychological aspects of teaching. Through methodology work, teachers learn how to plan, coordinate and adjust the psychosocial and pedagogical conditions of learning in such a way as to promote the development of their pupils as socially "competent" persons. Teachers exchange ideas and expertise when they work on methodology.

TECHNOLOGICAL SUPPORT OF CREATIVE ACTIVITY ORIENTED NATURAL SCIENCE TRAINING OF A FUTURE TEACHER

R. N. Afonina

Training future teachers in creative work is a relevant objective for a high school. Focus on the creative work of a future teacher as an active subject of educational and cognitive activity at the beginning of university education, defines projecting and implementation of general professional training in the natural sciences of the pedagogical institution oriented toward creative activity. In this research work, general training in the natural sciences, which is accomplished while students are acquiring the humanities subject of “Modern Natural Science Concept”, the pedagogical institution academic course was defined as a way of forming students' educational creative activity.

According to N. F. Talyzina [2], education technology is a system of scientifically proved methods used in educational practice. Applying the definition of “education technology” to this research, we specify the essence of education technology implemented in the scope of a didactic system as an array of consistent methods and processes, ensuring achievement of the proper level of training for creative activity. Projecting technology united and integrated a range of elements of other educational technologies, focusing on the humanistic trend in education, learner-centered and activity-oriented educational approaches and the promotion of independent educational and cognitive activities.

The main features of creative-oriented education technology were drawn up in accordance with G.K Selevko scheme, can be classified and described as follows: (a) by the level of application – individual method (objective); (b) by philosophical basis – humanistic (anthropocentric); (c) by the major factor of mental development – complex (bio-, socio- and psychogenic); (d) by scientific concept of acquisition – developing; (e) by personality structure orientation – heuristic (intellectual activity formation); (f) by structure and content character – educational; (g) by organization forms – academic, individual and group type; (h) cognitive activity management organization type (small group system, individual consultation); (j) by approach towards the learner – learner-centered cooperation technology; (i) by collaboration of teacher and learner (management) – verbal, cyclic; (l) by means, methods and ways of training – challenging, dialogue, creative; (m) by educational category – mass institutional.

The main direction of the modernization of the traditional educational system is toward the optimization of the creative learning activity of students. In defining the basic key points of the organization of creative activity technology for students, it is necessary to state that students who enrich their cognitive experience through the objective set by the teacher and as well as through indirect motives and activity conditions, also enrich their cognitive experience with new results: knowledge, skills, habits and experience of creative educational and cognitive activity (Table 1).

Table 1

Education Technology Basic Features

Parameters	Features
1. Target purpose	Provision of didactic conditions of creative-activity integration into the content of future teacher training in the natural sciences.
2. Methodological functions	Didactic objectives of high cognitive level setting, which provide educational function of training. Formation of knowledge system, skills and habits of above-subject level, which provide developing education function implementation.
3. Implementation principles	Creative-activity integration into the content of natural science courses; consistent acquisition of creative-activity experience as a combination of practical activities and operations.
4. Role of a teacher	Learner-centered approach. Creative, individual and initiative activities support. Democratic management style
5. Character of students' academic activity organization	Adequate combination of individual and collective forms of academic-activity organization Organization of consistent students' educational and cognitive activity transfer from reproductive to productive and later creative activity Optimization of independent educational and cognitive activity, basing on creative tasks, assignments system Use of digital/computer technologies Academic activity performance measurement, based on the rating system
6. Implementation stages	Value-oriented, substantially technological; evaluative and reflexive

A creative-activity oriented process of natural science training is assumed to fulfill the guideline to a higher commitment of the subjects of the educational process. This determines the use of active methods in the organization of the learning process, which, according to G. P. Shchedrovitsky, helps students "to acquire the necessary knowledge and skills in a relatively short time and applying less effort due to conscious skills development and necessary activities formation" [3]. Integrated education technology helps to adjust the differences between collective

educational forms at university and the necessity to acquire educational creative-activity skills at an individual level.

Functional and didactic tasks-system construction of the pedagogical process of future teachers' creative-activity oriented natural science training is performed in accordance with curricular lectures, seminars, examinations and individual extracurricular activities (Table 2).

Table 2

Functional and Didactical Purposes System

Study mode	Function	Didactical purpose
1. Lectures	Informative	Object knowledge system formation
	Motivating	Interest developing towards the subject, topic, academic activity
	Educative, developing	Phenomena evaluation, thought development
2. Seminars	Informative and cognitive	Object knowledge system, communicative and educational activities skills formation
	Motivating	Positive motivation towards educational and creative-activity formation
	Developing	Educational and creative-activity experience formation and development
	Monitoring	Results monitoring current academic activity
	Correcting	Revelation of students' individual particularities, their consideration and correction
3. Individual work	Informative	Knowledge acquisition from advanced resources (books, computer, Internet)
	Developing	Acquisition of individual planning and academic activity organization
4. Examination	Monitoring	Knowledge, skills and habit evaluation, consideration and correction

The key pedagogical conditions of efficient educational process organization are defined as following: (1) teaching results planning and goal setting; (2) personality and activity oriented teaching approach; (3) teaching process organization, based on the psychological concept of acquisition; (4) development and application of tasks and assignments of reproductive, productive and creative level in the course of the teaching process; (5) computerization of the teaching process; (6) monitoring system creation for knowledge acquisition and system formation of educational creative-activity actions and operations.

To achieve the implementation of creative-activity oriented natural science training of future teachers in the scope of the real pedagogical process we've developed a system of didactic aids: guidance manuals, electronic lecture notes, multimedia lecture presentations, individual assignments and exercise systems, diagnostic tasks system, and tests. To perform diagnostic part of this research, we've developed a criteria evaluation machine and diagnostic tools, aimed at studying and evaluating the main components of a students' preparation for creative activity.

Trial facilities for research into the technology of creative-activity oriented natural science teaching have been set up at the philological, pedagogical and pre-university departments of the Barnaul State Pedagogical University as well as in the pedagogical classes of the Altai Regional Teacher Training College. From September 2000 until June 2009, 1675 students, 628 pupils and 446 teachers took part in the experiment. The efficiency of substantial and technological conditions of pedagogical process implementation was evaluated according to the results of positive changes in educational creative-activity main components of students from the experimental group in comparison with the results of students from control groups.

The results of the trial confirm the efficient activity experience formation in students, which eventually leads to the rise of the level of preparation for educational creative activity.

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PREPAREDNESS OF TEACHERS FOR A LEARNER-CENTERED EDUCATIONAL PROCESS IN SCHOOL

F. Z. Umarova

The values of society and education are constantly changing and refined, but for centuries there was no alteration in the progressive direction of these changes. There remained their deep essence - a focus on Man: his rights, freedoms and ideals; and on the conditions of his existence and the rules of interaction, etc. At present, due to the situation in Russia, universal, national and cultural values are objectively included in the content and organization of education, in its moral and cultural goals. Education is becoming a synthesis of learning and individual learning activities, education and self-education, development, self-development and socialization. The objectives of modern education is achieved through the implementation of learner-centered pedagogy.

Learner-centered techniques place the child's personality at the center throughout the school educational system the identity of the child, and provide comfortable, conflict-free and secure conditions for their development and the realization of their natural capacities. The personality of the child in this technique is not only the subject, but also the priority subject; it is the aim of the educational system rather than a means to achieve an abstract goal (as is the case in authoritarian and teacher-centered techniques). Such techniques are also called anthropocentric. Hence a new understanding of education - not as "multiple knowledge" and possession of a set of social-vocational skills, but as the formation of various capabilities of a personality, a high degree of their realization and productivity. Therefore, teaching proper cannot be the leading activity in the educational process as was the case in the old authoritarian pedagogy. In each specific educational situation, depending on the interests and goals set by its members, the leading components become those that develop the personality and individuality, and create conditions for its self-development. In other words, in the educational process priority is given to the development of the personality of both teacher and student.

Changes in education have placed other requirements on the teacher as an equal subject of this process than being a transmitter of knowledge. The most complete requirements for training teachers in lifelong education are presented in the document that governs the process of retraining and professional development of teachers, aimed at implementing the National Program for specialist training [1].

According to E. V. Bondarevskaya, a teacher in a personality-oriented school must meet the following requirements: (a) have an attitude that values the child, culture, creativity; (b) show a humane teaching attitude, (c) concern for the ecology of childhood, maintaining the mental and physical health of children, (d) be able to create and constantly enrich the cultural, informational and subject-developmental educational environment, (e) be able to work with the content of courses, giving it a personal-semantic orientation, (f) possess a variety of teaching techniques and be able to give them a personality-growing direction; (g) show care for the development and support of the individuality of each child [4, pp. 168-169].

Despite the fact that there are different typologies of individual styles of teachers, we can identify in them a commonality - the advantage of creative style. Creative teaching activity is manifested in a professional openness to everything new, in the creation and implementation of new ways of teaching activity and innovation in education. Researchers have identified levels of characteristics of the creative style of pedagogical activity: (a) adaptive level; (b) reproductive level; (c) heuristic level; (d) creative level.

Ever since antiquity, special importance has been attached to reflection. "There are two times," Pythagoras taught, "most suitable for reflection: when going to sleep and when waking from sleep." Therefore, the Pythagoreans finished their day with these lines:

"Not allowing a lazy sleep on tired eyes,

Before three questions on the day's activities are answered:

What have I done? What did I not do? And what remains for me to do?

and started it with the verse:

Before rising from sweet dreams, brought on by night

Go through in your mind the things the day has prepared for you [2, p. 25].

All these thoughts set the stage for professional self-development. Professional development of teachers cannot be obtained once and for all - it must be constantly improved. To enhance this process, the following methods can be used: self-monitoring of competency; inventory of changes in work and self, ability to learn from others; list of life and professional goals; diary of achievements and failures; modeling of a professional portrait; development of motivation. Along with reflection, an effective factor of professional self-development is the ability to learn from others. It is based on one of the postulates of ancient Indian philosophy: "Every other person is a guru (teacher), from whom you can learn something useful" [3].

"I know that I know nothing" and "Know thyself", the two pillars of Socratic philosophy, embrace the essence of innovative processes, known as lifelong education, or education throughout life.

In summary, it should be noted that the teacher as one of the subjects of the learner-centered educational process, maintains a high level of pedagogical skill, which is manifested in the successful organization of conditions for the effective teaching, development and personality formation of the student. In other words, "a bad teacher serves up the truth, a good teacher teaches how to find it" (A. Diesterweg).

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THE ROLE OF TEACHERS IN THE EMERGENCE OF LIFELONG EDUCATION SYSTEMS

E. V. Korneychik

In accordance with the concept of the modernization of Russian education [1] the main goals of vocational training are: to prepare a skilled worker to a specific level and profile to be competitive in the labor market, competent, responsible, having mastery of his profession and familiar with similar areas of activity, capable of effectively working in their profession at the level of world standards, ready for continuous professional growth, social and occupational mobility.

At this stage the need has arisen for a qualitatively different teacher training that combines the fundamental nature of basic professional knowledge with innovative thinking and a practice-oriented, research approach to solve specific educational problems. A prerequisite for a teacher's success is a grasp of the process of education and training. Thus, according to S. I. Hessen, "Only science brings with it a conscious and critical attitude, whereas without it we use skills acquired who knows where, and the non-accountability by a life we haven't created" [2, p. 7]

Arguing whether pedagogy is a science or art, who should be and who is sometimes a teacher - a craftsman or skilled worker, the eminent Russian pedagogue P. F. Kapterev said: "Practical action has no desire to explain the phenomenon, but has only a utilitarian purpose, someone's benefits and interests" [3, p. 57]. How can a teacher interpret and rationalize their activities? Very easily, "because it is directly connected with many and various scientific spheres.... But this requires having appropriate pedagogical training, acquiring a taste for and love of scientific research. Teachers rarely have such training or such love for science" [3, p. 60].

Of particular importance at present is the realization that education must be continuous, it must accompany a person throughout his life. There is an increasing level of requirements for a person to have skills such as self-learning, independent thinking, creativity, flexibility, ability to generalize and think abstractly. This, in turn, forces us to reassess the role of education in the modern world. In the subject-subject interaction in the learning process the teacher should implement principles of active developing the learner's personality such as: (a) a close link between education and training, and the nature of future careers in the information society, (b) equip the learner with a research style of activity; (c) a problem-oriented approach to learning, (d) training at a high level of cognitive

difficulties, (d) individual creativity and learning to build a personal educational trajectory.

"The teacher is the creator of the lesson, and, therefore, the one who discovers the path" [8, p. 237]. What this path will be depends in large part on what objective the teacher is pursuing. And if he sees his task as developing to the fullest the potential of each of his students, the harmonious development of their personality, preparing them for independent living, then knowledge, skills and experience will be one important means of solving this problem, not an end in themselves. For a child to be successful, they must constantly be in a situation of choice and not be expecting definitive solutions and answers to all questions. The same is true of their teacher. We will learn and seek answers together.

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NEW PEDAGOGICAL TECHNIQUES IN THE TRAINING OF NURSES WITH HIGHER EDUCATION

R. K. Salikhodzhaeva,
B. T. Khalmatova

In Uzbekistan's current health care system, the emphasis in preparation of nurses with higher education is on improving the quality of education and training. This can be achieved by means of introducing new educational techniques into the educational process, one of which is problem-based learning.

Problem-based education is based on the theoretical positions of the American philosopher, psychologist, and educator J. Dewey and became widespread in the 1920s-1930s. J. Dewey distinguished four instincts for learning: social, constructive, expressive, and investigative. The classical model of problem-based learning was developed in the 1960s in the field of medical education, and henceforth has held a special place in the field of vocational training. Today, problem-based learning is understood as the teacher's creation of problem situations during lessons and the students' active, independent work to solve them, as a result of which the creative mastery of professional knowledge, skills, and abilities takes place, as well as the development of thinking skills.

Problem-based learning pertains to student-oriented techniques, insofar as here the individual is the subject, and the objective of problem situations is a special kind of motivation in the educational process. Training based on a problem is a method that encourages students to take an active and goal-oriented approach to their study. It also allows for students to be equipped with an understanding of the research process, which is an important aspect of training nurses with higher education.

Problem-based learning is presented as the solution of non-standard scientific and educational tasks by means of non-standard methods. The teacher creates a problem situation, guides the student towards its solution, and organizes the search for a solution. Managing problem-based learning requires pedagogical skill, insofar as the emergence of a problem situation is a singular act, and therefore requires the use of a differentiated and individual approach. If the training tasks are presented to students in order to consolidate knowledge and refine skills, than problem tasks are always a search for a new method of solution. The essence of the problem-based

interpretation of training material consists in the teacher refraining from communicating knowledge as a finished product, but confronting students with problem-based tasks and prompting a search for ways and means to solve them. The problem itself paves the way for new knowledge and methods of action. Fundamentally important is the fact that new knowledge is not provided for information, but in order to solve the problem or problems. In the traditional pedagogical strategy (moving from knowledge to the problem), students cannot develop the abilities and skills for independent scientific inquiry, insofar as they are provided with ready-made results. Solution of a problem requires the inclusion of creative thinking. Reproductive mental processes associated with duplication of learned patterns are simply ineffective in a problem situation. If a nurse is constantly taught to assimilate the knowledge and skills in a completed form, her natural creative abilities may be dulled – she may “unlearn” how to think independently. The process of thinking manifests itself and develops to the maximum degree in the solution of problem tasks.

The most important feature of the content aspect of problem-based learning is the reflection of objective contradictions naturally arising in the course of scientific knowledge, training, or any other activity that is the source of movement and development in any area. It is in connection with these that problem-based learning can be called developmental, because its goal is the formation of knowledge, hypotheses, their development, and the search for solutions. During problem-based learning, the process of thinking is included only with the aim of resolving a problem situation, and it creates a way of thinking necessary for the solution of non-standard tasks. The four main conditions for the success of problem-based learning are: (a) provision of sufficient motivation capable of drawing interest to the content of the problem; (b) provision of the feasibility of the work, with problems raised at every stage (a reasonable ratio of known to unknown); (c) the importance of information to the student during problem-solving; (d) the necessity for dialogic, well-intentioned communication between teacher and students, in which the teacher responds to all ideas and hypotheses expressed by the students with attention and encouragement.

The main psychological and pedagogical objectives of problem-based learning can be summarized as follows: the development of students’ reasoning skills and abilities and the development of creative skills; students’ assimilation of the knowledge and skills obtained in the course of active search and independent problem-solving, and as a result, these knowledge and skills are stronger than in conventional training; nurturing of an active, creative personality in a student, who can see, set, and solve

non-standard problems; and the development of professional problem-thinking – each particular occupation has its own specifics.

The success of restructuring training from a traditional to problem-based method depends on the “level of problematicity”, which is determined by the following two factors: the degree of complexity of the problem – deduced from the ratio of what is known and unknown to the student in the framework of the given problem; the share of creative participation of the students in solving the problems both collectively and individually.

Not all teaching material is suitable for problem-based exposition. The only way to use problem-based learning at a faculty for preparation of nurses with higher education is through interconnected practical work and seminars.

Three main forms of problem-based learning are distinguished:

problem-based exposition of the educational material in the monologic mode of a lecture (problem-based exposition of the educational material in a lecture, when the teacher raises problem-based questions, establishes problem-based tasks, and solves them his- or herself, while the students are only mentally involved in the process of finding a solution) or the dialogic mode of a seminar;

partial search activity during carrying out of an experiment, in laboratory work, and in the course of topical seminars and heuristic discussions, when a teacher invents a system of problem questions, the answers for which are based on the existing knowledge base, yet at the same time are not contained in previous knowledge, i.e. the questions should raise intellectual difficulties for the students and result in a task-oriented, speculative search;

independent research activity in which students independently formulate their own problem and solve it (in a term paper or graduation thesis, research work), with follow-up control by the teacher.

Thus, one of the qualitative training methods for nurses with higher education is the application of learning based on a problem. In our view, the most acceptable form of problem-based learning for training of nurses is partial search activity with the subsequent transition to independent research.

THE DEVELOPMENT OF PROFESSIONALISM IN THE CONTEMPORARY TEACHER

O. N. Machekhina,
O. V. Poldyaeva

An analysis of the psychological and pedagogical literature on teacher professionalism the conditions of its genesis has established that on a theoretical-methodological level, the concept of "professionalism" has been studied by Yu. K. Babansky, L. K. Grebenkina, B. T. Likhachev, L.M. Mitina, P. I. Pidkasisty, Z. I. Ravkiny, E. I. Rogovy, T. N. Selezneva, V. Ya. Sinenko, and others. The historical aspect of the development of the concept of "professionalism" we find in monographs by A. A. Derkach, N.V. Kuzmina, A. I. Mishchenko, L. I. Mishchenko, V. A. Slastenin, and E.N. Shiyanov. The problems of forming and improving a teacher's professional competence and the development of his or her pedagogical culture and creative teaching potential has been addressed in the works of V. A. Adolf, S. I. Arkhangelsky, E. P. Belozertsev, V. A. Bodrov, A.A. Verbitsky, S. A. Druzhilov, I. A. Zimnyaya, I. F. Isaev, K.A. Kormilitsina, N. V. Kuzmina, L. N. Makarova, and others. According to S. A. Druzhilov, the concept of "professionalism" is broader than the concept of "professional competence." To be a professional is not only to know how to do something, but also to be capable of applying this knowledge to achieve the necessary result. It is impossible not to agree with V. A. Bodrovy, who considers that professionalism can be represented as the pinnacle of a pyramid, in the base of which lies professional knowledge, upon which professional experience, professional competence, and professional qualifications are "built".

In this dynamic, it is possible to distinguish the following stages in the development of professionalism: (a) the stage of pre-professionalism, when the person already works but does not possess a full set of the qualities of a real professional and the impact of his or her activities is insufficiently high; (b) the stage of proper professionalism, when a person becomes a professional who demonstrates consistently high results; (c) the stage of super-professionalism, or mastery, which corresponds to the idea of the peak of professional achievement; (d) the stage of "post-professionalism," when a person may become a "professional in the past" or "ex-professional," and may become a mentor, teacher, or instructor to other specialists. We note that today a professional pedagogue is a specialist who not only possesses a high level of professional activity, but is also

capable of improvement and self-improvement in the process of pedagogical work, making a unique creative contribution to the profession and stimulating societal interest in the results of his work.

We are currently conducting research into the social and pedagogical conditions for the formation and development of professionalism in teachers. The first results of this research permit us to suggest that an important place among such circumstances should be occupied by the following: (a) development and application of programs to monitor a teacher's professional development; (b) organization of the design and provision of the variable content and forms of a teacher's professional development on the basis of diagnostic situations of professional success and failure with the goal of revealing the individual motivations for the development of professionalism; (c) revelation of the features of the internal and external contexts of a teacher's professional activities that give rise to the presence or absence of opportunities for the development of professionalism; (d) ensuring continuity in the support of a teacher's professional development, including providing teachers with systematic consultations and scientific and methodological assistance with the use of individual, group, and collective forms of work; (e) the formation of value-coded relations with teachers for the introduction of innovation; (f) the development of technological preparedness of pedagogues for the use of innovation in the educational process and innovative software and methodological materials; (g) remote forms of instruction, studying, and upgrade of qualifications, etc.

In conclusion, we note that to increase educational quality and the personal development of all participants in the educational process, it is important to define the conditions under which such development becomes an integral and natural part of everyday life. In all educational institutions, children are taught and educated. Every child has the right to a quality education irrespective of the city, town, village, or region in which he or she lives. Furthermore, the quality of education that children receive should not depend on situations that impede the development of the school. Similarly, the quality of the education a child receives should not depend on the circumstances impede development of the school. The quality a child's education should depend on the work of the teacher and on the conditions created, preserved, and developed in the school in order that each child and each teacher might have the possibility to choose a trajectory of development, self-development, and self-realization precisely in school.

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SELF-EDUCATION OF THE TEACHER IN A SYSTEM LIFELONG PEDAGOGICAL EDUCATION

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A. B. Akhmetova

University education is only the first step to becoming a professional teacher. A huge role in shaping the teacher is played by self-education. In psychology, self-education is considered within the framework of a personal approach. In the opinion of G. S. Sukhobskaya and Yu. N. Kulyutkin, self-education constitutes self-regulating and self-managing activities in which the management and monitoring functions are merged together. According to K. A. Abulkhanovaya-Slavska, there are three levels of self-regulation: on the first, a person coordinates their particularities with rules of conduct; on the second, the person improves the quality of work through optimization of one's capabilities; on the third, a person as the agent of his or her work generates an independent direction of behavior and displays creative character.

Stimulating interest in lifelong improvement of qualifications is the fundamental problem of postgraduate education. In the cumulative experience of many countries, it is possible to see the following means for its solution:

(a) differentiation in payment for teaching work dependent on education level. This difference in pay is very significant in that it encourages teachers in a number of countries to return to institutions of higher education and pay tuition to obtain a higher degree (Master's, Specialist in Education, Doctor of Science);

(b) the introduction of "professional gradation" in the form of various categories: "teacher-master", "teacher-professional", "teacher-methodologist", etc., for the assignment of which is considered not only the professionalism of teachers, but also their amount of postgraduate education (courses, seminars, independent work);

(c) providing a teacher a diploma with a temporary status and requiring that it be regularly confirmed (for example, every five years), for which a teacher should gain at least 75-100 balls over the course of five years as evaluated by various paid and free programs, courses, seminars, creative workshops, and other forms of education;

(d) concluding employment contracts with teachers for a certain period (from one to five years) and including a certain amount of upgrading of qualifications as a clause along with other provisions;

(e) instilling professional duty and a sense of pride in their profession among teachers. Most of the teachers of the world belong to various professional associations (the Association of Teachers of History, the Association of Teachers of Primary Schools, etc.), and upon joining them, they sign an oath for the lifelong improvement of their level of professionalism. Having powerful incentives, teachers take part in various forms of postgraduate education with desire and passion;

(f) a flexibility and variety of forms (state, public, and private educational institutions) and types (both formal and informal) of postgraduate self-education. Variation allows the personal interests, needs, living and working conditions and other circumstances of a particular teacher to be taken into account.

New education creates virtually unlimited opportunities for teachers' self-education. There are hundreds of professionally designed programs for self-education. Research and pilot programs for teachers in the field of education, including self-education, are strongly encouraged by the state. Contests on the work of teachers are organized on the regional and national levels. Teachers are given funds for research work and are sent abroad to study the teaching experience of foreign schools. In the U.S., for example, charter schools are encouraged, which have independent ideas and implement them effectively. The government allocates 500 million dollars annually to encourage 10,000 such schools. The 50 thousand dollars received is spent on equipment, improved working conditions for teachers, and continuation of research projects.

Whatever form of methodical work the teacher chooses, its effectiveness is ultimately determined by the measure of his or her independent work and his or her self-education. The idea of lifelong pedagogical education is realized not only in the process of transition from one form of training to another, but also in periods of intense intellectual work in the intervals between training. Self-education is based on a high level of consciousness, the need for self-improvement, and creative self-realization. Pedagogical self-education of a teacher assumes independent mastery of a set of pedagogical values and techniques, and its contents form a common culture of pedagogical work. In order to provide real assistance to the teacher in organization of self-education, it is necessary to know the individual's needs, demands, and interests in the sphere of his or her professional work. Self-education covers a wide range of issues, but

the focus of pedagogical self-education should be oriented towards the study of issues that the teacher did not study during his or her time at pedagogical training institutions, but which are now relevant. Among such issues that make up the basis of pedagogical self-education, there can be those of pedagogical communication, individualization and differentiation of education, development of education, modular training, and training in educational institutions of new type. A group of issues that is considered important are those associated with the formation of a scientific outlook among teachers, their spiritual culture, citizenship, etc.

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INNOVATIVE PEDAGOGICAL PRACTICE IN THE SYSTEM OF PROFESSIONAL EDUCATION

M. T. Mirsolieva

Professional education is directed at the quick progression of the learner's role: in the beginning of instruction, he or she should cease to be a schoolchild, and by its conclusion – a university student. All of this suggests intensive social maturation and individual professional development. From this point of view, the pedagogical position and orientation of the pedagogue take on special significance, and in the foundation of these there should lie the appreciation of the learner's individuality as an inherent worth, an attitude to him or her as to an active agent, and commitment to building a "subject-subject" relationship, i.e. collaboration in shared creative activity within the process of instruction.

The development of professional education at the present stage brings to the fore one of the primary pedagogical problems – formation of innovative pedagogical practices. Innovative pedagogy and the corresponding research appeared in Western Europe and the USA in the middle of the 1960s. The works of H. Barnett, G. Bassett, D. Hamilton, N. Gross, C. R. Carlson, M. Myles, A. Havelock, D. Chen, and R. Edem analyze a wide range of questions on the management of innovative processes, including in the sphere of education. Innovative practice is studied in the works of F. N. Gonobolin, S. M. Godnin, V. I. Zagvyazinsky, V. A. Kan-Kalik, and others. In these studies, innovative practice is considered from the point of view of the theory and practice of pedagogical science's achievements and the dissemination of progressive pedagogical practice. V. A. Slastenin examines innovation as a multifaceted, targeted process of creation, dissemination, and use of new developments, the goal of which is to introduce new resources into the learning process. For justification of an instructor's innovative practice, the position developed by R. N. Yusufbekova is of doubtless interest. In her works, the concept of "pedagogical innovation" is defined as the support of potential changes in pedagogical practice that lead to a previously unknown and previously unmet condition or result and develop the theory and practice of instruction and education. She distinguishes three groups in the structure of innovative processes: (1) novelty in pedagogy, classification of new pedagogical developments, conditions for the creation of something new, criteria for innovation, the degree to which an innovation is ready for assimilation and use, traditions and innovation, the stages for creation of new developments

in pedagogy; (2) reception, assimilation, and evaluation of innovation, the pedagogic community, evaluation and varieties of processes for assimilation of innovation, conservatives and innovators in pedagogy, innovative environment, the readiness of the pedagogic community to receive and evaluate innovation; (3) use and application of innovation – regularities and varieties of introduction, use, and application of innovation.

The subject of innovative activity in professional education is the instructor, his or her individual potential, and foremost, his intellectual and ethical potential comes to the fore. Innovative pedagogical practice requires bearing within the subject area, mastery of pedagogical technologies, the ability to integrate experience from the level of world pedagogic culture, the ability to interact productively with innovative experience of colleagues, the ability to generalize and to transfer one's innovative experience to others. In an innovative pedagogue's practice, a special place is occupied by his or her pedagogic culture; it constitutes a complex backbone structure, which includes projective culture, knowledge culture, worldview culture, cognition culture, feeling culture, evaluation culture, communication culture, and organizational culture. The manifestation of projective culture is the talent for creativity and the continual push beyond the limits of established norms and patterns. Knowledge culture consists of variety in pedagogical knowledge and its acquisition. The level of worldview culture predetermines to a large extent the process and result of the relationship between the pedagogue and the learner. The development of the widest spectrum of higher human experiences leads to the formation of feeling culture. In innovative pedagogic practice, a special place is occupied by the communication culture between the pedagogue and the learner. Proceeding from this, it is possible to conclude that the innovative pedagogue should possess the ability not only to "see", but also to have a great arsenal of strategies, allowing the most suitable of them to be selected.

A pedagogue's innovative practice should be based upon humanistic axiology, which considers a person to be the most important value and the end within itself of social development.

THE IMAGE OF A LECTURER AS INTEGRAL TO HIS PROFESSIONAL CAPACITY

E. S. Belous

An educator's professional activity is determined by various characteristics, including the socio-psychological phenomenon of image.

Traditionally, the process of transmitting and receiving information has been important in teaching. Eliminating the causes for the reason this process breaks down can often be achieved via the science of *imagology*. Misunderstanding occurs if the source of information is seen as 'foreign' or lacking authority. A teacher's negative image can cause that. A positive image facilitates mutual understanding and evokes sympathy and trust. Using his image, a teacher can unite all the members of the educational process, creating a community.

The efficiency of the educational process depends to a large extent on how a teacher behaves in the situation and how accurately students comprehend him. Psychological research on the interpersonal perception of lecturers by students (V. P. Bederkhanov, N. A. Berezovin, G. Kh. Vasiliev, N. S. Batrakova, etc.) shows that most of the students pay attention to their teacher's appearance and bearing and tie them to the personal qualities significant for their profession. A connection between image and professional competence has become clear to practitioners who evaluate the efficiency of lecturers. Research on the teacher's image (E. A. Petrova, E. N. Russkaya, V. N. Cherepanova, I. P. Chertykova, etc.) generally deals with the problems of qualities important to the profession, values, appearance and knowledge of educational communication techniques.

The teacher's image is an integral component of the lecturer's professional competence. Many image characteristics are structured according to individual criteria on the one hand, and professional – on the other. In the view of students, the components of the teacher's image change at different stages of teaching; the lecturer's self-esteem and the students' appraisal of his/her image characteristics are very much differentiated.

We should give particular significance to the specific character of the lecturer's image in the context of their professional competence. Psychological research on the interpersonal perception of lecturers by students show that most of the students pay attention to their teacher's appearance and bearing and tie them to their personal qualities significant to their profession. E. A. Petrova has proved that students' perceptions of

the lecturer's personal image influence not only their attitude towards the subject or the institution of higher education, but also the self-determination of future graduates on the whole. Research shows that an opinion about a teacher starts to form from the first minutes of teacher's getting acquainted with a group. Understanding of a subject, student attendance, their willingness to get in touch with a lecturer, etc. wholly depend on this opinion. The analysis of the components of the teacher's image has indicated such professional characteristics as intelligence, subject knowledge, ability to present yourself and find a way to reach students, ability to exert influence on the audience, style of giving a class, clear explanations, punctuality, precision, speech standards, etc.

Special emphasis is given to nonverbal interaction skills. Nonverbal signals are not usually controlled by our mind, which means they indicate the subconscious attitudes of a person. The degree of trust students have in a lecturer and the information he/she presents are based on this data. Knowledge of the nonverbal image component includes the teacher's ability to control facial expression, to concentrate the attention of the audience on himself/herself using emotional and expressive pantomime and to properly distribute attention directed at the audience with the help of the efficient spatial organization of his/her body. Students like when their lecturer raps out phrases emotionally not hiding their beliefs and emphasizing their confidence that all their arguments are right. As a rule, the unity of behavior and speaking makes the best impression on students and wins them over.

All components of a lecturer's image provide particular information and therefore affect students' perception. Attitude is a social image component. Thus, the formation of a teacher's image in students' minds depends on their attitude as well. The audience is predisposed to a particular opinion. It is easier to interpret what you already know and are accustomed to, although you do not know whether you have interpreted it correctly. Besides this, students' expectations about their lecturer can be formed based on different cultural, national and other stereotypes. That is why a teacher's image should correspond to the expectations of the audience. Results of perception depend on the 'effects' of perception ('halo effect', 'priority effect', 'novelty effect', and 'stereotyped effect'). The effects and mechanisms of perception can significantly distort a teacher's image in the minds of his/her students. And at the same time this knowledge can help the teacher to choose the most appropriate behavior in the auditorium.

To understand the specific character of the lecturer's image we have studied this notion and the related notion of *teacher authority*. As a basis we use the structure of professional competence developed by A. L.

Busygina who considers teacher authority to be a component of the integrative characteristics of a person's qualities. We believe, however, it takes years of working with students for a lecturer's authority to form. At present, due to the intensive curriculum, a lecturer cannot gain authority in the short period of time given to a course. Under these circumstances, special emphasis is given to the image that is formed during the first classes. The teacher's authority, as a result of the teacher's relationship with students, later on becomes a significant factor, which determines the efficiency of the teacher's influence.

The structure of the teacher's authority is comprised of the following: a professional component (expertise, methodology skills, educational techniques, etc.); a personal component (a teacher should be responsive, sensitive, confident, attractive, sociable, dominant, etc.); a value component (moral, philosophic and aesthetic values that a teacher symbolizes); a cultural component (standard of behavior, general knowledge, range of interests, communication style, etc.); and a role-playing component (work status, rights and obligations, etc.).

Comparing the characteristics that describe the categories of image and authority one can assume that image and authority are equal notions; the only difference is the amount of time it takes to form them. Image is made up immediately within the first contact with the audience, while authority is formed after a long period of cooperation. It is important for a lecturer to develop an opinion about himself/herself within the first few classes as this opinion will become the basis for his/her authority.

The study conducted allowed us to develop a definition for the notion in question. An educator's image is a social-psychological vision whose formation is caused by the existence of a teacher's expressive qualities, shown spontaneously or deliberately and perceived by others at first contact. This image responds to students' expectations and becomes a basis for building authority.

DISTINCTIVE FEATURES OF COMPARATIVE PEDAGOGIC RESEARCH METHODOLOGY

A. V. Shin

The process of building the national system of education in Uzbekistan and its integration into world structures requires, first of all, an analysis of the condition and development of the national system of education in the context of world trends. Only by correspondence and comparison of the results of this analysis and by taking into consideration the present context, can we find an effective model of lifelong education. The current development of the system of education in our country imposes great demands on the quality of professional education, on which the contemporary system of lifelong education is based. One possible way to find a methodology aimed at increasing the effectiveness of professional education is observation and assimilation of foreign pedagogical experience. The chance of improving the professional educational process using accumulated foreign experience is based on the coexistence of the same development directions in pedagogical science.

Comparative pedagogical research is an effective strategy that operates within a wider scope of theoretical and methodological approaches toward problems in education and offers up the possibility of analyzing the phenomena of the system, such as education, as scientific knowledge.

The transforming function of comparative pedagogics should be defined not only by the development of fundamental research but also by applying the results of observing the positive foreign experience to the local context. The assessment of national systems of education conducted using new approaches and represented in the documents of various international organizations allows us to see the multi-leveled analysis of education. Such an assessment includes an evaluation of the educational process and recommendations regarding future educational activities. Research that has been conducted provides for a wide and all-embracing picture of education and its significant role in enhancing the possibilities for every person and in social transformation.

Due to its interdisciplinary nature, theories of education have not been supported by its own methodology and have had to borrow from other disciplines. Such a situation has both positive and negative sides.

Numerous original researches have been conducted by international organizations using various social science research methods. Comparative research means juxtaposing educational systems and their separate features, that is, they need to be explained in terms of theory and methodology and interpreted in the frame of some conceptual context. The thing is that when conducting comparative research, one should not only operate with empirical data but engage interpreted models, with each of them being based on conceptual features typical only for it. When a term (or a theoretical model) is transposed from one conceptual context to another, its configuration transforms and some criteria become more important while other become less important. Therefore, some features and characteristics move to the foreground as others become less significant. This leads to transformation of the semantic concepts of the terms involved in the research.

When comparative research of educational systems is based on qualitative analysis methodology and is conducted as qualitative comparative research, the strategy of data collection is based not on gathering qualitative or statistical material. Rather, it presumes forming observations on the basis of studying corresponding sources that are represented mostly as a mass of text information about the research object. As a rule, the main data source for qualitative comparative research of educational systems is first of all represented by scientific publications such as individual and collective monographs, scientific articles, materials of scientific discussions, books commentaries and reviews, etc. The principle of the qualitative comparative research is well expressed by P. Alasuutari, who said: “In order to call work a case of qualitative research one has to admit examples based on qualitative analysis as well as references to other previously conducted research and individual data be used as material for qualitative research. However, this definition of qualitative research does not mean that quantitative analysis of qualitative data may not be applied in the framework of qualitative analysis”.

Each selected methodology has its own advantages and disadvantages. Quite often, however, it is the combination of qualitative and quantitative methods that serves best as a complex approach to the problem. The complementarity of research methods is based on the idea that when an object is studied, the qualitative data might be accomplished with quantitative data and vice versa.

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INNOVATIVE TECHNOLOGY IN VOCATIONAL EDUCATION

N. V. Peresheina

Currently, the very notion of *education* is undergoing significant changes. While formerly education was regarded as cognitive activity and a process of acquiring knowledge, today, experts more often speak of it as a service emphasizing the leading role of the client in the end result of the educational process. Among the high-priority tasks of any educational institution there is the issue of ensuring the educational process, i.e. satisfying the educational demands of a person, society, and country. In order to carry out this task, innovative teaching takes on a leading role which helps to create and modernize the efficiency of the educational process.

The theory and practice of innovation is based on prior experience and understanding. We will take a good look at the basic notions of innovation, innovation process, and innovative activity.

Innovation (from Greek *innovatio* – renewal, change) is interpreted as something new in an established activity and the innovation process is the whole set of consecutive actions taken to obtain particular results. Innovative teaching is the activity tied to the development and realization of different innovative educational programs which are the basis for: (a) new psychological approaches to understanding the quality of students' education; (b) new conceptual ideas for building educational content; (c) new forms, methods and means for organizing students' cognitive activity.

Innovative technologies consist of *interactive educational technologies, project-based method* and *computer technology*.

Interactive educational technologies. In terms of the psychological theory of education, interactive education is a kind of education based on the psychology of human relations. Interactive educational technologies are are viewed as ways of acquiring knowledge, gaining capacity and skills in the process of student-teacher relations and interaction. Their main point is that they don't rely merely on perception, memory, and attention, but first of all on creative and productive thinking, behavior and communication. The educational process is organized in a way that students are taught to communicate, cooperate with other people, think critically and solve complex problems analyzing the situation and relevant information.

All interactive educational technologies can be divided into simulation and non-simulation. As a classification principle, we recognize reconstruction (simulation) of professional activity, its model representation in education. There are different forms of interactive educational technology: (a) problem lecture, (b) discussion study group, (c) educational discussion, (d) brainstorming, (e) didactic game, (f) internship, and (g) simulation training.

Project-based method is regarded as a flexible model of arrangement for the educational process in vocational school and is directed at the creative self-fulfillment of an individual by means of developing his intellectual and physical abilities, endurance and stamina, and creative abilities in the process of producing something new.

Computer technology. The pervasiveness of personal computers has enabled a widespread use of multimedia technology. It is difficult to imagine modern vocational training without these technologies that extend the boundaries of computer application in the educational process. Use of computer technologies in vocational education helps achieve educational goals.

Specifically, a problem is solved with one or two unknown quantities that compose innovation. For example, an idea is born but a teacher does not know the process of its realization or its result or the teacher knows the likely result, but does not know how to create a new product. This often happens in the course of introducing new elements to the existing standards and traditions. The innovation process secures adaptive, prognostic, search periods with the aim of adopting ideal conditions for the optimal dissemination of a new idea.

The structure of the innovation process traditionally consists of the following stages: (1) formation of an innovative idea, a problem based on objective or subjective, external or interior contradictions; (2) organization and securing of an innovation process in the course of a search for a new product derived from an individual's creativity; (3) gaining an innovative result, a objectively and subjectively meaningful new product; (4) spreading the innovation; (5) adaption of the innovation in practice.

A lecturer's innovation as a form of their interaction and interrelation with student activity, can improve education quality. This lecturer activity has its own structure consisting of motivation, cognitive, creative, procedural, and result-oriented components.

However, an educator does not always have the possibility to create something new. There are obstacles to innovation processes among which V. I. Andreev emphasizes the following: the conservative attitude of some teachers (especially dangerous in the administrations of educational institutions and education regulators); blind acceptance of the present situation ('everything is fine as it is'); lack of educators and financial means to maintain and stimulate educational innovation, especially for experimenters; unfavorable social or psychological climate in a specific educational institution, etc.

Overall, during the process of innovation, educators create objectively and subjectively new 'products', reconstructing or modifying the known educational areas, introducing innovative elements to the existing norms and traditions, and introducing new know-how not previously used in education and training.

THE CHARACTERISTICS OF AN ADULT LEARNER AS A FACTOR TO BE TAKEN INTO CONSIDERATION FOR CONTINUING SUPPORT OF A TEACHER'S SELF-EDUCATION

E. V. Tarasenko

The concept of lifelong education as “organized learning determined by a set of factors and conditions for the lifelong education of a person” [2, p. 238] defines the main trend in the development of modern education. Self-education is key to the development of a system of continuing education of teachers under the current conditions. Whereas in the industrial 20th century, self-education was an important factor for adaptating to the rapidly changing social and economic environment for a specialist in any field, in the information-driven 21st century, self-education becomes a necessary prerequisite for professional growth in a competent worker. This is particularly relevant to the teaching profession, for which self-education is almost a synonym of lifelong professional education.

For modern education science, self-education in teaching is, to a great extent, a controversial issue, regardless of the fact that it has been widely covered by scientific research. On the one hand, the great importance attached to self-education in teaching has become almost axiomatic. No teacher-training institute is currently capable of providing the amount of knowledge that would be sufficient for a teacher to carry on his or her professional activities for more than three or four years. No innovation in the education system can overcome the natural resistance of the system to change if the teacher is not equipped for it, which is only achievable through self-education. No teacher will be able to adapt to the current rapidly developing system of school education, and still less be successful in their professional activities, without developing their professional competences on their own.

On the other hand, we cannot but recognize that although the majority of teachers acknowledge the great importance of self-education, not every teacher by far shows willingness to engage in continuous self-education and even fewer are able to manage this work by themselves. It would be too superficial to explain this inconsistency by the low motivation of teachers toward their profession as such, or by their excessive preoccupation with routine tasks, or simply by a low level of personal development. Let us assume that it can be explained by insufficient attention paid to supporting self-education in teaching at different levels of the skills-upgrading system for educational workers. Since the nature of

external support to self-education in teaching is defined by the specific characteristics of each learner — a teacher in this case — it is reasonable to discuss the fundamental characteristics of an adult as an actor of the educational process and ways of taking them into consideration.

By “adult” we mean “a person who plays socially important, effective roles; is physiologically, psychologically, socially and morally mature; and has relative economic independence, life experience and self-consciousness that is sufficient to provide responsible, self-managed behavior” [2, p. 81]. It is important to note that until the middle of the 20th century, adults were thought to be incapable of learning. This was explained by the deterioration of certain physiological and psychological functions, such as hearing, sight, memory and attention. However, research by some scholars, such as I. Lordge, R. B. Cattell, Y. N. Kulyutkin and E. I. Stepanova, shows that the ability and willingness of a person to learn, on the contrary, grows with an increase in years, as he or she develops new characteristics, such as a richer experience of life, rational thinking and analytical aptitude. Summarizing psychological research, B. G. Ananiev concludes that “the ability to learn grows with the development of an adult person, although intellectual reactions slow down to some extent” [1, p. 363].

The willingness of an individual to pursue self-education is, certainly, to a great extent determined by household-related, temporal, economic and ergonomic factors. However, the psychological and pedagogical characteristics of an adult person still play a decisive role; therefore they should be taken into account when arranging for the external support of self-educational activities. Let us consider the ways of taking characteristics of an adult learner into account, as identified by S. I. Zmeyov [2, p. 78]. A strongly motivated teacher enables those who provide support for self-educational activities to confine their involvement in the educational process to the role of expert, work coordinator or consultant, instead of being the only source of the content of the teacher's self-education program. At the same time, the motivation of a teacher towards self-education is caused by the necessity of solving hands-on tasks; hence the content of self-education should be practice-oriented to the greatest extent possible.

A teacher is conscious of himself or herself as an independent, self-managed personality. Correspondingly, when supporting his or her self-education, it is important to ensure that a teacher is as much as possible engaged in reflection, analysis and assessment of his or her activities in self-education. A teacher seeks to implement the acquired knowledge,

skills, abilities and competences as soon as practicable; therefore it is necessary to inform him or her of the opportunities for the dissemination of experience gained through self-education.

The teacher's self-educational activities are to a great extent determined by temporal, spatial, professional, domestic and social factors. Hence, the content of education should be open-ended and developed from the personal experience and individual information demands of a teacher. Thanks to this conscious approach to self-education, a teacher seeks to assess his or her real opportunities and capabilities, matching them against those of his or her peers. Therefore, a diagnostic of the status of self-education should be as accurate and objective as possible, and interactions between teachers should be organized in such a way so that a reflexive competition between them could be encouraging and not discouraging.

Apart from the aforementioned generally positive characteristics of adult learners, I. A. Kolesnikova [3, p. 50] identifies a few difficulties and barriers that may be encountered when addressing them. For an adult person, potential barriers to self-education include multiplicity, variability and discreteness of information received from the surrounding world and the impossibility of covering an entire body of knowledge. The role of those providing support becomes decisive when it comes to facilitating teacher's self-education, building his or her own educational path, identifying the areas of self-education and providing a toolkit for self-evaluation and self-analysis. Moreover, an adult person may have an internal barrier with respect to his or her ability to learn, which manifests itself due to a lack of psychological preparedness for acting as a target of the teaching process. It should be noted that the results of objective research show that human beings maintain the ability to learn throughout their lives. This ability of an adult learner necessitates indivualizing his or her interaction with his or her teacher and building a “success case” at the stage of the implementation of the results of their self-education efforts.

Therefore, characteristics of a teacher as an adult learner should be taken into consideration when supporting his or her self-education.

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INTERACTIVE TECHNOLOGY FOR PROFESSIONAL DEVELOPMENT TO PREPARE EDUCATORS FOR TEACHING CHILDREN LIVING WITH HIV

L. A. Yemelyanova

Russia's market future depends on its intellectual capital and, in particular, the qualifications, professionalism, competence, anticipatory ability and decision-making skills of its educators. For the necessary level of professionalism to be achieved, the training should include techniques that help develop analytical and anticipatory thinking and managerial capacity and skills. This is especially relevant when it comes to teacher-student interaction where the student is a child living with HIV. Until now, HIV/AIDS education in school was merely a component of the larger HIV/AIDS research. No specific research has been conducted on the theoretical and methodological aspects of how to prepare teachers for teaching HIV positive children. Our research shows that the majority of administrators and teachers are in favor of inclusion; however, the respondents' opinion changes when it comes to an HIV positive child. The results of our poll on teachers' willingness to work with HIV positive children are as follows: 89% of the respondents believe that those who work with HIV positive children are highly exposed to the risk of infection; and 95% of the respondents believe that special schools should be opened for HIV positive children. This is a striking example of unfounded fear and stigmatization.

The humanitarian technology is a kind of social know-how that involves the practical use of knowledge about Man with the aim to create the enabling conditions for free, all-round personal development [10, p. 12]. Educational know-how usually answers the question, "How can we ensure that the training is effective?" T. I. Shamova and T. M. Davydenko define educational technology as "a process-based system of collaboration between students and the teacher in designing (planning), organizing, focusing and adjusting the educational process with the aim to achieve a specific result, while providing comfortable conditions for the participants" [10, p. 39]. In *Techtology*, A. A. Bogdanov states the existence of a "*folk techtology*", i.e. the formulas or techniques for performing an activity found in paroemia (riddles, proverbs and sayings), the wisdom of which has been guiding people for centuries. Indeed, many remember the proverbs, "He that would eat the fruit must climb the tree" or "Measure thrice before you cut once". No decision can be implemented without a strong focus on the goal. As La Bruyèr put it, we give advice, but we cannot give the wisdom to profit from it.

When educating students about working with HIV positive children, we have discovered that one of the most difficult challenges is to teach decision-making and situation analysis skills. Where a class takes the form of a game-based situational exercise or game-based simulation, students enjoy much more freedom in selecting both their action strategy and specific actions to achieve the training goal. Contemporary literature on the subject describes numerous game-based simulation techniques designed to invigorate the training process. The main purpose of those techniques is to involve students and develop their hands-on abilities and skills, since, as Tacitus put it, "practice makes perfect". They may be either used alone or incorporated into conventional training methods or business games and workshops. Active learning usually relies on a variety of techniques. For example, in a game-based simulation, students will form small project teams. Each team presents their project to the others in a general session to compare the results and discuss innovative approaches and ideas. In a master class, which is a good place for a teacher to showcase his or her creativity, students analyze case studies that are different in their genre, type and purpose as part of the training, retraining and upgrading their skills. An exercise may involve performances, role playing situations and watching relevant videos. In such an integrated approach, interactive techniques are applied as part of the case study method or situation analysis method.

In active situational learning, the case study participants are given facts (events) associated with a specific situation in a social system at a certain point of time. It is through group work like this in analyzing the situation that the students gain knowledge and build capacity and hands-on skills in solving problems, and also learn to see various opportunities and approaches to solving problems and adapt to different kinds of people involved in the decision-making process.

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COMPLETING ONE'S EDUCATIONAL PATH THROUGH DISTANCE EDUCATION*

M. A. Tappaskhanova

In recent years, the term Distance Education (DE), has come to mean education over the Internet. But this definition does not fully express the nature of distance education. There are three main characteristics that differentiate this educational method from others, including certain methods that also make use of Internet technology: it is an open education, it is computer-based, and there is active communication between students and teachers using telecommunications technology. The term "remote learning" is also heard often. We will attempt to explain exactly in what way these concepts differ.

People often use the terms distance education and remote learning as synonyms. There is no doubt that these two terms have much in common, but nonetheless they are not identical. DE is a new way to receive an education, with use of the Internet as its basis. Remote learning is a much narrower concept, a method of obtaining information through remote access to textbooks or methodological materials. Remote learning can be used in traditional education. For example, if a teacher communicates with students by e-mail, or places class materials, exam questions, or test results on the university website, this is a case of students working with remote materials and using the Internet to gain access to these materials. Remote learning has been used as part of the teaching process in Western Europe and the US for quite some time already. In these countries, students of traditional educational institutions can work with certain class materials over the Internet. Even in Russia remote learning has been in use for a relatively long time. Any educator that gives students assignments requiring use of the Internet to prepare for a seminar or to write a paper is using elements of remote learning whether the teacher is aware of it or not. Moreover, remote learning can be used when taking courses or in trainings. DE as an educational system, however, has appeared on the scene only rather recently.

DE is a comprehensive concept that many researchers describe as a new form of education; it uses remote learning, and on the basis of open education principles provides students with the necessary level of

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education, certified by a state document. In other words, it is an education that must be attested to by the state as valid, and institutions in the DE system must be licensed to provide educational services. Thus a program can only be called DE if it is acknowledged as part of a country's educational system.

Remote learning is a universal humanistic form of education based on using a wide spectrum of traditional and new information and telecommunications technology and equipment. It creates conditions that allow the student the freedom to choose an academic discipline that meets the respective standards and includes dialog with educators, without being restricted by the student's location in time or space. DE is a system that implements remote learning towards the goal of the student attaining his or her educational qualifications and having them acknowledged as valid, which then becomes the basis for the student's subsequent creative and/or professional activities.

DE's informational and educational environment is the systematically organized aggregate of the means of data transfer, information resources, interface protocols, hardware and software, and organizational and methodological means of support, all aimed at meeting the educational needs of its users.

Remote learning as a method may be used in a traditional education as well, but if such education does not involve receiving a diploma or state certificate, then the institution using this method cannot be considered part of the country's system of DE. DE as an element of the educational system is still in the conceptual stages in Russia and the former USSR.

The continuity of an educational path is a sequence of educational and instructional work in which each subsequent element strengthens, expands on, and deepens the knowledge, skills, and proficiencies obtained in earlier stages of the education and prepares the student for what is to come. Ideas for expanding DE include giving anyone who so desires the opportunity to study in any college or university. Experience in other countries shows that the DE market is much quicker in adapting modern technology to its purposes than traditional education is.

The following characteristics set DE apart from traditional forms of education: (a) flexibility (the possibility of studying at whatever time and speed is convenient for the student); (b) modularity (the possibility of creating an individualized curriculum that meets the needs of the student or group from among a number of independent topic-based instructional modules); (c) concurrency (education and professional activity at the same time) and scope (using a number of educational sources at the same time –

electronic libraries, databases, etc., communicating with other students and the educator through the Internet); (d) cost-effectiveness (economical use of educational premises, equipment, and transportation; concentrating and unifying the presentation of educational information, etc. The international estimate is that DE is 50 % less expensive than traditional education.); (e) social equality (equal opportunity to receive an education, regardless of the student's place of residence, health, or financial situation); along with other differences as well.

Remote learning assumes a large amount of independent work on the part of the student. Unfortunately, not everyone is able to work independently. Thus some universities prefer combining elements of remote learning with a traditional education (or a traditional home study method). Another aspect of the issue involves the scientific and methodological "training grounds" used in DE. The student's interest in learning also depends in part on the quality of the learning aids, which must be adapted to a non-standard and unfamiliar learning process, and which must fully meet state educational standards in the particular discipline. For students who wish to study more complicated topics than what state standards require, there are additional educational materials available.

The foregoing discussion leads to the conclusion that it is possible for students to use the distance education method in order to achieve their educational goals.

THE PEDAGOGICAL SUPPORT OF GIFTED CHILDREN

N. N. Zhurba

The content and direction of education is changing due to new conceptual approaches in the development of pedagogy, those of humanization, personality orientation, political culture and globalization. The importance of modern approaches in the improvement of the quality of education is increasing. In this context, scholars' attention toward the pedagogical support of gifted children in terms of a humanistic paradigm is essential. Current scientific studies confirm that in regard to the problem of teacher-pupil relations, pedagogical support was not only theoretically justified but was actively implemented into the educational practice. Pedagogical support of the personality of a pupil in general, and of a gifted child in particular, is a functional component of a humanistic education system.

O. S. Gazman was one of the first Russian educationalists who justified the interconnection between education and the self-development of a child and he proved theoretically and practically the importance of the pedagogical support and protection of children. According to O. S. Gazman the pedagogical support of children offers "preventive and immediate assistance to children in solving their individual problems connected with physical and mental health, social and economic status, successful academic progress, compliance with school regulations." It also helps children with "efficient business and interpersonal communication; with life choices, and professional and ethical choices (self-determination)" [2]. Continuing the development of the theoretical and technological fundamentals of pedagogical support, Gazman's students and colleagues introduced some conceptual corrections. N. B. Krylova considers "...support within a broader socio-cultural context as an element of cooperation and interaction, since the support is a manifestation of a positive attitude toward the activities of a person and a willingness to encourage his inceptions and self-realization; [pedagogical support] as a key principle of the personality oriented (humanistic) system of upbringing; [pedagogical support facilitates] the processes of self-determination, self-building, and self-expression of a child's personality, development of his unique individuality; [pedagogical support is an] activity at the 'personality-to-personality' level, when eye-to-eye communication reveals elective affinity" [2].

The main subjects to be supported by teachers are subjectivity (selfhood, self-dependence) and individuality, i.e. the unique combination of general, specific and singular traits in a person, distinguishing them from other individuals. Pedagogical support of a gifted child is topical for modern schooling due to changing social, political and educational ideologies, and consequently the role of personality in the education process is changing; it definitively acquires the status of an education subject, having unique individuality, singularity, so the necessity to support the individuality, cultural identity, creative capacity, self-determination of values, self-assertion and self-realization of a gifted child is also increasing.

During the last decade, the paradigm of the formation of an education subject in society has changed drastically: status is determined not by origin or wealth, but by talent, charisma, and intellect. The “meritocracy” concept meaning “gifted elite” has spread in sociology, social psychology and pedagogy. Herein the status of a child’s giftedness problem becomes more paradoxical in many respects. The attitude of society to gifted children and the nature of research in giftedness psychology and pedagogy are inconsistent. On the one hand, public statements and state trends clearly encourage the support of and assistance to gifted children, but on the other, gifted children have to face discrimination and social rejection more often than others. This fact characterises the social aspect of the crisis in which they found themselves. The scientific aspect of the crisis is characterized by the fact that modern science has accumulated an enormous amount of information about the education of gifted children both of a theoretical-methodological and applied nature. However, the whole of this accumulated knowledge is in danger of becoming critical because of the impossibility of its efficiency, due to heterogeneity and inconsistency, and the interdisciplinary nature of many ideas, provisions, concepts, categories, terms, technologies, procedures, and techniques.

In terms of applied use, the problem of the fading of children’s giftedness arises, notwithstanding more and more improved techniques of selection and development of gifted children, and the unreliability of gift development forecasting. In social terms, the problem of exploiting children’s giftedness which appears to be exhausted before reaching maturity, is gradually acquiring the characteristics of a humanitarian disaster. In scientific terms, the demand for developing theoretical and methodological foundations for a special branch of pedagogy, namely gifted children's pedagogy, appears to be obvious. When discussing the topicality of issues related to the education of gifted children, the emphasis is laid mainly on social and school-related aspects of this problem. Today the

schools in Russia appear to be in a strange situation: (a) on the one hand, domestic educational practice has very few education programs for gifted children; teacher training institutions fail to provide task-oriented professional training of teachers, educators, school and pre-school psychologists for work with gifted children; no basic training of specialists in theoretical knowledge of psychology and pedagogy of children's giftedness; the register of educational occupations fails to have the occupation "specialist in work with gifted children", and the "pedagogy of giftedness" as a scientific discipline is not mentioned in the range of educational sciences so far; (b) on the other hand, the number of gifted children is increasing. The analysis of educational practice of work with gifted children has revealed that educational activities are focused on the attainment of results, the product of a gifted child's activity and creativity. Any conceptual content, however differently presented in theories, in practice appears to mean one and the same thing – "report of the completed work". Thus the pedagogical activity has exhausted its own significance and the scientific idea of giftedness phenomenon, which forms the basis of it.

So the systematization of children's giftedness knowledge, based on pedagogical principles, is required firstly for the identification of fundamental principles for their expedient and productive use in practice; secondly, for the definition of strategic milestones in the pedagogical search for optimal technologies of support; thirdly, for the formulation of approaches for the creation of conditions for pedagogical support for children's giftedness in terms of theory, concept and practice, rather than for a sort of "inventory" of the accumulated information. Pedagogical support implements society's need for the construction of an education pattern within which a gifted child is able to master the mechanisms of self-determination and self-realization. An educator or education community, which shares this need, may become a subject of this activity.

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CREATION OF A HEALTH-PRESERVING EDUCATIONAL TERRITORY IN COLLEGE AS AN INSTRUMENT FOR MANAGING EDUCATIONAL QUALITY

G. S. Grenov

The socioeconomic situation that has formed in modern Russia establishes the necessity of rethinking theoretical approaches and practical solutions to preparation of mid-level specialists. The theory of management leans towards the idea that the optimal level of quality should be determined by the product's customers. This approach to quality is also gaining an increasingly wider distribution both in professional education in the European Union, the documents of which state that educational quality should correspond to the values, goals, and objectives of three groups of users: students, users of educational services on the labor market, and society in general.

Unarguably, a quality that lies in the basis of successful formation of a socially active individual is the condition of his or her health. However, it should be acknowledged that for the current period of societal development, to the contrary, a sharp deterioration of physical, psychological, and moral health is characteristic, as well as a decrease in the reserves of human life force. Analysis of the health condition of young students confirms that the existing system for their development is significantly damaged, and a new one is only just forming. In our opinion, the modern Russian professional school requires a holistic concept of education that is health-preserving, in which the process of preservation and reinforcement of health should be considered in two areas: firstly, in terms of realization of the exterior sociocultural conditions for human life and the need for health as a condition for wellbeing (physical, psychological, and social); secondly, in terms of implementation of the internal conditions related to man's responsibility for the existence of the integrity of his own life (self-being-health). Both cases refer to the formation of health in particular sociocultural conditions, insofar as human health is primarily dependent on life conditions and lifestyle.

The growing demands of state orders for professional education lead partially to the exhaustion of learners, which on the one hand reduces the degree to which a subject is learned, and on the other hand, worsens learners' health. Therefore, the matter concerns the complete restructuring of the educational process and creation of the necessary management

assumptions based on the personality-oriented paradigm and corresponding to promising social trends.

Educational quality is an integral feature of the educational process. Quality management in education includes activities to create conditions for instruction and education, organization of the education process and determination of educational outcomes. Creation of a health-preserving educational environment as a factor for quality management in education can be considered both in terms of conditions (for example, the availability of the necessary equipment), as well as in terms of the process (the use of health-preserving technology by pedagogical workers) and the results (preservation and promotion of the health of learners and students as an educational aim). The effectiveness of creating a health-preserving educational environment is confirmed by such indicators as the sustained health effect, high educational motivation, creativity and learning, increase of the number of learners and students with balanced physical development. A health-preserving educational environment is an integral part of the educational system.

In formulation of problem for health-preservation in the educational process of Moscow Architectural College №1, it is possible to distinguish several stages: in the first stage, the primary emphasis is placed on maintaining the students' level of health (identification of factors providing or capable of causing a harmful effect on the learner's body); the second stage includes the program for formation of the subjects of the educational process's physical, psychological, and moral health. At this stage, the creation of a health-preserving educational environment should be viewed as an aggregate of all the strategies, methods, and technologies used in the educational process. For this, various methodological recommendations are used, allowing participants of the educational process to objectively evaluate their activities and the activity of the college in terms of health preservation. In order to improve educational quality control, the reasons for learners' underachievement are analyzed. The performance of learners, as well as their health is affected by the so-called inter-college group of factors – intensification and irrational organization of the educational process, an inappropriate method of instruction, etc. Several reasons for the underachievement of learners can be distinguished: (a) pedagogical reasons, which are characterized by the low efficiency of pedagogues' work for the organization of educational activities (insufficient consideration of the psychological and physiological characteristics of learners, a lack of attention and care from parents); (b) psychological reasons, which are characterized by a lack of educational motivation, disturbances in the

emotional-volitional sphere, gaps in knowledge, and a low level of cognitive ability; (c) physical or somatic reasons, which are characterized by a weakened body and chronic sickness, and as a result, by absenteeism; (d) neurophysiological reasons, which are characterized by a weak type of higher nervous function, etc.

A similar approach for determining the reasons helps not only to understand the role of teachers in creation of the necessary environment for the success of learners and students, but also to define the basic areas of cooperation of pedagogues, parents, psychologists, and doctors. The use of different methods allows the actions of learners and students to be enhanced, and ultimately, will influence the improvement of educational quality. Through administrative methods it is possible to achieve compliance with sanitary norms and rules, to ensure well-prepared, from the point of view of health preservation, lesson schedules, but the health-preserving impact on learners and students of different pedagogues can reduce positive effects to a minimum.

One of the necessary improvement areas in college activity in terms of establishing a health-preserving educational environment is organization of effective cooperation with the parent community. Realization of this aim allows information about parent wishes as an integral part of civil order to be received immediately, and, accordingly, to introduce the necessary changes in organization of the educational process. On the other hand, active participation of parents in the life of the college raises their motivational readiness to assist their children in the process of overcoming difficulties that emerge in the course of obtaining a professional education. Involvement of parents in the creation of a health-preserving educational environment is possible primarily by means of holding class and college events with their participation. This could be creative competitions aimed at promoting a healthy lifestyle, organization of hikes and outings, and holding thematic classroom hours. Moreover, it is possible to organize the upgrade of pedagogical qualifications for the parent community through holding various seminars and lectures on health-preserving technologies.

Results of training activities can only be declared positive if they do not lead to the worsening of the health of learners. In other words, any improvement in knowledge gained at the expense of the health or deterioration of the development of an adolescent does not give any reason for a positive evaluation of the quality of education. At the same time, modern representatives of civil order in education on the part of the government, parents, employers, and society provide very specific requirements for the quality of preparation of a college graduate. The

essence of civil order consists in combination of a high level of educational quality with a good physical preparation of younger generation, while preserving and strengthening the psychological and physical health of learners.

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PSYCHOLOGICAL ASPECTS OF FORMATION OF A CREATIVE PERSONALITY IN THE CONTEXT OF AN EDUCATIONAL INSTITUTION

N. I. Scherbakova

To achieve noticeable success in the profession (hairstylist, clothing designer, beautician, technician for catering production) that students obtain at the Moscow College of Arts and Teacher's College of Technology and Design is impossible without the talent for creation. To nurture a creative personality, a creator generating new ideas and embodying them in life is one of our most important objectives. However, the objective is not easy, insofar as in and of itself it contradicts the objectives of an educational institution – to teach students to act according to particular standards with observance of particular rules and norms.

Psychological analysis of the basic pedagogic situation in origin of new knowledge indicates that in the process of instruction, understood as assimilation of a cultural pattern (new knowledge or a new social norm), it is not the cultural pattern itself that is the subject generating the (creative) activity of the learner. Psychological analysis of the cultural pattern itself as a material (or materialized) subject having an ideal form provides the foundation for the conclusion that only a part of the method for an activity accumulates as a result of a pattern's objectification – the method of functioning (method of reproduction) of an activity. This signifies that in this manner, the recreation of a cultural pattern inherently cannot be a carrier of the logic of creation and is only a carrier of the logic of reproduction (functioning) of an activity. Therefore, it is completely obvious that creative abilities simply cannot arise somewhere they are not, and where they are not expected. Simple assimilation of a cultural pattern does not require learners to generate or create, i.e. it does not require creative ability. A cultural pattern is provided initially, before the instruction. Therefore, during the assimilation of the "product" of education, people always appear who are capable of reproducing the assimilated methods of activity, but not of creating new ones.

Creativity as a human essence, as a truly human ability to realize oneself, as an ability to exit from the limits of one's ultimate forms and contents (the ultimate methods of activity) is also the ability to overcome any inner limitations. The process of formation of creativity consists of a number of stages and is accompanied by the acquisition of socially significant activity by means of imitation. The condition for transition from

imitation to independent creativity is individual identification with other patterns of creative behavior. Formation of a creative personality in a person studying a profession can be considered in a greatly simplified form as a process consisting of two stages:

At the first stage, a young person having selected a profession and already in the process of instruction determines for him- or herself the “ideal pattern” of a creator or professional whom he or she strives to imitate (right up to identification with the pattern);

At the second stage, rethinking of one’s own imitative production takes place as well as formation of a negative attitude to the previous “ideal”. The individual either pauses on the phase of imitation forever or transitions to original creativity. The success of instruction is influenced both by general intellect, as well as attitudes, interests, motivation, and many other mental personal characteristics.

Psychologists examine two levels of creativity: the potential and the actual: (a) the potential level is preparadigmatic creativity characterizing the individual from the point of view of his or her preparedness to acquire actual creativity and for the manifestation of creative activity; (b) the potential level is the imitation of a pattern. The environment facilitates its manifestation, consolidation, and transition to the level of active creativity. Imitation in a way raises the individual up to the last step of development of the sociocultural environment that people have achieved: beyond is only the unknown. The individual, emerging as a creative personality, should and can step into that unknown, just thrusting off from the preexisting step of cultural development. Noncreative personalities get stuck at the stage of imitation, copying and reproduction of the general normative method of activity.

Is it is possible to artificially reproduce the conditions of a social microenvironment that can positively affect the development of creativity? As we have already said, the concepts of “pattern”, “stereotype”, and “standard” contradict the mundane view of creativity as an unstructured activity that generates a new product, which abnegates the old. In this manner, a problem arises: in what manner is the formation of a creative personality possible within the walls of an educational institution, if the mental mechanisms of educational content contradict the objectives for the formation of creativity? The problem of formation of a creative personality can be solved only through radical changes in the psychological content of education. This change is connected with a change in the understanding of culture and its inner philosophical and psychological content. As well it is connected with a change in the understanding of the content of the basic

mental mechanisms of education and the goals and values of education itself. In order that creativity form as a deep (personal), and not only behavioral (situational) characteristic, its formation should take place under the influence of the environmental conditions.

Creativity as a deep characteristic is expressed in the original formation of the problem, replete with individual meaning. Therefore, it is necessary to carry out a systematic, indirect formative influence and to correspond to this requirement the influence of a particular set of conditions in the microenvironment. The microenvironment in our case is the educational institution. On the basis of analysis of the activity of the college's pedagogical staff directed at formation of a creative personality in the process of professional instruction, the conclusion can be made that the successful development of students' creative abilities is possible only through creation of particular pedagogical conditions that promoting their formation, in particular: (a) the presence of an information-rich, unstructured, diversified cognitive environment in the college with democratic attitudes for sustaining interest and the creative atmosphere, as well as provision of the optimal conditions for realization of each student's abilities: (b) revelation of students' individual personal characteristics and their maximal consideration in the educational process through differentiation of training on the basis of the active learner approach; (c) the presence of creative behavior among staff; (d) motivational management (the method of motivation in management) on the part of the pedagogical staff; (e) a flexible diagnostic system in the interrelation "pedagogue-student" for the immediate receipt of information on the level of mastery of the program; (f) high organization and interdependence in all the rungs of the educational process and its focus on the development of creative abilities, etc.

In our opinion, the pedagogical staff of the college is successful in creating advantageous conditions for the formation of a creative personality. This is facilitated by a variety of events organized in the college every year and directed at the development of students' creative potential: competitions of professional skill, a scientific conference for students, exhibitions of students' work, etc. The staff also strives to find new, modern ways to realize students' creative potential. In the current educational year, such events were carried out as: "Fair of Pedagogical Ideas", a competition of student reports "Creativity in My Profession", etc. Students of the college also take active part and win prizes in professional competitions and championships on the level of the city, Russian Federation, and the international level.

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THE USE OF MEDIA EDUCATION IN VOCATIONAL TRAINING CLASSES FOR SCHOOLSCHILDREN

M. Yu. Kormilitsyna

The desire of teachers to inspire pupils in vocational training classes by means of computer technologies and equipment is dictated primarily by the desire to provide them with a variety of means of self-expression. Furthermore, it is media education that can help a student to better understand the “mechanism” for the appearance of information in one form or another.

The concept of media education emerged under the name of called “visual literacy” in the 1960s in the U.S. The term “media literacy” was used as a synonym. According to this concept, a school should teach children not only non-verbal methods of communication, but also visual ones. Hence the increased interest in photography, comics, advertising, and on a higher stage of development of visual literacy – in film, television, and video. Today, there has again been further development of the idea of C. Freinet (1896-1966), who claimed that a child’s thinking can be expressed by the formula: “To think means to do”. Many researchers in the field of education believe that schoolchildren should necessarily participate themselves in the creation of audiovisual materials. In doing so, the demands of the lesson naturally rise to a qualitatively new level. Thus, in vocational training classes, before beginning to carry out some work, the pupil must mentally think out all the successive stages of his or her work in detail, i.e. create a “virtual picture” of further creative work. This all leads to more informed conceptualization of the project for a given topic and for the quality of work they performed.

Currently, the interest of vocational teachers in creating visual thinking in schoolchildren in the process of their learning is increasing in response to special information technologies related to the studied discipline that are rapidly expanding and becoming all the more accessible. That is why one of the topical areas for introduction of information technologies into vocational classes is multimedia presentation technologies and Internet search. For example, the use of electronic presentations allows the information content and efficiency of vocational lessons to be significantly enhanced during explanation of the training material, and it promotes the development of creative thinking and the expressiveness of the material. It is obvious that the performance of pupils

in vocational training classes increases significantly, insofar as visual and auditory perception channels are involved simultaneously (the modality principle). It is known that the effectiveness of auditory perception of information is 15 %, visual is 25 %, and their simultaneous inclusion in the learning process increases the efficiency of perception to 65 %. Moreover, the presence of summaries in the form of thematic electronic presentations opens wide possibilities for the organization of students' independent work with similar educational resources.

The main problem in the use of computer programs is the inadequacy of the recommended programs in terms of "one's own" subject (discipline) and the difficulty of adapting them to specific techniques and lessons. One is forced to adapt to the computer program, rather than vice versa. At the same time, the great utility of introducing computer presentations into the educational process should be emphasized, namely: the availability of software tools allowing non-professionals in the field of computer science to quickly and easily create a series of slides saturated with information and processed in a single slide film with multimedia effects. This software tool is Microsoft PowerPoint. Four main advantages of presentations in vocational training classes can be distinguished: (1) the ability to visually communicate the necessary information to schoolchildren (for example, the theme of the lesson, its purpose and objectives); (2) educational possibilities, including those associated with visual images of the content of lesson topics (for example, illustrations for the lesson); (3) training possibilities (for example, to use instructional cards – step-by-step stages of the manual operations); (4) to create an additional, visual and conceptual motivation (images, sound, etc.). Using multimedia presentations is appropriate at any stage of learning a new topic and at any stage of the lesson, both with the assistance of a computer or with a multimedia projection screen. The effectiveness of the educational material's impact on the audience largely depends on the oral material's degree and level of illustration. The visual richness of the educational material makes it clear, convincing, and contributes to the intensification of the process of its assimilation. When using information technologies in the process of vocational training, the motivation to learn increases, student interest in learning is stimulated, and the effectiveness of independent work grows. Computer technologies also have a certain educational effect on the student, and the situation arises in which computer technologies become tools for manifestation of creative activity.

The experience of applying computer technologies in vocational training classes undoubtedly develops creative thinking in both the teacher and student, saturates the lesson with practical, educational skills, and improves the quality and effectiveness of training.

OBJECTIVES AS AN IMPORTANT TECHNOLOGICAL CATEGORY IN VOCATIONAL EDUCATION

G. M. Anarkulova,
G. N. Ibragimova

Pedagogical planning is a complex task, which is carried out by taking into account the socio-cultural context of the problem under examination, and in which socio-cultural, psychological and pedagogical, technical and technological, and organizational and managerial aspects interact and mutually reinforce one another. Objectives are one of the major categories of educational technologies in vocational training and retraining of specialists. It is the objective that predetermines the result. The content is selected in accordance with this objective, as well as the methods most appropriate for it and for ensuring a result. In pedagogical practice, vocational education has established a methodical approach in which the teacher sets an objective before the students.

In order to understand the role of objectives in the pedagogical process, we present several different teaching situations that arise during lessons in the vocational education system. We characterize the dynamics of how students form objectives: (a) a nonexistent need, (b) some interest is shown, (c) the objective is formed during the course of the lesson, (d) a fully determined objective (real or unreal) is present upon arrival, (e) it was self-determined during the course of the lesson, (f) it was self-determined in the beginning of the lesson.

The analysis we have carried out allows us to conclude that the function of objectives is “initiation” of the pedagogical process. The objective is interconnected with other components of the educational process: the content and method. The objective stipulates the choice of content and method, and the structure of the content allows for movement to be made towards the objective.

SOCIOCULTURAL ACTIVITY AS A NECESSARY CONDITION OF PROFESSIONAL AND PERSONAL DEVELOPMENT IN PEDAGOGICAL VOCATIONAL SCHOOL STUDENTS

M. Mamadzhanova

Sociocultural activity can be defined as the activity of a social subject (an individual or a group), the content and essence of which is represented by the processes of creation, preservation, translation, assimilation and development of traditions, norms and values, and artistic, historical, spiritual, moral, ecological, political and other kinds of culture.

In socio-pedagogical literature, the diversity of individual and social activities is described as sociocultural activity, which defines both various lifestyle phenomena and specific technologies. In this respect, it is necessary to clearly see the reality that should become the theme of the practical activity for the subject of the educational process. Another crucial aspect of sociocultural activity perceived as a way to conduct professional-pedagogical sociocultural activity may appear both as an object of analysis (with regard to its values, goals and functions) and as a subject of the practical operation of various sociocultural technologies.

The diversity of sociocultural activity is represented by various organizational and content forms of activity and appears to be the highest form of interconnection between an individual and other individuals, groups, communities and the material world. Therefore, the type of activity in the end determines the specificity of relations, behavior and communication.

Expressing themselves as a subject engaging in sociocultural activity, an individual acquires their social essence. Study groups operating within a collective subject in an educational process are an example of group interaction and interconnection. A. V. Petrovskiy points out that group interaction is a commodity composed of communicative, operative and interpersonal connections that are determined by the concrete goal of the group's activity.

A study group, as a collective subject of sociocultural activity, forms and develops according to the needs of cooperation and student communication within the educational process. In the process of involvement in sociocultural activity the group develops a set of values and behavioral norms that are based on the values of norms operating within society. However, in the process of group development, the values and norms are modified depending on the character of the group's interpersonal relations. The psychological and pedagogical profile of the group is looked

upon from the position of the organized and coordinated sociocultural activity of teachers and learners that is enriching for both and is aimed at personal and mutual professional and personal growth.

Each educational institution represents a structured socio-pedagogical system, the components of which are sorted regarding its social function. Each element of the sociocultural environment acquires its own meaning and significance and it contributes to the development of an original sociocultural environment on the basis of an educational institution. The uniqueness of a sociocultural environment depends on forming a meaning of a subject or a phenomenon, which is a subjective process because it engages all diversity of meanings circulating in an educational institution. Hence, the sociocultural environment appears to be a collective social subject.

In our view, at the basis of the collective of educational-process participants, there should lie the process of the purposeful formation of the group collective subject, which is united with common goals and basic set of values. Interdependency and the mutual support of educational-process participants will develop successfully if the process takes place on the basis of a theoretically grounded and well-administrated study group, which is a collective subject of sociocultural activity.

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THE DEVELOPMENTAL PEDAGOGICAL ASSESSMENT AS A COMPONENT OF THE PEDAGOGICAL SYSTEM OF PROFESSIONAL EDUCATION

C. Z. Zuparkhuzhaeva

The transformation of the content of professional education in the last decade, represented by the transfer of emphasis from subject disciplines and the development of skills and knowledge as the main mission of education to the professional and personal growth of learners through an enhancement of their independence within the educational process, has provoked changes in the pedagogical assessment system.

Assessment in the form of a final test or exam remains the fairly dominant factor that determines the motivation of learners. The advantage of the traditional system of education is a unified standard of grades, which enables potential to be predicted and has the convenience of recording learners' final achievements. Unfortunately, pedagogic practice has adopted the following attitude toward the result of the educational process: it is more important that final tests and essays are done but their quality is often neglected. It is not a secret that many educators do not check the contents of their students' work and evaluate and record the fact of the completion of work but not its quality. From the formal point of view, this situation is justified because within the current final assessment system, evaluation of course work of learners is insignificant if not meaningless. It is obvious that assessment of the educational activities should have a wider scope.

Without touching upon other examples and having in mind the diversity of interpretations of the essence and role of assessment, we will use an understanding of assessment as it is represented in psychological and pedagogical literature. It is understood as an assessment of individual and personal qualities of a learners and as an evaluation of their educational activities [1]. Assessment is interpreted as a spectrum of various research and analyses of the educational process and its results.

In a wider sense, pedagogical assessment includes: (a) goal setting; (b) determination of a methodological approach (based on dynamic methods of future changes of the assessment object); (c) elaboration of logical and mathematical models; (d) choice of data collection and analysis methods (relying on theory of measurement and statistical methods), as well as data processing and interpretation methods for making decisions that would help to improve the quality of the educational process.

It is important to mention that when we speak of innovative trends in pedagogical assessment, one should keep in mind not only the transformation of the assessment system, even though evaluation tools and procedures may also change, but also a transformation of the assessment philosophy and the goals of pedagogical evaluation. As Harris and Bell point out, "…in many cases, it is not the current methods and means of assessment that should be changed but the fundamental philosophy and goals of their use and application" [3].

Today, the topic of developing assessment in the educational process is one of the most popular and widely discussed matters in education. As O. V. Sumarokova writes: "The wide distribution of the assessment phenomenon served as a reason for the evaluation of learners by teachers and their self-evaluation to become an independent direction" [2]. However, if priorities change and assessment as tracking and supporting the educational process become important, the first question is 'What may be the form of the supporting feedback?' The right choice of the form of assessment is determined by the level of correspondence of its possibilities and effect to the set goals of learning. Furthermore, this correspondence may be considered as a criterion of the effectiveness of the chosen form of assessment. This is harder than it might seem because it requires a correlation between the pedagogical missions and the possibilities and specificity of the assessment method. Quite often, the actual results that learners achieve are substituted by their formal results (progress indicators) even though these produce completely different pictures.

When the transfer from results evaluation to process evaluation is discussed, the only aspect emphasized is not that the assessment turns from final (single event) to regular but that regular assessment should become developmental. Of course, the regularity of assessment doesn't guarantee transformation of its functions. Furthermore, regular assessment may strengthen the control function of pedagogic evaluation. "Assessment is a process, the strength of which lies in its cumulative effect" [4].

Another conceptual point: although assessment may be transparent and coordinated it may still realize the traditional paradigm of education. In the traditional paradigm a concrete method of targeting is elaborated, according to which goals are identified within the content of education and the amount of knowledge to be taught is formulated. The complexity of elaborating a developmental system is also caused by the necessity to determine the criteria for each kind of educational task, which are difficult to place into the system of objective assessment. Provision of functional assessment criteria is conditioned by the need to make the whole

evaluation procedure not only objective, but also clearer and simpler for the subjects of the educational process.

The problem of well-functioning criteria becomes extremely important when trying to implement innovative technologies of education. If the assessment system is transparent, it may as well serve as an effective tool for learners' self-evaluation.

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ON THE MATTER OF LIFELONG CHEMISTRY EDUCATION IN THE SCOPE OF STABLE DEVELOPMENT

N. N. Dvulichanskaya

The implementation of specialized educational programs in senior high school creates real opportunities to enhance chemistry preparation that aims to form professionally significant knowledge of chemistry necessary for the future professional activity of a particular expert. However, it should be noted that chemistry is placed as a separate subject in the approximate school curriculum of Mathematical and Natural Sciences schools only. In technological, social and economic, arts and humanities (and other) school curricular, as well as in universities, this subject is integrated into natural science courses. Based on past experience, we can say that school graduates without chemistry qualifications gained from taking the subject as a major course don't possess sufficient knowledge of chemistry necessary for studying and receiving quality education in professional educational institutions including technical colleges, as likewise a student with various specialization background may study in the same educational institution. The learning of non-specialized subjects is also of great importance for secondary school graduates who don't plan to continue their education. In this case, a low level of chemistry knowledge remains as such for the whole period of their active life, which can lead to unpredictable consequences in different real-life situations.

We believe that to enhance motivation toward chemistry education and receipt of quality chemistry knowledge in general educational institutions it is necessary: (a) to include chemistry in the school curricular of every specialization at a minimum of two hours a week; (b) to include a chemistry examination in the graduation phase of a basic nine-grade school; (c) to make a chemistry examination compulsory for all full secondary school graduates who are willing to continue education with technical specialization and include it into Unified State Examination system.

One solution to the problems that have arisen is to provide chemistry education within the scope of basic school education through the lifelong professional training system, using the following scheme: basic education (incomplete general secondary education) → pre-university professional education (preparatory or secondary) → technical university education. Pre-university professional institutions (professional colleges, specialized schools, technical schools) provide professional as well as full general

secondary education for basic and nine-year school graduates, which gives them the opportunity to enter higher educational institutions, including those with a technical specialization, in accordance with the standard procedure. The learning of integrated training programs of higher and secondary education for general academic subjects, i.e. chemistry, physics, mathematics, allows students to receive credit for college-level knowledge in higher educational institutions and reduce course duration in specialist training. The opportunity to continue education in higher educational institutions on the basis of college education is a promising one, as, firstly, it helps to reduce psychological discomfort for students upon entering a new educational institution; secondly, a university education on the basis of short programs increases the availability and economic efficiency of higher professional education due to the material cost reduction. However, in this case motivation towards chemistry studies at college still remains at a fairly low level.

It should be noted that students of technical-professional educational institutions at various stages of study perceive chemistry as an abstract subject that has no effect on the preparation of a competent specialist. Students (especially junior ones) do not possesses enough knowledge of their specialized subjects to be convinced that chemistry is closely connected with their future professional activity. To include vertical promotion prospects into a person's future plans helps students to recognize the value of this acquired knowledge. This is the only way to create or enhance motivation towards chemistry studies in pre-university professional educational institutions. Students consider chemistry studies to be valuable if they understand when and where they can apply them. Thus college graduates value things which can train them for further university education, and which they can adequately implement in their future profession.

A solution to these matters could be based on the systematic and axiological approach that we've been developing [1, 2]. It involves a special system of material placement with ascending information value in the course of studying a subject as well as the development of a different, axiological attitude to learning the subject. By increasing the value of chemistry education, also within the scope of general school education, educational values turn into personal ones. As the learner grows, their values expand to include much more social values and eventually turn a student into a socially active individual [1]. The complexity of relationships (man vs. machine, man vs. nature, man vs. society, society vs. nature, science vs. nature, science vs. culture, culture vs. art, science vs. art, etc.)

becomes clearer to a student. Motivation stimulates a person to acquire new knowledge. An axiological system of lifelong general chemistry training, passing from pre-university to university education, is represented in the table.

Table

Axiological system of lifelong general chemistry education

Pedagogical components	**Educational stages**	**Axiological components**
Pre-university education		
Basic concept of the development of the regularities of the surrounding world.	Basic general education	Development of ethical value system categories
Development of chemistry as a key element of an integrated scientific worldview	Full basic secondary education with parallel professional training	Development of value system of ethical principles and career growth motivation
University education		
Engineering knowledge development	Specialist Degree Program	Final development of basic components of chemistry education ethical-value scale, application of the acquired knowledge for the fulfillment of real-life tasks and future activity diversification.
Special technical knowledge development	Bachelors' Degree Program	
Development of scientifically cognitive interest	Masters' Degree Program	

Long-term experience of chemistry teaching in college as well as in technical universities shows that this approach helps students to acquire not just chemistry knowledge but a notion of its application in various fields of life, based on the existing requirements of society, and formation of natural-syntonic chemistry thinking. It should be noted that chemistry course content, including that which is taught in terms of general school program at various learning stages, should contain important environmental information oriented to understanding of the role of scientific and technical achievements and responsibility for their application.

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CONTINUING EDUCATION AS A COMPONENT OF NATIONAL CULTURE AND CULTURAL STUDIES AS A GLOBAL MISSION

LIFELONG EDUCATION AND THE DYNAMIC OF CULTURE

M. I. Vishnevsky

To form and grow as a person, a human being needs to be constantly and meaningfully in touch with society's culture and its wealth of collective experience, and to keep absorbing that experience throughout his entire conscious life. This can only be accomplished through the medium of education. No one is born with a personality; personality has to be nurtured into existence. This nurturing and the subsequent growth are usually described as "education", meaning the formation of socially relevant personal qualities, or "socialization", understood to mean the mastering of social experience by an individual. The difference between those two concepts may lie in the fact that education is more about absorbing information and then transforming it into something unique, a unique personality that has an internal dimension as well as an external, "social" one, whilst "socialization" focuses mostly on the external, "social" prerequisites of personal formation and growth.

In culture, everything new is the work of people who are driven, possess the necessary training and are capable of creating. Every creation bears an imprint of the creator's socio-cultural context, as well as personality. This is true for a work of art or a folk artifact, and it's true for a new moral concept, scientific theory, political idea or religious teaching. However, to become a recognized part of society's cultural heritage, the creation must be in tune with the interests, aspirations and motivations of other people, must win their support and approval. Every time this happens, the work of art may be interpreted somewhat differently, and sometimes the interpretation will have little or nothing to do with the creator's intent. In a complex, stratified modern society and its culture, there are intricate coordination and subordination processes at work that dictate how the different occurrences and phenomena are perceived. Those processes, *inter alia*, manifest themselves in how people's daily life interrelates with their multifarious specialized activities: science, art, religion, mass media, politics, engineering and keeping up sophisticated technology and processes, and so on.

In today's day and age, education is for the most part delivered within an institutionalized social domain that employs a vast number of people: the teachers and support staff of preschool institutions, secondary schools, technical schools, colleges, universities, retraining and re-skilling institutions, postgraduate institutions, libraries, publishers, education authorities, and so on. Education is one of the more resource-intensive industries that consumes about a quarter of the country's entire spending budget. Education may claim even more resources later on as Belarus, like many other countries, moves towards becoming a "knowledge society" in which education will play a pivotal role. Along with institutionalized education, non-institutional forms of learning, or "self-education", are gaining greater prominence in the life of individuals and society overall. Self-education may be random or follow a plan, but it sometimes does more good than a regular school or university. In self-teaching, a person will follow his own path, the one he finds interesting, attractive and promising. Tremendous help in this comes from the mass media, most notably, the Internet.

In relation to the learning process, the central meaning of culture in a person's life cannot be denied. Ultimately, culture is what constitutes the essence of education, its sap that every person is supposed to ingest. Once absorbed, comprehended and processed by a person in light of his own experience, interests, abilities, etc., the culture of a society translates into the culture of an individual. The two "cultures" may differ vastly in volume, but do not have to differ in essence or to be mutually opposed, and they're certainly not in a mature person who is truly aware of what is happening or what can be observed in the world that person lives in, participates in.

For too many people, the general education they received in secondary school, regrettably, remains the pinnacle they will never revisit, except perhaps in the chosen area of their professional training. The same holds for higher education, which we keep calling "higher" by force of tradition and not by virtue of what it really is or what it does. Institutional education, therefore, has enormous responsibility on its shoulders, arising out of its special mission – to present to those seeking education in formats sanctioned by the government and society, an up-to-date vision of culture, to integrate the different cultural phenomena in a way that makes sense, and to synthesize culture in a way that has pedagogical value.

There is a certain special service that education renders to culture. It would be wrong to underestimate it, but scholars are yet to afford it the attention it deserves. Education is not just a crucial vehicle of cultural

survivorship, a method to pass culture from generation to generation, one epoch to the other; it is also a powerful tool of shaping the whole “look” of culture in a society, its core set of values and ideas, its prevalent worldview. Which of the past and recent cultural phenomena are recognized as great achievements and unquestioningly made a part of the culture and a legacy for millions, and what remains on the sidelines of the cultural mainstream, is largely a matter of education.

The definitive aspect here is the choice of material offered for compulsory learning in both secondary schools and higher institutions. Certain gems from the common treasure-trove of human thought and creativity that were, by operation of the then-current educational standards and curricula, left outside the content of education for a long time, will eventually be known only to a small group of narrow specialists. If some of them do percolate into the public domain, it will be strictly by accident, and most likely, in that peculiar form that everything turns to when touched by sensation-seeking media writers. The same destiny awaits the works of music and literature and the works in natural sciences, sociology and humanities.

For a scientist or inventor, it means ultimate recognition to be mentioned in a schoolbook or at least a university textbook. If a discovery or achievement is not mentioned, it is by default denigrated to a lower cultural status no matter how highly the specialists think of it, and no matter how important or influential it may have been. It is understandable that only a limited amount of material can make it to the training curricula and textbooks. Their authors face a dilemma with many variables; there are difficult compromises to make every step of the way. Let’s take a secondary school textbook, for example. It has to be scientifically flawless and has to reflect the latest in what science has to say on the subject in question. On the other hand, it has to be good reading and reasonably easy to understand for students, despite the fact that so many of the newest scientific concepts and theories are quite unsuited to the learning process at secondary school level. Another challenge is to link the subjects together in a meaningful way, which is crucial for the consistency and level of detail of the learning material. It is also necessary to accommodate the mental stereotypes and existing pedagogical experience of teachers, parents’ sensibilities, the public opinion, and much more. And then the volume of knowledge accumulated in every branch of science represented in the school curriculum is just too huge. So certain concepts, ideas and theories have to be sacrificed, even completely ignored despite their great scientific

significance, so as not to “overload” students with too much information. At the end of the day, the picture of science as painted by the schoolbook necessarily ends up severely abridged and even partially distorted.

In essence, the standards of general secondary education make the task of mastering the fundamentals of science subordinate to the more far-reaching objective of fostering the students’ worldview, promoting their personal development as “actors” of culture. In this sense, it would be fair to say that the mission of secondary schooling is to perform and impart a pedagogical synthesis of culture, guided by the need to provide a perfectly enabling environment for the constructive personal development of students. There is a system to this, and scientific rationale, but it is cemented by the integrated education science.

We understand pedagogical science as a system of knowledge on education, and education is defined by the Education Act of Belarus as “the process of teaching and learning in the interest of Man, society and the state, a process aimed at preserving, augmenting and transmitting knowledge to new generations, satisfying every person’s need for intellectual, cultural, moral and physical growth, and training qualified workforce for the economy and its every industry.” In relation to educational activity, all the “academic” scientific subjects and all the other areas of culture are nothing but suppliers of the material needed for educational work. We view the culling and meaningful welding of such material together as “pedagogical synthesis”.

If we view the sciences as a source of content for modern education, we must bear in mind that the knowledge previously built up within a science, and newly generated knowledge are rather different in their purpose. In this, the training of researchers is of particular interest to us. That training is not confined to postgraduate or doctoral study; it also includes the first graduate degree which, in its turn, relies on secondary schooling. Each of these education levels draws on its own “strata” of scientific knowledge. For graduate and doctoral students, conversance with the latest in scientific thought is absolutely essential, otherwise they will not be able to place their own purported original contribution to science into the right perspective, they will not be able to correctly determine the “weight”, solidity and relative value of the material they intend to make the subject of their dissertation. At the same time, graduate students are expected to possess solid knowledge of the fundamental precepts and tenets that make up the basis of their discipline of choice. Such knowledge, which the student is supposed to have gained in the pursuit of their first higher

education degree, is an inevitable precondition of successful scientific research, but quality higher education must obviously be preceded by quality secondary schooling.

It is not necessary and, indeed, not possible to teach in secondary school the entire body of knowledge, ideas and their applications that has been amassed and continues to grow in any specific branch of science, let alone all sciences in their incomprehensible enormity. On the other hand, schooling should not impede access to scientific thought for students, such as by teaching knowingly outdated scientific material or by presenting certain precepts as axiomatic and impregnable that once used to be taken that way but have since been radically reconsidered.

But culture, to which secondary schooling is supposed to pave the way, goes far beyond science and includes many other significant fields of thought. The relations between science and those other fields in today's world are characterized by duality: in some ways they are partners, in other ways, rivals. A fight is on for resources, status and general influence. In society, debates never cease on the subject of values, goals and the adequate means to achieve them. The curriculum and the whole setup of secondary schooling today is a reflection on the current "balance of interests" and disposition of forces in society and its cultural domain. Secondary school presents to students a certain image of their society's contemporary culture, and thus influences the formation of their mentality and world outlook. That influence is not straightforward and does not deprive students of choice. Family, the social *milieu*, and the media also contribute to the formation. But school, both secondary and higher, still commands much authority when it comes to culture. The picture of the world it paints, the benchmark values it advocates, the ideals and practical advice it offers have the power of legitimacy, an officially recognized status, and this places a great deal of responsibility on those institutions and individuals whose job is to select and configure the content of institutionalized education today. With its lifelong continuity, its hierarchical structure, the innovative drive of many of its elements and processes, education operates as a powerful crucible of culture. While culture as it exists ultimately defines the content of education in general, education, as an ascending process in personal development, to a great extent determines the future state of culture, the spiritual and material foundations of life for the future society.

THE NORM/ANTI-NORM DIALECTIC IN THE MORAL PARADIGM OF RUSSIAN CIVILIZATION

A. L. Kazin

"And one of the malefactors which were hanged railed on him,
saying, If thou be Christ, save thyself and us.
But the other answering rebuked him, saying, Dost not thou fear God,
seeing thou art in the same condemnation?"
(St. Luke, 23:39-40)
"A Russian can be a saint, but rarely is an honest person"
(K.N. Leontiev)

Any education and upbringing is centered around learning the difference between what's good and what's bad. Those are the ground rules of civilization, the script of a person's positive and negative behavior codes. Roman law was excruciatingly clear on the subject. In China and Japan, there was an intricate sequence of ceremonies, now proverbial, that taught the difference between good and evil. In the Catholic tradition, it is what the person does that's good in God's eyes that exculpates that person; in the Protestant tradition, only Faith has exculpating power. In the Russian Orthodox tradition, whether we like it or not, there are hardly any formal prescriptions regarding those "opposites" in public or private life. Remember when a peasant meets a thief in Vasily Shukshin's film *Pechki-Lavochki*. The tractor driver, Ivan Rastorguev, and this suspicious-looking "engineer with an aerospace slant" find that somehow – on a metaphysical plane, perhaps - they *complement* each other: one has what the other doesn't. Shukshin further explored the themes of crime, sin and repentance in his other film, *Kalina Krasnaya*, where the two weathered criminals ("I was convicted seven times," Egor Prokudin tells his fiancée) oppose each other in a standoff of near-Biblical proportions. Egor is a peasant and a Christian who has sinned, and he gets a bullet from a real ghoul from Hell in the end.

Russia has always abounded in thieves and robbers. Peasants, too. And Russia has never had any dearth of saints, either, both canonized and those no one ever heard of. A saint, a peasant and a robber are the three *quintessential* Russian socio-ecclesiastical "types", and they are "thick as thieves." "You have to sin before you can repent," goes the Russian saying, somewhat cynically.

We could bemoan the fact that Shukshin never showed us any jail scenes in his films. He never filmed the horrors of jail life, unlike certain

post-Perestroika directors who spared us no graphic detail. But even the author of *GULAG Archipelago* himself exclaimed "O, blessed prison!" somewhere in the middle of his gruesome narrative. Leo Tolstoy wrote extensively on how the prison experience is incomparably more valuable than the well-fed, mechanical routine of everyday life outside the prison walls. Fyodor Dostoevsky, who was once handed the death penalty but ended up doing years of forced labor instead after his sentence was commuted, time and again led his characters through crime to punishment. Clearly there's something about prison life, or, more precisely, "prison" as a metaphysical place (a certain enclosed realm of being), that appealed to the best Russian people. There is nothing "romantic" or "sentimental" about the prison experience. It's completely and utterly horrible. But I think, what Dostoevsky, Tolstoy, Solzhenitsyn, Shukshin and others prized about it was the religious value of *suffering*, without which there can be no absolution and no salvation. Even Jesus Christ, who was innocent, wore the guise of a criminal and died on the Cross – like a criminal. The Crucifixion is a symbol of the ultimate compassionate embrace extended to the world.

The main character in Shukshin's *Kalina Krasnaya* is the epitome of the "Russian Soul," exemplifying Russia in one of its most typical manifestations. We find in him neither the prefect "verticality" of a human-less God, nor the perfect "horizontality" of a godless human being. The entire antinomy of the "Russian Idea" is that it strives to unite, not separate, the Human and the Divine, the East and the West. The Russian Soul will not settle for Man without God, but it won't submit to God without Man, either. Hence this dogged, restless passion to put "God's spark" into every fibrillation of being, however minuscule. Andrei Bely wrote, ironically, that there is nothing trite or routine in our life, everything is "sacred." On the flip side of this "Godless sanctity" we find some of the Karamazov brothers, Oblomov, the "dispossessed" people, the drinking, the reluctance to work and all the other facets of this typical "Russian" outlook - if this "whole thing" (human life, the "human condition," this world) is worth anything at all, its entire worth is inferior to the joy of discarding it all (this is more or less what Peter Bezukhov is thinking in *War and Peace*). In ecclesiastic or philosophic terms, the dark, nocturnal countenance of Russia is *kenosis* – the propensity to denigrate, extenuate the Divine Light in order to "test" it with its opposite. Long ago it was said that the Devil fears nothing as much as he fears humility, and that is why the Son of God came here as a slave. The Soul of Russia does not manifest itself solely in great leaders, great ascetics or geniuses; it has its "God's freaks," "beatific villains" and its

"meek." Egor Prokudin is one of the latter. He is the "scum of the earth." He is one of the human building blocks of which the Divine Kremlin is built.

Russia comes from the "Eastern" Christian tradition, but is in a league by itself, being Russian Orthodox. Russia was baptized into Orthodox Christianity, which means that the Christian Faith came here unburdened by the shackles of the one-sided, "rationalistic/legalistic" Roman mentality. The Christian ecclesiastical, moral and esthetic tradition of *Conciliarity* and *Truth* formed a sustainable civilizational core (Faith and Language) in Russia, around which the outer civilizational strata were formed (culture, statehood and the economy). Ecclesiastically, culturally and historically, Russia exists not in the realm of "necessity" or "law," but in the realm of free choice of values. In theosophical terms, Russia as a spiritual reality is in the niche between the physical world and non-physical "fullness" (the Saint, the Peasant and the Robber are the star actors of our history and modernity). Loyalty to God, the Czar and Homeland – not by law – has always been the foundation of the Russian Orthodox civilization, communist or capitalist. Militant godlessness, criminal usurpation (the dictatorship of force) and omnipotence of wealth are all strange incarnations of the Russian eschatological paradigm. There is as much affinity as there is conflict between Russian "communism" and Russian "capitalism" as they are essentially different personae of the same national "symphonic character" (Aliosha Karamazov, Mareus the Peasant, Fedka Katorzhny, Smerdiakov).

If we were to try and formulate a philosophical definition of Russian civilization, we would probably say that it is a Christian civilization with a sharply pronounced antagonism between the mystical-ascetic "top" and the daemonic-individualistic "bottom." On an empirical plane, this antagonism is manifested in the juxtaposition of Asian "nothingness" and a European "form" or guise. In any case, with those juxtapositions and antagonisms Russia emerges as some kind of a "pivot of the universe," where the principal forces of the universe collide unmasked. And it is a "high risk" zone where a human being is never protected, literally, from anything. No "secularization" of culture has ever happened in Russia. All the shifts and oscillations notwithstanding, the image of Holy Russia is still ingrained deeply in the collective superconscious of the Russian people as opposed to the concept of a country as a "financial corporation" (United States), a set of barracks (Germany) or a fashion salon (France). There can be no "Christian capitalism" in Russia or "Christian democracy" – Russia has embraced the Orthodox Christian message too deeply for that. Russians have an "Orthodox," not "Protestant" concept of money, work, profit and time: we view those values as *gifts, not our property*. Since time

immemorial, the concept of property as a gift from God ("the land is God's") was at the root of the inner conflict that plagued Russian merchants and entrepreneurs. It was that inner struggle that induced wealthy Russians to throw decadently extravagant parties or donate millions to monasteries or – suicidally - to the revolution. Deep in their heart, even the newly affluent Russians today know they are crooks: few, if any, of them have the intention to build "civilized capitalism" or a democracy in Russia, and they keep their money in Western banks. Metaphysically speaking, Russia's national bourgeoisie is in a moral never-never land between Monastic Vows, Racketeering and Prison. At least until recently, capital (serious money) was viewed as an "*untruth*" - a crime or a sin - in Russia. It is widely believed that honest work can never bring one great wealth.

Whether we like it or not, Russia never fully experienced the Reformation or the Enlightenment, unlike the Romano-Germanic civilization. The hallmark of the Russian Orthodox historic cultural "character" is the absence of a compromise between the ecclesiastical "opposites" of human life. As a "collective" soul, Russia wants to live off saintliness, not sin. Unlike the West, Russia's spiritual thought divides the world not in three (this world, heaven and hell), but in two: heaven and hell, and everything on Earth, particularly, wealth, power and culture, is forever stretched between the Divine and the Daemonic. That is the reason why the spiritual "verticality" and, for that matter, also the Euro-Asian "horizontality" of a Russian mind always has some kind of a "dark doppelganger" stalking it, manifesting itself in the rough, messy, neglected mosaic of daily life, making sure Russia is never happy in its earthly life, making sure it remains restless, unwilling and unable to "settle down," doomed to continue its pilgrimage. "Gospel of Prosperity" sounds obscene in Russian, kind of like "Christian whoredom." Russian "capitalists" from Chichikov and Stolz to present-day moguls always conceptualized wealth as an agent of universal lechery, craving bodily possession of God's Universe.

Now that the third millennium is upon us, Russia is once again torn between the Spirit, the Sword and the Pot of Gold. But at least we have a choice, which means that our national history is not yet over. Whatever choice Russia makes, it will be a statement made in the gleams of eschatological fire: Russia simply does not know any other way of doing it. If Russia chooses the Gold, it will perish from cynicism and it will drag the whole geopolitical construct along with it (mobsters with nukes). If Russia chooses the Sword (whether of a red or yellow hue), it runs the risk of repeating the fate of Germany's "Occult Reich," which mystified force and materialized joyless, graceless, cold mysticism.

Man needs bread to live, but no man can live by bread alone. Society needs money to work, but nothing is more dangerous for Russia than the omnipotence of money. Russia has to have a chance to be itself, the way God conceived it. It cannot be "*extinguished*." If it is, no manner of Euro-Atlantic technology will save it, and the whole world will come crashing down with it.

Placing the above remarks in the context of education and, particularly, our pedagogical and "andragogical" thought and practice, it is important to keep in mind those moral paradoxes and how they shape Russia's civilizational paradigm. Otherwise we risk losing everything and gaining nothing. See more on this in: Казин А. Л. Великая Россия. Религия. Культура. Политика. СПб.: Петрополис, 2007. Personal webpage URL: http://lib.ru/ – Moshkov's Library – Modern Literature.

THE EXPERIENCE OF LIFELONG EDUCATION AND ENLIGHTENMENT IN THE SYSTEM OF THE "ZNANIE" SOCIETY OF SAINT PETERSBURG AND LENINGRAD OBLAST

S. M. Klimov

When shaping state policy in the sphere of professional training and retraining of personnel and building a system of education and lifelong education, it is necessary to consider the substantial possibilities of the segment of informal education. It provides the state educational system with the necessary flexibility to react immediately to progress in the economic, social, and cultural spheres and facilitates implementation of a variety of educational initiatives.

Russia has deep roots stretching back to the 18th century and rich traditions of enlightenment, which today face many challenges. Unfortunately, due to the insufficient attention given to this sphere, proponents of various unscientific ideas have found refuge here, as well as downright phonies.

The "Znanie" Society should be considered one among those organizations that possess the necessary intellectual and human resources, work experience, developed infrastructure, and, most importantly, the trust of the population, to strengthen the broad system of scientific education in non-formal education. For over 60 years, the "Znanie" Society of Saint Petersburg and Leningrad Oblast has been one of the largest educational organizations in our country, able not only to survive in conditions of radical socioeconomic transformation and to generally preserve its infrastructure, but also to find new organizational and methodological forms of work that are suitable for the modern conditions. The cultural and educational institutions the work within the structure of the "Znanie" Society of Saint Petersburg and Leningrad Oblast: the House of Science and Technology Promotion, the Humanitarian Center, Planetarium, Central Auditorium, 12 educational centers (including training and retraining of personnel for transport, computer training, aesthetic education of children, psychological education and therapy, correct speech and writing literacy, etc.), a publishing house of popular science and educational literature, the magazine "Znaniya i Obshchestvo" with a readership throughout Russia, and a library. In 1994, the Saint Petersburg Institute of Foreign Economic Relations, Economics and Law was created with a network of branches throughout the Russian regions and Leningrad Oblast.

These resources have become a reliable basis for a regional, multi-level system of lifelong non-formal education and "lifewide learning"[1].

The President of the Russian Federation has repeatedly pointed out that many educational reforms "fail to gain traction" and even provoke the unhealthy reaction of divestiture because of an insufficient level public education. This problem can be solved by combining the scientific and pedagogical potential of educational institutions and scientific organizations with the tools of non-formal education, creating auditoriums and consultation centers, opening people's universities and municipal educational complexes, etc. Unfortunately, people are not always aware of their educational needs and cannot always articulate them. Therefore, the "Znanie" Society can be most useful during active collaboration with executive and legislative authorities, business associations, professional unions, educational and public health organizations, creative unions, scientific engineering technology societies, and business. Unlike many educational organizations that have arisen in recent years, the "Znanie" Society has always approached the solution of educational problems comprehensively. Systematic preparation of lecturers and training personnel is carried out, methodological literature is published and monitoring the quality of lectures and lessons takes place. The various forms of educational work that fall within the concept of lifelong education and the accompanying concept of lifewide education take on a special role.

The "Znanie" Society of Saint Petersburg and Leningrad Oblast attracts not only important scholars and instructors from institutions of higher education to its work, but also a wide circle of specialists of various types and representatives of branches of power for advocacy work in a wide sphere, in particular: in the sphere of health and ecological education; prevention of drug abuse; work with families having problems with child-rearing; people of the so-called "third age"; and youth. There has been a positive experience of a systematic approach to non-formal education and education in such areas as building civil society and military history education. Programs for legal education and overcoming legal nihilism

[1] Non-formal learning does not typically lead to formalized certificates and takes place in educational institutions, clubs, and circles, and also during individual lessons with a tutor or trainer. (The European Union Memorandum for Lifelong Learning. 2000). The term "lifewide learning" emphasizes not only the continual process of education, but also the variety of its forms – formal, non-formal, and informal. It reminds us that education can be simultaneously pleasant and useful and take place both in an educational institution and in the family, in the company of friends, in the workplace, or in a membership club. (The European Union Memorandum for Lifelong Learning. 2000).

have received presidential grants, as well as the project “The Art of Memory: Educating the National and Cultural Consciousness of Today’s Youth”, and a school of young script writers. The programs “Youth and Elections”, “Institutions of Higher Education Without Drugs”, and the Olympiad “Sails of Science” are run with the continuing support of the Administration of Saint Petersburg and Leningrad Oblast. The arsenal of the “Znanie” Society is sufficient to implement mass objective, scientifically-tested, systematic work with the population.

The problem consists in the lack of requests. Frequently informational support for reforms and projects are carried out by those implement them, who lack sufficient human resources and infrastructure in the field of non-formal education (money is spent on seminars and conferences to no effect), and critics mobilize the resources of party agitators and types of “street protest” and sometimes utilize the resources of social organizations supported from abroad as well.

The most important event of the last twenty years for the “Znanie” Society was creation of nongovernmental institutions of secondary and professional education. Today they are a noticeable phenomenon in the Russian educational system. The reasons for the success of this work can be analyzed on the example of the Saint Petersburg Institute of Foreign Economic Relations, Economics and Law (IVESEP). At the current time, over 18 thousand people study in IVESEP and its 26 branches. Over the course of the past 5 years, the institution of higher education has maintained a high placement in the ratings of the Ministry of Education and Science of the RF and regional rankings for such indicators as the job placement of graduates according to their specialization and salary level in relation to the average in the region. The only founder of the institution of higher education was the International Social Organization “Znanie” Society of Saint Petersburg and Leningrad Oblast. The Institute adopted from its parent organization a particular culture based on the ideas of enlightenment, the synthesis of traditional knowledge and new ideas, openness, and democratic government. Multifaceted and sturdy links with the scientific and educational community have ensured the inflow of organizational and methodological ideas, which ultimately allowed the Institute to come into its own.

One of the most important prerequisites for the successful work of the Institute was received from the “Znanie” Society – a system of regional and city organizations connected by a unified technology of carrying out large-scale educational work and non-formal education. The wide distribution of branches would be impossible if not for the existence of a corresponding

segment of demand on the educational market. Engineers, accountants, and specialist in automobile transportation and the insurance business having received their diplomas in the 1980s and 1990s are excluded from the system of continuous professional retraining and the branch industry of upgrading qualifications, which is a very tangible problem for the economy and education. From a clear understanding of these social realities flows a particular strategy for the development of institutions of higher education, targeted in the context of a demographic crisis on the development of faculties of higher and, especially, continuing education. In this context, important meaning is given to expanding the base and technologies of extramural and part-time professional education. The system of higher education should find an adequate answer to the situation in which the best institutions of higher education, supplying the most modern educational services, both in the range of specialties and specializations and in the quality of instruction, are concentrated in the capitals of science centers, and are generally poorly accessible to inhabitants of “the interior”. The development of a branch network as educational quality requirements steadily rise, helps, according to our belief, to solve the entire tangle of interrelated socioeconomic problems of youth, the reduction of the amount spent on education, attraction of specialists to the place of their economic relevance, corporate training, and strengthening the institution of family. Our experience convinces us that we should not make hasty decisions about “compression of the entire education system”, cutting off of the branch network of Russian universities and the reduction of public and private educational institutions. There is also no call to stubbornly refuse to notice the contribution of non-formal educational structures in education of the public. The political momentum and steps towards support in this area by the President and the Russian Government are extremely important and encourage hope for positive development.

LIFELONG EDUCATION AS A VALUE-BASED EDUCATION MODEL

D. K. Kamenova

Introduction. As a new area of scientific research, lifelong education has to prove its value in practice. Technically, it is easier to solve this task if it is presented and applied in the form of an education model. Modeling provides greater workability and multiplication of the effect of its use, and also the possibility to compare practical results. And these results reciprocally prove whether lifelong education as such can develop into a component of the value systems of the two key actors in educational interaction, the student and teacher. This model is designed to assess lifelong education as a new value on the one hand, and update a value system of a particular individual and society as a whole on the other, and can be identified as a value-based education model.

Let us briefly discuss the components of the value-based education model.

Component 1: Need. Building a value-based education model is associated with the task of development in an individual of preparedness for life which will be accompanied by lifelong education. Since the need (of valuing lifelong education in this case) is concisely incorporated in this task, the first step towards discerning it (motivation) is to consider its two aspects. In the first aspect, lifelong education is concretized as a continuing goal-directed process of mastering professional and other knowledge, which enables a person to maintain his or her creative activity throughout life. In the second aspect, lifelong education is concretized as a *method for continuing* global (overall) *transfer of daily-life and scientific knowledge from one generation to another* by way of direct absorption and indirect (teacher-guided — the note is mine, D. K.) learning aimed to maintain the existence of mankind as a whole and its individual nations, communities and states by way of accumulation, preservation and augmentation of knowledge that is necessary and sufficient *for survival* in a changing natural and artificial habitat. A significant portion of these changes becomes possible owing to the use (application) of this accumulated knowledge [2, p. 32; italics is ours]. Hence, the above determinant aspects reveal a need for *valuing* lifelong education in terms of its reciprocity characteristics: lifelong education may be interpreted as a value where it is objectified by a particular individual as a means of his or her continuing creative (or, speaking from a pedagogical perspective, cognitive and creative) *activation*

on the one hand, and where a certain social standard for *survival* (i.e. continuing existence) is maintained as a value with the help of knowledge and cognition on the other.

Component 2: Actor. If there is a need for a particular activity, then there is a respective actor. In the context of lifelong education, this is a creatively active individual directly linked with collective activity. An invariable feature of this actor is that he or she remains a human being with his or her personal characteristics, knowledge, skills and competencies, and, certainly most importantly, with his or her personal rights and freedom of choice which define the area and content of knowledge, skills and abilities being acquired, and constituting his or her experience. Basically, identifying and bringing them into play (an activity-based approach), subject to due appreciation (in the form of personal and social recognition) through learners' learning and with the help of an educator and other learners, determine the significance and importance of lifelong education.

The free choice of an individual to pursue lifelong education depends on the expected *outcome* of the use, absorption and appropriation of a novelty — and the introduction of it as a novelty in the first place — for an individual and, hence, for the society in which he or she lives. An outcome of the introduction of a novelty (lifelong education in this case) is that it is *recognized* as a value, first by a particular individual and then by a community in which this individual lives. Therefore, in the most general terms, the process of providing value consists of three major steps: to identify a need for novelty, which, in its scope and purport, will provide *motivation* for making it take place; *learn* the novelty, in the sense of learning a technique (method) for ensuring its implementation; and *recognize* the usefulness of the outcome so that it can be used as a value[1].

Component 3: Method. For a creatively active individual aiming to live a long life, the method (technique) that he or she will employ in order to use — i.e. absorb and appropriate — the novelty, is of special importance. Orientation towards approaches that can ensure compatibility between an educational paradigm and a number of changing determinants of the social and educational circumstances provides a focus on *development*. However, as long as a person remains a carrier of development in education, the pedagogical research literature defines development as "a positive change in an individual induced by external and internal factors" [1, p. 43]. Attention is, however, also given to a general scientific approach to development as

[1] The logic of providing value is in effect based on one of the main psychological laws formulated by L.S. Vygotsky, the law of interiorization and exteriorization.

a form of progression in general, which, in the context of mechanics of absorbing knowledge, skills and competencies, is "perceived" as a practical problem, i.e. from the perspective of *transition from development through education to self-development* [3, p. 20]. Lifelong education can be maintained as a value when, and only when, a learner is conscious of his or her development, and lifelong education supports his or her development on a regular, progressive and irreversible basis.

It is *the transition from development to self-development* of an individual that provides continuity of education, thereby developing it into a value. In the context of education, this transition has a reciprocal nature. It is mainly relevant for an educator (a teacher in this case) who continuously pursues self-development by creating new ways for adding value to a learner as a subject matter and outcome of the educator's pedagogical activity. The hallmarks and benefits of such an approach to lifelong education are readily apparent. In "discontinued" education, as opposed to lifelong learning, a teacher evaluates a student by awarding him or her with a mark. In the context of continuing education, a teacher does not evaluate, but rather recognizes the value and achievement of a student on the basis of cognitive training exercises (cognitive, research and creative tasks) specifically designed for this purpose. In fact, the recognition and provision of value constitute a challenge to the teacher's supporting role. Correspondingly, for a student, support as a teacher's achievement is valuable until the student becomes able to evaluate his or her development him/herself.

In developing new ways of recognizing the value of a student, a teacher has a free choice:

(a) either to *develop* a human individual by *influencing* him or her, which in most cases leads to depersonalization and relative equalization (averaging) of learners;

(b) or to provide assistance and support and induce the development of personality of a learner in the course of *an interaction* that promotes *personality-centered education*.

The value-based model of continuing personality-centered education necessitates creating a learning environment specifically geared towards this purpose. Until this date, "management of the learning environment" has been in most cases understood as preliminary preparation of descriptive materials, the use of additional didactic and aesthetical facilities to organize a learning space subject to predefined learning goals, etc. However, for personality-centered education to be achieved in its continuum, it is necessary to activate and maintain its inherent *knowledge* resources,

distinguishing between so-called explicit and implicit ("latent") knowledge[1] and identifying *interaction* with the help of the teacher's *teaching techniques*. The means that a teacher uses to guarantee the efficiency of his or her particular methods can be divided into three types of teaching techniques depending on the stage of the teacher-student interaction: *motivating, guiding and exercising*. They need to be *specifically* reduced to meet the nature, essence and structure of the educational content of subjects being learned.

Conclusion. It should be underlined that the above described lifelong education model, which the author identifies as a value-based education model, is an innovation in teaching policies and strategies. Its resources can be successfully used in different environments with respect to various learning contents and diverse learners.

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[1] Drawing on the general scientific theory of M. Polani about knowledge of two types, explicit and implicit, M. Stefanova elaborates the so called educational paradigm of reciprocity for pedagogical purposes as follows: "Any knowledge functions both objectively and subjectively. Being objective, knowledge is a result of subjective (subject-specific) cognitive activities", but "…the method of knowledge reproduction — the means by which it was obtained — is contained in knowledge itself. In many cases this method is latent … — this implicit knowledge can only be transferred by means of personal contact between an educator and a learner" [3, p. 27, 28, 29].

LIFELONG EDUCATION AS THE STARTING POINT IN THE MEANING OF THE LIFE OF A SENIOR CITIZEN

M. Žumárová

"Occupation gives a man the opportunity to live purposefully" [4]. Every profession, every job gives the chance to do something meaningful. Every day, work and occupation put us in new situations that need to be solved. From a certain point of view, these are opportunities for decision making and thus also opportunities to show our own personality. The transition of a man/woman into the senior age group and retirement represents a complicated life phase, accompanied by many biological, psychological, social and spiritual transformations [5].

Specialized, broadly organized education of senior citizens occurred in the 1970s as a new phenomenon of educational practice when the first institutions and programmes for senior education were established. In Toulouse, France, the first University of the Third Age was established; since 1990 Universities of the Third Age have been built in the Czech Republic and their network has been gradually extending across the entire republic. Nobody has any doubts of their necessity; they are based on documents supporting lifelong education [3]. According to this author, education became a symbol of a new, active, purposeful and informed attitude of a senior citizen towards his/her life, which is an attitude, in which education becomes one of the opportunities to get to know and create new areas of interest, activities, contacts, development or at least preserving the quality of life of a senior. In this connection we can talk about three streams of educational activities set in the conditions of our country:

- typical school (university, tutorial-educational);
- popularization of gerontological knowledge focused on healthy ageing (mainly by means of physicians);
- specialized activities orientated towards education in residential facilities for senior citizens.

The importance of lifelong education as the meaning of life is thus reflected by Universities of the Third Age, Academies of the Third Age, Senior Centres, Senior Clubs, etc., where various educational programmes are organized for different groups of participants through which the need of senior citizens for education is fulfilled, as well as the need to have a

meaning of life in old age within the interpretation of the following motto "Give life a meaning".

Balogová [1] claims that the development of senior education was supported by the factors listed below:

- increase of the number of senior citizens in the population;
- prolongation of human life or prolongation of old age;
- varying life expectations of senior citizens;
- effort to achieve quality and dignity in old age;
- searching for social significance in old age;
- secondary economic aspects of education;
- the factor of change as a modern phenomenon;
- the democratization of society and searching for new life models in old age;
- the social support of senior education;
- the growing importance of lifelong education of people.

The educability of senior citizens depends on internal conditions – the ability of cognitive functions, motivation, the skill to learn, state of health, the present level of knowledge, and on external conditions – the attitude towards education, external motivation and availability of instructional forms. The internal conditions of senior educability are affected by ageing; the individual biological, social and psychological transformations that accompany ageing. In organizing educational programmes it is important to be familiar with the mental, age and individual peculiarities of the education participants. The individual, as well as the typical, specifics of the spiritual and physical peculiarities of senior citizens, which act as essential determinants of the learning process, have to be taken into account in the educational process.

The educational process of senior citizens has to be based on identification of the basic areas or situations in the life of a senior citizen, which show the need for targeted education support and the creation of specific educational activities and opportunities for senior citizens. In senior education we are mostly focused on the aspects listed below [6]:

- the target group;
- the goals of education;
- the content of education;
- the lecturers;
- the organization of education.

If the target group in our case is adults, we should adapt all other aspects to this one; for instance we should be focused on the specifics of

teaching an adult – a senior citizen. We should realize that senior citizens enter a teaching situation with a self-classification that is based on the classification of others, so their emotional side should be regarded. The lecturers should be emphatic and sensitive to the attendees throughout the educational activities, they should strengthen the right procedures, provide room for feedback, enable critical thinking and stimulate self-classification. An understanding of the experiences of the educational-process participants is very important, with the possibility of respecting even the individual qualities.

The following are among the most frequently utilized methods applied within senior education:

- explanatory – illustrative methods;
- methods of dialogue;
- methods of solving problems within small groups;
- case studies;
- staging methods.

The selection of the right method always depends on the content of education, on the participants, forms and material/technical conditions. To select the right method, the lecturer takes into consideration all the stated aspects of the process. However, we must not forget that the educational process originates in a certain social context, so the educators within their educational activity must not forget the social aspects, which are mainly – the tradition, integration, reforms and reality in which we live.

It must be realized within the educational process implementation that the target groups of the senior population are highly differentiated and specific. They often include a large age interval, from 50 to 90 years of age. Participants in these processes have to be regarded as individuals in terms of a complex of certain psychophysical features and as personalities with a specific social role, value orientation and status, i.e. as individualities [3]. In relation to senior age we should at least realize pre-senior and pro-senior education that differs in terms of content, time and involvement.

Education thus adapts to the conditions and requirements of the senior citizens themselves, through which they satisfy their needs, emphasizing the individual potential of senior citizens. Thus the educational process itself can become the meaning in life, the fulfilment of activities for a senior citizen who has lost his/her professional role and associated status by reaching retirement age. He/she looks for a new role, a new position. In this case, an adult is able to be an object and a subject of the effect of

pedagogy, education and socialization even at an older age, though in a specific form.

Education can thus contribute significantly to the development of a senior citizen's personality, in the process of which the emotional tune-up of a senior citizen improves, he/she creates a more positive self-concept (self-image), and the circle of his/her interests increases. For instance, Balogová's study [2] demonstrated that the biggest motivational aspect of senior citizens for further self-education was an improvement of their self-image. This comes to light significantly in subjective well-being, which is one of the aspects of the quality of life – thus education brings a benefit to the senior citizen himself/herself. However, the education of senior citizens has a macro-dimension when society utilizes fully valued people up to high age, superior intergenerational relationships, the decreased dependence of senior citizens on social services and the positive attitude of other citizens towards senior citizens. Typically, every human being needs freedom, direction, objective and transcendence. Of these characteristics, this has a great importance for him/her. In this context, Viktor Frankl talks about the need for meaning, for man's longing for fulfilment of his existence in the most meaningful manner: One of the possibilities of the high-quality fulfilment of the life of a senior citizen is also the lifelong education of senior citizens.

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THE ROLE OF SPIRITUAL AND MORAL EDUCATION IN TODAY'S LIFELONG TEACHER TRAINING SYSTEM

V. A. Belyayeva

At present, “the educational system of modern Russia is still under the influence of the general spiritual crisis called by the system reforms of the late 20th century” [3, p. 4]. The major problem of vocational training has always been and still is to define its aim. This is generally represented as “the major aim of education in the modern world and lies in creation of material, spiritual and organizational conditions necessary to form an entire complex of socially valuable features, views and beliefs in each citizen, thus providing his/her successful development. So, the today's educational guidelines are education of a spiritually and physically healthy person; a citizen, a patriot and a humanist; a hardworking and competitive person; a creative and self-developing personality” [1, p. 228].

Humanistic pedagogics pays attention to the formation and development of the axiological features of a person. Our analysis unambiguously reveals the necessity to include the formation of such a high spiritual and moral values as a professional duty to serve the Fatherland in would-be graduates in the purpose of professional education and particularise such lines of their education as the traditional values of domestic culture. In 2007, the Russian Federation law *On Education* was amended to specify the primary goals of education, with the major one being the formation of a spiritual and moral personality. At the same time, the result of attainment of this goal set for a particular person still remains unpredictable. Howlingly significant for contemporary society becomes V. V. Zenkovsky's postulate: “The theme of the person appears wider and deeper, more complex and tangled than modern education knows” [2, p. 29].

In Russia, the psychology and pedagogics of the early 21st century accentuate the spiritual component of the personal essence, but do not consider the phenomenon from the point of view of scientific research, *a priori* representing it “as the highest form of relation to the self, others, nature, society” [2, p. 11]. The concept of spirituality is somewhat similarly treated in the secular sciences and the traditional Russian Orthodox doctrine about education of citizens and patriots. This idea of spirituality stands for personal reference to the highest values as the basic reference points of the personal spiritual life, recognition of having meaning in life as a normal/healthy spiritual condition, identification of conscience as an

indicator of the manifestation of a spiritual life, and recognition of the necessity of a person to experience the highest moral feelings as an activator of his/her own spiritual formation and self-development. Accordingly, spirituality can be considered as the personal Divine Principle focused on the highest values of a human being, a creative force and the source of the creation of values of people's life and self-creation, including those in professional work.

The definition of the goal of education is complicated by the idea of “free” education in the Western way. The belief of modern psychologists and teachers in the creative power of a person and an internal factor of his/her self-development leads to free education in the “creation of conditions” for self-determination and self-actualization of a person. The above is unconditionally valuable in education, but it shows that their attention is focused on those abilities that provide personal “success” in life. Here, the personal soul as the centre of human, internal life is out of focus. Thus, education basically concentrates on the “periphery” of the personal essence. Preparation of a person toward self-determination and liberation of his/her creativity in self-development become the major task of education in modern pedagogics.

“Everything authentic in a person can be only free, coming from within”, wrote V. V. Zenkovsky [2, p. 29]. He continued, “freedom invariably and inevitably puts us before a good vs. evil dilemma – and how often freedom, authentic, deep, shining with all the gifts of a human soul – sets us on the path of evil and destruction of ourselves and other people! If it is impossible to set the task of development of a personality without its connection to the sphere of senses, then it is even less possible to develop freedom without its connection with the good” [2, p. 31]. We can find similar judgements in the philosophical and pedagogical work of N. I. Pirogov, I. A. Ilyin and other Russian teachers and philosophers. The importance of the above for the spiritual improvement of our society is seen in how relations in society have changed over the last two decades. The training of a person to be good has become so obvious that everybody speaks about it at all levels of public and family life. At the same time, there is the danger of understanding the problem only as far as forming a habit of undertaking acts of kindness (a level of adaptation to life in society or the professional sphere, i.e. developing a tool-like character) without teaching the freedom to choose an action or take a stand in life in the face of unpredictable situations. The question arises if it is possible to provide the connection between freedom and goodness in education so that “freedom would be internally and authentically connected with goodness” and how the goal of

professional education and training can be interpreted in this case. Neither modern psychology nor pedagogics knows the answers to these questions. The main obstacle in their development is the unilateralarity of pedagogical anthropology that developed in the Soviet period (the suppression of the spiritual and mental essence of a person), the undeveloped hierarchy of the highest spiritual and moral values of human life, and the scantiness in the definition of the meaning of personal existence.

Russian culture formed in the stream of Christian anthropology over many centuries. The Christian values of goodness and mercy penetrate all spheres of life of a person in the world. An adequate understanding and adoption of these values is only possible if they are systematically learned in the course of studying humanities in an institute of higher education. In this respect V. I. Slobodchikov states, “The anthropological approach to the sphere of humanistic knowledge is, first of all, orientation toward human reality in all its plenitude, in all its spiritual, mental and corporal measurements; it is the quest for methods and conditions of the formation of a whole person; a person as the subject of his/her life, as a personality in its meeting with the Others, as an individuality in the face of the Almighty…

“The philosophical, psychological, social, pedagogical, political and economic bases of modern humanitarian practice should be systematically revised today from the point of view of their authentically anthropological modality. It is essentially necessary to harmonise Christian anthropology as a doctrine of the origin and assignment of the person, psychological anthropology as a doctrine of the development of a person in ontogenesis, and pedagogical anthropology as a doctrine of the formation of basic abilities and intrinsic forces in education. The thesis of the primacy of the spiritual principle in a person poses the question of the phenomenology of an individual spirit, the steps of its disclosure and embodiment in the empirical life of each of us. In our opinion, this issue is central for Christianity-focused psychology and pedagogics, which - as it is becoming clear now – is a synthesis, an agreement of discordance, a mutual compensation, but not mutual exclusion and fruitless parallelism, of initial principles and living knowledge of Christian pedagogical and psychological anthropology” [4, p. 38]. This statement discloses the necessity of integrating all knowledge that considers a person in his/her integral spiritual, mental, biological and social spheres. It is then that the purpose of vocational training will be fully defined as an expected and real result.

So, it is not only to provide spiritual and moral education of trainees that higher education is intended, but also to prepare them for educational activity in society in the field of the preservation of the spiritual and moral

traditions of Russian culture in its service to the Fatherland and surrounding people. It is this approach to professional education and training that can guarantee spiritual safety for each citizen in the country as a whole.

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LIFE FOR LEARNING OR LEARNING FOR LIFE

Snezana Stavreva-Veselinovska

Introduction

Rapid changes require from every individual to be an innovator or inventor, to run for knowledge till death. Balkan nations, used to ready knowledge and free education, are in danger of finishing this race as street sweepers, i.e. doing the simplest tasks or even being planetary social cases. On the other hand, permanent learning is seen as inhumane for most people. Not everyone can learn how to be flexible, readable, inventive, and run after science till their death. On an island rich with bananas the Americans tried to teach the natives to work, but they failed. They cut down all the banana trees and offered them a job so that they could buy them from other islands. The natives did not learn how to work but they were starving. Therefore, learning for life is not a simple but a complex process in which designers have much more questions than just: is permanent learning necessary?

Life for learning

The Russian socialist school declaratively was atheistic, although it used a medieval-Christian model of education to its maximum. On one hand it included young people in the educational process from their early age, offering them a wide range of educational profiles. It taught them to learn how to learn and to learn how to work. On the other hand, ideological content pervaded through all this knowledge, form the earliest age to late adulthood. The learning of life in a (socialist) community and the learning how to exist in it practically added dedication to the enlightenment (on which the particular theistic education particularly insisted). It built experts, and“a special kind of man". The bureaucratization of socialism worked on the reorganization of ideological dogmas, but not on neglecting commitment [1]. That neglect came more from the socialist laborers themselves who increasingly noticed the difference between what they learned and what really existed, and even more because of their inability to influence changes in the social environment with their science. At the level of learning for knowledge and learning in order to use knowledge, the socialist school made huge leaps forward. Over 90% of people became literate and rural workers turned into industrial workers, the people from“the fields and forests”were turned into urban population. However, learning

community life and learning how remained confined to the medieval limiting of life fit for dogmas that were repressively protected.

Western School has gone to another extreme, advocating pure pragmatism. It offered limited specialist knowledge not much interested in the state of the soul. After all, the welfare state, with the strong support of industry, created a consumer society as the counterpart of the "communist threat" from the 1950s. The permanence of "education" was provided by the industry through the increasingly available merchandise. Industrial society was no less an ideological society, only commitment got an advantage in the production process, and learning for community life and learning how to exist then belonged to the stores that sold goods, to the banks that produced debt bondage and to the policy of loudness. Thanks to the industry, and even more to the low-cost raw materials that were brought from the colonies, a false illusion that industry finally found a model for life was created. When the global economic crisis occurred , it showed that the machines could not meet the people's needs, and that the knowledge from the past became narrowly usable.

Today we live in a world that is neither socialism nor liberalism. The global community is faced with the problem of finding the ideal of future, and therefore the directions of development of education. We live, as Valernstein notes in his book "After Liberalism", in a chaotic world that will, at least in the next 50-odd years, crystallize in a clear and rounded system. The technology has broken away from state control, and always on one side produces surplus (goods and labor) and on the other great dispersal of raw materials (environmental risk). Series (of cars) are less in number but there are more models. Global market requires constant race for cost-effective invention and innovation; more simply said, for useful and profitable knowledge. It requires the commitment of each member of the planetary community to technological - market game. Otherwise, individuals, regardless of religion or nation, even familial connections, are pushed to the margins with the risk not to be able to provide for even their existential needs. Man is becoming lonelier and, the more schools and programs are offered, the more man is left to himself to influence his fate. Bihevioral scientists in this mainly see the possibility of releasing spiritual potentials and capabilities of the individual, but the reality speaks otherwise. Industrial society was significantly more open to useful knowledge, because profitability was provided by the cooperation of the state and managers. The percentage of employment in the industrial society enabled it to be widely accepted for residents of these states. In today's world the percentage of employment is rapidly declining because

the power of technology squeezed out many jobs without offering adequate alternatives. Especially older workers are endangered due to redundancies and because they are not prepared to be committed to themselves and their professional development. On the other hand, the young generations spend more and more time studying and thus enter the process of working and earning for their livelihood later and later. Only the luckiest and most talented have the opportunity to spend their whole life learning. They were provided with the free time to get professional training by someone else (parents, companies, countries, etc.). But they do not study independent from the interests of those who allow them to do so, but precisely for their interests. They are separated from their families, social environment, and even from their primary needs. They all marry later and later and there are more divorces. With a lot of questionable ethical values the new world elite is being educated for the new conservative-globalist world order. For that aim, unfortunately, also works the modern intelligentsia in schools and universities. They work by the order of programs that are made up hidden from the public eye.

go relatively There is a risk of losing the meaning of life to those who as well as to those who voluntarily agree run after ,quickly to the periphery Learning encourages the development of one dimension .new knowledge time use of man-One .at the expense of other dimensions of man .ed for continuing his speciestranscends his nature and the ne Wextreme effort modern man increasingly lives for the interests of alienated power centers, less and less asking for the purpose of their inventions, and in general not asking whether they will be in function for or against man [3]. Sooner or later the technological chaos must be stopped, slowed or balanced with the needs of people or cataclysm isthreatening us all [4]. This is known also by those who force it. Their goal is not a global cataclysm, but the global society into a pre- cataclysmic in which theywill appear as saviors, and thus confirm their superiority.

Learning for life

Life is another name for a group of different but intertwined concepts, motions, phenomena, processes, relationships and changes. Individually, none of these is life itself. Life means the dynamic existence of things and beings, conditions and relationships, the nature of the whole earth. On the other hand, we understand things and beings, conditions and relationships solely in the manner of constant values of quantities and qualities that resist motion and changes. Thus there is a contradiction between the forces of movement and the power of resistance, appearance and environment, lawful processes and desirable outcomes, needs and interests, orders for

changes and orders for conservation both in life and existence of an individual and his/her social groups and communities. People are reluctant to agree to changes, including those that are required by learning and training, when they build a socially acceptable identity about themselves and realize the opportunity of meeting their needs [2].

Evolutionary trends require regular work and gradual changes that are manifested as the development of phenomena, processes, beings and things. It is a harmonious state of existence of quality and quantity. Learning broadethe quantitative of knowledge, but qualitative progress in the development of personalityThe skills and habits of the .are also realized ;e improvedindividual to accept and adopt new knowledge and skills ar she becomes a socially acceptable and useful person aware of/he when the river of life ,But .she would like to be/herself and what he/himself when life enters the ,that is ,enters the narrow canyons and waterfalls changes and processes gain ,vementthen mo ,changed circumstances .speed and unpredictability Cchanges occur that are of global proportions. Here stops the validity of the theory of regular work (and regular learning). The acquired knowledge and skills are called into question, either because they are a technological or (usually) political surplus. Changed social circumstances mock the man's identity, and the person itself own suffering from a series of stress falls into distress and thus writes itself off from active participation (and learning) in further life processes. Behavioral scientists do not have adequate answers to such situations. The natural response is – get away from changes and wait for the life to again become an evolutionary process. At the same time the natural negation is - you cannot get away from change, because aging itself is a process of movement and change. As put by the great Serbian writer Milos Crnjanski, it is a journey from birth towards death.

Learning for life generally involves evolutionary changes, so it could be defined more precisely as learning how to gradually change and adaptat, and learning tolerance towards the movements in the socio-natural environment. It is intentional learning, education and self-education. Intentional learning is nowadays present from preschool education to university studies. It gives good results only if life gradually transforms the socio-natural state. Learning for cyclical changes does not have a foothold in intentional education. It could be imagined only as modeled learning which is preceded by an utopia of cyclical changes. If utopia is not achieved, modeled learning based on heuristic or imaginative approach becomes unusable. Ideological preparations for a revolutionary showdown with the “old forces” are an obvious example of learning for cyclical

changes. They used to lead to achieving the objective, but for many they were catastrophic and not completely dreamt. The revolutions were eating their children.

Learning for life can be accomplished only when our life can be loomed, showing its appearance form. Only towards such a life do we build positional or oppositional attitudes, set goals and methods of operation. Learning is manifested as a search for content, acquisition of new knowledge, skills and habits. The purpose of this study is enabling or self-enabling of individuals to make sustainable or ordered the numerous contradictions in the movement and changes. In this way, the system consists of sustainable, harmonious and unstressed. Therefore, learning for life is not imposed by life itself, but by the system in the broadest sense of the word. System sometimes means socio-political environment, sometimes corporate plan of production, and sometimes system of needs of individuals, etc. If the meaning is adaptation to objective changes, then the learning is manifested as learning for adaptation (retraining). But if life in any area showed particular interest (personal or corporate), then learning is a process of creating a habit for adaptation and overcoming of an unsustainable situation. Simply, it is not in human nature to constantly conform to others' interests imposed on him as system interests. It is beyond human velleities for improvement and adjustment. All previous historical development took place as the lawful overcoming of unsustainable states, and learning was one of the conditions to overcome them. In education this meant heuristic commitment to life (although generations of people may never understand that they were heuristics), constant attempts and activity, detecting and proving.

Learning for sustainable development

The one ?How available is the ultimate truth of life to learning for life but not the ,available is that which follows from unsustainable situation nable situation isBecause overcoming an unsustai .absolute truth temporary and a relatively sustainable state that has a tendency to express .due to the permanence of movement and change ,in time as unsustainable raises the question of meaning of learning. *Without learning there is no adaptation or overcoming of the unsustainable states and states in general* . rot ,they corrode ;fs lawsپThings that cannot be adapted show the nature .or otherwise disappear from the process of natural movement and change approach allows us to understand the ups and downs of social systems and formations and to explain these by the ability to adjust (of those systems) to the broader socio-natural environment. The problem occurs when we treat life as something external, a phenomenon from the environment, and we

think that the problems will be solved by themselves. Our tragedy is nothing but a practical understanding of the aims of movement that are not influenced by us or we have not learned to influence them. is just the reverse of tragedy because it involves human static or reversion in understanding life movements and changes. In life, everyone has problems just because they are not sure where the movement and change are leading, and when they would you like to learn for life (and not for any short-term and visible goal) issues arise about the choice of objectives and methods of continuous monitoring of incessant processes. The future is constantly evaluated by value judgments of today, and it is represented to us as a utopia, we moralize instead of changing ourselves.

Technological society which is only prospectively to be expected is a society of economic- inventive and innovative class that already advocates the idea that there is a surplus of population in the world. This class does not want to share the benefits of life with the "consumer of life", i.e. with the economically rejected class. Therefore, they organized solid walls of the army and police cordon towards the periphery of society. The mass protests that followed the G8 heads of state summits or conferences dedicated to climate changes show how great the gap between the opposed classes is, but they also show the weakness of the peripheral class to influence decisions when the nature is the issue. What the peripheral class could not understand was the evolutionary development. It constantly strives to cyclical changes, but cannot find its way in them. Investments in learning, education, personnel – they are the most profitable investments of peripheral states and classes. The world brain trusts can buy part of the scientific potential, and even the best of it, but they must sooner or later lead a dialogue with the peripheral class. Secondly, within the world brain trusts, where scientists from peripheral countries work too, the black and white representation of life and social development fades away. We rarely deal with the fears of the economically powerful class. And they are people too. Their balls are nothing but the fear of death, determination, disappearance. Their exploitation and distrust towards the environment is just another name for fear of poverty or the destruction of other companies. *Learning for sustainable development involves learning for possible forms of manifestation of unsustainable states and ways to overcome them*. It is damn hard heuristic work that means lifelong learning. On the other hand, it is a damn easy job compared to the unpreparedness for life, "head hitting the wall" and possible human disasters.

Summary

All previous models of learning were learning "tomorrow for today"", i.e. an effort of today to join the future. Learning for sustainable development must be learning “today for the day after tomorrow", i.e. investing today in tomorrow. Today learning, tomorrow knowledge, the day after self-confidence and openness to phenomena, processes, trends and changes. Enjoyment, that flattering word for doing nothing and lounging - actually there is only a brief respite in the sequence of life developments. Otherwise it is corrosion, decay, disappearance. This is best seen on the periphery of society and in the peripheral countries: addiction, begging, internal conflicts, moral decline and disappearance.

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THE PEDAGOGICAL CONDITIONS AND METHODS FOR ENSURING A CONCEPTUAL ORIENTATION IN MODERN EDUCATION

E. G. Belyakova

In the context of an ever-increasing flow of information, a learner should be able to search for, assimilate, and use significant information consciously in problem situations that require the application of value-mediated and responsible decisions. At the same time, a contradiction can be ascertained between the demand expressed by society for a modern person to have a conscious attitude towards reality and the unpreparedness of education to create the corresponding conditions for development of the axiological and conceptual sphere of a learner's personality. In this context, the problem of the creation of meaning acquires particular importance as the necessary content and quality of the modern educational process, ensuring the learner is established as a meaningful subject of the cultural and historical process. The creation of meaning is a process and the result of the interaction between students' personal values and pedagogical values, as well as the values represented in cultural texts, as a result of which, personal meaning becomes multidimensional and takes the form of the personal and conscious value position that a learner relies on to determine his or her own socially and personally significant goals.

Realization of the psychological and pedagogical mechanism for creating meaning can be achieved if: (a) the specificity of the process for creating meaning is taken into account in the learning process as one that is deeply personalized and "coming from the subject", i.e., not according to an external demand, but in connection with an emerging inner need and readiness for personal growth; (b) the important aspect of establishing an axiological and conceptual sphere for educational subjects is taken into account as the initial base and a continual "projection" into the system of life relations and a person's real activities and self-development; (c) in the process of axiological and conceptual exploration, one of the main means of it actualization is through dialogical interaction focused on the projection of "points of axiological and conceptual growth" in the present and in a relevant teaching situation; (d) a significant role in the construction of such contact is given to the pedagogue and his or her readiness and ability to take a take meaning-oriented position and to organize conditions conducive to the foregrounding of meaning. Thus, provision of a conceptual focus in education is possible in the context of introduction of new content and

technological elements into the learning process – humanitarization of educational content, foregrounding of the role of the subject of learning, and creation of the preconditions for the assimilation of educational content in the form of participatory, personally-valuable knowledge that becomes a part of the learner's life experience and the basis of his or her creative self-realization.

On the basis of philosophical, cultural, psychological and pedagogical studies of meaning and understanding (M. M. Bakhtin, A. A. Brudnyi, A. N. Leontiev, D. A. Leontiev, V. P. Zinchenko, A. F. Zakirova, V. V. Znakov, A. N. Slavskaya, etc.), we have proposed an integrative model of meaning, realized through various forms of understanding on the basis of specific psychological mechanisms that respectively define their specific educational conditions and resources.

Phenomenological understanding (preunderstanding) is based on a previous subjective experience of the perception of phenomena, objects, events, and situations. Foregrounding of preunderstanding always precedes assimilation of new knowledge and is an important prerequisite for the formation of the need to understand. In a number of approaches in modern pedagogical science, a learner's need to rely on previously developed methods for perceiving the world is clearly indicated. Reliance on subjective experience is a necessary component of the pedagogical process in student-centered learning. Cognitive understanding correlates with the success of assimilating scientific and objective knowledge as social implications. In this case, understanding included in intellectual activity acts as its essential component and is present in all phases throughout the course of the thinking process, taking on various forms (comprehension of problems, problem situations, and methods to solve them, etc.). Understanding as a cognitive process provides for the establishment of new connections between newly revealed properties of the object of knowledge and an already known entity, as well as the formation of preliminary meaning for the new properties of the object and determination of their place and role in the structure of mental activity.

The ability to take a meaningful value position in dialogue and the formation of a subjective attitude to reality express the essence of interpretive understanding (A. N. Slavskaya, A. F. Zakirova), which is produced with the participation of mental processes, but not limited to them, insofar as it is always associated with personal arguments. Existential understanding manifests itself through the ability to comprehend reality through the prism of assimilated value categories and objective knowledge, to implement assimilated meanings in the context of one's life, and to

manifest oneself as a practical realization of the essential conscious knowledge in culturally consistent, socially and personally meaningful activities.

Various forms of understanding are included in this unified, cyclical activity and determine the result – the axiological and conceptual self-determination of the subject of education. Accordingly, the selected forms of understanding can be viewed simultaneously as levels of understanding achieved at different stages of the process of creating meaning. The procedures and techniques for foregrounding meaning correspond to the stages for the creation of meaning and their characteristic forms (levels) of understanding. The procedures include traditional and new means of stimulating a learner's consciousness: interpretive techniques, active methods of psychosocial learning (discussion, business games, role-playing games), reflective and directed procedures, and technologies for creating narratives and meaningful life planning. The use of methods that are different in nature is determined by the specifics of the foregrounded forms of understanding in the process of creating meaning. We have identified four stages of the creation of meaning and their characteristic forms (levels) of understanding.

1. *The stage of foregrounding preunderstanding*. Foregrounding of personal meanings is organized with the help of open-ended questions, in the process of interpretation of texts of different types and modality (visual imagery, metaphors, incomplete sentences, artistic, journalistic, scientific and popular texts) through dramatization and role playing that allows meanings in communicative and active forms to be foregrounded through narrative procedures (creation and presentation of author's narratives (diaries, essays, writing) and journalistic texts (reports, scientific and popular articles) that reflect a personal attitude to the situation or event), with the help of assignments on a conscious choice in the context of a meaningful situation, by means of reflexively directed dialogue, and psychotechnical procedures that create the conditions for an informed choice and argumentation by means of a chief axiological and conceptual component.

2. *The stage of cognitive understanding*. At this stage of development of objective knowledge, procedures for the foregrounding of meaning are provided which are primarily based on cognitive mechanisms of understanding, but are realized simultaneously through the suggestion of meaning, the perception of socially and personally significant problems as situations with value choices, and a multifaceted reflection of the axiological foundation of one's own decisions. Procedures include questions on the

meaningful orientation of a topic, the interpretation of examples specially selected by the teacher and children, which indicate the social and personal value of knowledge (situations, facts, documents, author's narratives, journalistic texts), assignments for the exploration and acceptance of value-mediated decisions in socially and personally meaningful situations.

3. *The stage of interpretive understanding*. The development of learners' meaningful and personal value-positions takes place in a dialogue of meanings. The teacher provides the conditions for the foregrounding of the personal values of participants in the dialogue and establishes a multifaceted understanding of the subject, as well as value comparison of the positions of the participants in the dialogue, argumentation, and reflection. The teacher uses the potential conflict of interpretations, showing the ambiguity of the situation and the need for a conscious choice, creates the conditions for the resonance of meanings in the dialogue through a substantive synthesis of points of view, stimulates the analysis of learners' own life experience, and connects these new meaningful contexts of interpretation through humanitarian texts.

4. *The stage of existential understanding*. The conditions for foregrounding consciousness as the ability of learners to build their life priorities and goals on the basis of meaningful, essential knowledge and a generally-accepted system of values is provided for mainly by means of procedures for life planning through the creation of narrative texts and through the learners' assimilation of experience of active realization of accepted values and its reflection. At this stage, stimulation of the creation of consciousness is most effectively provided for through the creative activity of students in the context of a varied and rich educational environment. At this stage, practical experience and active implementation of the adopted values takes on particular importance. In an educational institution, this experience can be obtained in terms of simulated and real life situations, including through the organization of social practices and learners' design and research activities.

AN ESTIMATION OF THE VALUE OF LIFELONG EDUCATION IN THE CULTURAL SPHERE

I. G. Vasiliev

Lifelong education is an integral structural component and major functional link in the preservation and reproduction of the cultural potential of any subjects, social groups, structures, and institutes participating in socio-economic changes. For efficient utilization of cultural components of socio-economic changes, any carrier (subject) of cultural potential requires a continual increase in its professional level including, as is known, worldview and value levels. As social institutes "responsible" for the ethical and moral condition of society and the establishment of value consciousness in the population, cultural institutions use an entire arsenal of methods, resources, and mechanisms for lifelong education and change in the values of all of the social-demographic and social-professional groups of the population. The level of preparedness of cultural institutions to perform this socially responsible mission highly depends on the condition of the professional training of cultural workers, which certainly includes the corresponding institutions of lifelong education.

In the contemporary context of the modernization of Russian society and transition to a new level of the quality of life, a crisis in the value system for all groups of population can be observed, as well as the decrease in value of previous life experience. To adapt to the changing world from the point of view of previously acquired cultural norms becomes more all the more difficult. A need arises for the creation of qualitatively new system of lifelong education and training.

In the basis of any developed society always lies a certain concept of the individual and his world and way of life, which is merged with social and cultural values, views on life, and people’s real every day activities. Analysis of the contemporary Russian social and cultural situation, characterized by intercultural conflict, makes it possible to newly comprehend the current social problems of the modern education of professionals in the social and cultural sphere.

The strategic priority of a system of lifelong education is a humanistic personality, prepared for professional work, having well-formed informative inquiries and spiritual needs, and capable of satisfying them independently. This is achieved by development of the social and cultural adaptive capabilities of the person throughout his or her entire life by means of

acquiring and mastering knowledge, skills, and abilities, including professional ones in a system of formal, non-informal, and self-education.

The necessity of changes in the system of lifelong education in the social and cultural sphere originates from the current social and cultural situation: long overdue is the necessity for overcoming the social and cultural crisis, the revival of national spiritual culture, cultural variety, and the humanization of education. For development of the socio-economic potential of a nation, there is no other alternative besides changing the value consciousness, which allows for adaptation to global cultural changes and preservation of the basis of traditional national culture.

The current social and cultural situation can be described as a combination of contradictory trends: the combination of professional interests and the highly spiritual culture of an individual with the delay in the immediate introduction of new social and cultural services; the combination of active modernizing processes in the system of lifelong education, allowing an individual to develop and improve his or her intellectual and spiritual potential throughout the course of his or her life, with the absence of a uniform methodological base and practical techniques; the combination of the objective need for diversification of the system of lifelong education and establishment of a qualitatively new level of thinking and innovative life style with the lack of systematic scientific approaches to the social influence on the formation and development of an individual’s creative potential.

Education of children and youth by means of culture and art, as well as the functioning of art schools for children (for different types of arts), recreation centers, studios, and other cultural institutions for children's leisure presumes a sufficient number of highly skilled experts, capable of training the next generation in the spirit of respect for cultural traditions, patriotism, and understanding of value of art. Identifying artistically talented children and youth is the task of educational institutions of culture and art at all levels (from children's art schools to institutions of higher education of a corresponding profile). Regular updating of educational programs based on the traditions of the Russian artistic education is the task of both individual educational institutions and their methodical associations.

The specific features common to all educational institutions in the field of culture and art predetermine the need for development of special requirements and criteria of state accreditation for them. The educational institutions of the cultural sphere are provided with: (a) the multilevel system providing for the process of forming a humanistic personality; (b) the targeted succession of all stages of training and the stage-by-stage content of educational activity is carried out with the use of highly skilled

experts; (c) development of the content and technologies of the system is built with consideration of the diversification of principles and functions of social and cultural activity; (d) the orientation of educational process to personal activities is provided for in the social and cultural sphere on the basis of a developed model of diversification of the system of lifelong education; (e) realization of creative potential of an individual is directed at self-identification, self-development and self-actualization; (f) the subject-to-subject relationship and personal positions as objective factors of education are activated as potential resources in the social and cultural sphere; (h) an effective investment policy is formed and directed at diversification of social and cultural projects in a system of lifelong education is formed.

The basis for the provision of resources within the educational system in the sphere of culture and art remains a developed network of state and municipal educational institutions including: (a) educational institutions for the supplementary education of children – children's art schools (by art types); (b) educational institutions for especially talented children, integrated into realization of the basic programs for general, secondary (full) general education, and secondary vocational education; (c) secondary vocational educational institutions – art, musical, choreographic, theatrical, cultural and other schools (colleges) either under the authority of the Ministry of Culture of Russia and the Federal Education Agency or under the authority of subjects of Russian Federation; (d) universities, academies, and institutes under the authority of the Government of the Russian Federation, the Ministry of Culture of Russia, the Federal Education Agency, the Russian Academy of Arts, and local governmental agencies. It should be also mentioned that educational programs of different levels in the area of culture and art are realized in a number of non-core educational institutions in the state, municipal, and non-governmental sectors.

Such decentralization of the management of educational institutions in the sphere of art and culture, and also their separation from the sector, leads to decrease in the quality of education in this sphere. The system of professional education that has developed over decades in the sphere of culture and art (school – vocational school – institution of higher education), which by right today occupies one of the leading places in the world, works steadily and effectively in those cases when the educational institutions that form this link are controlled by cultural agencies.

The concept for development of education in the sphere of culture and art in the Russian Federation in 2008–2015, approved by the Decree of the Government of the Russian Federation dated 25.08. 2008, defines the priorities for development of education in the sphere of culture and art and

sets the measures for achievement of strategic targets directed at realization of the constitutional rights of citizens regarding maintenance of the freedom of creativity and participation in the cultural life of the country, declared in a report on the results and the basic directions of the activity of the Ministry of Culture of Russia for the period 2008 - 2010. The goals of the concept are: providing for the conditions for effective development and modernization of the national education system in the sphere of culture and art according to the priorities of state policy and the strategic problems of the socio-economic development of Russia; provision of steady, non-crisis development of educational institutions for culture and art under federal executive bodies, subjects of the Russian Federation, and local governmental agencies.

Improvement of the system of lifelong education in the social and cultural sphere is a qualitative change in the hierarchical system of lifelong education, connected with formation of a new paradigm of social and cultural activity that provides for the competitive advantage of a professional who is capable of adequately fulfilling the spiritual needs and cultural requirements of society. At the same time, the essence of the system of lifelong education in the social and cultural sphere consists in unity and interdependence of goal-oriented pedagogical influence on individuals over the course of their entire life. This system is based on relative stability and indivisibility and is characterized by a multi-level structure, multi-functionality, and variability, and it represents a set of mechanisms of an integrated complex of measures and forms, which is aimed at discovering abilities, expansion of spiritual activity, development of activity and communication, satisfaction of informational requirements and inquiries, self-organization, and self-actualization.

The specific nature of the system of lifelong education in the social and cultural sphere consists in the formation of an individual consciousness, spiritual and moral values, development of the artistic and creative potential of an individual and emotional self-control, and it assumes a continuous, goal-oriented, successive, and dynamic process of interaction between educational structures and social and cultural institutions.

In transitional periods, when the paradigms are changing, lifelong education should be considered as historically predetermined, pedagogical directed, and socially demanded process of transformation of culture and cultural values into the object of interaction of individuals and social groups in the interests of developing each member of society.

LIFELONG EDUCATION OF ADULTS IN THE PERSPECTIVE OF LEARNING SOCIETY

Ryszard Gerlach

The changes taking place around us cause that slogans such as knowledge-based economy, postindustrial society, information society or knowledge society can no longer remain in the sphere of future plans but are becoming a reality. Without going into details it can be indicated that already A. Toffler recognized that knowledge is a prevailing resource of the third wave necessary for human development. According to him knowledge is the source of power.[1] A similar point of view is also presented by P. Drucker. Writing about post-capitalist society, which is being created, he points to the fact that knowledge is its basic resource and qualified workers, who can use knowledge for production purposes, will become the leading groups in the knowledge society.[2] More and more common is the belief that the value of a contemporary enterprise depends on the people employed there and especially their knowledge, skills and abilities. A. Carnegie believes that "the only true capital of a company is the intellectual capital, that is, the knowledge of its employees."[3]

The changes taking place around us are continual in character. Their speed causes that a lot of attention, as never before, has been devoted to issues concerning the future. The source of such interest, as one may suppose, lies in the characteristic features of a contemporary civilization, which is described as "changeable", "with high level of transformation and uncertainty", balancing ceaselessly on the verge of global progress and prosperity and global disaster. Undoubtedly there is a lot of literature which aims at explaining the state and condition of contemporary civilization. Various scenarios of potential and possible events are being presented. Numerous studies introduce key words, which are used to identify the present state of things. Many of them have both positive and negative implications. However, it is not possible to discuss all of them in such a short paper. It can only be mentioned that at least three of them seem to be important. These are modernity, progress and globalization. The range of beliefs concerning these categories varies greatly. It can be assumed, however, that no matter what attitude we adopt to describe their essence

[1] Quote after E. Skrzypek, *Wiedza i praktyka*. in: *Dylematy cywilizacji informatycznej*. A. Szewczyk (Editor) Warsaw 2004, pp. 97-98

[2] P. Drucker, *Społeczeństwo pokapitalistyczne,* Warsaw 2000, p.14

[3] E. Skrzypek, *Wiedza* …, p.110

they are an indispensable feature of our civilization, which is sometimes called the civilization 'at the crossroads'. The subject literature talks about "civilization fault", "erosion of rules and lack of reference points", "production of human-waste" who live on the social and economical margin or "temporariness and lack of stability". [1] Quoting A. Toffler: "people live in a state of permanent future shock, which is a consequence of totally overwhelming disorientation caused by untimely coming of the future". It causes the fundaments of social-economic life to change completely during only one biography and creates the feeling of "civilization incompetence" in people.[2]

It is worth remembering, however, that apart from the opinions which place the contemporary civilization at the crossroads there appear options describing reality as "universal civilization".[3] Generally speaking, it means cultural unity of humankind, widespread acceptance of common values and beliefs by nations of the world.

One of the sources of universal civilization are modernization processes including urbanization and industrialization, higher and higher level of education of society, people's mobility and more and more complex and diverse vocational structures. It is also a consequence of a great development of scientific knowledge and technology.

The changes, only mentioned and in many cases differently interpreted, which we witness and in which we participate allow to acknowledge that the need for the development of a learning society is out of the question.

One should realize that a learning society will not appear immediately. Nevertheless, it is important to undertake actions aimed at this. These actions should concern creating a possibility to access educational institutions for everyone who wants it and needs it during their whole life with a special interest in people who are marginalized and excluded or at risk of exclusion. It is also important to shape the awareness of youths and adults concerning the necessity to learn throughout the whole life and the skills which might be needed in this process. G. Dryden and J. Vos mention thirteen steps which lead to the creation of a learning society. These are:

[1] The questions are discussed by A. Toffler, *Szok przyszłości*,1988; *Trzecia fala*, 1985; S.P. Huntington, *Zderzenie cywilizacyjne*, 2008, Z. Bauman, *Życie na przemiał*,2007

[2] A. Toffler, *Trzecia fala*, Warsaw 1985, p.21

[3] S.P. Huntington: *Zderzenie*…, pp.77-80

1. A new look at the educational role of electronic means of communication – for the first time every person can communicate with everybody else.

2. Learning to use computers and the Internet.

3. The need for parental education – a family plays the most important role in education especially at the beginning of a child's development.

4. A thorough improvement of healthcare in early childhood that will allow to prevent learning difficulties.

5. Quality programs stimulating early development of a child.

6. Introducing compensation programs in all schools to help make up for delays in learning.

7. Adjusting the teaching methods to an individual style of assimilating knowledge.

8. Learning how to learn and think.

9. Defining anew what should be taught at school.

10. A four-part teaching program emphasizing respect for each other and developing life skills.

11. Three reasons to learn: to acquire knowledge and skills in a particular field and to find out how to do it faster, better and easier; to develop general thinking abilities; to develop individual attitudes.

12. Finding places outside school which favor learning.

13. Open mind and clear expression of thoughts.[1]

The above mentioned actions should concern mostly schools of all types and levels. However, one should remember that the need and perspective of creating a learning society are a challenge also for lifelong education, which should become both the way and an indispensable element of this society.

Accepting the mentioned civilization changes and most of all the need for the development of knowledge society and knowledge-based economy one should realize that contemporary systems of education will be influenced by two forces:

- first of all they must adapt to higher and higher requirements of the knowledge society;
- secondly, they must take into consideration the fact that schools no longer have a monopoly on transferring knowledge and they must compete

[1] G. Dryden, J. Vos, *Rewolucja w uczeniu się*, Poznań 2003, p.85 and following.

with information media and also the market sector where companies are becoming producers and mediators of knowledge.[1]

A strategic importance of lifelong education has been emphasized by European Union institutions since 2000. Attention was paid to the role of education in the knowledge-based economy and the following goals were determined (Stockholm, March 2001):

- improvement of quality and effectiveness of education systems in the EU;
- facilitating widespread access to systems of education;
- opening systems of education to the environment and the world.[2]

Continual social and economic changes, unpredictable future cause that it is no longer possible to outline one's course of life in youth and then realize it. It also cannot be assumed that a given level of education is finished but instead it should be treated as a starting point for further levels of education, as an element of a lifelong learning process. According to A. Toffler it can be assumed that persons who will have to live in superindustrial societies must master the skills in three basic areas: learning, establishing contacts with other people and making choices.[3]

Thus, it can be stated that lifelong education for everyone is one of the necessary actions which should become a priority for governments, general societies, private sector and, maybe most of all, for every citizen. As F. Mayor puts it the problem of education for everyone throughout their whole life will be the main challenge of the 21st century and the main goal will be to restore a man the possibility to decide about their own fate. On account of this education for the future should first of all include the most affected, those who do not have access to knowledge due to lack of means or unfavorable circumstances. Include the excluded, reach those left alone – that is the goal.[4]

It is also necessary to be aware that becoming a learning society requires a significant increase of expenditure on education not only of children and teenagers but also lifelong education of adults in the whole period of their professional activity.

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[1] *Zarządzanie wiedzą w społeczeństwie uczącym się* OECD, Radom 2000, p.11.

[2] *Edukacja w Europie: różne systemy kształcenia i szkolenia – wspólne cele do roku 2010*, Warsaw 2003, p.4

[3] A. Toffler, *Szok przyszłości,* Warsaw 1988, p.357.

[4] F. Mayor, *Przyszłość świata* Warsaw 2001, p. 375.

To sum up, it is worth reminding once again that the changes taking place around us are continual in nature. Their pace causes that:

- future cannot be treated as an extension of the present; what worked in the past does not have to and probably will not work in the future; enterprise of the future,
- an individual must be ready for constant reorganization, what was stable earlier must be replaced with flexibility;
- only those who will master the ability to use knowledge and will be ready for changes will have a chance on the job market.[1]

Already mentioned P. Drucker clearly emphasizes that it is not work but knowledge that nowadays is becoming the main source of affluence. A transition from the 'work society' to 'knowledge society' can be observed. If this is the case then one should agree with the authors of the White Paper on Education and Training that it is education that is going to become the main carrier of identity, affiliation, social promotion and personal development. Both the institutionalized education as well as the informal. In a modern society there are three integral elements that are important on the way to becoming a learning society i.e. social integration, development of suitability for employment and personal development.[2]

[1] See K. Illeris, *Trzy wymiary uczenia się*, Wrocław 2006, p.234; W. M. Grudzewski, I.K. Hajduk, *Kreowanie w przedsiębiorstwie organizacji inteligentnej,* in: *Przedsiębiorstwo przyszłości*, Editors. W.M. Grudzewski, I.K. Hajduk. Warsaw 200, p.75.

[2] *Nauczanie i uczenie się. Na drodze do społeczeństwa uczącego się*, Warsaw 1997, pp. 17-19.

BETWEEN HISTORY AND FUTURE OF ADULT EDUACATION: NICOLAJ GRUNDTVIG AND HIS CONCEPT OF LIFELONG LEARNING

T. Maliszewski

The challenges of the future require (re)defining many of the existing educational attitudes and behaviours. In that creative search we sometimes seem to forget about the old concepts that have served the past generations well for decades. And referring to the proven educational patterns from the past and their creative adaptation to contemporary educational tasks can bear results that are hard to overestimate in facing those challenges – e.g. *school for life* of the distinguished Danish thinker, Nicolaj Frederik Severin Grundtvig (1783-1872), the concept that surfaced as early as the first half of 19th century, later creatively developed into the idea of folk high schools.

Folk high schools (in Russian: *narodnyje uniwiersitiety*, in Polish: *uniwersytety ludowe*) have a very special place among forms of adult education. Developed on the philosophical and political traditions of Scandinavian countries – especially on philosophical and educational thoughts of Grundtvig, they now constitute more or less significant elements of educational systems of a few tens of countries on a few continents.[1] The reality of that educational concept proves that it was undoubtedly one of the most significant achievements in the history of adult education in the world. The opinions of a well-known Polish researcher of history of education, Ryszard Wroczyński, or Steven M. Borish – a famous American anthropologist and sociologist can be considered as representative. The first one indicated that the "great movement in non-school education in rural areas (...) had a great impact on the direction of the development of European education of the end of 19th and the beginning of 20th century".[2] The second one pointed out that the originally Danish idea of folk high schools constituted not only original but first of all genuine and significant contributions of that region to the world's solutions concerning education and upbringing[3].

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[1] S. Byczkowska, T. Maliszewski, *Scandinavian Inspirations: Looking for a True "School for Life"*, in: T. Maliszewski, W. J. Wojtowicz, J. Żerko (eds), *Anthology of Social and Behavioural Sciences*, Linköping 2005, pp. 137-148.

[2] R. Wroczyński, *History of Polish Education 1795-1945* (in Polish), Warszawa 1980, p. 165.

[3] S.M. Borish, *The Land of the Living. The Danish Folk High School and Denmark's Non-violent Path to Modernization*, Grass Valley (California) 1991, pp. 7-9.

The question is whether in the modern reality there is still scope for the institutional form of education of *folk high school* type? And among them – for the classical one – boarding type of folk high school?

Today, it seems, however, that to face the challenges, folk high schools need new perspective of looking at their history. It can help show the educational activities of those interesting institutional forms of adult education in a new light. It could help, *inter alia*, (re)define the new roles folk high schools are to play on the educational scene of the near and remote future, both from the global perspective and in their national varieties. Showing to the largest possible number of people how efficient 'educational tool' to fill in the educational niches an institutions such as *folk high school* can be can help the local, regional, national and, let us not hesitate to say that, global (in the near future) decision makers implement socially significant educational tasks and activities.

The ideas of N.F.S. Grundtvig – an enlightened Dane, generally thought to be the Godfather, creator of the concept of adult education that was later on creatively developed into a great movement of folk high schools are worth mentioning here. But please remember that in the so called literature of the subject (e.g.: in Byelorussia, in Estonia, in Latvia, in Lithuania, in Poland or in Russia[1]) the one sided picture of Grundtvig's views on urgent development of new type of adult education institutions has become fairly strong and popular by (very often) uncritical and schematic repetition. There is no time to argue with those stereotypical opinions…

What seems to be the general perception is as follows.

In the first half of 19th century, coined a slogan *school for life* (Danish: *skole for livet*) as an opposition to traditional educational institutions, whose operation he totally negated, which can be seen, *inter alia*, in the way he called them: 'schools of death' ("schools for death" in other translations into English; Danish: *skole for døden*).[2] So folk high schools, those schools for life, were created as centres of education in extreme opposition to all the then existing educational organisations – those schools of/for death. The hint is: "Now I am trying to explain, in clear terms, what I understand by *school for life* (...). Firstly – since no *school* is able to create a new life in us, it must not damage the old one nor must it waste time on developing rules that would govern the other [life] if we had it, because it would have to be decay, that is death (…) that would have to be the beginning of such a

[1] J. Kulich, *Grundtvig's Educational Ideas in Central and Eastern Europe and the Baltic States in the Twentieth Century*, Copenhagen 2002.

[2] Comp. e.g.: *Grundivig Nicolai Frederik Severin*, in: Chr. Blaugstrup (red.), *Salmonsens konversations leksikon*, bind X, København 1920, p. 185.

process – and I negate [it] totally. Secondly – *school* must accept life as it is – trying only to explain it and make it more useful. What I am saying is that if life is to benefit from an *educational* institution it cannot place education, or the school itself as a priority and objective, but it must aim at explaining [that] life".[1] And what is the meaning of that? The 'forgotten opinions' by Grundtvig open up new possibilities for the analysis of the beginnings and the synthesis of the history of the educational institutions. Please note how much scope for interpretation there is: continuation, development, explaining the past, the present and the future, acceptance of life just as it is and a basis for change etc.

How should the modern formula of folk high school be popularised? The redevelopment of the concept of folk high schools nowadays and in the future urgently needs, *inter alia*:

- stronger connections with the local (regional) communities in which folk high schools operate;
- effective folk high school lobbying at all decision making and opinion-creating levels;
- even more active search for educational niches that can be accommodated in accordance with the ideology of folk high schools;
- wide ranging, multi-aspect international experience sharing and co-operation of the whole movement.

The perspective of over one hundred years, and the analyses of the contemporary discussions seem to indicate that the concept of folk high school can prove useful in the future – especially in relation to the educational activities for the communities that have built the folk high schools. Since there is enough scope for folk high schools nowadays, especially in the context of the needs to develop democratic functioning of the communities and societies, as well as of the whole state, I would like to indicate at least some of the tasks that could be entrusted to modern folk high schools:

- taking up actions for the groups and individuals that are excluded (defavoured, marginalised);
- promotion of civil education, local democracy and the idea of social partnership;
- leisure activities, developing the individual needs of the members of the community the folk high school functions in;

[1] N.F.S. Grundtvig, *Skolet for livet och Soer Akademi (1838)*, in: N.L. Jensen (ed.) *A Grundtvig Anthology. Selections from the Writings of N.F.S. Grundtvig (1783-1872)*, Cambridge-Viby 1984.

- multi-aspect regional education, protection of local cultural and natural environment heritage;

and last but not least:

- promotion of the idea and practical solutions for the sustainable social and economic development of the region[1].

This, of course, is not an exhaustive list of the possible educational initiatives that can be taken up by folk high schools. Generally, it seems advisable that each folk high school should 'listen to' the signals from its immediate social environment to be able to identify the educational tasks that the community considers to be *important* and/or *needed*. Apart from 'listening', folk high schools also need more determination in animation activities. It is folk high schools that should – apart from other independent educational institutions and organisations – set certain patterns of educational behaviours and make people aware of the educational needs the members of the community in which the folk high school provides educational services might not be aware of. More appreciation and attention paid to the role that folk high schools might play – postulated by the author for years and on various occasions – might result in the flourishing of that not only wonderful but also effective form of education (*vide* e.g. Danish, German, Polish or Swedish experiences of the 1930s[2]), for folk high schools were able to educate effectively thousands of enlightened people active in developing the democracy of the citizens in various parts of the globe during the past one hundred years. And they will surely be able to do it in the future by:

- restoring the position previously occupied by folk high schools – where they lost it;

- maintaining (and extending) the areas of activity – where folk high schools are still considered to be a part of educational system;

- conquering new areas (countries, regions) by showing the flexibility and effectiveness – where folk high schools have not been known before.

That is why Grundtvigian 19th century concept of *school for life* can be still of value in search of contemporary possibilities for sustainable development by projects in area of continuous education.

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[1] See e.g. – a few articles in: N.A. Lobanov & V.N. Scvortsov (eds), *Continuous Education for Sustainable Development. Proceedings of InternationalCcooperation*, "Lifelong Learning", vol. 7, Saint-Petersburg 2009.

[2] M. Byczkowski, T. Maliszewski, E. Przybylska (eds), *Folk High School – School for Life*, Wiezyca (PL) 2003.

CORPORATE CULTURE – AN IMPORTANT COMPONENT OF THE EFFECTIVE FUNCTIONING OF AN EDUCATIONAL INSTITUTION

G. V. Gerasimova

A college, having its own culture like a small state, participates on the one hand in shaping the foundation of values that regulate student behavior, and on the other hand, it requires a developed corporate culture for successful management.

The corporate culture of a college is based on constant work with instructors and students, directed not only at the actualization of the required personal and professional skills and skill development, but also at the harmonization of intra-company and intra-group relations and improvement of the psychological climate, which promotes personal development. The corporate culture of a college acts as a factor that integrates the interests of the subjects and objects of learning by means of reinforcing certain rules, behavioral attitudes, and behavioral stereotypes associated with specific activities and the observance of norms for their execution. The pedagogical resources for creating a college's corporate culture are the cumulative, collective experience of pedagogical designs for development of the group and the individual through the planning of educational work.

The corporate culture of a college can be considered to be a unique set of norms, values, beliefs, and behavioral patterns that determine the means by which teachers, students, administrators and individuals in the organization are united to achieve its goals. But this is only the uppermost layer. Analysis has shown that the corporate culture consists of ideas, attitudes, and core values shared by members of the institution. It is customary to consider these values to be the core that determines corporate culture in general. Values determine both the behavioral styles and communicative styles among colleagues and students, their level of motivation, their activity, etc.

To create a corporate culture in an educational institution, it is of particular importance to determine the institution's type of corporate cultural type as a whole and according to its individual subdivisions. What is characteristic for management of a college with a community of over 500 people studying in different specialties? For example, a faculty of hairdressers or cooks interacts with the exterior environment to a greater degree (that is, they are likely to have a clear priority for an external rather than internal focus). These subdivisions are fairly popular in a college, and

their staff is younger, more creative, ready to solve problems in an unconventional way, self-sufficient, and with a pronounced predominance of individualism and belief in the importance of personal success and career; they will seek to work in the mode most convenient for them. The subdivision of designers focuses their attention on inner relations and the processes in production. As a rule, people of middle age or older are employed there, who have the spirit of collectivism, old traditions, an unwillingness to take on responsibility or make decisions, and with the customary hierarchy and work at the direction of a superior.

In this regard, it becomes important to define the attributes of corporate culture that are inherent in a college, and which can be divided into two types: external and internal. Typically, attributes of external corporate culture are declared to be the following entities of cultural and organizational reality:

(a) the college mythology made up of history, legends and heroes. These elements provide a picture of the basic stages in the life of the college and the significant events and outstanding personalities that had a great influence on the development of the college. An organization that does not have its own history does not instill credibility. A history imparts substance, validity, and reliability. Legends encourage personification of the institution, making it more comprehensible, and facilitate dialogue between it and its consumer. Legends are not necessarily an invention; they may full well be suitably supplied by actual events. They may be associated with the founder, the first director or a staff member of the college, with successful alumni who have brought the college its greatest success (heroes of the situation) and other personalities;

(b) the language in which college staff communicate with one another or with the consumers of their educational services, target audiences, the public, competitors, etc. Language is reflected in promotions and advertising and in all types of formal means – the identifying marks of corporate identity, talismans, and aural and visual symbols representing the college in the external environment;

(c) the college's corporate style, which is found in the design of lecture halls, in the appearance of teachers, in business documents, etc. Corporate identity imparts substance to a college, making it recognizable on the background of other organizations involved in similar activities, and creates a sense of belonging to a given corporate culture;

(d) behavioral patterns or behavioral practices prescribed in the organization's charter and the common pedagogical requirements, which include generally-accepted courses of action within the framework of one or

another situation that may arise in work life. All employees and students should reproduce these behavioral patterns, including its new members, insofar as for violations of these practices they are subject to sanctions;

(e) the customs and traditions prevailing in the college, to which special attention is paid in organizational analysis in connection with the fact that the given cultural artifacts reflect the values at the core of the corporate culture more than all others. Customs and traditions fulfill a number of important functions in organizational life: the transmission of culture and behavioral patterns; social control and social integration. Rituals are visible manifestations of corporate culture. Three groups of rituals can be distinguished: rituals of encouragement (invoked to show approval of someone's achievement or a certain style of behavior that falls within the framework of the corporate culture's values), rituals of condemnation (signaling disapproval of a person who does not behave in accordance with the norms of a given corporate culture), and rituals of integration (those management actions that gather college staff together and help them to realize what they have in common).

However, customs, traditions, rites and rituals are only the external, visible expression of values shared by a community, and it would be counterproductive to reduce the essence of corporate culture to these aspects of the college members' activities. The basis of any corporate culture is composed of the values shared by the majority of the organization's members, as well as the behavioral norms and procedures that support reproduction of the dominant values of the organization.

THE IDEA OF CONTINUOUS LEARNING IN THE TRADITION OF WESTERN EUROPEAN AND POLISH PEDAGOGICAL THOUGHT

V. Jamrozek,
K. Jakubiak

The concept expressed in the title is often substituted with other terms. In modern Polish pedagogical terminology, many terms that are close in meaning or simply synonymous are used to define the ones we have adopted in the present discussion of terms: “continuous learning”, “lifelong learning”, “lifelong education”, “perpetual learning”, and finally, “permanent education”. Among these terms, the concept of “permanent education” is rather widely used in modern theory and pedagogical practice. This is most often understood, according to Zigmunt Wiatrowski, as a “set of educational and training processes over the course of a person’s entire life, and then the lifelong processes carried out in all possible organizationally scheduled forms and in all situations of interpersonal contacts” [1]. According to the same author, permanent education includes: (a) natural education (implemented in the family home, the local environment, and at work); (b) school learning and education (from kindergarten through institutions of higher education); (c) so-called parallel education and training (implemented in extra-curricular organizationally scheduled forms); (d) continuous learning, which is understood as post-secondary education or continuous learning of adults. In this context, the term itself continuing learning refers to one of the areas for educational activities essentially related to adult education.

At the same time, many contemporary educational theorists use the term “continuous learning” (or “continuing education”) instead of the concept of “permanent education”. They do not consider this term to be related only to post-secondary education and adult education. The definition of “permanent” is derived from the Latin “permanens” and means constantly acting or constant [2]. Therefore, when we use terms such as “continuous learning”, “continuing education”, and “permanent education” interchangeably, they are perceived as a “unified system of didactic and educational activities” directed at a person from early childhood until advanced old age; they are also used to refer to such concepts as both “education and training of children and youth” and “adult learning” [3]. In the context of the aforementioned, it is possible to conclude that – in the words of one of the theoreticians of permanent education Thaddeus Alexander –

its essence is the “constantly acting, constantly realized, systematic and rational influence on human development at every stage of life” [4].

The idea of so-called continuing education arose back in the philosophical thought of ancient times (for example, in the works of the Chinese philosopher Confucius or the Greek Plato [5]). In modern history, Jan Amos Comenius wrote about it, especially in his work *Pampaedia* (written in the 17th century, but remaining in manuscript form until 1948). Comenius distinguished eight periods in a person’s life and related them to eight different school institutions or school levels (the concept of “school” is often arbitrarily used: “the school of age” or the “school of death”). In this essay, the concept of education continuing throughout one’s entire life – permanent education – is widely presented and justified in the history of pedagogical thought for the first time. In this essay, Jan Amos Comenius expanded the concept of “school” to all of human life. He wrote, among other things: “Thus, just as for the entire human race the whole world is a school, from prehistory to the end, for an individual, his entire life is a school from the cradle to the grave.... Each age corresponds to a study, and human life has no other purpose than the mastery of scientific knowledge” [6].

The idea of continuing education could not fail to encompass the educational ideas of the Enlightenment, in which study and school were assigned the role of initiator of progressive changes in social and individual life. For example, one of the French Encyclopedists, Helvetius, stressed that education concerns not just childhood or adolescence, but should extended throughout one’s entire life. This idea was included in the project of organizing public education during the French Revolution by Marie Jean Antoine Nicolas de Condorcet, who argued that “learning should not leave individuals from the moment school is left; it should concern people at any age. There is no age at which study would not be possible and useful” [7].

In the era of modern contemporary Polish pedagogical thought, Helena Radlinska belongs to the best-known defenders of continuous learning, the creativity and pedagogical work of whom took place in the first half of the 20th century. She considered training and education to not only refer to school. “Organization of an educational system,” she wrote in 1919, “does not include all that it is necessary to do. It is impermissible that people, roused by school, are then to be left to the arbitrariness of mental hibernation. It is unacceptable when adult people faced with the challenges of building a new society for the next generation remain at the level of a school education” [8]. At the same time, H. Radlinska wrote about the great learning abilities of the older generation. Education and training of the

elderly is possible and effective. She wrote that in regards to this generation of people, it can be said that they have a great mental and physical capacity to learn [9].

The figure of Helena Radlinska is linked largely with practical activities in Polish education in general, as well as in the part that relates to adult education. Especially great are her contributions to the development of reading and the movement of self-education (before the time when Poland regained its independence), as well as in the work of different cultural societies, including the Galician People's University of Adam Mickiewicz, founded back in 1898. The basis of the work of this university was laid by the concept of so-called free university, the idea of which was born in Britain in the second half of the 19th century. The free university was a unique type of institution: on the one hand, the learning process was not associated with obtaining a certificate of education, but above all, it was designed to meet the students' own intellectual interests and to develop their cognitive needs (through readings, lectures, and conversations); on the other hand, it was an open university for all who wanted to deepen their knowledge and obtain a profession and place of work, regardless of age [10].

A broad approach to the understanding of continuing scholarship (continuing education) was characteristic, among other things, of the Edgar Faure Report, which was sensational in the last decades of the twentieth century. It was a UNESCO report compiled by the International Commission on the Development of Education, which was established by UNESCO in 1971 and led by the former French Prime Minister Edgar Faure. The purpose of the Commission was to study the then existing state of education and training in the world, as well as to prepare strategies for its future development [11]. The report was published in 1972 with the title *Apprendre à être*. It was also published in Polish in 1975 with the title *Learning to Be*.

The report provided a critical analysis of the state of education existing at that time and indicated existing and emerging trends in its development. It contained recommendations to facilitate development of optimal strategies for the development of education. Faure introduced, above all, a concept of education based on the belief that man as a potential being can realize himself only through continuous study, due to the accumulation and actualization of already acquired experience. Education in this context was not so much the process of transferring a certain quantity of knowledge, as the process of human existence. Another important provision in the Report was the thesis of the growing role of

education in the life of society on a scale disproportionate to previous ages. It was suggested that future training (education) will obtain great significance, such that it will become one of the most important outcomes of social, economic, and cultural achievements.

All the strategies for transformation of education proposed in this Report were contained in 21 theses. One thesis begins: “The cornerstone of any forward-looking educational policy should be the principle of continuous learning.” This idea was constantly present in the rest of the theses as well. The second thesis expressed the belief that continuity requires a complete change in the currently-existing structures of didactic and educational activities. It is necessary to stop referring to education as a set of actions that take place exclusively or mainly within school walls. Continuous learning is in equal parts a process of organized study (primarily) in school, but it is also a process that is accomplished during professional work, or during so-called leisure time.

A similar understanding of the idea of continuous learning arose at this time, incidentally, under the influence of the aforementioned Report, also in the environment of the existing pedagogical theorists and researchers of education and training. In Poland, the exemplification of this may be considered the content of the two most famous publications of that time – that of Ryszard Wroczynski [12] and Josef Poltuzycki. [13]

A broad understanding of the idea of continuous learning is also reflected in the content of other well-known report – the report of UNESCO’s International Commission on Education for the 21st century, prepared under the direction of Jacques Delors with the title: *Education: the Treasure Within*. It was published in Europe in 1996 and a translation into Polish appeared in 1998. The report drew attention to four “pillars of education”, imbuing it with a unique conceptualization and meaning. They are presented in the form of the following distinctions: “Learning to Know”, “Learning to Do”, “Learning to Live Together”, and “Learn to Be” [14]. At the same time, the report noted that “The concept of learning throughout life thus emerges as one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial and continuing education” [15]. In the fifth chapter entitled “Learning Throughout Life”, it is stressed that “continuing education is truly geared to the needs of modern societies, it cannot be defined in respect to a particular period of life, for example such as adult education as opposed to the education of youth, or in respect to a narrowing of the goals, such as vocational training in contrast to general training. The time of study covers one’s entire life. It is stated that

‘education throughout one’s entire life’ is not a distant ideal, but the reality, all the more often confirmed by facts and characterized by a number of changes that emphasize its need. In order to organize this process – education throughout life – it is necessary to change the relation of the various forms of education as an independent and seemingly superimposed on each other or even competitive, but to the contrary, to try to raise the value of what is modern in time and space” [16].

Continuous learning is becoming increasingly widespread in modern society. It can be said that we now live in the next period of a breakthrough in civilization. Every day we feel the ever-increasing role of science and education, which, as written in one of the latest Polish works devoted to the problem of continuous learning, “are becoming the principal resources in the epoch of a learning society” [17]. The author of the previously mentioned work, Eva Solarczyk-Ambrozik, writes: “Technological changes, development of mass communications technology, and changes in work, competition on the labor market, and the need to constantly adapt creates the phenomenon called an ‘educational lifestyle’, which appears as forming equally in the field of professional work and in the sphere of social life. Continuing education is a requirement of civilization and at the same time a great challenge” [18].

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INNOVATION CULTURE AS A FACTOR IN TEACHER'S LIFELONG LEARNING

A. S. Mishchenko

The value of continuing professional development and lifelong learning acquires a new meaning for educators in today's day and age. Teachers are under a lot of pressure to become more creative and more active as citizens, and that is what we are going to talk about in this report. The empirical base we drew on were the teacher surveys we conducted in some of the leading vocational schools and colleges in St. Petersburg between 1998 and 2009. We polled over 300 teachers and internship instructors.

During phase one of our research, we set out to define and "*operationalize*" teachers' lifelong professional development and innovation culture in terms of categories. We assumed that the "innovation culture" of a pedagogue is the definitive indicator of his/her inclusion in the system of continuing professional development and learning (which does not preclude the reverse but, in fact, implies it). The innovation culture of a teacher is an integral component of his/her professional work. In our view, the term "innovation culture of a teacher" expresses more than merely a teacher's readiness to teach and educate young people professionally and socially; it is a way to see how well the teacher is prepared for the productive, creative development of new teaching ideas and his own personal development. As a personal "system" feature, the innovation culture of a pedagogue is a meaningful expression of his general education level, professional potential and, ultimately, his real capability to adequately (in terms of what society dictates) shape and creatively transform the teaching/learning process in his school or college. The strength of the concept of "teacher's innovation culture" lies in its capacity to track material progress in teachers' professional development and their commitment to lifelong learning. On an empirical level, the tracking mechanism consists of a series of indicators we used, namely: (a) whether the teacher is capable of creative work and has the requisite skills; (b) whether he sets creative targets in its work; (c) his creative outlook on life, commitment to nurturing or improving his own creative capacity; (d) his commitment to developing his esthetic taste, appreciation of art, etc.

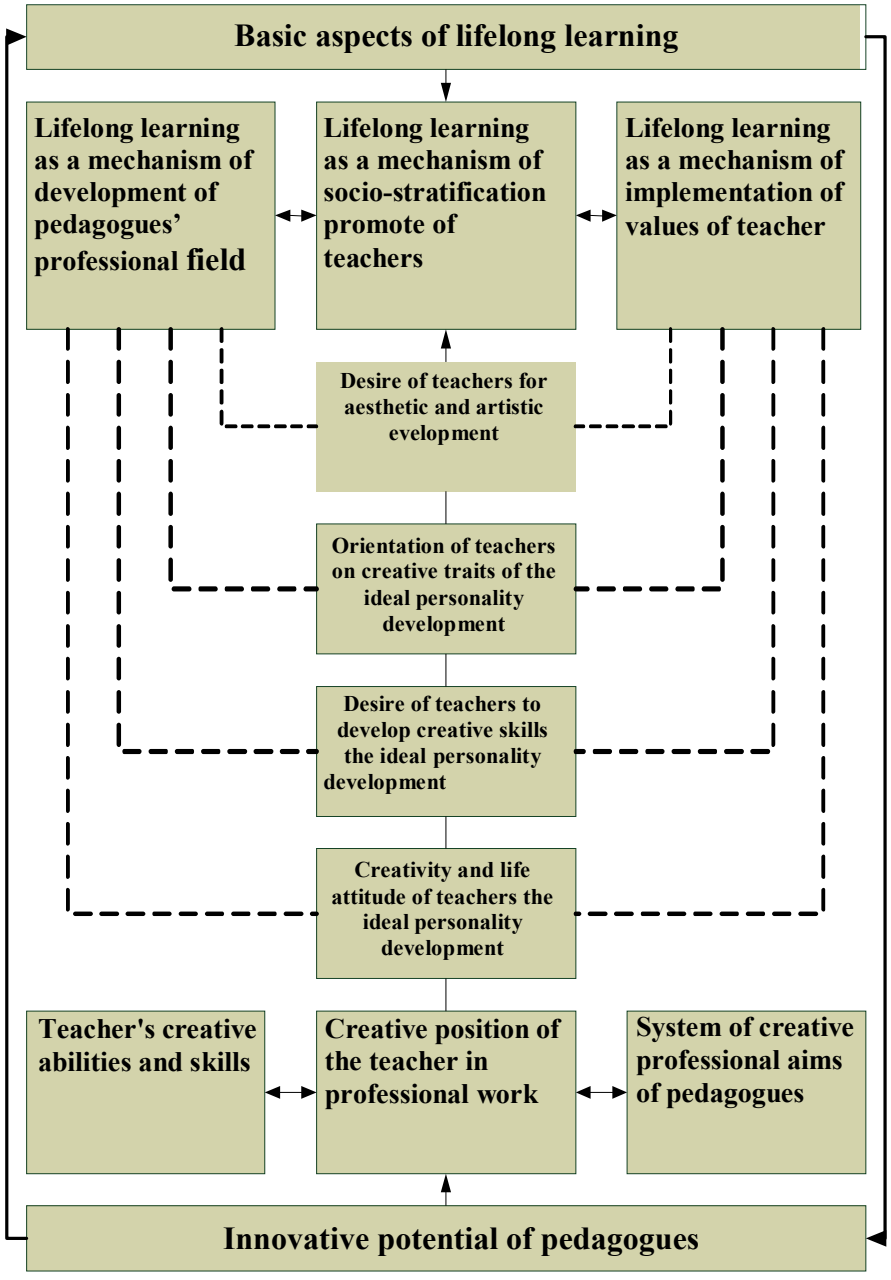
When we analyzed the lifelong professional development of a teacher (in this report, the concept is synonymous with continuing professional education/learning of both teachers and internship instructors), we assumed it

to be a multidimensional concept. Continuing professional development and learning enables teachers to fulfill many different personal, professional and citizenship aspirations. On an empirical level, we defined the multidimensional nature of lifelong learning in terms of three sets of indicators: (a) indicators of teachers' commitment to "horizontal" professional development; (b) indicators of teachers "mobility" to move across the different social strata; and (c) indicators reflecting whether a teacher's system of values recognizes the need for lifelong professional development and learning (see Figure below).

Given the multidimensional nature of teachers' lifelong professional development/lifelong learning, we assumed that, (1) socioeconomic and educational factors determine teachers' commitment to lifelong learning in a structurally "heterogeneous" way; (2) to what degree teachers will be able to fulfill their thirst for lifelong professional development and learning, has little to do with socioeconomics and much more, with the educational environment of their institution and the personal qualities of the teachers and internship instructors themselves. This theory was bolstered by the following conceptual points of our research:

first of all, we based our assumptions on the fact that socioeconomics and educational environment factors intersect organically in the work of teachers in vocational schools and colleges; therefore, the impact of the socioeconomic factors upon teachers and instructors always passes through the medium of their institution's educational environment, which transforms that impact in some ways;

second of all, we assumed that the complex socioeconomic and political changes underway n Russia always undergo a refraction through the individual's personality as some kind of a "prism" within which the movement occurs of the sum total of the material, socioeconomic and spiritual values that form the content of the life of individuals (in this case, of vocational school and college teachers); this, in turn, conditions the propagation of teachers' "innovation culture" and how it motivates their inclusion in the lifelong professional development and learning process.



Relationship of innovative potential of teachers of colleges with their continuing professional education

During phase two of our research, we built a socio-pedagogical model with a system of factors that determine the value of lifelong professional development and learning in the eyes of vocational school and college teachers. The model incorporated over 70 individual factors (see classification below): (a) the factors that determine the role of teachers within the system of the social institutions of a modern civil society (or factors that describe their sentiment about the changing production modes and dominant property ownership formats; their position in the social stratification of a modern civil society, in the political system of the state, etc.); (b) factors of the teaching/learning environment (indicators of the cultural potential of individual schools and colleges, characteristics of the educational environment and internship environment, interpersonal ethics within the teaching community, the socio-cultural potential of teachers' leisure activities, and so on); (c) personal characteristics of teachers (percentage of creative thinkers, teachers' propensity to social mobility, their personal ideals, where they stand on the enormous wealth of some and poverty of others, gender differences, etc.).

During phase three of our research, we performed an empirical analysis of the links between certain aspects of the innovation culture of teachers, and the impact of the core factor clusters upon the progress of their lifelong professional development and learning. When we looked at the totality of the features that describe the innovation culture of vocational school teachers, we established that what lies at its core is the teachers' professional aspiration "to teach harmonious classes that keep the students interested." With both teachers and internship instructors, this teaching aspiration was adjoined by the following skills and ambitions: (a) ability to "think in paradoxes", (b) no fear of "new things", (c) commitment to personal growth, (d) esthetic taste and appreciation of art. The following aspects of teachers' innovation culture were defined as secondary (peripheral but significant): desire to be "part of the modern market economy" and desire to "impart leadership qualities to students." A more in-depth review of the core groups of factors shaping, one way or another, teachers' lifelong professional development and learning vindicated our initial assumptions. This is what we found out from our factor analysis of our survey findings. The factors we placed in the first cluster defined 6.5 % of the progress of teachers' lifelong professional development and learning. The factors in the second group defined 53.3 %. The factors in group three (which include, at the core, the innovation culture of teachers) defined the remaining 40.2 % of the entire determinism to learn and improve.

Further analysis of our empirical data lead us to the following tentative conclusions. To explain how the innovation culture of teachers dictates the pace

of their lifelong professional development and learning, the place to start is to define what “personal fulfillment” means to them in this day and age. Part of this is how teachers feel about their personal and professional prospects, their job security, the degree of fulfillment of their “human potential.” Our analysis manifested that all these constants fit in seamlessly with the logical sequence that causes teachers’ innovation culture to “flourish” along the lines of three meaningful groups of relations and interactions between teachers, and between teachers and students. Those interactions enabled us to register the levels of teachers’ innovation culture within their professional environment as a system of special groups of relations between all the parties to the teaching and learning process. Those are role-type relations and interactions, subject-object relations and interactions and interpersonal relations and interactions. It’s a complex system. For example, a “personal” focus in teaching manifests the following levels of teachers’ innovation culture as a premise of their lifelong professional development: “project,” “logical” and “production process.” At the top level of innovation culture driven by “personal” motivations, the teacher acquires the full power to program his professional work and lifelong learning as he emerges as a player in a league of his own within the educational process and his personal qualities and values put him in a position of personal responsibility for all. A teacher in this position of formidable value and authority is not only able to spearhead innovation in shaping the culture of the educational process in his institution; he is also capable of taking an innovative view on (the content and meaning of) his own lifelong professional development and learning.

Therefore, the essential link between the innovation culture of a teacher and his lifelong professional development and learning lies in the realm of his fulfillment as a Person, a Professional and a Citizen. The key point of focus here is whether – and how well – teachers can develop certain up-to-date social and cultural (esthetic and artistic) aspects of their professional training. We have found that a high intensity of teachers’ lifelong professional development and learning is first and foremost (if we speak of their innovation culture components only) related to how advanced they are in terms of esthetic and artistic education ($r = 0{,}224$). The second runner-up is the teacher’s creative outlook on life ($r = 0{,}194$). The third most important factor is whether the teacher is committed to fostering leadership qualities in his students ($r = 0{,}146$). Our research also showed that, as a driver of teachers’ lifelong professional development and learning, their innovation culture reaches its maximum level only when teachers and instructors are able to fulfill in their practice and constantly expand and reproduce the “social” trajectory in the entire teaching/learning process of their institution. On an empirical level, this is manifested in the teacher’s professionalism, loyalty to his trade, respectful treatment of students, his kindness, integrity, original personality and openness to students.

THE DANGERS OF FALSE OR DOUBTFUL OPINIONS AND INAPPROPRIATE APPROACHES IN TEACHING, ESPECIALLY IN BIOMEDICAL SCIENCE DURING THE LIFELONG LEARNING

W. A. Turski

We teachers present some facts and opinions on every stage of the teaching process. But is presentation the same as teaching? Of course not. Neither teaching is tantamount to bringing about the acquiring knowledge in students.

Who is learning? Everybody: From the kindergarten through the primary and secondary schools to the studies of all stages of the Bologna process, working people, just all the society. The functions of all teaching are: 1) to get students interested, 2) to inform them, 3) to convince or encourage, 4) to have them acquire the competence for efficient thinking i.e. to endow them with the essentials: the main facts and ideas and their relations, as well as to teach them how to find out the gist of the matter.

We are learning to understand the world and to improve our thinking, to avoid being cheated by “false prophets”… and advertising. So one should be able to distinguish right from wrong, beauty from ugliness and truth from falsehood.

What are the subjects I am interested in? They are biomedical sciences, especially health education based upon biochemistry and chemistry. However I am an educationist and thus my general conclusions do concern every kind, stage and subject of learning although my experience comes from biomedical sciences.

What problems are most interesting for myself? Hardly they are teaching of outstandingly gifted children or coaching the future specialists in their primary area. But what makes me excited is teaching biochemistry to students of pedagogy or food technology, as well as teaching chemistry to all of the children—even to future lawyers. I am very interested in lifelong learning of all the society (from the nursery school to the centenarians) through popularization of science, health education and communication policy. Besides, I have very much at heart looking on every problem from two sides: that of teacher (the Science) and that of the student (“receiver”).

What are the things I dislike in the area? I will try to prove that the faults, misconceptions, doubtful and illogical approaches disturb education of whatever kind and stage and may slow down the sustainable development.

My observations and considerations are the following:

1) The materials (knowledge) lectured and demanded (on the exams) contain too many names, details, definitions and "pseudoscientific" repartitions. They are apparently contradictory to so called "Ockham razor" concept being crucial for every science ("entities must not be multiplied beyond necessity").

2) The approach which might be exemplified like this "Why the theory, the practice is what really matters" can be quite often found. Such an attitude results in hiding "the heart of matter". I will show you only one of many possible examples: "Magnesium—or iron, or vitamin B_6, or omega-3 acids (lipids?!), or— are needed (important) in the human body for...". A lengthy list follows, e.g. "...for nervous system function, for muscle contraction, for digestion and absorption, for proper functioning of kidneys, liver, brain and lungs..." It is simply antiscientific: one should rather state that the mentioned substance is needed or rather indispensable in all tissues; what is most important: why (owing to what mechanism) the given substance is indispensable in such a variety of tissues and in such different (?) physiological processes.

3) Quite often one can find arbitrary unjustified statements, e.g. "such or such meal is strictly forbidden for..." or "coffee washes magnesium away from the body".

4) One can see total neglecting argumentation based upon the facts being widely known for decades. Look:

a) As it was discovered decades ago that cholesterol is synthetized within the human tissues from everything (i.e. from carbohydrates, proteins and lipids), as it is formed from the common derivative of all the substances mentioned; so it is not true that cholesterol is made just from fats, especially the animal ones.

b) It is trivial that vitamins are either coenzymes or their main constituents. About a half of the enzymes would be inactive without a coenzyme, thus metabolism would not be possible without vitamins. So the life itself would be impossible. This simple concept not only explains the role of vitamins and their indispensability not just the need of them. First of all, it does explain where we can find the substantial contents of vitamins. Look: a lot of vitamins have to exist in the "materials" where there are a lot of coenzymes thus a lot of enzyme molecules. Enzymes are the proteins accelerating chemical reactions i.e. the metabolism. So the substantial amounts of vitamins must be in the "places" with big contents of protein and intensive metabolism thus in the animal tissues, especially in the liver, kidneys but in the muscles, i.e. in meat as well. Vegetables and fruits

(which contain say 90 or even 99 per cent of water) are not the main sources of vitamins. Obviously there are exceptions, e.g. the high contents of vitamin C in the vegetable diet.

Good academic textbooks hardly contain such faults or simplifications but: i) whereas they are absent in textbooks of clinical biochemistry, one can find them in a textbook of dietetics or health education, ii) there are plenty of such views on the Internet and in different guide-books.

5) In the area of pedagogy and didactics the role of practice and experiments is very often overemphasized. Such an attitude is often under the mask of "pedagogic innovation" or "creative pedagogy". What is the most important, it seems to be consistent with the heuresis (heuristic) model (approach) coming from the Enlightenment era. Parallelly, the role of words (sentences) is underestimated. So are the logical reasonings based upon the precise definitions. Simply "we" do not like "Mediaeval speculations". Meanwhile: i) Experiments might result in wrong conclusions unless the logical precise way of interpretation is applied, ii) it is very difficult, especially for beginners, to draw general conclusions (ideas) on the basis of some particular observations (facts).The opposite is true: it is quite easy to interpret a lot of details based on some general rules or mechanisms.

6) Let us notice that one must not question the existence of some objects (X) nor some statements concerning X just because the objects X are invisible. We cannot see the atoms now—and most probably in future—but nevertheless it is not the argument that that the atoms do not exist.

The logical reasonings, sequences of thoughts, logical constructions, theoretical models (famous" Schrödinger cat") and "mental experiments" are the means which really do matter.

Hardly anybody teaches children (students) "seeing the invisible", i.e. "seeing through into the depth", in another words from the picture seen with the naked eye through that seen with the magnifying glass, and further under the microscope with bigger and bigger magnification and "seeing" with the electron microscope down to the bigger molecules, small molecules, atoms and their components. Let us notice such an approach enables the integration of different branches of science: from anatomy through histology, cytology, molecular biology, biochemistry, chemistry down to the nuclear physics. First of all we learn the world and human beings in a fascinating fashion.

7) It seems that in the teaching on all stages of lifelong learning there is too much of "didactic pessimism" pretending to be "didactic realism".

Look at the popular statement “Everybody has his or her interests and preferences, so one should not attempt to teach everybody (or the majority) the same things, let alone get them acquainted of. What seems to be possible and needed is just to inform them and get them interested or at least show them that X is somehow important or useful. No wonder that with such an approach the community at large knows nearly nothing or has a false world view. Finally such persons easily fall prey to profiteers, hunters of sensations, false prophets and... advertising.

8) Of course—luckily(?)—the persons gifted and intelligent above the average level are able to cope in spite of the weaknesses and troubles of the official and unofficial learning systems. However, many of such potentially prominent persons let alone the average people may lose a lot of time, energy, health and money and even lose their interests and get depressed. Not only bad teachers but also bad textbooks might be the reason.

9) “The receivers of knowledge” quite often toss helplessly in between the Scylla (too long, difficult, badly written textbooks) and the Charybdis (the attitude that “there is no need to be taught Y because Y is available in an encyclopaedia or on the Internet”). The truth is in between but some people do not seem to follow it.

10) A lot of fuss in our minds comes from some popular false views, e.g. “chemistry just pollutes everything and makes us poisoned; the nature without chemistry is the best”. Meanwhile the life is just chemistry because in every “microplace” of a living body and in every microsecond thousands of chemical reactions take place being the essence of the life itself. Such a fear of chemistry and especially biochemistry results in the tendency to eliminate the term “biochemistry” in favour of so called “biomedical basis of human growth and upbringing” in the programme of pedagogy studies.

11) It seems that a lot of harm comes from an inappropriate use of the concept “all or nothing”. Let us consider the following opinion: “Why should I learn this (say Z)? I will not specialize in Z. So I just should be acquainted of my own area (say R) and know all (many of) the details of R. Is it true? Well, more often not. Thus the person interested just in his own “part of knowledge” (R) probably: i) might become a victim of manipulation, misleading and... advertising and ii) will stop his/her progress because combination of various areas is usually a prerequisite of progress. So it is likely that a person sticking just to one area (R) might find him/herself one day to be... unemployed.

General conclusions (remarks). To attain proper course of lifelong learning and all stages of continuous education for sustainable development of any person and all the mankind the following approaches (in teaching, learning and thinking) seem to be obligatory:

1. One should not teach (present) too many names and details according to the “Ockham’s razor” principle.
2. Do not overestimate the role of practice and experiments but the great role has to be ascribed to logical thinking and the skill of facts linking and concept creation.
3. Every teacher and student should be able to learn the art of “seeing the invisible”.
4. One should not believe that the concept “everything or nothing” is valid in the area of learning.

LEARNED THINKERS OF THE MEDIEVAL EAST ON THE IDEAL PERSON

D. A. Zakhidova

One of the vitally important principles of the educational system reforms in Uzbekistan is its national focus, consisting in the integral unity of education with national history, national traditions, and customs, as well as in the preservation and enrichment of the culture of the peoples of Uzbekistan, recognition of education as the most important tool for national development, and respect for the history and culture of other nations.

As demonstrated by a preliminary study of a literary anthology of the pedagogical thought of Uzbekistan and the Uzbek national culture and crafts, the fundamentals of education and training of personnel have deep historical roots that were laid in Central Asia as far back as in 8th to 13th centuries.

In the process of separating science from religion, the development of basic sciences, and creation of the philosophical and pedagogical concepts of education, training, and learning, great credit belongs to such distinguished scholars of the medieval East, as Al-Khwarizmi (787-ca. 850), Al-Kindi (ca. 800 - 870), Al-Farabi (870-950), Abu Rayhan Biruni (973-ca. 1050), Abu Ali Ibn Sina (c. 980-1037), Ibn Rushd (12th cent.) Omar Khayyam (ca. 1048 – ca. 1123), Tusi (1201-1274), Ibn Khaldun (12th cent.), as well as representatives of the religious and philosophical union “Brethren of Purity”: Al-Busti, Al-Zanjani, Al-Nahrajuri, Al-Awfi, Zayd ibn Rifai (second half of the 10th cent.). The philosophical and pedagogical legacy of this constellation of scientists provides an integrated system of general pedagogical ideas, didactic learning, and a humanistic conception of education and formation of personality.

The distinctive feature of the scientific activity of the scholars and encyclopedists of the medieval East consists in the very close relation of their research in various sciences to the development of pedagogical questions. Each of them was not only a philosopher and researcher, but a teacher, having their own students and followers. Almost all of the scientific treatises, books or compositions by medieval thinkers contain pedagogical instructions and commentary, as well as the elements of the philosophical and pedagogical concepts of training and education.

Learned thinkers of the medieval East placed great importance in their works for the occupational and professional education of youth. Apprenticeship training was considered by them to be a necessary and

required element of education, which should be combined with mental, physical and moral education. The scholars' ideal was the perfect man, in command of the any science or craft and endowed with the best human qualities. In their works, they also criticized those who raised their children in the spirit of contempt for work, warning that it would lead to spiritual impoverishment and moral corruption, insofar as the man's moral basis in man is laid in the process of labor. Work in their compositions is regarded as the material and moral foundation of human life and the source of human happiness. Al-Farabi said that man's talent for crafts and art is not inborn or natural. If they were such, then rulers would have reached their position not through their own efforts, but because of their innate qualities. Al-Davani wrote that teaching children from an early age was dictated by the fact that the fundamentals of a science or craft are more rapidly assimilated at an early age: "The soul of a child is like a clean slate on which we can easily draw any image." And also: "One person should not engage in various crafts, because (it) is contrary to nature, (and the person) will never achieve a positive (result), because every craft requires the time and attention it deserves," "Man is not talented in all crafts, on the contrary, each has an aptitude for a particular craft."

Al-Farabi described the high moral qualities of man, the ways for their education, and standards of behavior. To these qualities he attributes courage, kindness or generosity, wit, honesty, friendliness, and many others. However, he requires strict adherence to moderation, otherwise a boon might become its opposite: "We say that bravery is a positive moral quality and is obtained on account of moderate courage shown in dangerous affairs and in abstention from them. Excessive boldness in these cases leads to recklessness, and lack of courage – to cowardice, but this is already a negative moral quality. When these moral qualities are developed, then the corresponding actions result from them."

In conclusion, we consider it necessary to note that we share the view of A. Erkaeva in that assessing each particular treasure of cultural heritage and its practical use, the primary criterion should be the extent to which it can facilitate a strengthening of the spiritual foundations of Uzbekistan's independence and revitalization of our nation in world historical process.

HIGHER EDUCATION, THE LEARNING SOCIETY AND THE LABOR MARKET

Inta Lismane

Abstract

Quality education is a precondition for the successful development of contemporary society. The development of learning society has broadened the meaning of education, learning, knowledge and quality.

Nowadays a lot of students shoose to work abroad. In our rapidly changing socio – economic and cultural situation, the main priority is New Man, who will live, work and be able to act productively, giving his contribution to a process of the development.

The author renders the theoretical basis of the development of the professional Latvian language competence and deals with the communication features and overcoming of language barriers. She analyzes the students' language acquisition experience and motivation for the language acquisition and use and presents the organizational principles of the studies of Latvian as a foreign language.

The purpose of this article is to analyze the results of higher education, as reflected in the knowledge, skills, social skills and values of university graduates, looking at the extent to which these are in line with the demandes of the labor market.

Introduction

Language and education have to be viewed in close relationship. The XXI century is characterized by the necessity of multicultural paradigm in education. When different cultures meet, it becomes necessary to solve communication problems, to understand universal values, as well as various languages and cultures and ways of communication.

The Austrian philosopher Ludvig Witgenstein considered that to know a language means to know a form of living. This world is my world and it means that the border of my language is also the border of my world (Witgenstein, 2006). A new language brings a new understanding of the world. The learner of a foreign language uses his native language understanding. One's system of values comes through language. Latvian philosopher Maija Kūle points out the interrelationship of living forms and language that is essential for nations, for culture in general, and for each individual in particular (Kūle, 2006).

As a result of the diversity of living forms and pluralistic thinking the notion of intercultural learning has become topical. In the course of these changes there has been a discussion of cultural dialogue in education, communication, and cooperation. The development of our future society is not possible without solidarity – cooperation between individuals, organizations, and communities. Thus communication for all people in modern society becomes significant. The ability to participate in a dialogue and to communicate has to be consolidated through learning experience. One has to be aware that language is not only a means of communication but also a part of cultural heritage that embodies national identity. Language is a key to understanding one's values and it is by the means of language that we express our feelings and emotions.

Situation

Student mobility increased in Latvia as early as the 1990s as a result of international cooperation through contacts in business and education.

In 1995 the University of Latvia restored the faculty of Medicine where foreign students from Sri Lanka, Syria, Lebanon, India, Japan, Turkey, Iran and other countries now have a possibility to study medicine in English.

The object of research: the study process of Latvian for professional purposes by the students of medicine.

The subject of research: development of professional Latvian language competence among foreign students in Latvia**.**

The aim of research:

1 to disclose the essence and structure of professional Latvian language competence;

2 to develop a Latvian language model for international university students of medicine within the framework of activity cycle and to implement it to the study process;

3 to create criteria and indices of professional Latvian language competence.

Knowledge and skills for life

Learning Latvian as a foreign language has become a part of a complex process where the development of the student's personality, skills of professional communication and socialization take place. For many of the new specialists the knowledge of Latvian is professionally significant because it is not enough to know medicine and professional English well. In practice, for example in a hospital they have to apply language according to the requirements of the communicative situation and language environment. As a result it has become necessary to give the students of medicine a possibility to learn Latvian as a foreign language. The significance of the research is determined by the situation that in the multicultural paradigm the acquisition of Latvian as a foreign language is a

new field with much investigation needed. Besides that acquisition of this foreign language is professionally oriented. The professional communication in Latvian may include more than the time when students are in practice; it may be extended because of internship if the student chooses to stay in Latvia. The necessity to achieve good quality of learning and teaching has set new tasks for the students and teachers. Language skills have become an important requirement that gives a possibility to work in the chosen sphere.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment – CEF is the response to the social and political changes in Europe. In the context of this framework the language competence should be differentiated in separate components. The differentiated and classified competences in each unique personality work in a complex way because as a social being each individual builds relationships with more and more social groups which in their turn influence the identity of the learner.

Student's communicative competence is practiced in different ways with the help of perception, production, interrelationship (interactive activities), and in many spheres of activity (social, personal, professional and educational). Application of language changes according to the requirements that are set for the speaker. Each speech act takes place in a specific situation in a particular sphere of social life or language environment (sphere of activity or interests):

• personal sphere where the speaker is in the centre as an individual (place: student hostel, rented apartment; people: relatives, friends, acquaintances);

• social sphere where the person acts (social places, institutions, authorities; people: officials, clerks etc);

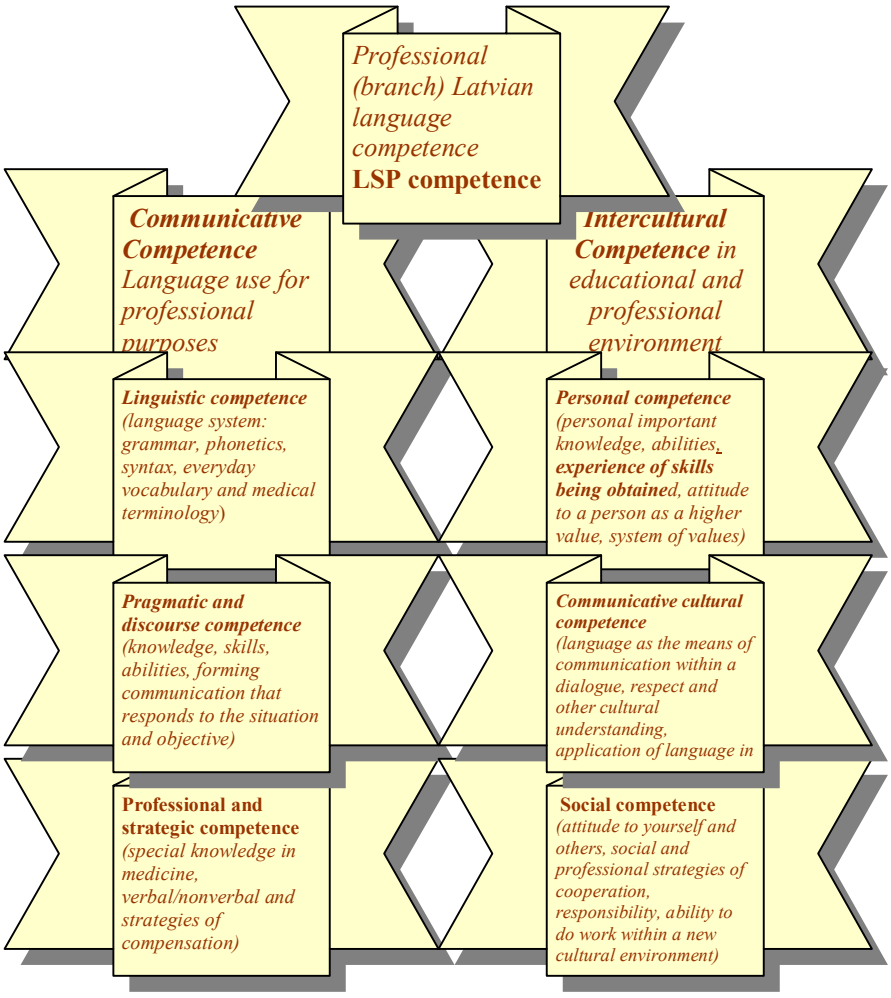
• sphere of education where the person studies (university lecture-rooms, laboratories; people: teachers, group mates, secretaries, office-cleaners etc);

• professional sphere where the person works or practises, place: hospital, laboratory; people: medical staff; doctors, nurses, trainees).

This research gives the analysis of the experience, evaluation of the weak spots in language teaching through contacts with people from different cultures, religions and educational systems that will determine the choice of our approach and its scientific argumentation. The existing difficulties for students in a strange language and intercultural environment at the moment must be viewed critically. The present situation is characterized by the application of unreasonable principles and inadequate methods, lack of considered language means and materials, shortage of effective tasks and exercises, disregard of the individual peculiarities of

students' personalities, their previous learning experience and communicative needs.

Acquisition of Latvian is divided into the following competences: language competence, communicative competence, and intercultural competence. The standard of foreign language acquisition includes language and communicative competence, as well as intercultural competence.



Conclusions

1. Latvian as a foreign language competence for the students of medicine from abroad means a good level of language skills that can be effectively used for communication and for professional purposes.

Speaking skills become especially important when the students are on practice in hospital and enter the actual language environment with particular communicative situations.

2. The structural components of professional Latvian competence form the system of indices and criteria.

3. The process of language acquisition is organised taking into account the previous language learning experience and cultural features that form progressing intercultural and professional dialogue in the changeable social and cultural environment.

5. The professional communication in Latvian may include more than the time when students are in practice; it may be extended if the student chooses to stay in Latvia.

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THE TEACHING OF PROVERBS AND SAYINGS USING INFORMATION TECHNOLOGY IN THE LIFELONG EDUCATION SYSTEM

F. S. Azizova

In our opinion, the point of lifelong vocational training is to form a system of knowledge, skills and features of a personality enabling the student to continue learning and to improve independently, successfully overcome various social and professional challenges, and to adapt to ever-changing conditions as early as at the stage of primary vocational training. Life is full of different quests, and the person should always be searching for answers. That is a constituent part of his or her life. If a person stops studying or working, he or she ceases to exist in a meaningful way, and his or her life becomes pointless. There is a very wise Uzbek saying: “Accumulate knowledge from birth to death” - meaning that education makes a huge impact on all human activities.

Recently, interest in information technology and, in particular, the use of the Internet in foreign language teaching, is increasing. The use of cyberspace in education is new in teaching. Paramount importance is attached to understanding, conveying the idea and expressing the essence of foreign proverbs and sayings. National folklore is taught continuously, children learn proverbs in kindergarten, at school, at university, and go on becoming acquainted with national cultures after graduation from the educational institution.

The question arises: can proverbs and sayings be taught using information technology? We think it is possible and convenient because students like sitting in front of a computer more than they like listening to a teacher in a classroom. The monitor displays a list of questions organised as tests, and the students are supposed to answer them within a certain period of time. In answering the questions, they simultaneously study English proverbs and sayings. If the student fails to perform the tasks satisfactorily, he or she must continue solving the problem until the desired result is reached. Let us give some examples of such exercises below.

1. Find an equivalent to the proverb “He wasn’t so important in New York but in Smallville he was a big fish in a small pond”: (a) An important person in a big city; (b) Dangerous person in a small place; (c) An important person in a small place.

2. Find a similar proverb for the sentence “I often do my homework in the evening. Sometimes I’m sleepy and don’t understand what I am reading. Then my mother tells me to go bed and do the rest of my

homework in the morning. She says:(a) 'Never put off till tomorrow what you can do today'; (b) 'What can't be cured must be endured'; (c) 'An hour in the morning is worth two in the evening'; (d) 'Health is more important than wealth.'"

3. Find an adequate summary of the proverb "The devil is not as black as he's painted." (a) People or situations that appear bad are sometimes not as bad as you imagine; (b) I decided to paint my room and I bought black, white and brown paint. But I don't know about decorating, and my friend advised me to paint the room white because it is the symbol of peace; (c) My friend has been suffering from a bad toothache for a long time, because he is afraid to go to the dentist.

Additionally, there are some other tasks, for example, to give the primary word of a saying or a proverb for the students to make up a sentence by themselves; or the students are asked to find proverbs that are interesting for them on the Internet and make their own small dictionary, etc.

In conclusion, teaching proverbs and sayings using information technology within the lifelong education system enables the formation and development of a communicative culture in students and the mastering of English proverbs and sayings in practice.

A STUDY COURSE IN THE RELIGIOUS AND PHILOSOPHICAL CULTURE OF RUSSIA AND ITS IMPORTANCE FOR LIBERAL EDUCATION

D. A. Tsyplakov

Russian religious philosophy of the XIX-XX centuries is one of the pinnacles of domestic culture and the most interesting page of our national legacy. It was the religious and philosophical tradition that generated a variety of original philosophical schools important not only in the Russian context, but also in world philosophy. This makes Russian religious philosophy not only a philosophical phenomenon, but also a broader cultural achievement. In terms of the weight and importance of its contribution to world culture, it is quite possible to place it near the level of classic Russian literature. However, if classic Russian literature is thoroughly studied at secondary school, Russian religious philosophy is frequently invisible not only at school, but also in institutes of higher education. As a result, even the graduates of non-humanities institutes of higher education have a rather vague idea of this tradition of philosophical thought, and do not know the most important names and subject matters of Russian philosophy, thereby practically losing an entire layer of domestic cultural heritage.

Today Russian institutes of higher education continue to renovate of the humanities in higher education. We think that a study course in the legacy of Russian religious philosophers could play an important part in this process. An acquaintance with the Russian religious and philosophical tradition has not only cognitive, but also educational importance. The works of Russian philosophers teach us to ponder life’s eternal questions, offer motivation to form one's own world view and contribute to active citizenship, which is especially important at this moment, when Russia is searching for a national concept of societal consolidationand a revival of the nation’s spiritual and moral force. An acquaintance with the Russian religious and philosophical tradition contributes to the preservation of continuity in domestic culture, the formation of a spiritual basis for modern Russian society, and governing principles for Russian youth. It was to address this need that the course in the religious and philosophical culture of Russia was developed. It can become an important element of lifelong liberal education as it is intended not only for those engaged in their first experience of higher education. It is particularly important for retraining and improving the professional skills of classical scholars, as well as in a wide range of humanities.

In 2001, D. V. Dolgushin and D. A. Tsyplakov developed a working program for the course in the religious and philosophical culture of Russia. At present, a textbook of this course is being published.

The course is addressed to a wide range of students: high school students (the course can be taught as an optional class), students of higher education institutes, students at faculties for retraining and the improvement of professional skills. It has both culturological and specifically philosophical attributes, as can be seen in its name, and can be taught at institutes of higher education both within the teaching of philosophy and in the form of a specialised general humanities course. The goal of the course is to acquaint students with the Russian religious and philosophical tradition and to show its role in domestic culture. The above stipulates the following tasks:

(a) to acquaint students with the most important names and subject matters of the Russian religious and philosophical tradition;

(b) to indicate its sources, in connection both with theology and the philosophy of Byzantium and Western Europe;

(c) to indicate philosophical themes in domestic literature and art, and the worldviews of Russian writers;

(d) to give an idea as to the basis of domestic cultural development in light of the history of religious and philosophical thought;

(e) to highlight and characterise the primary variations in outlook and the cardinal problems of Russian religious philosophy;

(f) to promote amongst students an independent understanding of key problems of perspective, thereby contributing to the formation of balanced worldviews and active citizenship.

The syllabus of the course in the religious and philosophical culture of Russia contains an introduction, a main area section and a conclusion.

The introduction discloses such terms as religious philosophy and the religious and philosophical culture of Russia and provides a survey of the fundamental approaches to studying Russian religious philosophy and the characteristics of the most outstanding research in this area.

The first chapter introduces the theological and philosophical tradition of Byzantium, which has positively contributed to the cultural environment of Russia, and laid out the problems, methods and ways of approaching key perspectival questions in the Russian thought.

The second chapter characterises the philosophical thought of Ancient Russia. The absence of interest in abstract philosophising in Russia prior to the XVIII century is explained not by an absence of interest in independent thought, but, conversely, by the depth of the religious world-view in which our ancestors satisfied their inquisitive impulses. It is not by chance that they referred to scholarship as philosophy, i.e. 'love of wisdom'.

The manifestation of philosophy in Old Russian literature and iconography is considered in the first and second sections of this chapter. The final section relates the story of Maximus the Greek, an individual whose creativity intertwined the cultural traditions of Byzantium, Old Russia and Western Europe.

The third chapter covers Russian philosophy of the XVIII and the early XIX centuries. On the one hand, Saint Tikhon of Zadonsk carries on the Old Russian tradition in his didactic works, and G. S. Skovoroda represents a phenomenon in original philosophical creativity; on the other hand, Western philosophy begins its intensive penetration into the secular and religious strata of Russian society, leading to the birth of a Russian metaphysics that mirrors Western thinkers in focusing on a philosophical approach to God, the world and the soul.

The fourth chapter is titled 'Philosophical Revival,' after G. V. Florovsky. By this is meant the philosophical societies of the Russian youth in the 1820-1840s, when German idealism was studied and digested. At the same time, I. V. Kireyevsky's works laid out what N. O. Lossky referred to as a program of development for Russian religious philosophy, aimed at the expression of an Orthodox ecclesiastic tradition in the language of modern Western culture.

The fifth chapter introduces the worldviews of great Russian writers of the XIX century, viz. N. V. Gogol, F. M. Dostoevsky and L. N. Tolstoy.

The sixth chapter deals with academic philosophy in Russia.

The seventh chapter outlines the development of Russian philosophy in the late XIX century starting from V. S. Solovyev; the eighth chapter depicts the turbulent religious and philosophical life of the Silver Age. The final chapter describes the fate of Russian religious philosophy in the homeland and abroad during the Soviet period. The final section of this chapter gives a general review of Russian religious philosophy in the XX century and the complex fates of Russian thinkers.

In 2002-2008, the course in the Religious Culture of Russia was provided in a number of secondary schools and higher education institutes in Novosibirsk: in the Novosibirsk State University, the Siberian Independent Institute, the Novosibirsk St. Makarius Orthodox Theological Institute, the Physical and Mathematical School at Novosibirsk State University, and the Venerable Sergius of Radonezh Orthodox Classical School. The course program was examined at the Department of Philosophy of the Novosibirsk State University and recommended to teachers of higher education institutes, teachers of the upper classes of comprehensive schools, classical schools and lycées, and students of higher education institutes.

CITIZENSHIP AND CULTURAL DIVERSITY EDUCATION IN INITIAL AND CONTINUING TEACHER TRAINING PROGRAMS IN THE UK

Y. V. Poliakova

In the UK, teacher training is a composite of three interlinked parts: initial (or pre-service) training, in-service training and continuing professional development.

The most common initial teacher training programs in the UK are one year long. Teacher training is administered through partnership between schools and higher educational institutions. The higher educational institutions manage and accredit teacher training courses, but the students spend most of their time in school. Schools have been afforded a stronger role in teacher training since 1992 (Circular 9/92 Initial Teacher Training / Secondary Phase). In a full-time teacher training course, students spend 120 days of theory and practice training in schools and 80 days in the university [1].

Citizenship education became a compulsory part of the primary and secondary school curriculum in England in 2002. Citizenship courses for teachers were introduced in 2001, initially at four universities. Now fourteen universities graduate 240 citizenship teachers annually. The standards of citizenship teaching are defined on the national level and are recorded in national law.

A citizenship course contains ten topic sections, six of which are closely linked to intercultural education: (1) fundamental rights and duties of a citizen in society; (2) national, regional, religious and ethnic diversity in the UK; the importance of mutual respect and understanding; (3) the importance of taking an active role in the democratic and electoral process; (4) volunteer work in citizenship education at local, national, EU and international level; (5) relations between the UK, the EU, the Commonwealth and the UN; and (6) global interdependence and responsibility, including sustainable development.

The competence of students having taken a full teacher training course is evaluated according to a set of national standards. The qualification standards, in force since 2002, set out the training requirements for future teachers and the standards that teacher training graduates are expected to fulfil to be awarded a Qualified Teacher Status. The standards are developed by the Department of Education in

conjunction with the Training and Development Agency for Schools. The standards are subsumed under three sections: professional values (defines as required by the General Teaching Council for England – GTC); competence and insight in the subject taught; and theory and practice of teaching (including planning, control and evaluation).

The standards for the award of QTS do not cover cross-cultural/multicultural education, but they do – to an extent - account for diversity, ethnicity and equal opportunity. For instance, Standard 2.2 prescribes that a future teacher is expected to be able to establish a learning environment in which diversity is appreciated, and in which all pupils feel safe and confident. Diversity in this context implies social background, ethnicity, religion and intercultural understanding. The QTS standards expressly refer to pupils' ethnicity on three occasions, but in each case, respect for diversity has more to do with pupils' progress and achievement than with democratic citizenship or equality. Here are those standards: [those recommended for the award of QTS should]:

- have high expectations of children and young people including a

commitment to ensuring that they can achieve their full educational potential. [Future teachers] respect their pupils' social, cultural, linguistic, religious and ethnic background (Standard 1.1);

– understand and respond to the different needs of their pupils, so that children from all ethnic backgrounds could enjoy equal opportunity for development (Standard 1.2);

– take into account the diversity of the interests, experience and achievement of boys and girls from different cultural and ethnic backgrounds, and assist them in their development (Standard 3.3.6);

– there is one more mention of equal opportunity in the section on pedagogical theory: the future teachers should be able to recognize and react effectively to equal opportunity issues that may arise in class, including manifestations of stereotypes or hostile attitude, and they should be able to implement the appropriate policy and procedures (Standard 3.3.14);

– in the section on Professional Values and Practice, there is a Standard 1.8 that dictates: [future teachers should] "be aware of the professional duties of teachers and the statutory framework within which they work." That "Statutory Framework" includes the Race Relations Act (amended in 2000), which obligates schools and local self-governments to ensure racial equality.

As we can see, the QTS standards recognize ethnic and cultural diversity and account for a context in which considerable variation may

occur in the average progress of pupils from different ethnic backgrounds. Teachers are recommended to be sensitive to the ethnic and cultural background of their pupils, and personalize their teaching accordingly.

The Teacher Development Agency (TDA), a government body that oversees the initial training and continuing development of teachers, has recently come up with a new online resource for the cultural diversity education of teachers: (http://www.multiverse.ac.uk). As part of this project, J. Davies and G. Crozier reviewed the work of all the teacher training institutions in the country to assess how they help teacher students understand racial and ethnic issues, and to define the best ways for future teachers to deliver intercultural and citizenship education [2]. They found out that the coverage of racial and cultural diversity issues is rather fragmentary: the curriculum is overloaded as it is, and there isn't enough time to adequately cover the many cultural diversity issues. Teacher training institutions frequently misinterpret the intent of the courses on racial/ethnic diversity, placing them exclusively in the domain of Teaching English as an Additional language, not in the context of training future teachers for work in a multicultural environment. While all institutions recognize and promote cultural diversity on a policy level, teacher students do not receive sufficient education on the subject. A Multiverse survey revealed that some 75% of the interviewees did not think any further professional development was needed on the subject of cultural diversity [4].

The pre-service training courses available for citizenship teachers are listed on Citized (www.citized.info), an online resource funded by the Training and Development Agency for Schools, the agency that oversees schoolteacher training in England. The purpose of the resource is to help all institutions providing pre-service and in-service training for citizenship teachers. On the Citized website, teachers can compare continuing development courses and choose the one that suits them. More details on the courses are to be found on the websites of the institutions.

Since citizenship education was introduced into the national curriculum, many higher educational institutions have started initial citizenship courses and continuing courses for practicing citizenship teachers. Some of the courses are available to both British and foreign students. The British Government has designated citizenship education as an area where teaching must account for ethnic diversity and promote racial equality. To be up to the standards, a future teacher has to understand cultural diversity and the nuances of multicultural learning. The

data obtained by Multiverse and other surveys indicates that the cultural diversity aspect of teacher training requires additional emphasis.

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EDUCATION IN A SYSTEM OF LIFELONG EDUCATION: PSYCHOLOGICAL ASPECTS OF THE SUPPORT PROCEDURES FOR FOSTER FAMILIES

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One of the actual ways to provide social and sociopsychological support to children who are deprived of the opportunity to grow up in their own families is the development of the institution of foster care, in which foster parents are able to effectively defend the rights of children and patronize them after they reach adulthood. It is the foster family, created on the basis of a contract, which can provide a comfortable social and psychological atmosphere for a foster child.

Currently, however, has been a history of termination of contracts. The termination of contracts is often influenced by the very nature of a foster family: foster children are able to communicate with their biological parents, who can set their children against the foster parents, and with the resumption of parental rights, they may even withdraw their children from the foster family. The particularities of interrelations between parents and children in foster families also have an influence. Practice has shown that the main causes of socio-psychological problems in the interrelations between foster parents and their children are: (a) difficulties in the “parent-child” relationship; (b) complications in the child adapting to a foster home; (c) insufficient consideration by the foster parents of the age-related and individual characteristics of the child; (d) insufficient use of a differentiated approach in the preparation of foster parents, etc. The reason for these problems is the contradiction between the practical need for the establishment of foster families and the lack of adequate training for foster parents. The presence of this contradiction causes the need for creation of a psychological training procedure for foster parents in order to identify resource families and to prepare them for foster care and for forming the optimal relationship within a foster family.

In this article we will try to highlight the psychological and pedagogical procedure for support of foster families.

The institution of family is currently in crisis, aggravated by the instability of the economic situation in the country. Crisis phenomena find expression in the increasing number of children left without parental care, on the one hand, and the growing number of parents who for one reason or another cannot have children, on the other hand. Experience has shown that prospective foster parents can be divided into several groups: (a) the

group of potential foster parents aged approximately 30 years, who for medical reasons cannot have children; (b) the group of prospective foster parents who have already raised their children and who still have nurturing potential and a desire to raise another child and have the material conditions for this; (c) the group of prospective foster parents who are religious and church-going, for whom the education of child or orphan is considered a service to God; (d) the group of foster parents with many children who have three or more of their own children, but whose grandparents and great-grandparents had from 7 to 12 children; (e) the group of adoptive parents who have already had experience with foster care and want to take additional children into their care; (f) the group of single parents (more often women than men) who are in desperate search for personal happiness and want to give a warm heart to a child, hoping for reciprocity; (h) the group of parents (usually caretakers or teachers) who are consider the establishment of a foster family as a means of income.

Such a diverse audience implies the development of different approaches to supporting a foster family. It seems appropriate to consider the procedure for supporting foster families. The procedure for support that we offer a foster family provides: (a) the identification and support of resource families; (b) revelation of the indications and contraindications in foster care; (c) the interrelation of education, monitoring, prevention, diagnosis, training, and individual therapy with formation of the competences required to prepare families for foster care; (d) a clear distinction of the place and role of a foster parent in respect to the foster child and his biological parents; (e) prevention of the emotional burnout of foster parents. The reasons that determine the specific nature of working with potential foster families are: firstly, the socio-cultural characteristics of Russian families (in patriarchal families, several generations live together and are connected to each other both emotionally and financially); secondly, the reduced number of the family is often determined by the cultural and historical characteristics of the family's development; thirdly, a low level of psychological culture that manifests itself in a low motivation for receiving psychological assistance; fourthly, the consultation in regards to the possibility of receiving a foster child into the family is attended by the family member who experienced the desire to have a foster child, and other family members remain in the shadows.

All this makes the direct transfer of Western experience to Russian soil almost impossible. Development of criteria to determine what constitutes the effective nurturing potential of foster parents and the compatibility of foster children and foster parents is a difficult problem in the work of specialists. The need for development of a procedure for support of the foster family was prompted by a number of reasons: (a) the lack of

Russian psychological research to reveal the effectiveness of prospective foster parents' nurturing potential and their compatibility with foster children; (b) evaluative diagnostic tools can be used with the goal of preventing failures and evaluating the effectiveness of procedures for support for foster parents. We consider a psychological and educational procedure to be a definite system with content, tools, and methods of training and education, targeted at addressing psychological tasks (according to R. V. Ovcharova).

The procedure of psychological support for a foster family is a complex of interrelated and interdependent measures, introduced as various methods that are implemented by the subjects of the holistic pedagogical process in order to ensure the optimal psychosocial conditions for preservation of the mental health and full-fledged development of the personality of both the foster child and each member of the foster family.

The main objective in support of prospective foster parents is: (a) optimization of family resources; (b) identification of strategies and tactics for response in family crisis situations; (c) search for the optimal stabilizing agent in the family system; (d) training the family to independently cope with stress caused by the foster child's search for an optimal place in the family system. An additional objective is to develop flexibility in the family system and a willingness to change.

Features of the procedural characteristics for the support of foster parents are a strict phasing of the work of a psychologist. The stages of a psychologist's work can be represented as a sequential set of procedures:

the procedure of psychoprophylaxis and monitoring with the goal of advertising, screening potential foster families, and the formation of public attitudes to issues of abandonment and foster families;

the procedure of diagnostics of prospective foster parents with the goal of identifying and supporting resource families;

the procedure of training potential foster parents in the framework of the group education the School of Foster Parents, etc.

Only a professional approach to retraining specialists working with the family in the framework of lifelong education ensures mastery of the procedure for support of foster families on the part of psychologists, social workers, and teachers. Currently within the Department of Psychology at the Institute of Qualification Improvement for Educational Workers (Nizhny Novgorod) with the support of the Department of Health and the Department of Education a program for training specialists to support foster families has been developed, in which psychologists and social workers in Nizhny Novgorod and Nizhny Novgorod region have already completed the training. In the Nizhny Novgorod region, 50 experimental venues for the support of adoptive parents have been opened.

HESYCHASM AND HUMANISM AS THE SPIRITUAL DETERMINANTS OF PERSONAL EDUCATION IN RUSSIA AND EUROPE

V. O. Gusakova

Throughout history, questions of personal education have been central to society, for it is the spiritual and cultural development of upcoming generations that determines a country's long-term destiny. In Russia these questions are considered in terms of two opposing positions; either a return to the authentic spiritual and moral traditions, where "education" is a revelation of the image of God, or adherence to the humanistic principles of the West. Both ideas were established in the period from the end of the 14th to the beginning of the 16th centuries - an epoch of cultural growth in Russia and the Renaissance in Western Europe. This was the time at which these two polar ideas were formed regarding the function of human beings in the world. The implementation of this function depends directly on the purposes of education: whether it is aimed at drawing a person closer to God, to the Creator and the ideal; or rather at providing knowledge *about* God and the origins of the world.

The impetus behind the growth of Russian culture was provided by Venerable Sergius of Radonezh. His work has been "not only an edifying, blessed page of our history, but also an illuminating aspect of our moral national substance." [2] The founder of the Trinity Monastery, Saint Sergius became a restorer of true monasticism, which would then serve as a stock hold of and an inspiration for education. It was Saint Sergius, who developed the structure of the monasteries as spiritual and educative centers in Rus and helped further their expansion. Sergius of Radonezh understood that the power of people lay in their spiritual and moral principles, as fostered by the Orthodox Church. His spiritual pupils and companions drew upon their experience of Saint Sergius' "practical school of benevolence", and went on to found their own monasteries (Dmitry Prilutsky, Sabbas of Storozhev, Ferapont of Mozhaysk, Cyril of Belozersk, Dionisiy Glushitskiy, Nil Sorsky etc.) [See: 1]. In this school, "alongside monastic education, the main physical sciences were taught, such as an ability totally to devote oneself to the common good, skills of patient labor and a habit of discipline in studies, thoughts and feelings" [2, p. 7]. The educational criteria of the school were the sense of religious community, and the spiritual unity of its members, based on faith, self-sacrifice and humility, as well as the "transformation of the universe in accordance with

an image of the Holy Trinity, which means the spiritual union of all the creatures in God" [Quote from: 3, p. 12]. These ideals were achieved through the "wise action" or "wise prayer" of the Hesychasts, who combined activity and contemplation, work and constant prayer.

As a spiritual practice, Hesychasm (Greek: hesuchia) stated that in a state of constant prayer and silence a hermit could maintain a sobriety of mind and come to control his heart and thoughts. The Hesychast's way of life is encourages love for God's creation. Constantly praying, he conducts a liturgy within his own soul, which purifies his heart of passions and his mind of worldliness; he obtains a spiritual knowledge of the world and, more importantly, a vision of God's glory and grace. Therefore, Hesychasm is neither merely a method of prayer, nor a meditation, but rather a concentration on a sincere effort to achieve knowledge of God, so that "the mind descended into the heart;" for, as God said: "Out of the heart come evil thoughts" (Gospel of Matthew 15.19). The main goal of the Hesychasts was the unity of the human being with God, the spiritual transformation and education of man, or the individual's "approach to God." Such an understanding of the educational system was typical of the Russian people in the given period.

In the West an opposing process can be seen. The epoch of the Renaissance produced humanism, an idea fundamentally at odds with the preceding Middle Ages. Humanism proclaimed the self-worth of the individual and his right to freedom, understood as internal and external independence. The humanistic worldview considers man to be the pinnacle of creation and thus the center of the universe. This led to the birth of anthropocentricism (Greek: ánthropos – human, Latin: centrum – center).

The significant divergence between the Hesychasts and the humanists influenced the development of science and especially that of culture. To underline this we will consider some examples from the fine arts of that epoch, which clearly reflect the cultural position of their respective societies as a result of their spiritual education.

The period from the end of the 14^{th} to the 16^{th} centuries is characterized by the diversity of iconography in Russia, and by paintings devoted to the lives of saints in the West.

In Russian icons the saints are depicted as ideal or "created by God," i.e. having obtained the image of God, and subsequently represent the objective ideal of humanity; to reach this ideal is one of the goals of education. The characters of Western European paintings demonstrate the painter's personal views regarding the ideal.

The most talented artists of the epoch are Andrei Rublev (app. 1360–1428/30) in Russia and Leonardo da Vinci (1452–1509) in the West. Andrei Rublev, a monk and an icon painter from the Spaso-Andronikov Monastery, was raised in the "school of benevolence," based on the practices of the Hesychasts, of Sergius of Radonezh. His icon "Trinity" serves as a unique example of the understanding of the One God and, subsequently, as a depiction of the three hypostases of Him. It is also an example of the spirituality of man's labor when is aspires to absolute truth.

The incontestable masterpiece by Leonardo da Vinci is a fresco, "The Last Supper", in the cathedral Santa-Maria delle Grazie in Milan (1495–1497). Its uniqueness is in the striking variety and depiction of emotions evoked in the apostles by Christ's words that one of them would deny him. All the nuances of their feelings are represented with such persuasiveness that it seems that the painter himself took part in the Last Supper of the Savior (historians of art indeed suggest that Leonardo depicted himself in the guise of the apostle Thaddeus).

Rublev's "Trinity" and the "Last Supper" by da Vinci reflect with particular clarity the "wise action" of the Hesychasts and the anthropocentric values of the humanists.

The difference between these spiritual principles is even more clearly conveyed in depictions of the Virgin Mary. The image in its cultural heritage of the mother as life giver serves as an indicator of a civilization's development, since it reflects the nation's search for eternal beauty, the way its people treat the Motherland, and their efforts to comprehend their place in the universe. As knowledge developed, the ancient cult of the fertile woman or the woman in labor was replaced with worship of Our Lady, who gave birth to the Son of God and thus provided all of humanity with the opportunity to achieve eternal life.

The conception in Western Europe of the mother and of Our Lady as the ideal mother differs significantly from that in Russia. Western art failed to establish an iconography of the Virgin Mary as a result of leading painters' personal understanding of Her and their focus on physical beauty. The Catholic "Madonna" (Ital: Madonna, Mia Donna – my lady) is always a concrete, physical woman representing the personal preferences of the artist.

In Russia, the image of Our Lady as "Lady of Heaven" and "Merciful Mother of God" cannot be assessed from an aesthetic point of view, since She represents an incontestable ideal and her appearance is full of the spiritual beauty of the Heavenly world. Iconographic images of Her represent the highest forms of knowledge and virtue for it was She who

delivered revealed truth to this world. In Russian art there are three main iconographic versions of Our Lady: “Eleusa”, “Hodegetria” and “Our Lady of the Sign”. “Eleusa” (Greek: “showing mercy”) or in Russian, “Tenderness,” depicts through the image of the mother caressing her child the idea of the impersonation of God: the union of both the divine and the human in Christ, the human aspect of Christ’s nature and the union in love of the Mother-Church and Christ the High Priest. “Hodegetria” (Greek: “guide”) or “Showing a way” conveys the dogma of salvation: Christ is the only path to salvation, while Our Lady shows this way. “Our Lady of the Sign” (meaning a miracle, or a “sign from Heaven”) reminds us of the miracle of God’s impersonation and calls people to turn to God.

The examples above clearly demonstrate the contradiction between the spiritual principles of Russian and Western European societies, the result of the influences of Hesychasm and Humanism. This difference has a direct impact on education, which is based on cultural values and which transmits the nation’s accumulative knowledge from one generation to another. Yet what kind of knowledge should be transmitted: divine revelation or the fruits of man’s philosophical enquiries? This is the question, which should now in all seriousness be addressed, for it provides the key to the well-known problem of Russia’s future direction.

The laborious experience of Russian history has shown that Russia is a unique country. It possesses a great spiritual heritage, created, consolidated and guarded through the ages by our ancestors, who loved God more than anything on Earth. As instructed by the holy monks they have brought us the light of Truth, Good and Beauty. How, then, can we save these everlasting values for our descendants, if we insist always upon turning to the West and inculcating Western educational systems in our schools? The question is yet to be answered.

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GLOBALIZATION AND NATIONAL CULTURE

A. Gafurov

The process of globalization and homogenization leads to the creation of a unified world community in which common norms, institutions, and cultural values are formed. The sense of the world as a uniform place appears. Globalization can be called a process of total integration. Nonetheless, it differs fundamentally from all forms of integration that have existed in previous world history.

Globalization is neither unification with the assistance of military force (although military force can be used as an auxiliary means), nor a willing alliance. Its essence is fundamentally different: it is based in the idea of benefit and material well-being. The drive to develop science and education, as well as the international nature of science and technology has aided in the appearance of new technologies, which, in turn, have made the "shrinking" of the world possible.

A nation creates and preserves its culture as a symbol of the realization its rights. The nation, as a cultural reality, manifests itself in various spheres such as customs, directionality of volition, a value system, language, literature, art, poetry, judicial process, religion, etc. The nation should see its higher purpose in the existence of the nation per se. It should be forever concerned with the consolidation of governmental sovereignty. Preservation of a distinctive character and its consolidation is primarily reliant on the activeness of internal forces and from expression of a national internal energy. A culture of a community does not constitute the simple sum of the cultures of separate individuals, it is supra-individual and constitutes the aggregate of values, creative outputs, and behavioral standards of a community of people. Culture is the only force shaping man as a member of a community. The culture of preservation of national characteristics is richer if it interacts with many peoples of the world.

Personal freedom, a high degree of social cohesion, social solidarity, etc, – these are the basic values that ensure the resiliency of all minorities and realize their national ambitions and ideals. Social life is primarily intellectual, moral, economic, and religious life. It encompasses all the characteristics of the shared life of people. Not one culture can exist without society, but also not one society can exist without culture.

In the culture of every community, certain systems of values and a corresponding hierarchy are the norm. The world of human values, affected by violent changes, has become very volatile and contradictory. A value

system crisis implies not the complete destruction of values, but change in their internal structures. The values of a culture have not perished, however, they have taken on a different ranking. In any point of view, the appearance of new elements results in reshuffling of all the remaining elements in the hierarchy. Each culture is a means of man's creative self-realization. Therefore, the perception of other cultures enriches us not only with new knowledge, but also with new creative experience. This includes within itself not only the objective results of people's activity (machinery, engineering structures, results of scholastic attainments, works of art, legal and moral guidelines, etc.), but also the subjective human forces and abilities realized within activity (knowledge and ability, production and professional skills, the level of intellectual, aesthetic, and moral development, worldview, methods and forms of people's interactive relationship in the frameworks of a collective and society).

By virtue of the fact that man by his nature is a spiritual and material creature, he requires both material and spiritual resources. For the gratification of material needs, he creates and requires food, clothing, and shelter. He creates technology, materials, buildings, roads, etc. For the gratification of spiritual needs, he creates spiritual values, moral and aesthetic ideals, political, ideological, and religious ideals, science, and art. Therefore, human activity is conveyed through all channels as both material and spiritual culture. Therefore, man can be considered as initial systemically important factor in the development of culture. At the same time, man creates, reproduces, and uses it as a means for his own development.

TAXONOMY OF THE ECOLOGICAL CULTURE ON BEHALF OF SUSTAINABLE DEVELOPMENT

E. Y. Nogteva

Sustainable development (SD) has become the most important global idea at the turn of the 20th - 21st centuries. To adopt sustainable development modern society should alter the system of values and goals of education. Human ascent to the values of sustainable development can be encouraged by cultural functions of education. The category of "culture" is taking up the dominant position in different spheres of science. M. Mamedov, a famous philosopher, dwells in his work upon the culture of sustainable development; he renders culture as a syncretic notion, as the mode and the result of people's activity [1]. The introduction of the notion is an important prerequisite for research of culture taxonomy and working out the ways of SD realization.

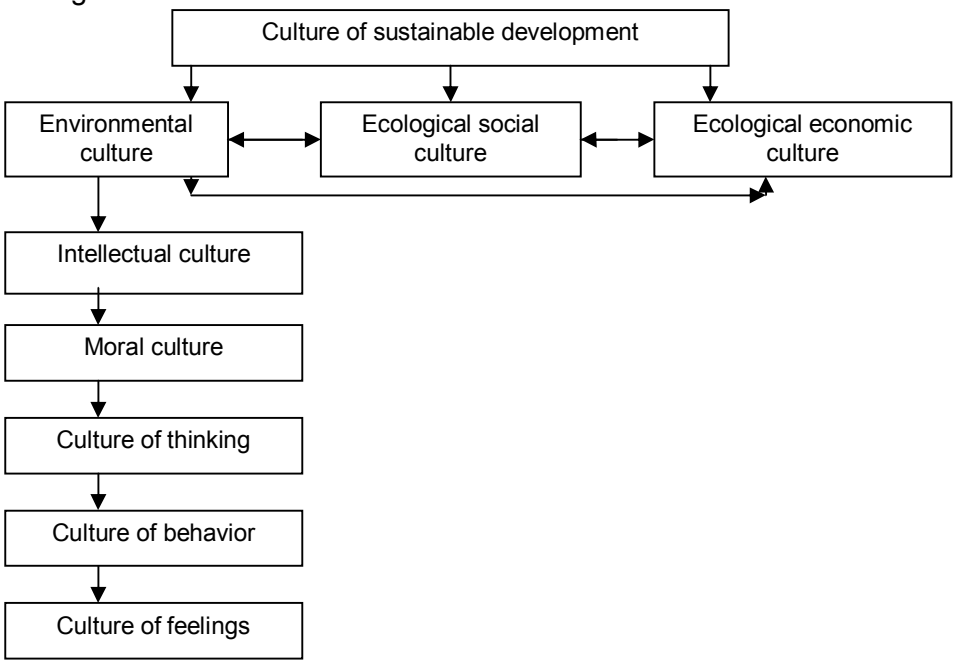
The introduction of the category "culture of SD" logically and practically leads to the advancement of the trinity of different kinds of cultures that correspond to the trinity of spheres that constitute the essence of SD: social, economic and environmental. Environmental culture is a category which has been recognized in theory and put into practice. It is based on the idea of harmony of man and nature, aiming at preservation of human integrity and the self-regulating capacity of nature. It promotes the values of conservation and recreation [3]. Ecological culture can have a great influence on the sphere of economy: it allows producing material values to satisfy the reasonable needs of people and, at the same time, ensures the reproduction of renewable and conservation of non-renewable resources. The economy must become environmentally conscious. The same values can be applied to the social sphere, where all the issues can be regarded and solved from the perspective of mutual interaction of society and nature on the ground of ecological morality.

There is scientific background and a vital necessity to introduce the categories "ecological social culture" and "ecological economical culture" along with the category "environmental culture". The subject of our research is environmental culture within the culture of SD as a complex and developing system. A taxonomic approach to the examination of the system is based, firstly, on insight into its hierarchic structure; secondly, on the system of predicaments that are illustrative of separate taxa put into a hierarchic sequence; thirdly, on the physiological periodization of ontogeny; fourthly, on

defining artificial pedagogically significant sensitive periods of ontogenetic development of culture as targeted to attain environmental culture.

We take the dominant of ontological personal enhancement as the basis for classification of predicaments that reflect the hierarchic sequence of taxa. We consider this basis from the perspective of pedagogy, as being purposefully influenced by pedagogical process.

The consideration of the stages of child`ontogeny, and periodization of mental development, allow us to create artificial sensitive periods in pedagogy in order to make education more effective [4]. The process of social development is of a graded and, at the same time, a nature that is differently directed at every new step, and it is appropriate to determine the artificial sensitive periods with the dominant focus on environmental culture and culture of SD. The general structure of predicaments of global taxonomy of SD culture is three-tier. At the upper tier there is the major category - "culture of SD"; at the middle tier - three more specific categories, subordinated to the major one: "environmental culture", "ecological social culture", "ecological economic culture"; at the lower tier - more particular, hierarchically-organized categories that signify the kinds of cultures and are subordinated to "environmental culture". The hierarchic list of predicaments in taxonomy includes such categories as: "intellectual culture", "moral culture", "culture of thinking", "culture of behavior", "culture of feeling".



Hereafter you will find a brief substantiation of the taxa hierarchy through the substantive and logical categories in the environmental culture taxonomy (presented from top downward) [2].

Now the statement that direct emotional communication even with a newborn-baby is of outmost importance is considered a fundamental truth in pedagogy and psychology [5]. Emotional communication should be diverse, and should express positive feelings both verbally and non-verbally. Thus the culture of feelings with a focus on beauty is created.

When a child starts walking and speaking, the sphere of communication with the object, human and natural world widens. Then the sphere constantly broadens during the period of preschool childhood. On the basis of positive emotional communication, and developing will, memory, cogitation in games, in every day life and in contact with nature, a certain culture of behavior, including environmental friendliness, is formed.

The period of primary school age is especially advantageous for adopting thinking culture. Ways of logical thinking, a serious-minded attitude to events and aspiration to explain things are developed; different creative procedures appear in practical and educational spheres. The culture of thinking dominates, while all-round personal enhancement continues and attention to emotional communication remains. At this stage it is important to encourage a conscious attitude to the personal practice of interaction with nature, to stimulate the development of knowledge-based feelings while analyzing the acts of nature.

For teenagers the adoption of moral culture becomes dominating. It covers the ways of moral interpersonal communication, communication with society and with nature. The analysis of value and conceptual attitude to different social events and the acts of nature, and a conscious attitude to mankind's interaction with nature become both comprehensible and essential. Intellectual culture, which is based on collective values, grows dominant during the period of occupational choice. Intellectual culture covers all the spheres of the single world. It is vital to emphasize the connection between intellectual values and the solution to environmental problems.

The upbringing of intellectual culture brings a person to a deep understanding of the essence of environmental culture. The environmental culture being adopted simultaneously with the intellectual one is the dominant of the same ontogenetic period, youth. It embodies the intellectual values in all forms of cogitative and practical activity of a person in his/her interaction with nature.

A taxonomic method allows: a) seeing the general structure of the culture of SD; b) understanding the role of environmental culture; c) examining the hierarchic structure of different cultures' approach to environmental culture; d) creating a pedagogical approach to the upbringing and orderly development of environmental culture. The possibility of mutual enrichment of cultures to the benefit of SD allows accumulating, translating and generating programs of activity, behavior and communication of people.

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RESEARCH SUPPORT FOR THE COURSE "PRINCIPLES OF RELIGIOUS CULTURE AND SECULAR ETHICS»

T. A. Berseneva

On January 1, 2010 an order of the Minister of Education and Science put into effect the Federal State Education Standard (FSES). In particular, the standard aims to provide spiritual and moral development and education of students, the establishment of their civil identity and outlook, the formation of a holistic, socially oriented world view in its organic unity, and diversity of nature, nations, cultures and religions.

In the framework of FSES a tentative program has been developed for a comprehensive training course entitled "Fundamentals of religious cultures and secular ethics," which will be taught from 1st to 11th grade in all types of schools. It is expected that students (up to 14 years old and their parents) will be able to choose one of six areas of this course: (1) Fundamentals of Orthodox Culture, (2) Fundamentals of Islamic culture, (3) Fundamentals of Buddhist culture, (4) Fundamentals of Judaic culture, (5) Fundamentals of the world's religious cultures, (6) Fundamentals of secular ethics.

It is assumed that the study of the foundations of moral and spiritual culture of the peoples of Russia will contribute to: (a) willingness to undergo moral self-improvement, spiritual self-development; (b) familiarity with the basic norms of secular and religious morality, an understanding of their importance in building a constructive relationship in the family and society; (c) establishment of an internal mindset of a person to act according to their conscience, (d) education of morality based on freedom of conscience and religion, the spiritual traditions of the peoples of Russia, (e) awareness of the value of human life, (e) understanding of the importance of morality, faith and religion in the life man and society, (f) the formation of basic concepts of secular ethics, of traditional religions, their role in the history and culture of Russia, in the development of Russian statehood (FSES: Requirements for the results of mastering the basic educational program, N. 12.4. Fundamentals of the moral and spiritual culture of the peoples of Russia).

It is obvious that to achieve these goals of spiritual and moral development and education of students, all aspects of the introduced course, including training for its teaching, must be researched. At this point it is appropriate to note that there has been a decline in dissertation research both at PhD and doctoral levels. We have studied the variation in

defended dissertations in the field of spiritual and moral content in Educational Sciences (see Table. 1)

Table 1

1995	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
1	0	0	1	1	1	0	3	6	2	12	1	1	1

We found that in just 15 years 157 theses on spiritual and moral subjects in education were defended, 22 of them for the degree of Doctor of Science. The first two PhD dissertations were defended in 1995: T. V. Sklyarova's "Tradition and the present state of Orthodox education in Russia" and V. L. Shiryaev's "Studying the history of religions as a factor in the development of a teacher's general culture in the process of upskilling" professional examination 13.00.01. The largest number of theses was in 2006, which, evidently, contributed to the introduction of the course "Fundamentals of religious cultures and secular ethics." Unfortunately, we have seen a sharp decline in research on spiritual and moral topics. We looked at the issue of research in the field of Orthodox culture. The data obtained by keyword search: "Orthodox culture", "Orthodox education", "Orthodox pedagogy" in the directory of theses in the Russian State Library are listed in Table. 2.

Table 2

1995	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
1	0	0	1	1	1	0	3	6	2	12	1	1	1

Such scholarly support through dissertation research for the course "Fundamentals of Orthodox culture" is hardly satisfactory. To solve such complex innovative pedagogical tasks as the scholarly and methodological support of the course "Fundamentals of religious cultures and secular ethics", dissertation research must be increased, rather than reduced.

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2. http://www.nlr.ru/guide_m/eres.html Электронный ресурс Российской государственной библиотеки (каталог диссертаций)

THE TRAINING OF ANDRAGOGISTS IN UZBEKISTAN

R. Lens,
N. Rakhimov

Lifelong adult education and training has become one of key elements of the education system in many developed countries. Adult education is known to be of great importance for employment growth. The contribution of lifelong learning to the socio-economic and cultural development of society is a fact which has obtained general recognition.

In Uzbekistan, great emphasis is placed on the development of vocational education. As the result of a goal-oriented policy in the field of education, a wide network of such educational establishments as vocational schools and academic lyceums, higher education institutions and universities has been created in the republic. Thus, education is available, and the high professional level of educationalists secures the required quality of education. Education policy in general directly corresponds to the EC Memorandum adopted in Lisbon on October 30, 2000, proposing to turn schools and other educational establishments into multi-purpose local learning centres, all linked to the Internet and accessible to people of all ages.

The project implementation practice of the representative office of the German Association of Peoples' Universities (*dvv international*)[1] has shown the possibilities for occupational training and retraining of adults on the basis of vocational schools. In our opinion, this fact makes the development of adult education in the republic considerably easier, brings training closer to home, and may facilitate the development of additional occupational education for adults. The arrangement of short-term vocational courses for the unemployed adult population has contributed to the formation of learning centres for adults in the vocational schools of Uzbekistan.

Our practice has shown that the region has great potential for professionals having the required knowledge of adult teaching techniques. However we can hardly classify them as adequately trained specialists for teaching adults, since they obviously lack the required knowledge of management and marketing, adult teaching and learning trends worldwide, and international documents regulating adult education. In this connection,

[1] More information on the Representative office of *dvv international* is available at: www.dvv-international.uz

the necessity arises for higher education institutions to create and develop systems of training for highly qualified adult education specialists. It is assumed that people having initial higher education in the sphere of pedagogy, psychology, sociology and other humanities will continue their training in the sphere of adult education at Master's degree level.

The representative office of the German Association of People's Universities (*dvv international*), together with the Centre for High Vocational Education under the Ministry of Higher and High Vocational Education of the Republic of Uzbekistan have resolved to begin working jointly on testing this idea on the basis of the Institute of Advanced Training and Retraining of Teaching Staff for High Special Vocational Education. The Institute is a structural division of the Centre for High Special Vocational Education, the core activities of which are focused on the advanced training and retraining of managerial and teaching staff in the system of high special vocational education, and on training of education research staff for the same system.

The target groups within the projects were defined as follows: employees of Institutes, Faculties, Advanced Training Centres; teaching staff of vocational colleges engaged in training and retraining of the unemployed. The project is implemented in close cooperation with professionals from the Ministry of Higher and High Vocational Education, the Institute of Advanced Training, and with other educational establishments and experts. The main results of the project are the elaboration and testing of two training programs: "Socio-Psychological Characteristics of Training the Unemployed Population" and "Training of Skilled Andragogists".

In the long term, it is scheduled to create a methodological complex for training of skilled andragogists in the Russian and Uzbek languages, to arrange the probation of specialists, and the inclusion of the "andragogist" speciality in the state classification of occupations. We hope that training, retraining and advanced training of andragogy specialists will be commenced in higher education institutions of the country in the foreseeable future.

MODELLING A SYSTEM OF VALUES FOR THE RUSSIAN CITIZEN

A. Y. Kamaletdinova

The transition of Russia from the 20th century to the 21st century has been characterized by a shift of values for individuals, society and the state. Disruption of the established social system has changed the attitude of citizens to society, to the state, to the individual, his rights, needs and opportunities. In the past century, the Russian state protected its citizens with its solid ideological basis and acceptable system of values, thus assuring an individual's confidence in the future. The current stage of the state's development fails to give a guarantee or any confidence in the future to a member of society, and the reason is the lack of an established system of values. Society has failed to substantiate a current understanding of the concept of citizenship reasonably and meaningfully, or to describe the system of values as the core structural component of citizenship.

Among the challenges of general education the following problems are highlighted: (a) providing social self-determination of an individual and the creation of conditions for his self-realization, and his being in demand in the competitive environment; (b) fostering of citizenship, love of the Motherland, respect for human rights and freedoms, the formation and development of industry and a positive work attitude; (c) forming of a citizen integrated into modern society and committed to furthering the development and prosperity of society.

The social modelling of the image of the Russian citizen is based on role theory, which is not that often used in the sphere of education. According a prominent Russian researcher of role behaviour it is impossible to describe relations between people, organizations, without using the terminology of social roles. American researcher D. Myers gave the definition of role within a context as "a set of norms determining how a person of a respective social status must behave" [1, p. 164], in another context – "role: set of norms determining how people must behave in a given social position" [1, p. 256]. However, the most essential part of the "role" concept in the first and in the second understanding is the set of norms determined by a system of values.

Along with that, scientists engaged in role behaviour research consider that a citizen is acting in accordance with standard scenarios, masks and settings, and having individual differences and liberal interpretations. The freedom to perform norms prescribed by the social role

however implies compulsory strict compliance with some basic aspects, which is regulated by the value system.

Russian scientists are more aware of the works of T. Parsons, who views the 'role" as "a structurally arranged, i.e. the normatively regulated participation of a person in a specific process of social interaction with certain specific role partners" [1]. This statement confirms our assumption that social roles are played by people interacting in productive, financial and social spheres rather than as individuals. The system of values controls a citizen's functioning. The degree of "citizen" activity is discovered through a set of mastered social roles which have formed an integrated system of values. According to the definition of I. S. Kon, the "role" is "a function, a normatively approved behaviour pattern expected from everybody holding the given position" [2, p. 33]. Within the context of a strictly regulated role structure and prescribed type and direction of role activities, each performance is very individual due to personal qualities characterizing the degree of mastery, priority and set of mastered roles and value paradigms. We will try to define our understanding of the "role", using the approaches considered. "Social roles" forming the basis for building the image of a citizen may serve as a source for determining the optimal model of a value system for the Russian citizen.

We shall summarize and systematize the above in the context of using of the role approach in defining the optimal model of a value system for the Russian citizen: (a) set of social roles related to the life of a society member, reflecting actual phenomena and internal structural relations; (b) social roles are manifested as an open dynamic system, which is based on the social activities of an individual in different spheres of life of the society; (c) marked social roles – objectively regulated types of activities, behaviour patterns, value systems of society members resulting from the needs of the social medium; (d) the process of mastering of social roles enriches a citizen's experience with knowledge of social and working relationships. So a role-centered approach along with a system-centered approach, activity-centered approach and axiological approach may serve as the methodological background for the process of the development of a model of the value system for the Russian citizen.

The man and the citizen was the core philosophical inquiry of the English scholar T. Hobbes [3]. Study of his works gives us grounds for distinguishing the following value categories in the model of the citizen: protection of dignity through respect for individual rights, harmonized with recognition of rights of other society members, which, in its turn, promotes cooperation and accord among fellow citizens, resting on the stability of

public authorities and the law. John Locke wrote: “The reason why men enter into society is the desire to use their property peacefully and safely, and the main tool and means for it are the laws established in the society” [4, p. 339]. Continuing J. Locke’s ideas, J. J. Rousseau emphasized the dialectical balance between public and private interests, excellently reasoning the external manifestations and interaction between two types of interests: private interest manifested in an economic agent, an owner, a manufacturer and a consumer; public interest manifested in political power, state institution, in which a citizen is an organic element. The requirement to discharge the civic duties, within the meaning attributed by J.J. Rousseau implied rectitude, striving in the service of the Motherland. In our opinion, this goal may be attained through forming of a certain system of values, being the basic culture of the citizen. “What man loses by the social contract is his natural liberty … what he gains is civil liberty and the proprietorship of all he possesses” [5, p. 176]. After the liberty of a citizen J. J. Rousseau distinguished proprietorship, which is better to interpret as extended understanding of proprietorship through value categories: right to life, human dignity, health, conditions for self-development, fruits of intellectual and physical labour, and, finally, material and financial assets and real estate.

The citizen is viewed differently by German philosopher G.W.F. Hegel. For the state it is sufficient that the citizen is law-abiding, i.e. is observing the laws of the given state. The man as a proprietor (bourgeois) with a view to overcoming his egoism and arbitrariness has to make great efforts in back-breaking labour in order to attain the status of citizen. In the work “On the Jewish Question”, K. Marx discovered another social role inherent in each bourgeois, the role of toiler, which, in our opinion, is naturally and consistently connected with the role of proprietor. A distinctive feature of the citizen is his opportunity to work for all, for the good of the commonwealth, and above all the desire to participate in the common (public) cause.

At the same time N. A. Berdyaev believed that the “Russian citizen” suppressed the labourer and the producer in himself, since the state failed to secure freedom of labour and failed to guarantee his dignified existence. All these resulted from the fact that the “rights of citizens remained exclusively in the formal policy domain, and were not carried over to the economic domain” [6, c. 330]. While S. L. Frank noted the regular connection between “property” and “freedom”, N. A. Berdyaev noted the connection between “freedom” and “labour”: “freedom of labour… was a travesty of real human freedom” [6, p. 330]. When defining the

methodological approaches to development of the optimal model of a value system for Russians it would be a good thing to be governed by the words of N. G. Chernyshevsky: “For a man it would be better not to develop than develop without the impact of a concern for public affairs, without the effect of feelings awoken by participation in such affairs. If the ideas and motives of the subject whereof for the common benefit are excluded from the spectrum of my observations, from the domain in which I am moving, that is civil motives are excluded, what have I to observe? In what to participate? Only the fussy huddle of some individuals with tiny personal cares for fattening their wallets, their bellies and for their amusements” [7, p. 169].

The key components of the citizen’s system of values are as follows: patriotism, respect for the state, confidence in members of society, integrity of national and international feelings, internal freedom of the individual, human dignity, voluntary internal discipline, world outlook, attitudes, etc.

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FORMATION OF A LEGAL CONSCIOUSNESS IN STUDENTS OF VOCATIONAL EDUCATIONAL INSTITUTIONS IN THE PROCESS OF THE MODERNIZATION OF EDUCATION

G. A. Firsov

The modernization of education during a transitional period in Russian society prompts the need to elaborate scientific and practical recommendations for organizing the formation of a legal consciousness among students of vocational educational institutions as future specialists.

A specialist is determined in pedagogical literature as a person possessing special knowledge, skills, and practices in a certain branch of industry or science, who obtained his specialty through education or practical activity. In our opinion this determination should be completed as follows: a young specialist, applying for a promising position, should possess not only professional knowledge but also knowledge of current laws, legal rules, and departmental regulatory acts; this specialist should respect and observe laws in his or her productive activity and in everyday situations. The necessity to enhance the legal consciousness of students of vocational educational institutions is prompted by other objective and significant factors. Among them are the broadening and deepening of the process of democratization in Russian society, reform of economic, political, social and legal systems, the status of legal violations and crimes among young people etc. It follows from the fact that presently employers want to see among applicants for replaceable and vacant positions specialists who know not only the professional requirements on their specialty and are capable of promptly getting into the swing of their work, but who are also self-motivated, high-disciplined intellectuals who have a sense of independent citizenship, possess high moral qualities and a good knowledge of the law. However, we know from our experience that many present-day graduates of vocational educational institutions are still not able to apply their knowledge in actual practice, do not master the skills of teamwork by taking up appropriate positions in the labour collective due to the lack of sufficient legal and regulatory knowledge and hence – lack of lawful, law-abiding behaviour. Besides it should be taken into consideration that the number of legal violations among young people is steadily growing; furthermore, sophisticated forms of legal violation and new types of crime have appeared, which are associated with the involvement of young people in the criminal world. Therefore the problem of forming a legal consciousness in students is now very relevant.

Educational bodies pay some attention to the problem within the scope of other objectives and tasks, ensuring they help bring up Russian patriots, citizens of a democratic, social, law-based state, that respect the rights and freedoms of the individual. One of these tasks is raising the younger generation in a spirit of high morals and respect for the law. This is determined first of all by the fact that under the conditions of the intensive development of the law-based Russian state, issues of the improvement of the legal education of students are of the utmost importance as a component of the federal program of the organization and implementation of legal reforms in Russia. Hence, forming a legal consciousness in students of vocational schools should not only be a component of their professional training but also an important direction in youth policy in our country.

Special attention should be paid to the problem of forming a legal consciousness in young specialists: shaping a system of notions, legal knowledge, expressing a subjective, conscious attitude to the law, personal beliefs in the expediency and necessity of correlating one's actions and behaviour to the law, and obligations to strictly observe the requirements of the law.

With this in mind, a study has been conducted within the scope of the project of the Russian Humanitarian Scientific Fund (RHSF) aimed at determining general methodological principles and elaboration of specific recommendations regarding the realization of legal education work and the formation of legal awareness, particularly, in students of general educational schools, vocational schools, lyceums, technicums and colleges. A legal consciousness orients a person toward selecting a lawful, socially-targeted variant of behaviour that is displayed in the organic unity of its main components: legal knowledge, a conscious attitude to this knowledge and preparedness to observe legal norms. The notion "legal consciousness" implies perception by a person of the requirements of legal norms as an inner conviction. Knowledge is only transformed into conviction if it is mediated by the personal attitude of the subject. The formation of a legal consciousness in students should be based on explanation of the purpose and essence of legal regulations, which contributes to deep perception of their role, social significance and hence the expediency and necessity of observing these acts. The main principle, which is the basis of the formation of a legal consciousness, is the idea of justice. Consideration of the legal norms in close connection with pan-human moral principles, on which the law is based, is of great methodological importance in the formation of a conscious attitude to the

law as a social value. The whole system of legal education should form not only a knowledge of the law but a perception of the objective necessity of lawful, socially significant behaviour, an understanding of the proper correlation between conviction and enforcement in the law, and a perception of the person's obligations. In the process of legal education students perceive steadily the idea of duty and responsibility, which becomes the motivational basis of their behaviour. This mindset includes preparedness, which is manifested in the ability of a person to submit his actions to the requirements of legal norms and readiness to be responsible for consequences of his or her unlawful actions. The specifics of future behaviour are pre-set, that is they were set before it revealed itself as behaviour as such. Behaviour is anticipated in the in-tact state of an individual. The interconnection between responsibility and will lies in the fact that responsibility influences substantially on taking an independent decision prior to willed behaviour.

Hence the mindset for legal responsibility is the internal intellectual basis regulating the subject's activity ensuring that it is lawful. Stability of the legal mindset as such depends on the subject's mindset to act in a responsible manner. Therefore the mindset for legal responsibility should be regarded as a necessary element of the structure of legal consciousness.

So a way of defining the structure of legal consciousness can be based on a scientific determination of the structure of consciousness that takes into account the specificity of legal consciousness as one of the forms of having a social conscience. The specific actuality of studying the issues of a mindset for legal responsibility is determined by the fact that it is an important factor in strengthening discipline, lawfulness and legal order, and the formation of a law-based state.

The involvement of young people in vigorous practical activities - mental, spiritual and those that are valuable to the community - is an external act of targeted activity of conscience, and an important stimulus in the formation of legal consciousness and the legal convictions of youth. Such an activity connects all the elements of a legal consciousness into a single organic entity, and takes a person out of a passive state because his will is shaped, manifested and functions during said activity. Legal knowledge can only be perceived consciously during the process of a student's activity. This is manifested in an active perception of legal information by young people, an effective independent quest for new ideas and facts, and conclusiveness and argumentativeness of separate statements. It is also shown in conclusions in the process of assessment of

general and side issues in the life of the collective and society, and in the process of the practical activity of keeping voluntary discipline and lawfulness in the struggle against law violations and crimes. This implies the utilization of such forms of teachers' creative work with young people as talks, conferences, disputes, themed nights, readers' conferences, meetings with representatives of law-enforcement authorities, trivia games, question and answer sessions, practical lessons about the formation of skills in the application of legal knowledge to explain facts in life (analysis of legal situations), conducting contests, academic competitions etc. By means of such forms of work, students are converted from the objects of ideological information to subjects, active carriers thereof, and the will of young people is hardened. Legal convictions, responsibility, skills and motivated behaviour are formed.

All this makes it possible to state that the process of forming a young person's legal consciousness implies revealing its structural elements as interconnecting, inter-penetrating categories because only the alloy of knowledge, an integral attitude to it, perception of personal responsibility and practical actions form the conviction that it is necessary to respect Russia's current laws and strictly observe legal norms.

We believe that briefly addressing the problem of educating students' in the legal consciousness mentioned in this paper may serve as a basis for the further development of research in this direction and draw the attention of teachers, lawyers, state managerial educational bodies to these problems as they are very important and should be considered immediately.

ESTABLISHMENT OF HARMONY AS THE AIM OF A UNIVERSITY LECTURER'S LIFELONG EDUCATION*

O. E. Shafranova

The fact that the value standard in the context of sustainable development should become the eidos of harmony based on the idea of harmonious co-existence and co-development of the biosphere, society and man determines the significance of understanding a person's ability to achieve harmony. The point expressed by axicological ontologism [4] that harmonious relations between a person and the world indicate a person's achievement of the highest level of the development of his/her own world causes the necessity of taking into account the main positions of the theory for their further interpretation.

Regarding value as an intellectual form reflecting a person's pursuit of the most suitable attitude towards reality, the representatives of this school of axiology emphasize value subject characteristics [3]. The subject of pursuit can be qualities and characteristics of a person, the object of the relationship, the form of the relationship, the relationship itself (activity, behavior). The character of a person's attitude towards reality is based on culture, and determines that the value subject characteristics are registered with the help of different kinds of cultural means (specific and general notions, ideas and categories). Mastering of cultural means is the most intensive in the educational process. In this context being educated is a measure of a person's learning about the world and knowledge of different types of cultural means.

Providing a high level of education is traditionally a prerogative of the university. According to UNESCO materials, it is regarded as a part of a general system or an educational current ensuring among others a) the creation, expansion and distribution of knowledge by means of research in the scientific, technological, and social spheres, the humanities and arts; and b) the understanding, maintenance, and strengthening of local, international and historic cultures in the context of cultural pluralism [1]. This allows us to agree with the suggestions of N. N. Moiseyev that the role of higher education will become more and more significant as the power of

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civilization will increase [2] and regard the university as one of the key resources to cope with the task of introducing the civilization to a new level of sustainable development.

One of the major conditions of optimizing higher education is improving the efficiency of the teacher's professional activity. This, in its turn, becomes possible when the content and process of lifelong professional education of a lecturer is re-thought.

First and foremost, the new understanding of the essence of education is connected with the reconsideration of its role in the minimization of contradictions a person experiences in his/her relations with the world, including his/her professional sphere. The value conditionality of all relations of a human sees the significance of professionals' particular efforts to control their own professional development by managing the development of their value world. The very possibility of this management depends on how well a person is aware of the value characteristics. Thus, a full component of a lecturer's lifelong education should be task-oriented professional activity aimed at recognition of different components of the value structure, including: (a) a person as a *subject* of pursuit; (b) an *object* of pursuit; (c) an object-oriented *image of a person's life attitude* identifying his/her pursuit to this or that form of attitude towards reality; (d) an *image of an object of person's pursuit* tinged with his/her expectations of the positive emotional reaction; and (e) *person's value* [5].

The most obvious and easy to understand are the value subject characteristics. Such a value element as an image of an object of pursuit actualizes lecturers' task to comprehend the content of their own world as the subject reality defining the professional vision of the world on the whole and some of its manifestations particularly. This determines the necessity of a professional's analysis of this value characteristic by means of reflection of his/her own world view in large and peculiarities of the individual interpretation of the isolated object of pursuit that is fixed in the image of the object.

A lecturer is a person whose level of education defines his/her ability to interpret his/her own life taken as a whole and his/her professional life in particular, not only by means of general knowledge but also using such cultural means as notions and categories that are very abstract and allow to fix the maximum number of relation characteristics. This, in its turn, defines the degree of value universality. That means that the more abstract is the designation of value subject characteristics, the more significant they seem to a person. For instance, the competence approach to education that lecturers are nowadays intensively mastering can become a professional

value of a lecturer. A high level of abstraction of this educational category, however, gives rise to large variety when this value is realized in professional activity. Besides this, if a lecturer uses cultural means of the category level expertly, he/she will need no prescriptions in his/her professional activity. He/she will be guided by the very ideal, but not by its interpretation (a concrete image of realization of the ideal). This allows lecturers to develop themselves as a subject of their professional activity; and to master a role of an active doer, but not of an executor; to be directed by their own professional intention that corresponds to this or that value, but not by someone's operationalist aim.

Leaving the particularities of lecturers' awareness of the content of their own value world, the system of their own ego-images as value structural elements, beyond the framework of this report, we shall look closer at the professional's work with an image of desired relations.

Relation image as a component of the value structure determines a person's pursuit of a form of his/her relation with the reality. This value characteristic especially clearly shows a value regulating function. Depending on the level of the value world development, lecturers in their relations with a specialized area of reality can treat any of the sides of this relation as a priority one. At the stage of social significance, the priority is given to the display of the qualities of the World as a relation side (for example, objective requirements of the profession, traditions of the professional society, norms of professional activity, etc.). At the stage of the individual significance, professionals fully understand the special importance of their role in relations with the world. This makes for the high rate of professional self-development. As an indicator of a higher level of professional development, the exceptional focus on the mastering of a professional's ego is not an essential condition to achieve professional heights. The achievement of real professional and personal heights is possible only at the last stage of the development of the person's value world, when the high assessment of one's ego in relations gives place to the understanding of the same importance of all sides of relations. This stage provides understanding of the importance of the very form of harmonious relations which is characterized by the professional's deep concern of the universal problems and his/her attempts to take part in their solution.

It is obvious that in compliance with the nature of the profession, lecturers' achievement of the highest level of development of their value world cannot but influence the improvement of their professional activity, and as a consequence the optimization of higher education as their professional field.

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LIFELONG EDUCATION AS A FACTOR OF SOCIALIZATION

O. Y. Konik

We can distinguish several attributes that allow us to get an integral idea of lifelong education as a factor of socialization.

1. Lifelong education as a stage and integral process.

Education can not be limited by a single age group or a scope of knowledge,

even an extensive one, acquired once and forever. At the same time, continuity of education does not make it a purposeful factor of personal enhancement. The stages of an education become cultivating insofar as they, on the one hand, extend the sphere of available choice and, on the other hand, retain some elements of uncertainty for a person. If total uncertainty atrophy vital energy - an uncertain situation stimulates it. The contradictory combination of readiness to act and uncertainty, changeability of conditions, circumstances, and nature of activity itself create a problematic situation which becomes the subject of analysis, aiming at a search for means and ways of goal achievement. Thus, continuity of education as a factor of personal enhancement does not come to mechanical joining of stages (primary, secondary, higher education etc.), and does not regulate person`s activity from outside, but is created by a problematic situation. It is based on a conflict between expanding choice under the influence of education and specificity of people`s living conditions at different stages of their activity, in different social and occupational groups.

2. Spatial characteristic of lifelong education is the interaction of a person with different sources of information at each stage of his life. These are the goals and needs of people that turn usual consumption of information into an educational situation. Moreover, the components that cultivate personality or create conditions for self-development are its substantial elements. The intricate, sometimes even controversial world of knowledge and half-knowledge, reliable and not reliable information demands selectivity of a person. And only when a person has choice and is ready for it, various sources of information become a means of educational activity and the process of familiarization with knowledge sources turn into self-education. From this point of view, communication, professional activity, travelling, the mass media, etc. are as significant as traditional education. The degree of activity and selectivity of adults towards the knowledge they obtain from different sources of information and ways of

contacts with them testify to the purposefulness of educational activity and define the "spatial continuity" of education.

3. Personal characteristics of lifelong education. A person is somehow involved into the information process with the help of the mass media, interpersonal communication, etc. But he or she becomes a subject of educational activity only having recognized the necessity of replenishing knowledge, and familiarization with the culture. Mainly this recognition is caused by the needs that, on the one hand, are based on understanding the disproportion between a person's real scope of knowledge and the one which is needed for successful professional activity (in this case education serves as a means of maintenance of social status); on the other hand, it is connected with a person's aspiration to comprehend the global matters that transcend his everyday life. However deeply a person is plunged into everyday life - he or she somehow "breaks out of the walls of his or her isolated ego" (E. Fromm) and ponders over a wide range of global questions connected with a person's destiny in the ever-changing world. Also, the contradictions of self-reflective nature play a very important role. On the one hand, they are caused by a desire to better and deeper understand oneself. On the other hand, they are connected with the poorly developed mechanisms of reflexive control, with inability to cope with crises that a person faces in life.

All the aspects that define motivation for educational activity are closely interwoven in real life. However, some of them can become dominant in this or that situation. For example, motives connected with professional activity (possibility of employment, acquiring a new profession, etc.) stand out for a person who is looking for a job. For people of advanced age the possibility to familiarize themselves with cultural values, to make new acquaintances, and to supplement their knowledge of a healthy lifestyle will be of utmost importance. If the value of education is reduced to momentary, situational interests, if it does not enrich a personal picture of the world - its continuity comes to adoptive functions. A cultivating, individual effect of education is directly connected with its being "over-situational". The richer is the motivation for education, the deeper is recognition of its value and the more intensive is reconstruction of the whole system of ends and means of a person's activity. This manifests itself in the formation of an individual lifestyle, where the combination of work and study is a condition of qualitative transformation and perfection of an individual, a condition of a shift to a higher and more advanced level of the world outlook, independent search of ways for self-cultivation, constant deepening and widening ties with the world.

4. Structural characteristics of lifelong education. The dynamic and ever-changing world today raises a number of global problems (environmental, ethnic, anthropological, economic, etc.) for humanity and every human. The solutions can not be found with the help of narrow-focused thinking. Professional education can not rid a society of the danger of cultural degradation. At the same time, the existing trend in public education is far from implementation of the proclaimed humanistic principles; and elective courses, embedded into the system of higher education, are often of an informing nature. The necessity to enhance value focus of education at every stage of a person's life, in all educational systems can be achieved by: a) overcoming the apartness of subjects, creating a holistic system, joining them around the challenges before the human; b) selecting the information that encourages personal enhancement; cultivating independent and critical thinking, which is necessary for creative perception of the world. Thus we eliminate the traditional contradiction of hard and soft sciences and make lifelong education a mighty impulse for personal enhancement.

The reviewed characteristics of lifelong education let us conclude that its socializing function consists in providing people with social and professional competence; raising their awareness of current processes in the society; strengthening people`s faith in themselves; stimulating the formation of the social and professional unions at different stages of their life.

We believe that one of the main signs of successful socialization is people`s attitude to education. On that ground two personality types can be distinguished. Representatives of the first type stand out for their indifferent attitude to educational institutes. They seem themselves to be accomplished specialists and do not feel like obtaining any new knowledge in other spheres of life. The value of education for these people comes down to its adaptive capacity. Representatives of the second type keep studying through their whole life. They stand out for their critical attitude to their background, and their feeling of its incompleteness.

Thus, lifelong education at the current stage of societal development is a significant factor of socialization for an individual. The tendency of growth in lifelong education is connected with the necessity of constant occupational retraining. During the retraining process a person does not only enrich his or her mental vocabulary, but also acquires the norms and values which are inherent to the institution of lifelong education, starts to follow them, develops plans and motives, a corresponding life strategy, and, in other words, undergoes the process of socialization.

THE EDUCATIONAL PSYCHOLOGY GUIDELINES OF TEACHING TOLERANCE IN SCHOOL

Z. B. Kabylbekova

As a multiethnic, multidenominational and multicultural state, Kazakhstan has to find effective ways for its ethnic groups and cultures to interact and settle their differences peacefully. We need more accord, peace, understanding, equality and justice in our society. The issue is deeply ingrained, and it goes way back. We view social tolerance as a form of partnership between social groups and institutions that recognizes the need for cooperation and mutual respect. Social tolerance keeps society in balance, recognizing people's right to form associations in order to advocate their rights and interests. A harmonious society creates the right environment to raise its young people in the spirit of social tolerance.

Numerous surveys indicate that it's mainly up to the family to inculcate tolerance, kindness and respect for human rights in a child. A tolerant person prizes peace most of all, and he or she is able to inspire others to take action and take responsibility for peace. Only a family can bring up such a person.

The world has seen numerous examples of communities resolving their differences through education. Indeed, most of the problems arising globally or between individual ethnic or religious communities can be resolved through education. And education - in its public and private forms alike – is essentially about involvement. People deepen their knowledge and perfect their skills, thereby contributing to their society's capacity to resolve the common issues at hand. Social tolerance thrives in a community of active citizens.

We have analyzed a body of educational psychology literature and reviewed the experience of individual educators and whole institutions, in order to cull and articulate a range of precepts we view as the most important and universally applicable in teaching social tolerance to schoolchildren.

Integrity. It does not augur well for the precept of "integrity" that modern education science lacks any specific educational projects or systems that are in keeping with the values and ideals of tolerance, or in harmony with tolerance as an existential choice. According to N. N. Sotnikov, there is no "theory of tolerant behavior" that would bridge the functional gap between knowledge and values. There is a need to analyze and systematize an extensive body of desk-top research, practical

experience and case studies that would provide the guidelines, means, methods and formats of further work. The target state of “integrity” is alignment of educational projects and systems with the values and ideals of tolerance.

Harmony. Harmony in relation to social tolerance implies the unity of the conscious and the unconscious, while disharmony manifests itself in a conflict between those two levels: tolerance is manifested on the conscious level, but a diagnosis of the unconscious testifies to the absence of tolerance, i.e. an intolerant personality. In the latter case, tolerance is merely declared on the conscious level, but the person may not be aware of the inner contradiction. However, the unconscious intolerance will take center stage in an event of conflict.

Accounting for basic social values. One of the earliest and most widespread forms of tolerance is religious tolerance. It may manifest itself as pure passivity or “merciful condescension” to those who are different, according to the principle, “live and let live.” Or it may take the shape of “stoical acceptance” of the fact that others have their customs and their rules that have to be respected whether you like them or not. There is a fourth manifestation, when a person is completely open to those who are different, is curious, respectful of them, or even wishes to explore and learn from them. M. Walzer (2000) mentions another type of sensibility: an exalted, enthusiastic view that hails diversity as a way for mankind to thrive.

Social tolerance as a guarantee of safety and security. A structural view on how social tolerance relates to personal safety reveals several levels on which tolerance and personal safety are interrelated. In the most general sense, there are two levels of safety: (a) the micro-level, where the basic human rights and freedoms are realized; and (b) the macro-level, tied to the conservation and enhancement of the material and spiritual treasures of society.

Visibility. Tolerance should be taught in a plain and clear form, meaning that it should be “translated” to the language of those subjects or topics that are covered by the lifelong process of learning about the world and its cultures. The scope of the subjects related to tolerance should be consistently expanded, but there should be limits, dictated by human dignity and the right to privacy.

Cooperation. Cooperation in learning is important because it demonstrates the benefits of working together and lets the pupils develop the skills of collaborating with others. Those skills are a must for a person wishing to become an active, constructively thinking citizen of the world, and they are a requisite supplement to the skills of amicable negotiation

and conflict resolution, which are essential components of the democratic process.

Regional specificity. It is important to account for regional differences in tolerance education. Being a part of the socio-cultural environment, education has to accommodate everything in order to stay relevant and abreast of the changing world. One of the ways to achieve this is to pay close attention to regional culture and regional issues.

As a multinational, multidenominational state, Kazakhstan is characterized by a high level of cultural diversity. Education contributes significantly to fostering a spirit of tolerance in society. Schoolchildren learn about the ethnic groups and cultures existing in their country as part of their school curriculum. They are taught to know and respect both the culture of the ethnic majority, the Kazakhs, and the cultures of the minorities. The success stories include the Minor Assembly of the Peoples of Kazakhstan, an association that brings together secondary schools across the country. Some schools have established regional culture study clubs for pupils. Ethnic culture centers are very active everywhere in the country. The President of Kazakhstan, Nursultan Nazarbaev, has been praised for his wise ethnic policy. Kazakhstan's many religious denominations congregate and confer on a regular basis. The Assembly of the Peoples of Kazakhstan holds conferences and conventions. The principles of tolerance and respect are embedded in the fundamental laws and statutes that govern every aspect of life in Kazakhstan.

The above educational psychology guidelines of teaching tolerance to schoolchildren could be relied upon to develop the methodology and contents of tolerance education. Which principles and values will be designated as central or overarching is dependent on what the educator is trying to achieve. The guidelines discussed above may be helpful in the task of educating children in the spirit of tolerance.

CROSS-GENERATION LEARNING ENVIRONMENT AT ALTAI COMMUNITY SCHOOL FOR ADULTS

O. F. Kungurova,
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The State University of Altai has a lifelong education system centered around the Altai Community Higher School (CHS) for Adults, which has local branches in rural communities across the region. The CHS uses best practice drawn from some of the best community colleges in Russia and Europe. The central mission of the CHS is to meet the individual learning needs of various adult groups in Barnaul and the Altai Region: to help people become better professionals, expand their cultural horizons, help vulnerable social groups adapt, strengthen inter-generation links, promote folk heritage, and so on.

The teacher-training department plays a formidable role in the business of the CHS. The school provides andragogical internship services for students enrolled in a second-degree vocational program that trains higher school teachers, and students of the Master's degree program - Information Technology in Education. In 2008, the department set up a CHS branch at Barnaul's Gymnasium № 74, a municipal public school. The new branch provides research and methodology support for the department's services. The research focus are the pedagogical and andragogical aspects of welding the processes of children's socialization and adults' (people aged 40 or older) re-socialization in an informal learning environment. The premise of the project is that informal education provides opportunities to jointly engage in creative activities for students and adults, in which everyone mutually inspire each other to benefit from personal growth and self-fulfillment.

Building a cross-generation learning environment is a challenge that lies in the domain of the key modern trends in education and social culture. By now, modern education science has built up all the expertise needed to successfully handle the tasks of socialization and re-socialization. Our project is about building a cross-generation learning environment "on the ground" in order to strengthen cohesion between people of different age. Below, we offer a brief explanation of the fundamental ideas embedded in the concept of the pedagogical research branch of the CHS.

For developmental reasons, socialization of a child has always been largely the work of his parents or other closest family. But with traditional family values disintegrating in the past few years the question is, how can

we inculcate the up-to-date cultural norms and values in a child with the maximum benefit for society? Meanwhile, adults themselves need re-socialization at an advanced age: they need to learn new things, values, ways, ideals, patterns and roles to replace certain old ones. Grown people are challenged and tested in their life every step of the way. They are under pressure to rethink their set views and values, to reflect more on their life experience. Whole generations undergo re-socialization in Russia today, and education can really help.

One other social category that needs our special care are the elderly. Old age is a time in the life of every person when social loss becomes systematic. Some of the many psychosocial issues confronting the elderly are loss of a strong personal role, internal conflict of values, exclusion from social life, loneliness, lack of opportunities for fulfillment. Older people have a lot of experience they could share with the younger generations, but in today's fast-changing, increasingly globalized world, personal experience undergoes major changes during the lifetime of just one generation, so simple "sharing" by old people is hardly relevant. Instead, the elderly themselves are challenged to explore new things, new experiences in order to understand younger people better, to be able to absorb and accommodate the experience of younger generations. Which is where the socialization of children and re-socialization of grown and elderly people could converge. While the family retains its priority as a socialization institution, the complexity of the *modus vivendi* of a modern family suggests that it would make sense for families and educational institutions, which are secondary in their socialization role, to join forces – particularly since institutions can also provide re-socialization services for adults.

Education is viewed as an environment where the different generations can communicate on a new platform. It is a way for older people to reassess their past life experience from a modern viewpoint, and an outlet through which all the participants of the learning process can express themselves in an atmosphere of generational solidarity. It opens the door to personal growth by reevaluating and reliving your own life experience. Education encourages a person to learn and master the new skills, competencies, personal traits and values he or she needs for professional and social advancement, personal growth, better life quality and a more harmonious "anthroposphere" overall throughout one's lifetime.

What makes the CHS branch special is that it provides informal education for adults by means of cross-generation communication. The work commenced in 2008, when a club space was established and six "interest" clubs were launched: "Memory," "Family," "Our Town," "Creative Club," "Learning Club" and "Health Club." Different formats of cross-generation instruction are used: older people teaching children or teens

(e.g. parents and grandparents concerned about kids preferring fast food meals to home-cooked and school meals offered to share what they know about what food is traditionally considered “good” and “healthy” in Russia), children and teens teaching older people (e.g. computer science courses taught by university students), young and old people learning together (English lessons), kids and older people spending time and doing creative things together (Christmas plays, carol singing, folk dancing and games).

The CHS branch emphasizes cross-generation dialogue on issues of mutual concern. In September 2009, we hosted a talk show, “Empty Vessel or Fire Inside,” where high school students of both genders and their parents and grandparents shared their ideas on what a modern young girl is or should be like: books she reads, what she dreams of, her ideals, what she likes to do in her spare time, etc. Many conflicting views were expressed. The dialogue was moderated and steered in a productive direction by the school psychologist. The older and younger people finally reached a consensus: modern girls are different, but the looks don’t matter much without a “fire inside”; it is the mind and the soul that define a person, and it has always been this way ever since the world began.

In its first year, the CHS branch focused on promoting the idea of cross-generation dialogue and organizing various joint events (initiated by Gymnasium teachers and MA students from the teacher-training department). In the second year, a team of activists started to shape up, and some elderly people began showing initiative. One of the highlights was a master class on Veps traditional amulet dolls, taught by A.Y. Privalova, the grandmother of one of the Gymnasium students. A Veps doll represents a married woman. A.Y. Privalova taught girls from grades 5 to 7 how to make those dolls, then the girls made their own protective amulet dolls with pieces of fabric and threads. The master class was accompanied by a calm, thoughtful dialogue on family values.

The first outputs were summarized at a roundtable with CHS administrators, CHS branch activists, teachers from the Gymnasium and other local schools, university students and a local parliament member. Each presentation was interrupted or followed by questions and people suggesting ideas for more joint activities. The success of the CHS so far vindicates the now-common truism that informal education is a great way to bridge the generation gap. It is important to view and treat every human being, first and foremost, as a person, while age is a secondary, conditional variable that does not create any meaningful or definitive differences between people. We believe it is a very good idea to provide learning opportunities for elderly people through cross-generation educational dialogue that stresses common interests and aspirations.

PREVENTIVE MEASURES AGAINST THE USE OF PSYCHOACTIVE SUBSTANCES IN SOCIAL AND PEDAGOGICAL COLLEGE WORK

E. M. Popova

The organization of preventive measures against addictive behavior on the part of learners presumes the observation of their personality, activities (studying, work, sports, public, creative, etc.,) and environment (family, college, micro-group). The technology of social and pedagogical work aimed at preventive measures against deviant behavior consists of three stages, which are diagnosis, correction and development, and reflection. Each of these stages is conducted regarding the personality of a learner, his activities and the environment he lives in.

An educator should start working with a deviant learner using such methods as conversation and surveillance: they should gather information about the family relations of the learner, his/her social environment and health. Afterwards, the educator should observe behavior of the learner, determine the peculiarities of his/her communicative skills, value system, interests and the level of motivation toward study and work.

The educator should also pay attention to the way the learner refers to drugs in individual and group conversations. The logical level of the drug discourse in the learner's conversations may be as follows: “I have heard about drugs” (first level); “I have seen other people taking drugs” (second level); “I know how and why people take drugs” (third level); “I think there are situations in life which drugs may help to handle” (fourth level); “I'm convinced that it is impossible to live without being doped up' (fifth level); “I know that drugs change the consciousness and open a way to other worlds and realities” (sixth level). The idea of diagnostic conversation is that the more a leaner talks about some phenomenon, the more meaningful and important it is to them and the possibility of its realization is greater. A college psychologist should help the teacher in observation of the individual and personal features of a leaner by conducting a psychological diagnosis. There are various methods to determine the psychological status, personal peculiarities, presence of psychological/psycho-neurological and other deviations, character actualization, and personal pathologies of a learner, as well as finding out whether he or she is predisposed to deviant behavior, including alcohol and drug abuse.

The results of a psychological diagnosis can draw educators' attention to such parameters of learners' behavior as increased anxiety,

hostility, aggressiveness, apathy, depression, insomnia, melancholy, feelings of guilt, decreased mental and physical activities, etc. The presence of these important factors raises suspicions that a learner might be using psychoactive substances. A complex socio-psychological and pedagogical approach also allows for the detection of whether the learner belongs to a risk group and the recommendations of a psychologist can help teachers and parents elaborate the right way to communicate with the teenager and assist in the process of his or her education.

Correctional and development work encompasses purposeful activities aimed at the management of the teenager's behavior. Teachers (class teacher, social teacher, additional discipline teacher, etc.) conduct the following types of correctional and developing activities: (a) continuous pedagogic control over attendance, progress and behavior of learners, studying and eliminating reasons for poor results, truancy and disciplinary violations; (b) formation and expansion of parents' awareness of laws related to the use of psychoactive substances and the illegal distribution of drugs and psychotropic substances; (c) cultivation of a healthy lifestyle and use of anti-drug an anti-alcohol propaganda; (d) formation of an active social position on the part of learners by engaging them in socially important public, creative and other activities including volunteering; (e) formation of creative activities by engaging learners in the professional work of the college, the city and other forms of psychological and teaching activity.

The reflexive component of social and pedagogical activities encompasses results' assessment at a group and college level. In the assessment process, we apply the following criteria: (a) personal criteria that indicate a dynamic personal change of learners in the risk group; (b) rating criteria that indicate the dynamics of general parameters (progress, attendance, learning activity, etc.); (c) environmental criteria that indicates the level of psychological comfort in the educational environment (the methodology of the educational environment assessment presumes conducting questionnaire polls of teachers, learners, parents, pedagogical observations, conversations as well as applying such methods as 'Open Mail' and 'Question-Answer'; (d) pedagogical criteria (an increase in the psychological and pedagogic competence of educators taking measures against deviant behavior).

As our experience has shown, important factors in increasing the effectiveness of preventive measures in colleges are the psychological and pedagogic competence of educators and their readiness to take action. The

general logic of preventive policy is, first of all, the formation of a unified value system and attitude to drugs among the college's pedagogical staff, who must be convinced of the necessity of preventive measures. They should also realize that they are responsible for the health and safety of learners and deny obsolescent behavioral traditions, the declarative form of communication with learners and parents, and act on the idea that a learner is an active participant in the educational process, not its passive subject. In order that such a system can function successfully, it is very important to convince the pedagogical staff that preventive work should be conducted systematically and in accordance with a plan. Also, it should be kept in mind that cultivating the idea of strong immunity to drugs in the learners' mentality is one of the most important educational missions of the teacher.

Special attention should be paid to the training of class teachers, social teachers, psychologists and other educators related to the basis of preventive activities. It is reasonable to organize special seminars on drug problems and principles, and forms and methods of preventive work for the pedagogical staff. They should also be taught to use diagnostic methodologies, conduct individual work, training, discussions and conversations as well as be provided with informative materials. Practice has shown that anti-drug education programs should be conducted throughout the entire academic period at college. Educators conducting such programs should also be well prepared for each lecture or seminar because young people today are very well-informed. The following aspects should not be allowed: (a) providing any false information such as misrepresentation of influence of some types of substances or exaggeration as to their negative effects; (b) describing substances and their types, classification and effects. The emphasis should be made on the consequences of drug use; (c) justification of drug use for any reason; (d) strategies of drug use.

Another important task is creating the necessary conditions for introducing preventive measures into the educational and pedagogic process. The problem is that training, lectures, and seminars require a certain amount of time. In our experience, incoherent measures do not provide the necessary preventive effect. Therefore, the college administration, psychologists and class leaders should plan and coordinate their activities. For example, additional classes of 7th and 8th class may be left free in the schedule on particular days of a month. Besides, it is necessary to pay attention to the formation of conducting extracurricular

creative and sporting activities, hiring teachers with additional education, organizing excursions and field trips, and other leisure activities. Comfortable educational conditions, developing the interests and talents of learners and their satisfaction interacting with classmates may greatly contribute to protecting them against drugs and crime.

Therefore, the systematic organization of activities, integration of efforts by all participants in the educational process, initiative on the part of the pedagogical staff as well as the application of various creative approaches, personal interest in the result of preventive work, support from student government, parents and the community in general, and cooperation with other institutions and organizations contribute to the success of preventing deviant and addictive behavior in learners.

PEDAGOGIC SYSTEM AND PEDAGOGIC PROCESS: SUBJECTIVITY AND REALITY

O. B. Khovov

The national literature of pedagogics and, surprisingly, manuals and textbooks reviewed and approved by the Ministry of Education and Science, formulate different definitions of what the subject of pedagogics is.

As a rule, the following terms dominate in the definitions: 'pedagogics', 'pedagogical process', 'pedagogical system', 'development', 'educational and pedagogical process', 'education'. The authors of these books usually don not provide any grounded arguments to support their ideas.

Until the late 1980s the term 'pedagogics' had prevailed, unofficially, when describing this subject. Later, it was substituted by such terms as 'pedagogical process' and 'pedagogical system'. However, the term 'lifelong education' as an actual phenomenon of the pedagogic reality of the postindustrial epoch does not fit into the Procrustean bed of the pedagogical process, which has made us consider the etymology of this term and the idea of 'the pedagogic system' related to it.

The term 'pedagogical process' was used for the first time in the work of the famous Russian educator, talented researcher and theorist Pyotr Fyodorovich Kapterev. Analysis of his main scientific articles and monographs demonstrates the transformation of his understanding of the essence of education, which appeared to be the result of the theorist's critical reconsideration of his own ideas. For the purposes of the discussion, we will emphasize three concepts of education that followed one another in Kapterev's scientific works. The first and the shortest concept is the concept of learning. The next is the concept of pedagogical process. This is followed by the most fundamental concept, which is the concept of educational process. The common ground on which these concepts evolve is the change in attitude of the theorist to the issues of education and pedagogy.

At the very beginning of his teaching career (1872), with the enthusiasm typical of youth, Pyotr Kapterev proposed that education should start from early childhood. His concept contradicted the idea of confessional education, which was based on obedience to the faith, lack of initiative and acceptance of dogmatic norms. Kapterev's idea included both pre-school and school-age education based on entirely new principles. He suggested the introduction of education in people’s school using a

‘revolutionary’ method of the heuristic cognition of reality. Therefore, P.F. Kapterev did not use the term 'pedagogy' in the titles and contents of his first works (1874).

The second stage of his work (1878-1905) starts with elaboration of a psychological line in the didactic process of education, which leads P.F. Kapterev to educing two processes – the process of 'material development' and the process of 'formal development'. The first of these is the learning process *per se*, based on memorization, while the other is the process of development of practical and intellectual (logical) abilities. According to Kapterev, the process of education is based on these two processes.

Another side of pedagogical work, along with education, is upbringing, to which Kapterev gave quite a specific and existential mission because he thought of it as the act of 'taking care'. He would underline that “in the process of upbringing, [teachers] should take care of learning, infusion, memorization, convincing, stipulation, correction. They should give the learner all the best” [1, p. 233]. Therefore, P. F. Kapterev formulates the terms 'pedagogical process' based on his interpretation of the terms 'education' and 'upbrining'. In his small, 137-page monograph 'The Pedagogical Process' (1905), the author suggests the following description of the pedagogical process: “Learning, education, upbringing, development, exhortation, exaction and many other similar words determine different features, sides, means and elements of the whole – the pedagogical process” [2, p. 3].

Furthermore, the author entirely changes his perspective of the interconnection between the terms 'education' and upbringing'. He denies the concept of the pedagogical process. The third stage in the development of the theorist's notion is reflected in his fundamental monograph [3]. P.F. Kapterev draws the conclusion that 'education' includes upbringing as an axiological element. This is what he wrote on education: “The science of upbringing, taken as a whole, represents a structured logical complexity. If only one element of it is considered, however, it inevitably loses its pedagogical aspect because a part taken out from the whole will never have such influence as the whole” [4, p. 483]. Thus the term 'pedagogical process' becomes needless because its functions including upbringing are realized in the framework of the 'educational process'.

Then why was it that N. K. Krupskaya introduced into the Soviet pedagogical vocabulary the concept of 'pedagogical process' and not 'educational process'? This might have happened because this term is substantially reflects the 'governing and ruling' role of an educator in the

same way that the ruling party reflected this role. Maybe there were other reasons. One way or another, the 'educational process' had for a long time been in the shade of such 'fundamental' concepts as 'upbringing' and 'pedagogical process'.

In the 1960s the 'system approach' received wide recognition as a universal research and complex-structure construction method in various disciplines and in social sciences especially. The founder of the new approach was the biologist and philosopher Ludwig von Bertalanffy, who created the open systems theory in the 1930s, which served as the basis for general systems theory (1937). In the 1970s the system approach was demanded by national pedagogics because the 'pedagogical process' appeared to be in need of a formal source for its origin and theory-based ‘pedagogic system’. When the reason is historically behind the consequence it shows that something is rotten in the state of Denmark.

Pedagogical and educational processes now appeared to be almost identical. 'Pedagogical' and 'educational' are often interpreted as synonyms. In their works, V. P. Bespalko [5] and V. A. Slastenin [10] drew paradoxical conclusions, in which they state that the 'pedagogical process' is the 'pedagogic system.' The reason for this paradox, in our view, is in incorrect understanding of the term 'system': “Any processes carried in particular conditions together with those conditions form systems” [5, p. 25]. Based on this statement, V. P. Bespalko suggested the following structure for the pedagogic system: (1) educational aims; (2) learners; (3) teachers or technical means of education mediating teachers’ activity; (4) curricular and contents of educational programs; (5) organizational forms of pedagogic activity; (6) didactic processes or ways of conducting pedagogical process [5]. We will not go deep into the incorrect blending of structural elements, created by the human mind and 'living systems'. We will take a closer look at separate details for which the system is created. First of all, 'aims' are ideas. Despite this, aims cannot be an element of structure. Each structural element (subsystem or object) has its own aims, which may not correlate with the common goals. Then, 'curricular and contents of educational programs' is one of the components of 'the didactic process'. Finally, the structure of a 'hand-made’ system may be represented by interconnected objects with indicated functions (material form) or subsystem functions (abstract form). Furthermore, the structure of an actual system in an institution of higher education based on the following principles has previously been described [5, p. 18]: “Among the subsystems of the system in an institution of higher education, the following separate but interacting subsystems may be listed: administrative, pedagogic, scientific and

research, productive, economic, etc." Taking these principles into consideration, learners and teachers should perform their common function, which is the didactic process. However, being a component, it exists by itself, just like the smile of the Cheshire Cat.

Unfortunately, in another work published 12 years later [6], former notions of the 'pedagogic system' structure remained the same. As a result, the author formulates two main rules: 1. "Systems, in which pedagogical process are conducted, are called pedagogic systems" [5, p. 25]; 2. "The pedagogical process is an activity of the collective of learners and teachers aimed at achieving set educational goals" [5, p. 18].

Scientific and educative pedagogical literature is filled with such ideas with some insignificant alterations that do not provide any recommendations or are of any practical use. Here are some examples. In the manual 'Pedagogics' edited by Y. K. Babanskiy (ch. 4), in the paragraph titled 'The Concept of the Pedagogic System', the following is stated: "A system, in which the pedagogical process is carried out, is represented by the system of people's education, school, class, etc., where purposeful education in its broad sense in conducted... The pedagogical process is a complex of conducting the process of education in its broad sense by providing both learning and upbringing in their narrow and specific sense. The synonym for the term 'pedagogical process' is the widely used term 'teaching and upbringing process' [7].

B. S. Gershunsky wrote: "It seems that it is reasonable to appeal to the quite broad term 'pedagogic system', first of all, for general classification and criteria and theoretical assessment of integrated educational, scientific, pedagogical and management work... In fact, it represents a structured commodity of interconnected components (aims, curricular, methods, means and organizational forms of education, development of learners, etc.)… Education *per se* is a process of subject-object and subject-subject interaction between teachers and learners… The pedagogical process is carried in various forms (individual, group, etc.)" [8, p. 63]. In this case, the author approaches the systems of various classes and levels as a unified pedagogic system without an emphasis on their conceptual distinctions.

In our view, aims, curricular, methods, means and organizational forms of education, development of learners, etc., are more features of a pedagogical process than its structural components because the analysis of the actual pedagogical process might be conducted in the aforementioned parameters. Therefore, the discussion here is conducted in terms of the system of pedagogical process parameters. This approach may be used for the typification of concrete pedagogical processes.

The course book 'Pedagogics', edited by V. A. Slastenin, suggests the following interpretation of the terms in question: “Structural components of a pedagogic system are adequate for the components of a pedagogical process, which is approached as a system as well. From this point of view, a pedagogical process is a specially organized interaction of teachers and learners (educational interaction) related to the contents of education that uses the means of education and teaching” [9]. It is well known that a process is a transformation of information, energy or substance, while a system (or subsystem) created by man is a commodity, the structural components of which conduct concrete transformations of information, energy or substance.

In the course book “Pedagogics: Pedagogic Theories, Systems and Technologies”, edited by S. A. Smirnov, it is stated that: “The subject of pedagogics is a pedagogical process as a special kind of interaction between people. Such a statement defines pedagogics as a discipline. Pedagogics is discipline that studies the essence, rules, principles, methods and organizational forms of a pedagogical process” [10, p. 7]. Thus, the ideological heritage of the 'unbreakable unity' of the interaction between learners and teachers in the pedagogical process was retained, and the number of the aforementioned contradictions increased.

Why can't we overcome this pseudo-unity, when the intellectual work of a learner and a teacher are actually absolutely different in terms of their missions, aims and possibilities? How difficult and important are the tasks that a teacher undertakes in the framework of pedagogically organized communication and multidimensional feedback, if they are not approached in the context of pedagogical process? What really is a pedagogical process?

The term 'pedagogic system' is far from being the place where educational process is conducted, nor is it the system of federal regional or higher education. In our view, the pedagogical system is, first of all, a system of pedagogic support of the lifelong learning process conducted by learners. But this is to be discussed in another paper, which will give answers to the questions raised here.

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NEW PEDAGOGICAL TECHNOLOGIES AS A FACTOR IN FORMING ANTHROPOGENIC CULTURE

M. Kamolhodzhaeva

New interactive educational methods (role-play, and business and situational games), computers, TV and video are being widely introduced into the education system of the Republic of Uzbekistan. A differentiated approach to using new information technologies in the contemporary system of education means choosing the correct methods and forms of work, the application of the latest achievements in pedagogical practice, and new teaching technologies.

Teaching social sciences in technical institutions should be carried out with the distinctive qualities of the students majoring in technical disciplines in mind – they have technical mentalities, special sensitivity to images, an ability to use solve problems creatively and other capabilities typical of anthropogenic culture. There is a large number of ways, methods and methodologies contributing to the effective teaching of social science disciplines in technical colleges and universities. To my mind, the most effective of these are the interactive methods (small group discussions, business and role-play games, case-studies, debates, round tables, brainstorming, etc.). An old Chinese proverb says: “I hear and I forget, I see and I remember, I do and I understand.” This old principle lies at the basis of new teaching technologies, and interactive teaching methods in particular.

In our teaching practice we use a game popular with young people: arm-wrestling. The first of two players in a hand-lock whose hand is forced to the table by the other loses the challenge. The teacher warns the contestants that at stake in the game is the wishes of each one of them. The participant who wins has his wishes come true. Most often, students get carried away by the game and don't think of any other way to fulfill their wishes except by applying their strength. Without thinking about a compromise or a common plan for solving their problem together, each of them starts selfishly pressing down on the arm of their rival. Often the result is 0:0, but sometimes, when the relative weight of the contestants is too different, the result might be 10:0. In 30 seconds, the teacher stops the game and analyses the result. He points out that the low result is, first of all, the unfulfilled wishes of both players. If the students had agreed not to hinder each other and used their minds and not brute strength, more of their wishes night have been fulfilled. Applying strength in this competition,

each player not only prevents his wishes to be fulfilled but also those of his rival. It is also reasonable to bring up an analogy from physics and remind the students of Newton's Third Law to explain that laws of motion also operate in society and that for every action, there is an equal and opposite reaction. One of the distinctive features of human beings is that they have to be able to come to an agreement and get a result. Emotions that students experience during the game let them understand the humanistic idea of the non-use of force when it is not necessary.

Thus an interesting game may be applied in teaching social sciences and cultivating the anthropogenic culture for searching and finding in the laws of physics some rational elements to be used in the sphere of social relations. To a large extent, this can be applied in such courses as Techno-ethics, Techno-philosophy, Techno-sociology, etc., which are widely taught in higher institutions in Germany.

SPIRITUAL DEVELOPMENT OF PRE-SCHOOLERS AS AN OBJECTIVE OF MORAL UPBRINGING IN THE LIFELONG EDUCATIONAL SYSTEM

V. L. Dubrovsky,
L. A. Dubrovskaya

Historical experience shows that general spiritual ideals, a humanitarian tendency, and a stable system of moral values are the way to understanding and peace in society. The formation of a Christian faith in children, that of belief in Jesus Christ, the Bible, Christian and social values in a country where great Christian festivals become national ones, should become one of the important tasks of society.

In the present-day educational system of Ukraine, special attention should be paid to pre-school educational institutions so that they conform to general trends in democratization, humanization etc. Some measures aimed at strengthening the first link of education prove the importance of this problem.

The problem of the development of spirituality in pre-school education has been considered by leading teachers for a long period of time. In December 2004, “The Concept of Responsible Education” (“Концепція правиловідповідного виховання”), elaborated by I. D. Beh, PhD (Psychology), was published. The significance of this work lies in the fact that it represents a new approach in the pedagogics of education based on the principles of morals and the development of spirituality. In the same year, the All-Ukrainian scientific and practical seminar “The Development of Pre-schoolers’ Spiritual Outlook” was conducted in Zakarpatye by the Ministry of Education of Ukraine (moderator: I. D. Beh). At this seminar it was pointed out that it was not a new pedagogics that was needed but a pedagogics with powerful educational influence: a moral pedagogics, based on the development of spirituality.

Various synonyms of the word “upbringing” can be found in pedagogical literature, among them “education” and even “enlightenment”. But in all these cases participation in the spiritual and moral development of a personality is implied. In speaking about moral education we mean the development of moral qualities based on kindness, carefulness, honesty, obligingness, adherence to principles, generosity, etc. First of all a person should be brought up to be responsible and self-critical, aware of his actions and their influence on surrounding people and the society as a whole. Upbringing is a process of orienting children in the socio-cultural

environment of society, the formation of their definite attitude to certain social phenomena and notions, and the establishment of a hierarchic system of values. As to its methods, upbringing deeply penetrates into the child's personality and the formation of his outlook. The development of a child is a method of adaptation, of integration into the social environment, and of inculcating a gradual perception of public culture in the process of activity.

By a decree of the president of Ukraine, 2006 was declared "the year of the spiritual protection of children". The appearance of this decree showed that the leaders of the state, and society, regard this problem to be acute. Since morality is the prerogative of religion, the Holy Synod expressed their gratitude to the president (Church Orthodox Newspaper, October 2006, No 22) for introducing the subject of "Christian ethics" in schools. The notion of spirituality is deeply embedded in the modern pedagogical vocabulary. However, unfortunately, it became fashionable and is often used in an indirect sense, as a synonym of morals, humane values etc. As to its semantics, the notion of "spirituality" denotes unambiguously something spiritual and ideal that is the opposite of corporal and material. Thus, if spiritual values are declared a priority, this would entail drastic changes in the total ideology of education.

The entire history of the Ukrainian Orthodox Church has shown a continuous guardianship over education and the upbringing of the younger generation. These days, one of its main priorities is the upbringing of the younger generation in the best traditions of national culture, which was developed and enriched under the direct and determinative influence of Christianity. It is Christianity that became the foundation of the Ukrainian state and it has made a reliable pledge toward its further development, first of all its spiritual development, which is the integral to education and upbringing. Therefore the words written by K. D. Ushinsky more than a century ago sound very timely today: "Instead of any other features we borrow in Western education we should borrow only one: the feature of respect to our Motherland, however this feature – the only one that should be adopted in its entirety – we have neglected" [4, p. 309].

The moral foundation is laid in a person at the earliest age. At this age the patterns of morals in children become a habit and a physical need because children perceive elementary notions of morality and have a humane attitude to people.

The system of spiritual and moral education is completed with a religious, humanitarian dimension. It can be understood because it is based

on religious motives, which establishes the absoluteness of moral norms. The humanistic approach should not be opposed to the religious one. Humanism can develop high moral standards in a person, but it should be filled with religion as the traditional and most stable form of motivation behind actions and behaviour.

In the early stages of development of a personality, a substantial part of perceived relations, qualities of character, and motivations are hidden. It is not manifested in any form, but latently determines the main directions of the future activity of a person. Hence, the development of a personality at pre-school age requires special attention and care. A pre-schooler at the age of 4-5 has a rich and varied emotional world; the child has deep feelings, suffers; moral and ethic categories are formed actively; notions “good” and “bad”, “right” and “wrong” , “truth” and “untruth” are distinguished; and capacities of compassion, mercy, understanding of somebody’s emotional state, his thoughts and feelings are developed. In this way, a humane orientation in the development of a person is created and its fundamentals are laid at the pre-school age. A child integrates into the sphere of moral relations between people. He knows many norms and is able to observe them. It means that he is individually responsible for violation of these norms. Therefore a question can be raised: what should be done to make a child to not only be able to observe but to wish for moral norms? How can his moral motivations be developed? And in this field, the Bible, which answers many questions, will for children become a great helper to tutors and parents.

Great teachers were of the opinion that the process of helping children to grow up is the basis of any pedagogics. This element of upbringing in education, its objectives, tasks and methods are determined by understanding the essence of a human being, and what kind of a person he or she should be. Adults must help children in those matters where children are helpless. N. I. Pirogov wrote: “Undoubtedly a child may be brought up without any premeditated theory notwithstanding whether attention was paid to it. If you do not teach a child he will be quite ignorant but if you do not bring it up it will be brought up by its own methods…” [2, p. 174]. The values that form a child depend on what kind of a person we want to bring up. Plato said “A man is a creature most dovelike and godlike if he is tamed by proper upbringing. If he is not brought up or brought up in a wrong way he will be the wildest animal of those ever born on the Earth”. [3, p. 403].

If we do not want to irretrievably lose a child who does not even “believe” or “not believe” an adult, but gives him belief in advance by trusting him, we should control and correct all channels of access to its consciousness. The mass media, particularly TV, and the Internet are the least controlled channels from the point of view of moral education. Fairy tales, legends, and folk songs teach the best values. During the period from 1940 to 1980 anthropomorphic animals were shown in films for children and cartoons, assigning them best human qualities such as love, justice, mutual support etc., and good always conquered evil. Now even small animals in cartoons enjoy evil and violence, and have become more frightful than in the real wild world. Yan Komensky wrote: “If someone asks me how can children at such tender age be taught to these serious things I will answer: it is easier to make young trees to grow in this or that way than a mature tree; in the same way it is much easier to direct young people to all that's good in the first years of their lives than later, using only scientific aids” [1].

PHYSICAL CULTURE AND SPORTS, A HEALTHY LIFESTYLE AS THE CONDITIONS AND FACTORS MAINTAINING SPOSOBNOSTIK

CONTINUOUS IMPROVEMENT OF THE SYSTEM OF ATHLETIC SELECTION FOR THE SUSTAINABLE DEVELOPMENT OF THE PHYSICAL QUALITIES OF SPORTSMEN

O. M. Shelkov,
V. V. Zagrantsev

The reality of the current day is such that not just a system for selection of promising young sportsmen is necessary, but also an effective *continuous training program for the Olympic reserve* that would fit seamlessly into an integrated system.

A rather strong position has already formed in science that athletic selection is an independent type of social activity involving an organized search for athletically-talented youth. Summarizing the prevailing views, it is possible to formulate the basic objectives for athletic selection: (a) determination of the model high-class sportsman by type of sport; (b) diagnostics for the degree of talent and prediction of the potential level of athletic skills; (c) organization of athletic selection.

The selection system that has been developed in the country includes organization of individual events that are closely connected with the stages of long-term athletic preparation. A unified selection system involved the development and experimental testing of the effectiveness of various models of selection in the framework of the organizational events under consideration. That said, simulation of the process only has value when the experimental model reproduces the main characteristics of the proposed system, corresponds to its goals, objectives, and methods, and takes into account the particularities of the stages in long-term training, which involves: (1) the rationale for the testing program and the selection technology; (2) determination of sustainable forms for organization of the selection; (3) determination of the mechanism and means to manage the selection system, including analysis, continuous monitoring and adjustment of activities. The objectives of selection are recruitment of the largest possible number of athletically-talented children and adolescents to athletic

lessons, their preliminary examination, and organization of the initial athletic training. The indicators determining the desirability of recruiting children for lessons of many types of sports are: a child's height, weight, and particular body type.

In order to fully discover the potential abilities of children and adolescents to the greatest degree, it is desirable to determine not only the initial level of their preparedness, but most importantly – the pace of his or her growth. In the selection system, controlled tests should be carried out with the consideration necessary to not only determine what the participant is already able to do, but what he or she can do in the future, that is, to detect his or her talent in solving motor tasks, the appearance of creative movement, and the ability to control his or her movements. In the overwhelming majority of cases, a one-off controlled test speaks only of the readiness of the candidate at the given moment to carry out the set of tests asked of him and speaks very little of his or her future abilities. Whereas a sportsman's potential athletic results are dependent not so much on the initial level of development of physical qualities, as the pace at which these qualities grow in the process of special training. The principal criteria for prediction at this stage are the pace of development of physical qualities and formation of motor skills (motor learning ability). Motor learning ability can be measured by the time it takes a sportsman to master the technique involved in a particular exercise. The rate of formation of motor skills and the development of physical qualities make it possible to foresee the prospects for athletic improvement in the future. The objective of this phase of the selection is to determine the degree of correspondence between the individual data of the young sportsmen and the requirements that will presented to them at the stage of athletic improvement.

Long and careful study of an athlete increases the reliability of determining his or her specialization. Pedagogical observation, controlled tests, and bio-medical and psychological research is carried out with the aim to further identify the strengths and weaknesses of the participants' preparation. At this time the question of the individual athletic orientation of the sportsman is finally resolved. For this it is necessary to know to what extent the motor abilities characterize inherited factors, and how many are acquired. Thus, with the help of the twin method, it has been shows that morphological features are the more genetically determined, especially longitudinal dimensions of the body, joint flexibility, relative muscle strength, speed in all forms, etc.

During prediction of athletic ability, two approaches are distinguished: study of the stability of individual levels of development and study of the rate of growth of indicators. When speaking about stability, what is generally meant are the characteristics determined by genetics, insofar as they are either little influenced by the exterior environment (training), or maintain their initial rank order throughout the course of their entire ontogeny, even significantly changing under the influence of training. By evaluating the rate of growth for the first 1.5 years of lesson, it is possible to make a satisfactory forecast of the athletic results that can be obtained in 4-4.5 years of training.

The logico-meaningful analysis conducted showed that at the current time, two techniques are generally used in practice to assess the abilities of children during selection for their athletic orientation:

The first consists in that, during its implementation, the authors try to immediately identify and evaluate the ability of children for a particular type of sport, without analyzing the athletic talent of the child in general;

The second is used at the initial stage of preparation to determine abilities in a wider sense, connected with the specifics of not one, but several types of sports at once.

In the latter case, work on an athletic orientation must begin not with the search among schoolchildren for talented gymnasts, swimmers, and basketball players, but from selection of adolescents generally talented with motor skills, with the subsequent discovery of the type of athletic talent. These views are reflected in the principle of “wide specialization”, which is involves the stage-by-stage evaluation of abilities initially for a group of related types of sports, and then for one of the sport types, and finally for the athletic specialization within the type of sort. It is considered that this orientation is one of the safeguards against error in selection of an athletic specialization and avoids the premature dismissal of children at the stage of their initiation to the sport.

The views of athletic morphologists on the question of selection and targeting have also undergone significant changes in recent years. In place of the method of selection classification adopted from pedagogues, a new and original method is suggested, which emphasizes forms of diagnostic and prognostic selection with the use of *genetic markers.* In accordance with current views in genetics based on data from decoding the human genome, it is considered that it is precisely polymorphisms (variation) which determine individual differences in many anatomical, physiological, and

biochemical indicators. New morphological standards allow the techniques of athletic selection to be optimized, including in the number of those recommended to continue intensive training only those sportsmen who fully correspond to the morphological selection criteria and are capable of achieving success without a significant reduction in their health capacity.

At present, it is advised to adopt the following scheme for the athletic selection for sustainable development of the physical qualities of sportsman:

(a) to begin research on selection from the molecular diagnostics of physical qualities (strength, speed, endurance) on the basis of DNA technologies;

(b) to continue the record the dynamics of anatomical, physiological, and biochemical indicators, comparing them with athletic results and studying the rate of growth. It is especially important to note the level of stress tolerance of sportsmen during training and monitoring and during important competitions.

In this manner, the consistent implementation of the enumerated measures will substantially increase the efficiency of the preparation of the Olympic reserve.

QUALITY MANAGEMENT OF THE EDUCATIONAL PROCESS IN PHYSICAL EDUCATION BASED ON PHASE-BY-STAGE CONTROL

V. I. Grigoriev

The relevance of research in the involvement of rating control for quality management in physical education of students of institutions of higher education is attributed to the poor efficiency of the traditional methods used for educational control, their subjective character, and their insufficiency in creating the ability for self-control and self-evaluation of the results of educational activities.

It appears that research into the content and functions of rating control and establishment of the relation between physical activity and the rate of growth of motor ability will help find the ways to improve quality management in physical education.

The multifunctional character of physical education has a progressive influence on changes in the development of society's productive forces. It creates conditions for health rehabilitation, acting as an indicator of individuals' level of civilization and socio- economic welfare. Productive forces formed this way act as human capital, the aggregate of socially significant qualities (health, knowledge, skills, abilities, and motivation) which determine labor productivity and serve as a source of income for individuals, society, and the state at large.

The modern concept of quality management results from the definition of quality as accepted by the international standard ISO 9000:2005. Quality is the degree to which a set of inherent characteristics fulfils requirements. The requirements, in turn, are defined as set and usually presumed or obligatory needs or expectations. Therefore, we can define quality in physical education as the balanced correspondence of the characteristics of the educational process and its infrastructure with model parameters. The model of "quality" comprises many diverse parameters: its correspondence to the requirements of the state educational standard, changes in physical development and the degree of training, the level of methodological resources for the educational process, gym equipment and its availability. The totality of the parameters makes it possible to consider the quality of physical education as an integral characteristic of multi-vector activities of departments of physical education that provides the necessary level of special knowledge, motor skills, and physical conditions, the need for a healthy lifestyle, and a degree of satisfaction with the content of

academic studies. Thus, quality is understood as a degree, i.e. a relative category dependent on the realization of requirements. This means that it is impossible to achieve absolute level of quality once and for all, for the requirements for the object may change.

When rating control is exercised, multi-parameter registration and evaluation of educational and socio-psychological indices takes place. These indices characterize changes in personality formation, evaluation of physical development and the level of training. This control helps trace the rate of individual growth of the recorded variables, as each consecutive stage can be matched with some hierarchic rung of physical development and the level of training. In comparison with traditional methods of control, the technology of rating control has the following specific qualities: (a) preliminary (initial), current (intermediate and end-of-stage) and final rating control is exercised gradually. It makes it possible to determine the individual ratings of students and, taking changes into consideration, evaluate the efficiency of the educational process; (b) the results of current control are used in the educational process as a 'feedback' function used to correct students' activities in physical education and sports; (c) rating control is highly informative and reliable due to the elaborate procedure of assessment of the results of the performance of the physical education department in various areas of physical education; (d) rating control meets the requirements of the content-related and constructive validity (the correspondence of forms and objectives); (e) rating control technologies perform control, motivational, regulating, and educational functions; (f) rating control helps to develop students' skills and abilities for self-control in physical education and sports activities.

The technologization achieved by use of rating control is, in a broad sense, the establishment of efficiently evolving physical education that is balanced in accordance with the organizational, material, informational and human resources and which meets the modern requirements of students. It embraces the set of processes that create good physical condition, which help to achieve continuity in education and physical training and which regulate the operational content of students' physical activity, its structure, and development.

The contents of rating control is defined as a certain set of rules, algorithms of methodical instructions, and the corresponding mathematical basis providing for the processing of large data arrays of parameters of the individual physical and sports activities and current condition of those trained. When analyzing the information it is reasonable to use a process approach based on information technology (Work Flow and Enterprise

Application Integration, EAI). In the context of a service-oriented control architecture (Service-Oriented Architecture, SOA), a database of process modeling of physical training is formed (simple - Basic, imitation modeling of motor activity of students - Advanced). For creation of web-services it is necessary to develop tools for process modeling of the physical training of students, for example, EPC – the chain of operated processes; diagrams of management streams - Control Flow Diagrams (CFD).

The quality management of physical training in an educational system is necessary for instilling the concept of Total Quality Management, which provides state regulation and responsibility for observance of requirements and rules in the field of standardization, metrology, and certification of the rendered services. Quality improvement of the academic subject "Physical Training" is connected with a complex influence on the program of students' motor activities, which determines progressive changes in physiological (bio energy) systems of the body in their mental and emotional spheres. This stipulates the corresponding correction of the target orientation of the motor and performative actions, the design, and the conceptual as well as emotional and evaluative aspects of movements. Solution of tasks connected with specification of the content of the educational process – correction of the target orientation of motor and performative actions and the design and conceptual as well as emotional and evaluative aspects of movements, without which it is difficult to speculate beyond the usual abstract and theoretical constructs and further problems of its subsequent operationalization.

The results of the analysis provide the grounds for a certain optimism in solution of the problem of improvement of management efficiency in physical education on the basis of rating control. The increase of scientific and practical interest to rating control raises problems of a higher level – monitoring all changes in physical training and sports activities of students and the pedagogically reasonable management of innovative changes and development. But within the limits of the problem of optimization of physical training management, it is interesting to consider not so much the separate areas of the sports activity of the youth, as the synergetic result – a high level of physical condition, health, and working capacity. An important step towards quality is the transformation of out-of-date stereotypes and the establishment of health-preserving stereotypes for spending leisure time, which correspond to a modern lifestyle and the pace and quality of life. On the whole, it requires strengthening of its main characteristics: adaptability, flexibility, dynamism, variability, comprehensiveness, continuity, and openness.

The methodology of innovative quality management of physical education on the basis of rating control allows for the generation of an administrative model with a forecasting result in relation to the diversification of physical training and sports activities. The innovative nature of the functions of rating control is expressed in its provision of a target orientation for physical training on the basis of addressed pedagogical influences on the motivational, motor, and functional systems of students. The subject-centered orientation of educational process achieved through its application ensures an increase in quality due to differentiation of programs of physical training of the preparatory, basic, and special educational sections and the section for sports improvement, which have definitely set purposes and sufficient methodical resources. The integration of rating control into physical education provides: improvement of the quality of physical training and structural integrity and flexibility in the educational process; more efficient use of the available resources; increase in the developing orientation of physical training of students, taking into account their needs and individual characteristics.

PEDAGOGICAL INNOVATIONS AS A CONDITION OF IMPROVEMENT OF THE TECHNICAL TRAINING PROCESS IN RHYTMIC GYMNASTICS

E. N. Medvedeva,
A. A. Suprun

An integral part of a sportsman's training is a specialized pedagogical process, based on the system of exercises and aimed at teaching a sportsman and formation of certain skills making a sportsman ready for reaching the best results. Better sporting achievements, the closeness of the results, the search for the physically gifted children and teenagers with excellent motor skills, and their early specialization demand from science research and development of new approaches to the sport training. At the current moment, for the enhancement of individual programs in rhythmic gymnastics, emphasis is put on the complication of all groups of elements in an isolated manner combined with skillful apparatus manipulation [2]. Therefore, it is necessary for gymnasts to keep in mind large volumes of relatively independent moves, which, subsequently raises the requirements of their memory capacity. Motor memory is learning, storage and precise repetition of various complicated moves, when necessary. An individualized approach to the training process, based on taking into account of features of a central nervous system and a temper is an incontestable condition of success of the sportsman's performance [4; 5; 6]. In this respect, a search for the new ways and opportunities that can help to improve the quality and speed of learning new, technically difficult moves is especially topical.

We suggest that a method of specialized technical training, based on taking into account individual features of young sportswomen, will lead to the terms of study reduction, an increase of long-term motor memory capacity, and good results at rhythmic gymnastics competitions.

Research results and discussion

In the preliminary research stage we tested the features of the central nervous system according to Cattell's system, testing motor memory on 13 components, and an expert evaluation of technical execution on 3 components with the following correlation analysis. Tested were female gymnasts born in 1993–1996, and trained in the program of the Master of Sport category in the Sports school "Harmony", town of Pskov (n=20).

Psychological testing of the sportswomen with the following mathematical data processing helped to reveal the interrelations of different degrees between the factors indicating the individual psychological features

and components of motor memory along with their influence on technical training in rhythmic gymnastics.

On the next stage an expert evaluation and a biomechanical analysis of basic and specialized gymnastics exercises were held in order to deeper examine the process of learning technical moves in rhythmic gymnastics. The bioelectrical activity of the gymnasts' muscles, working in these exercises, was also registered with the help of surface electromyography [3]. The correlation analysis revealed the degrees of interrelation between the electrical activity of the muscles working in the specialized elements and the technique of execution (see the table).

Four elements were analyzed (from each element group): leap, pivot 360 degrees in attitude, vertical side balance, and a tiptoed bend with the other leg up forward.

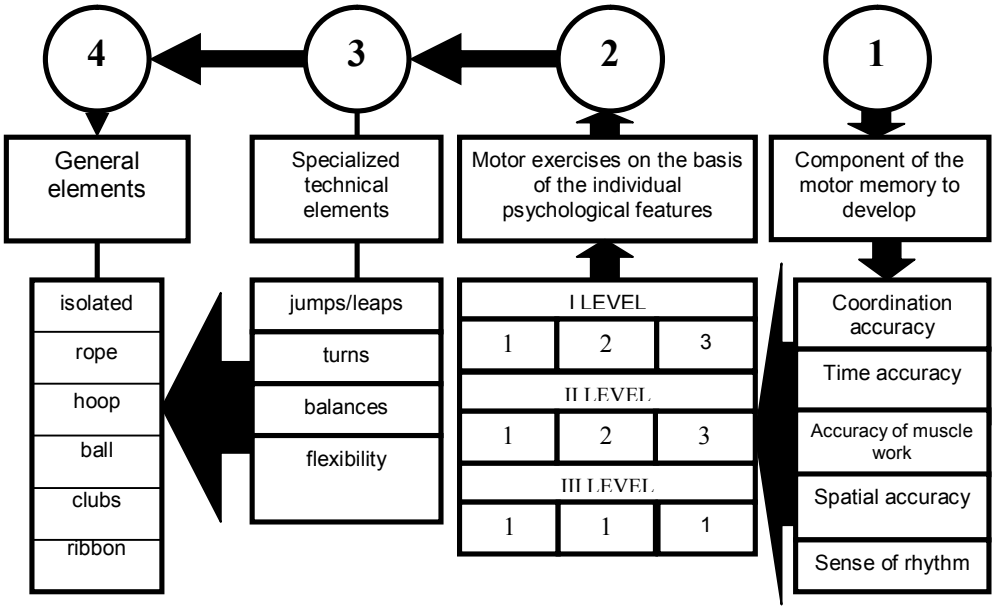
Table

Interrelation between the muscles' electrical activity and the score for technique of the executed specialized elements

Score for the technical execution of an element	Muscles							
	Right leg				Left leg			
	four-headed	two-headed	gluteal	longissimus	longissimus	gluteal	two-headed	four-headed
Leap with the right leg	0,5	1	0,5	0,5	0,5	- 0,5	- 0,5	-1
Right pivot in attitude	-0,5	0,5	0,5	0,5	- 0,5	1	- 0,5	1
Side balance on the right leg	0,5	0,5	0,5	-0,5	0,5	1	-1	- 0,5
Backward bend with a right kick	-0,5	-0,5	0,5	-0,5	0,5	-0,5	0,5	-0,5

All the revealed correlation interrelations were considered while developing a method of specialized training, taking into account the motor memory and the individual psychological features of the gymnasts. At the same time we followed the basic didactic principles, principles of programmed teaching, and the theory of algorithmization and the specific requirements made of motor tasks.

In this project more than 80 recommendations were specified, the optimal application of which determined an individual program of a gymnast's technical training (see the flowchart).



Flowchart of programmed teaching on the basis of the individual gymnasts' features

The experimental verification of the method has proved that this approach helps to reduce the period of an individual gymnast's style formation, and to reveal the potential of sportswomen in all the elements of rhythmic gymnastics. The effectiveness of pedagogical innovation is proved not only by grown indicators of the motor memory components and the higher scores for program execution, but also by the fact that the gymnasts who participated in the research qualified for the next rank faster than others. There were 30% more gymnasts from the experimental group who successfully executed the required elements for the Candidate for Master of Sport rank than of those from the control group.

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DOSAGE OF PHYSICAL WORKLOADS IN A SYSTEM OF REMEDIAL TRAINING FOR STUDENTS WITH DISORDERS OF THEIR CARDIOVASCULAR SYSTEM

N. V. Balysheva,
O. G. Rumba

As announced by the World Health Organization, 16,700,000 people die annually in the world from cardiovascular diseases. In Russia, more than 1,200,000 out of 2.5 million deaths (about 50%) occurred for this reason in 2008. Of special concern, as the academician E. I. Chazov has noted, is the increase of the death rate from cardiovascular diseases among young people: the death rate among people younger than 25 has increased by 82% over the last 5 years, while among people of 25-30 years – by 70%. Evidently, some measures preventing the disorders of CVS at the first stage of a disease are to be implemented. In higher educational institutions, the most promising way of solving this problem is to systematically embed remedial physical exercises in the lessons of physical education for students having CVS disorders.

Analysis of some specialized literature has revealed that for people with CVS disorders the most recommended exercises are fitness walking and cyclic aerobic exercises (with a pulse of 110-115 beats per minute), aimed at raising body stamina and working capacity. However, in the physical education of students of special health groups these remedial methods are used insufficiently. Students' textbooks on physical education consider fitness walking mainly as a means of background physical training, i.e. as an exercise to be included into the daily schedule.

This theoretical data gives an impulse to the development of a dosed fitness walking program for students suffering from CVS disorders. The idea of dosed outdoors fitness walking (with a pulse of 100-130 beats per minute) was used as a basis for the experimental program, with a gradual increase of walking periods and speed. Plus, the following types of walking were proposed: walking uphill, walking up stairs, general motor activities (including with an object), and certain running exercises (executed with a doctor's permission). In order to improve a person's physical state, some exercises for training strength, agility, flexibility and coordination were also included, as well as some exercises of remedial gymnastics aimed at improving the heart's activity. For stress and fatigue relief and a positive emotional state, some active games and relay races of mild complexity

were carried out. An important fact is that the experimental exercises were held outdoors, regardless of the season, except for days with unfavorable weather conditions. In the warm periods students brought their camping pads and did respiratory exercises and the Pilates exercises on them. The frequency of heart beats was checked throughout the whole lesson, and the physical workload was regulated upon necessity.

The effectiveness of the developed method was evaluated in the process of the pedagogical experiment, which was held at the Department of Physical Education in Belgorod State University in the 2007-2008 academic year. However, the results of the final testing didn't reveal any visible improvement of the participants' CVS conditions. At the same time, some positive changes were noticed in the number of indicators of physical state: the strength and coordination of the students from the experimental group improved.

Analysis and processing of the data of that pedagogical experiment caused some corrections of the experimental method: some changes were made in the quantitative indicators of time and speed of walking periods, the shares of aerobic exercises and running exercises were increased, etc.

The next pedagogical experiment was held in the 2008-2009 academic year. The experiment engaged 50 girls of the age of 18-19 years (2^{nd}-3^{rd} courses) with CVS disorders. Two groups were formed: an experimental group (20 girls) and a control group (30 girls). In the experimental group the girls were trained in the experimental program, while in the control group – in a program developed by the professors of the Department of Physical Education for all the students of a special department without any division by a nosological principle. Both groups were trained according to the schedule two times for 90 minutes each week. The total number of practical lessons conducted within the experiment equaled 136 hours. In the beginning and the end of the semester (September, 2008, and May, 2009) testing was held with the purpose of specifying the differences in physical shape and functional state of the participants before and after the pedagogical experiment. To evaluate the credibility of these differences, the parametric Student-Fischer test was applied. Before the experiment both groups demonstrated similar results.

As shown by the received data, after execution of the program, girls from the experimental group demonstrated improved indicators of chest excursion, vital lung capacity and wrist dynamometry. For girls from the control group, indicators of wrist dynamometry were definitely improved, while the index of coordination decreased. Between the groups, credible

changes were noted in the following indicators: in the experimental group the indicators of vital lung capacity, flexibility, left and right wrist dynamometry, and the index of coordination after the experiment were definitely improved; in the control group the indicators of left wrist dynamometry and the Romberg test improved. All the above-mentioned let's us point out the positive effect of the experimental method on the physical state of the participants.

Nevertheless, a final conclusion regarding the effectiveness of the experimental method can be made only on the basis of analysis of changes in the functional state of the students' CVS condition. The data received let us confidently conclude that the updated method of dosed fitness walking had a positive effect on a number of indicators of the CVS condition. For example, within the conducted experiment, the girls from the experimental group demonstrated credibly higher results in: frequency of the heart beat at rest, timed inspiratory capacity, orthostatic test, and Ruffie test; the Cerdo index was normalized, while the Skybinsky index increased. In the control group the indicators of frequency of the heart beat at rest, stroke volume and minute volume of blood, as well as the indicators of timed inspiratory capacity, Ruffie test and the Cerdo index definitely increased. Between the groups in the final testing, credible changes were noted in the indicators of pulse pressure, stroke volume and orthostatic test. All three indicators appeared to be credibly better in the experimental group.

Therefore, the conducted study proved the reasonableness of inclusion of dosed fitness walking into the physical education lessons for students with CVS disorders, according to the experimental method, since such exercises have a positive effect on the functional state of the students' CVS and also lead to the improvement of their physical shape and fitness. If we compare the results of the 1st and the 2nd pedagogical experiments, one can see that a lack of an aerobic workload during fitness walking leads to a significant decrease of the healing effect.

RESULTS OF USING YOGA EXERCISES IN PHYSICAL EDUCATION LESSONS FOR STUDENTS WITH MUSCULOSKELETAL DISORDERS

Z. A. Belikova,
V. L. Kondakov

When the education process intensifies, a student's physical and mental workload increases, physical activity decreases, and the problem of strengthening the musculoskeletal system (MSS) becomes evermore crucial. As for the choice of the optimum method of MSS recovery during physical education lessons, nearly all authors share the traditional view and suggest the use of gymnastics, swimming, and massage. Among the non-traditional means, hatha yoga exercises are of special interest, as they were initially developed with an emphasis on the healing of the backbone and joints.

According to American specialist Beth Shaw, who named her yoga methodology YogaFit (training for health), hatha yoga exercises should be divided into three groups: light, classical and advanced. This system seems to be the most suitable for students in a special health group because the transition from the basic exercises to the more complicated ones is very clear.

We have developed an experimental program of exercises for students with musculoskeletal disorders. Its elements are asana (postural exercises) and pranayama (respiratory exercises). This program is intended for one academic year in accordance to the accepted system of dividing the year into two semesters. The program includes the three parts: light yoga exercises, classical yoga exercises and advanced yoga exercises.

For an estimation of the program’s effectiveness two groups of students with MSS disorders (scoliosis, osteochondrosis) were formed: an experimental group (EG) and a control group (CG). The EG consisted of 33 girls who trained in a specially developed program. The CG consisted of 33 girls who trained in a common students’ program developed by the professors of the Department of Physical Education at Belgorod State University. The participants were 17-19 years old. The first semester (September–December) was intended for the learning of the light yoga exercises because for almost all the students yoga was new, unusual and rather difficult. Besides, the effectiveness of the exercises is mainly determined by the correct breathing technique, which is unfamiliar for students at the first stage. Thus the first semester was devoted to

familiarization with the correct breathing technique and the basic yoga exercises. The two months after winter vacation (February–March) were devoted to classical yoga lessons, while to the advanced yoga lessons were carried out during the two last months of an academic year (April–May).

According to a rough plan of the “Physical Education” curriculum in the academic year there should be 68 hours of physical education (34 hours each semester). We developed an experimental complex program of remedial physical training with elements of yoga, indicating that the first and the last lessons in the first semester, as well as the last lesson in the second semester were to be devoted to the testing of the physical fitness, functional state and condition of the students' MSS. This complex program, based on the yoga system, was composed to allow for the severity of the students’ scoliosis and osteochondrosis. The exercises were selected with a special emphasis on the pectoral-muscle exercise postures, executed from starting positions. The purpose of such exercises is to build up stamina in the back muscles and abdominal muscles, to increase backbone and joint mobility, correct deformities and improve breathing.

The experiment lasted from September 2008 until the end of May 2009. To evaluate the effect of the experimental program of remedial physical training with elements of yoga on the participants’ MSS condition, testing according to the method of A. A. Potapchuk and M. D. Didur was held at the beginning and the end of the experiment. As recommended by the authors, the following indicators were estimated: back-muscle stamina, abdominal-muscle dynamic stamina, backbone lateral mobility, shoulder and elbow mobility.

Received data has confirmed the positive effect of the experimental program, developed on the basis of Beth Shaw’s method, on the condition of the backbone of the students suffering from scoliosis and osteochondrosis. In particular, most of the examined indicators (back-muscle stamina, abdominal-muscle dynamic stamina, and backbone lateral mobility) were definitely improved. Improvement of shoulder and elbow mobility was not indicated in the results. Apart from evaluating the condition of the MSS according to Potapchuk and Didur's method, an evaluation of the participants’ physical fitness and functional state was carried out by measuring the following indicators: weight, height, waistline, hips and chest circumference, chest movement, timed inhalation capacity, timed exhalation capacity, strength (press-ups, sit-ups), flexibility, coordination, the Romberg test, arterial blood pressure, orthostatic test, Ruffie test, and step-test. Both groups' indicators were similar before the experiment.

As shown by the received data, in the EG the following indicators were definitely improved: chest movement, systolic pressure, vital lung capacity, timed inhalation capacity, timed exhalation capacity, the Romberg test, press-ups, sit-ups. The CG didn't demonstrate any positive changes.

Having summarized the results of the pedagogical experiment, we may conclude that the proposed experimental program causes a positive effect on the general physical state of the students with musculoskeletal disorders, facilitates improvement in the functional state of their backbones in the coronal and sagittal planes, as well as helping to raise the dynamic stamina of the abdominal muscles, to correct deformities and to increase backbone and joint mobility.

ABOUT CREATING SYSTEMATIC MECHANISMS FOR PROVIDING STUDENTS WITH AN OPTIMAL PHYSICAL FITNESS REGIME

A. A. Gorelov,
V. I. Lyakh,
O. G. Rumba

The problem of people's lack of physical activity has nowadays become one of the most topical in the world. Achievements in scientific and technological progress have made labor and daily life comfortable, provided fast long-distance travel and offered protection against natural disasters. At the same time these "blessings of civilization" have caused the majority of our contemporaries to suffer from an unsatisfied, natural, genetically determined need for physical activity. Physical activity is essential for the normal functioning of all the organs of the body and its systems, because they all were genetically formed specifically for the maintenance of physical activity, which is a condition of the species' survival. Lack of movement, typical of today, causes disorders in the cardiovascular, respiratory, endocrine and digestive systems, and leads to obesity, depression, and nervous and psychotic breakdowns.

Of special concern among scientists all over the world is the fact that the negative consequences of a lack of physical activity have the most significant impact on youth, especially on students, due to the fact that studying demands more time than before. Besides, according to Serbian professor D. Zivkovic and his colleagues (2009), daily morphofunctional changes caused by the lack of movement are hardly seen, although the negative cumulative effect of hypodynamia and hypokinesia lead to the negative changes in an organism, which are revealed in a) decrease in functional activity of organs and systems; b) disorders of nervous and humoral regulations; c) formation of trophic and degenerative changes in the musculoskeletal system and its neuromuscular and skeletal components; d) disorder of the metabolic process; and e) fatty tissue growth. Some Russian and foreign specialists also note that the negative effect of hypodynamia and hypokinesia is significantly exacerbated by pernicious habits (smoking, alcohol and stimulating drink intake), which lead to an early deterioration of the young organism. Concern for the younger generation's health has initiated a worldwide search for an effective solution to the problem of lack of the young people's lack of

physical activity. Scientists are most active in this matter in the USA, Germany, Poland, Kazakhstan, Serbia, Russia and Belarus.

The first active measures were carried out in the 1980s and 1990s in the USA and Western Europe, when new types of physical activity were intensively developed on the basis of traditional sports. Demand for recreational leisure and healthy lifestyles by means of different kinds of physical activity was cultivated among the population. The main idea of Western specialists was that physical exercises should become fashionable. Fitness centers were opened on a commercial basis, stimulating competition and the desire to propose something new. Methods of traditional kinds of gymnastics, acrobatics, swimming, and weightlifting with recreational and healing purposes led to the development of new technologies, like fitness machines, as well as the creation of the new forms of physical activity such as aerobics, shaping, step-aerobics, slide-aerobics etc. Integrated forms of different exercises were converted into new sports: a combination of aerobics and swimming were converted into aqua aerobics, bicycling and gymnastics were converted into indoor cycling, acrobatics and rope manipulations were converted into rope-skipping etc. Therefore, the Western idea of physical activity “popularized” the people’s motivation toward fitness, caused the increase of competition on the fitness market and initiated the development of numerous kinds of physical activity, intended to satisfy all the various demands of the population.

The idea of motivating people toward physical training spread widely among scientists working in the CIS countries. However, in our country it remains practically unimplemented. Opinions of many authors undertaking research in physical education for different institutions of higher education were analyzed and it appeared to be that up to the current moment physical training hasn’t become a necessity for the majority of people, and is still functioning on a very low level, hindering young people’s personal wellness and professional success. Some authors think that the reasons for the low interest in physical training lie in the ineffective implementation of the physical education curriculum in educational establishments, lack of time provided for compulsory lessons and the insufficient educational effect of the subject; other authors consider that the reasons lie in the poorly developed scientific methods of setting up the process of physical education in colleges and universities, the lack of students’ motivation to do sport on their own to actively focus on the remodeling of their personal physical nature, strengthen their health and extend their creative longevity. Among the main reasons for the lack of physical activity in students, G. M.

Solovyov (1998) marked out the following: a) underestimation of the significance of the psychological and educational factor in motivational and value formation (knowledge, motives, opinions, interests, demands); b) teachers' lack of theoretical and methodical knowledge and inability to share this knowledge with students; c) absence of the state introduction of innovative systems.

Despite the fact that in our country the idea of impacting students' motivation toward physical training and sport is still quite attractive for pedagogical science, the majority of Russian specialists think that to solve the problem of the lack of physical activity one should reconsider the teaching plans for the subject of "Physical Education" in educational establishments. Authors specifically note that number of hours of physical education should be increased from two to three hours per week and underline the negative consequences of the absence of "Physical Education" in the curriculum of the senior courses. At the same time they are precisely considering a situation when students are given the right to choose a sport and a physical activity according to their personal preferences. Some authors support the point of view that the elective "Physical Education" lessons are to be embedded in the educational curricula. The idea that it is necessary to embed some additional hours of physical education in the form of "physical training minutes", "physical training pauses", days of health, "physical training holidays" etc., is quite popular in the educational establishments' program.

The question of developing a physical education curriculum for the students of special medical departments is of much concern among Russian specialists, because nowadays there is no unified curriculum in this subject for such students and the majority of the physical education departments of the educational establishments develop their own educational plans. A specific feature of such programs is an attempt to provide a healing effect through the principles of special health groups' creation and application of the appropriate means of physical training.

Having summarized the opinions regarding the solution to a problem of the students' lack of physical activity, stated in the specialized Russian and foreign literature, we may conclude that nowadays there are obviously two possible ways of solving the problem:

The first, the so-called "Western" way, is based on the idea of "popularizing" physical activity by making an impact on the motivation for physical training and sport, creating new fashionable kinds of physical activity, and attracting of the new competitive technologies;

The second, the “domestic” way, is based on the idea of reconsidering the educational curricula for “Physical Education”, however there is no unified strategy for the implementation of this idea.

The main purpose of scientific research in this field, planned together with the foreign colleagues, is to estimate experimentally the effectiveness of all the ideas regarding the solution to a problem of the students’ lack of physical activity, proposed in literature, to develop new approaches and to experimentally estimate them, to reveal the optimal physical regimes for students allowing for their health, gender, schedule of work and rest, motivation for increasing physical activity, and personal preferences. The next purpose is the received data to reveal the system mechanisms of providing students with optimal physical regimes and to embed these mechanisms in the educational plans of educational establishments.

WHAT PROFESSIONAL QUALIFICATIONS OF TEACHERS MEAN FOR TEACHING AND EVALUATION OF TEACHER'S PERFORMANCE

V. A. Solodyannikov,
L. V. Luik

The successful delivery of educational services by a higher educational institution is determined by the level of professional qualifications of the teaching staff and their level of educational know-how. The use of standards in all types and forms of education requires objective criteria to evaluate the quality of lecturers' and departments' work, and it requires that the whole staff contribute to quality management and to providing sufficient information support for students at all stages of their study. Teacher's performance is the subject of pedagogical deontology, a system of knowledge about the professional behavior of a teacher.

Professionalism is based on qualifications and personal professional excellence. The art of teaching is a combination of educational know-how, teacher's creativity, teacher's style and subject knowledge. A professional should be ever ready for a qualitative and quantitative evaluation of their work and willing to take any professional tests. *Acmeology* is a science that has generated new educational know-how in evaluating the educational process; the proposed methods are based on the study of the effectiveness of a professional educator's work, i.e. analysis and modeling of the work and the use of comparative models for educational purposes and for updating and improving their own work (N. V. Kuzmina, 1989). Modern approaches to education (including the need for performance-based remuneration) require that all educators submit to reexamination of their real level of professionalism and productivity.

Detecting whether educators and students possess the qualification levels necessary to fulfill their duties is something that can be achieved with science-based, well-organized pedagogical controls of teachers' work. But there are no good criteria for the evaluation. Criteria are conventional standards (rules, norms) which help us to compare variants of phenomena under consideration in terms of their reasonability and efficacy in achieving a goal. G. I. Khozyainov (1982) and L. F. Spirin (1997) note that if the criteria cannot be well-defined, it is necessary to justify the preferences that give a reason to make a determined choice of an alternative on the basis of some practical considerations. The criteria should be connected with the

main components of the educational (pedagogical) activity of a teacher. Each criterion should strictly correspond to its particular pedagogical function and together they should form a system of evaluation of the educational process. The major method of data gathering can be registration of facts by means of observation, inquiries, examination of the product of their activity, tests, reports, videotaping, plans, etc.

In the USA, the selection of educators is carried out in conditions of severe competition. Teachers' career advancement is closely tied to the evaluation of his/her performance by an expert commission. The tools for the evaluation of a teacher's activity are ratings, grade sheets, scales of professional preferences, tests, etc. In Russia, the work in this field has just begun. The rating methodology, as an alternative to the established traditional control of the teacher's performance, is developed by A.Y. Saveliev (1994) and I. V. Gorlinsky (1997). Their criteria reflect functionality and personal efficiency. There is a composite index that defines the level of the teacher's professional performance. U. S. Vasutin (1998) uses a method of hierarchy analysis to estimate the teacher's work. This method uses standards in accordance with criteria: all educators are evaluated according to the same criteria but the quantitative rates are different for assistant lecturers, assistant professors and associate professors. A common flaw in the analysis and evaluation by a teacher of his/her own work is the use of an approach where their teaching performance is treated in isolation from their students' work, which means that the major factor here is the educational activity of the teacher. It is essential to connect this information with students' performance.

All in all, the qualifications of an educator exert a large and direct impact on the quality of education and, thus, the educational know-how. A teacher needs certain skills to be able to work with educational know-how. An educator who has not mastered the know-how of his/her professional work will not know how to obtain the missing knowledge of the strategy and tactics of education. Such an educator does not enjoy the freedom that comes with professional excellence and creativity.

DEVELOPMENT OF A STUDENTS' HEALTH CULTURE IN INSTITUTIONS OF HIGHER EDUCATION

D. N. Davidenko

The difficult socio-economic and demographic situation and the condition of young people's health dictate the necessity of improving the curriculum for physical education at institutions of higher education, imbuing it with the valeological knowledge that serves as the foundation for a culture of health. It is completely obvious that the physical education of an individual is not possible without a culture of health, and the fact of the permeation between physical education and health culture is quite obvious. That said, we understand a culture of health as values created by man that form a way of life which conforms to scientifically-proven social and biological principles of a healthy lifestyle. The level of an individual's health culture, in our opinion, is determined by the formation of universal and specially-targeted competences related to mastery of the methods for independent use of the means and methods of physical education in order to improve the adaptive reserves of the body, its work capacity, and health promotion, which ensures the development of a culture of health among students.

As shown by an anonymous survey conducted in Saint Petersburg State Technical University, over 80 % of students show great interest in the development of specially-targeted competencies in the field of health culture. The purpose of the study undertaken was to evaluate the elective course "Fundamentals of the Health Culture of Students", which was developed in the framework of university discipline "Physical Education". Elective courses are known to be the latest mechanism for actualizing and individualizing the learning process. With a well-developed system of elective courses, each student can receive an education with a particular desired focus in some area of expertise. During development of the elective course, we proceeded from the fact that the course can develop the content of a basic course, the study of which is carried out at the university at a minimum level of general education. This allows interested students to meet their educational needs and to obtain additional training, for example, by consciously undertaking independent lessons in physical education of a therapeutic nature.

We felt that the elective course “Fundamentals of the Health Culture of Students” should be based on knowledge obtained by students during study of the basic course “Physical Education”, incorporated into the institution of higher education’s curriculum for the subject “Physical Education”. If the basic course does not prove to be effective, than the most important aspects of the program can be more thoroughly examined in the elective course. In particular, it concerns the characteristics of the scientific basis for a healthy lifestyle. We emphasize that the components of a healthy lifestyle are the principal means by which we are trying to solve the problem of health promotion through study of the elective course: instilling a common sense attitude to one’s health and the proper regime of work and rest; gymnastics (physical education and strengthening of the body); sensible nutrition, etc.

In our opinion, upon completion of the elective course, students should obtain specially-targeted competencies related to the ability of the person to apply knowledge, skills, and personal qualities for successful life activity. Taking the amount of material included in the elective course into consideration, we felt that this amount could be limited to 68 hours, and that the elective course should be taken after completion of the basic course and its lessons may be undertaken in the form of theoretical, methodological, practical, and self-study. The theoretical section is presentation of material to students in the form of lectures (16 hours). In the form of group sessions after preliminary study of the corresponding theoretical section are methodological and practical classes (14 hours). Finally, 38 hours constitute the independent work of students, connected with the study of recommended literature and the therapeutic procedures and methodological techniques for assessment of the body’s condition assimilated during methodological and practical lessons. The culmination of the elective course is a test that provides final information on each student’s degree of assimilation of theoretical knowledge and practical skills in the field of health culture.

The lecture course included the following topics: “Valeology and Physical Education”; “Health and Its Components”; “Lifestyle and Health”; “Autopathogenia – Self-destructive Behavior”; “Adaptation, Body Reserves, and Health”; “Nutrition, Cold Training, Massage, and Health”; “Breathing as a Factor in Health”; and “Systems for Health Promotion”. The methodological and practical sessions consist of the themes: “Making One’s Own Programs for Health Promotion”; “Diary of the Therapeutic Complex”; “Methods of Studying the Functional State of the Body”; “Assessment of the Physical State of the Body”; “Valeometrics – Measuring

Health Potential"; "Assessment of the Level of the Individual's Somatic Health"; "Discussion of Individual Programs for Health Promotion".

In the figure displayed below, the results are presented showing students' mastery of pilot elective course "Fundamentals of the Health Culture of Students", in which 24 students participated. The results of the assessment of students' knowledge and skills indicate that the students who took the pilot elective course have gained knowledge in the field of health culture. Upon completion of the elective course, students were able to independently and in a methodologically correct manner use the means and methods of therapeutic physical training to increase the body's adaptive reserves and to improve health.

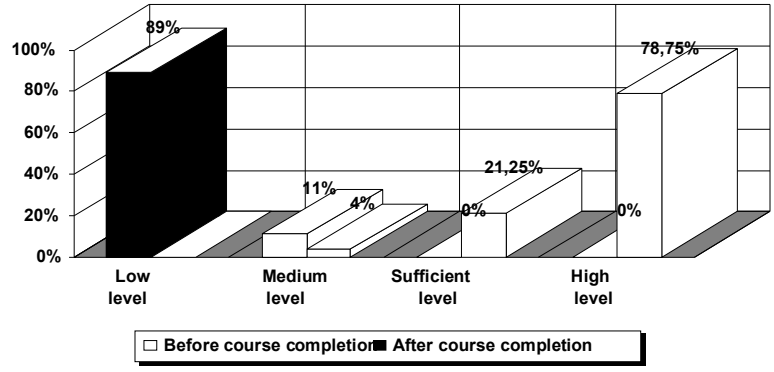

Fig. Distribution of Students by Level of Achieved Competencies in the Field of Health Culture Before and After Studying the Elective Course

Students mastered the conceptual apparatus in the field of therapeutic physical education, as well as gained personal experience and the skills and abilities to improve their functional reserves of adaptation, which are necessary to ensure complete social and professional integration, and the ability to personally correct and monitor their body's condition. After completion of the elective course, each student was asked to give their opinion anonymously on the advisability of the course.

Analysis of the questionnaires and interviews with students who took the elective courses indicated that they: (a) were the least confident that their physical development corresponded to the level required for productive work and preservation of health; (b) consider physical education to be complicated rather than simple; (c) are more motivated in their desire to improve their physical development; (d) are more interested in

systematic lessons on physical education for therapeutic purposes; (e) spend more time on lessons on physical education; (f) consider to a lesser degree that their typical exercise regime is sufficient for normal life activities and health preservation; (g) positively evaluated the program of elective course “Fundamentals of the Health Culture of Students” in creating their own health culture.

Thus, it can be confirmed that students, thanks to studying the elective course, obtained specially-targeted competencies in the field of health culture. All students who have taken the elective course expressed unanimous support for the advisability of its introduction into a university’s educational process. In our opinion, this elective course program course should be reflected in the new curriculum of the basic course in physical education created for students of higher educational institutions.

AUDIOVISUAL COMMUNICATIONS IN THE PHYSICAL EDUCATION OF STUDENTS

V. I. Gavrilov

On the stage of active acquisition of innovative instruction technologies into the physical education of students, in our opinion, vast possibilities are offered by media technology. The combination of its functions with the possibilities of the educational process allows one to speak of a special method of instruction, so-called media technology. This method of instruction does not reject traditional instruction, but incorporates it by use of modern technologies and introduces such vehicles of technology as media technology into the educational process. We, in conjunction with students, have created audio films for independent study of the principles of physical education.

The video “Self-control” illustrates the topic of using practical skills for carrying out tests designed for students’ physical health, specifically, self-control is implemented through the following parameters: observation of body mass (body mass index), pulse, recovery heart rate, evaluation of the respiratory system, evaluation of the level of development of reactions, evaluation of the level of development of the speed of movements, evaluation of the level of development of flexibility, evaluation of vestibular tolerance, evaluation of the level of development of explosive force, and evaluation of the level of development of abdominal muscle strength (in girls). In the video, testing of students, measurement of quantitative characteristics, and the comparison of individual results with standard indicators of a benchmark psychophysical condition are shown in an accessible form.

The video “Scientific Principles of Physical Education” presents information about the construction and performance of the human body. The characteristics of hypodynamia and hypoxia are given. The social and biological principles of physical education are revealed. In a visual form, methodological recommendations for carrying out practical exercises in physical education are presented.

The video “Prevention and Treatment of Obesity-related Illnesses” reveals the nature of illnesses contracted as a result of an unhealthy lifestyle: cardiovascular insufficiency, pulmonary emphysema, diabetes, bursitis, arthritis, arthroses, and diseases of the musculoskeletal system.

Physical exercises intended for the prevention of illnesses and lowering of body mass are recommended. The proposed methodology has a scientific basis, replete with specific material according to the particular use of physical education in the life of various groups of people. Recording the educational material with the help of a video camera significantly strengthens the positive effect of the instruction and creates conditions for the enthusiastic, transformative attitude to oneself and one's actions and health.

The videos are hosted on the internet portal of the University for Cinema and Television and on the website of the department of physical education. The real movement that predominates in the videos allows visual and audio portrayals to be perceived more effectively.

LEADERSHIP AND ITS INFLUENCE ON THE SUCCESSFUL PERFORMANCE OF A SPORTS TEAM

A. G. Barmin

A sports team constitutes a small societal group. The minimum composition of such a group is 2-3 people, and the maximum is 20-30 people. The main psychological effect of a small group is that its members can communicate directly with each other and engage in personal contact. As a result, in addition to the functional, pragmatic, and social relationships determined by the social conditions and type of activity, a network of emotional and psychological relationships arises, which closely intertwines with the activity and imparts new social and psychological qualities to the group.

A sports team acts not only as an object for management, but also as an active subject. As such, the sports team can act effectively if it is organized internally and possess a certain degree of integration. Therefore, it is important how the group is organized, who assumes the functions of leadership, and how effective these functions are. As a result of self-organization, dominant and subordinate as well as leader and follower relationships are established in the group. These relationships characterize leadership. The team, as a system, always operates in a particular social environment.

To achieve the established goals of the sports team, it is necessary to manage the actions of all participants in the course of a game. In the team as a closed system, such control is possible only in the form of government, i.e. the system is self-governing. It is known that self-government in a small group is realized by means of leadership. Leadership in a sports team should be regarded as a socially necessary process of self-government and the coordination of interactions and interrelationships between athletes in connection with the aims and objectives of the activity. The leader as the subject of the leadership process influences those who are led, and those who are led accept or reject this influence.

Acceptance of a leader's influence is found in submission and compliance with the instructions, advice, and requests of the leader and, conversely, rejection of the influence is manifested in disobedience, disagreement with the leader, and evading the execution of orders. The influence of the leader of a sports team may be direct (even physical) and

apparently easily established, although it may have a hidden form and be indirect, for example, through the ethical or moral norms existent in a given sports team. Practice shows that the role of the leader of a sports team is generally taken by the most authoritative, experienced athlete. The leader's opportunity to participate in management of the sports team is rather extensive. If a leader acts in accordance with the plan and objectives of the coach, then as a rule the maximum positive effect is achieved in organization and coordination of the joint efforts of team members. Sometimes there is a lack of complete agreement between the official manager (the coach) and the leader, which can lead to some disorganization and to a breakdown in the team's management process. In this situation, the coach is not always able to immediately find the best way to manage the team.

Analysis of a leader's management actions allows the three most important generalized functions of leadership to be distinguished: the organizational, informational, and educational function. The organizational function consists in development of general team goals and development of plans to incorporate the efforts of all team members to achieve the established goals. In a game situation, this function is manifested primarily in the instructions that guide, accelerate, or support particular actions of teammates. The information function presupposes that the leader is the center of information exchange in the team. The leader provides athletes with information about the current objectives of the team, how to address them, the distribution of functions, expected outcomes, etc. The educational function involves efforts by the leader to develop among the team members a sense of camaraderie, personal responsibility, respect for social norms and requirements, discipline, concentration, reliability, and other socially significant behavioral characteristics.

Thus, the formation of interrelations between athletes in a sports team influences the impact of objective and subjective factors, as well as the role of socio-psychological factors. One such factor is the socio-psychological phenomenon of leadership.

KEY FEATURES OF LIFELONG PHYSICAL EDUCATION

A. Y. Tyulicheva

A specific educational system regarding physical training for all population categories (professions, age groups) and based on the principles of lifelong education is required for successful sports development as well as supporting the physical and psychological health of the public.

Physical training and sports are known to be a complicated system which can be designed in various ways. In the scope of lifelong education, the structure proposed by L. P. Matveev can be used. It views this system as a set of activity types: physical education; recreation; rehabilitation; adaptive physical training; and amateur, professional and professional action-oriented sports. We believe that each of these components plays a unique role in the system of lifelong education. The fact that physical education and upbringing should be lifelong is mostly due to the aging of the human body that predetermines essential changes in basic motor habits, physical qualities and bodily functions.

The basic physical education that is provided at educational institutions (kindergartens, schools, professional educational institutions) can be considered to be quite systematic. However, we reckon that the time dedicated to physical training at educational institutions is not enough. Furthermore, the consistency and continuation of educational material between different educational institutions is also insufficient. The actual content of educational material often differs from program material, which is due to the lack of facilities, thus a number of exercises are just thrown out of the academic program. Besides there is no comprehensive system of extracurricular activities: every educational institution holds this type of activity at the discretion of the administration and it often exists only on paper. In addition, the physical training of students with health restrains, whose number is constantly mounting, is a great problem. Instead of developing and implementing special programs for this type of enrollment, such students are discharged from physical training classes. It should be observed that physical education aims not so much at having a therapeutic and developmental effect, but at forming knowledge, skills and habits, and cultivating the need for regular and lifelong independent physical training in students.

In order to get people active in lifetime physical training it is necessary to organize a wise and accurate program of lifelong physical

education as people receive a basic and professional education. Going forward, this process will continue in different ways, such as through physical recreation. “Physical recreation” implies “active rest”. The wider the range of various sports exercises a person knows, the larger the variety of leisure activities they can participate in. Currently, an integrated system of physical recreation that allows people with diverse income levels to master different types of leisure sports is lacking in Russia. The non-profit system for physical education and popular sports was destroyed in the immediate post-Soviet era, and its reconstruction on a fairly modest scale is creeping at slow pace. Profit-making organizations offer recreational services, but these are normally available only to people with an above-average income level. And the quality of their service is often not supervised properly, as there are no precise, legally specified requirements toward the qualifications of instructors who work for such organizations. Thus, physical recreation is not sufficiently connected to other features of health improvement. This leads to the fact that for a great number of people, lifelong physical education relates only to the third part of their lives and stops with graduation from educational institutions.

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