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современной науки»**

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ОБЩЕСТВЕННЫЕ НАУКИ В ЦЕЛОМ	9
ИСПОЛЬЗОВАНИЕ ЭФФЕКТИВНОЙ СКРЫТОЙ ТЕПЛОТЫ РЕАКЦИИ ПРИ МОДЕЛИРОВАНИИ АППАРАТОВ ЗАПОЛНЕННЫХ КАТАЛИТИЧЕСКОЙ НАСАДКОЙ.....	9
<i>Игумнов Валерий Сергеевич, Кандидат технических наук, научный сотрудник, Научно-исследовательский центр проблем энергетики, Объединенный институт высоких температур РАН.</i>	
ОСОБЕННОСТИ ИЗБИРАТЕЛЬНОЙ КАМПАНИИ-2016: КОНВЕРГЕНЦИЯ И ДИВЕРГЕНЦИЯ ИГРОКОВ ИЗБИРАТЕЛЬНОЙ АРЕНЫ.....	16
<i>Вакурова Н.В., Государственный университет управления; Москва</i>	
<i>Московкин Л.И., газета «Московская правда»; Москва</i>	
МЕТОД ВЕКТОРНО-СЛОЕВОГО ЛАНДШАФТНОГО КАРТОГРАФИРОВАНИЯ, РАЙОНИРОВАНИЯ.....	22
<i>Старожилов В.Т., Доктор географических наук, Профессор. Дальневосточный Федеральный университет. Владивосток. Россия.</i>	
СОЦИОЛОГИЯ	29
ПОНИМАНИЕ КАТЕГОРИИ «ПРОФЕССИОНАЛИЗАЦИЯ» В РАМКАХ СОЦИАЛЬНОЙ ДЕЙСТВИТЕЛЬНОСТИ.....	29
<i>Забнева Эльвира Ивановна, кандидат социологических наук, доцент, филиал Кузбасского Государственного Технического университета имени Т.Ф. Горбачева в г. Новокузнецке</i>	
ЭКОНОМИКА. ЭКОНОМИЧЕСКИЕ НАУКИ	31
ДИАЛЕКТИЧЕСКАЯ СВЯЗЬ И ЕДИНСТВО ПАРНЫХ ЭКОНОМИЧЕСКИХ КАТЕГОРИЙ «РЫНОК» И «КОНКУРЕНЦИЯ».....	31
<i>Кравцевич Сергей Витальевич, кандидат экономических наук., докторант Байкальского Государственного Университета Экономики и Права, г. Иркутск, Россия</i>	
ПРОЦЕСС РАЗВИТИЯ ОТ СТАРТАПА К СТАБИЛЬНОМУ МИП: СТАДИИ И ФОРМЫ.....	36
<i>Леонов Егор Федорович, Соискатель кафедры экономики, Санкт-Петербургского государственного университета гражданской авиации, Санкт-Петербург</i>	
РОЛЬ ТРАНЗАКЦИОННЫХ ИЗДЕРЖЕК ПРИ ФОРМИРОВАНИИ РЫНОЧНОЙ ЦЕНЫ.....	39
<i>Молоканов Виктор Михайлович, кандидат экономических наук, доцент, Волгоградский филиал Российской академии народного хозяйства и государственной службы при Президенте РФ, Волгоград</i>	
<i>Панченко Мария Дмитриевна, студентка 2 курса факультета ГМУ Волгоградский филиал Российской академии народного хозяйства и государственной службы при Президенте РФ, Волгоград</i>	
СИСТЕМА СТАТИСТИЧЕСКИХ ПОКАЗАТЕЛЕЙ ОЦЕНКИ ЭФФЕКТИВНОСТИ ДЕЯТЕЛЬНОСТИ ИТ-ПОДРАЗДЕЛЕНИЯ И ЕГО СОТРУДНИКОВ.....	43
<i>Митин Алексей Александрович, 2 курс, специальность 38.04.01 «Экономика», магистерская программа «Статистический анализ и прогнозирование социально-экономических процессов»</i>	
ОБРАЗОВАНИЕ. ПЕДАГОГИКА	50
ФУНКЦИОНАЛДЫ САУАТТЫЛЫҚ – САПАЛЫ БІЛІМ БЕРУДІҢ КЕПІЛІ.....	50
<i>Туленова Ұ.Т. педагогика ғылымының кандидаты, қауымдастырылған профессор</i>	
<i>Абилова О.А. магистр, аға оқытушы Х.Досмұхамедов атындағы Атырау мемлекеттік университеті</i>	
БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҒЫН АРТТЫРУДА СЫН ТҮРҒЫСЫНАН ОЙЛАУ ТЕХНОЛОГИЯСЫН ҚОЛДАНУДЫҢ МАҢЫЗЫ.....	55
<i>Абилова О.А. магистр, аға оқытушы</i>	
<i>Ищанова Г.Е. аға оқытушы</i>	
<i>Г.С. Әуелбаева магистр, аға оқытушы</i>	
<i>Х.Досмұхамедов атындағы Атырау мемлекеттік университеті</i>	

ВНЕШНЯЯ ОЦЕНКА КАЧЕСТВА ОБРАЗОВАНИЯ КАК СОСТАВНАЯ ЧАСТЬ ВНУТРИШКОЛЬНОЙ СИСТЕМЫ ОЦЕНКИ КАЧЕСТВА (МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ВВЕДЕНИЯ ТЕХНОЛОГИЙ ВНЕШНИХ ЭКСПЕРТИЗ МОНИТОРИНГОВЫХ ПРОЦЕДУР ОЦЕНКИ КАЧЕСТВА ОБРАЗОВАНИЯ В ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ).....	59
<i>Боброва Елена Юрьевна, Заслуженный учитель РФ, директор Гимназии № 33 города Костромы</i>	
<i>Цветкова Оксана Николаевна, Почетный работник общего образования РФ, заместитель директора Гимназии № 33 города Костромы</i>	
ЯЗЫКОЗНАНИЕ. ФИЛОЛОГИЯ.....	63
НИНА КАН – ПЕРЕВОДЧИК ПОЭЗИИ Р.М. РИЛЬКЕ	63
<i>Кунашенко Юлия Олеговна, студентка 5 курса отделения иностранных языков филологического факультета Северо-Восточный государственный университет, г. Магадан</i>	
ОСВОЕНИЕ МИРА КАК ОСВОЕНИЕ СЛОВ /СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ СТАМБУЛЬСКИХ ТЕКСТОВ ИОСИФА БРОДСКОГО И ОРХАНА ПАМУКА.....	66
<i>Чилашвили-Гордеева Е.Ш., Доктор, доцент отделения русского языка Агрыйского университета им. Ибрагима Чечена /Турция/</i>	
ХИМИЯ.....	74
ОПТИМИЗАЦИЯ УСЛОВИЙ ЭЛЕКТРОЛИЗА ДЛЯ СЕЛЕКТИВНОГО ОСАЖДЕНИЯ ТАЛЛИЯ	74
<i>Сейлханова Г.А., Усипбекова Е.Ж., Курбатов А.П., Березовский А.В., Наурызбаев М.К., Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы</i>	
РАЗРАБОТКА ТЕХНОЛОГИИ ЭМАЛИРОВАНИЯ “СОВBISMALT” ДЛЯ СТАЛЬНЫХ ИЗДЕЛИЙ.....	78
<i>Хорошавина Вера Владимировна, аспирант, Южно-Российский государственный политехнический университет (НПИ) им. М. И. Платова, Новочеркасск</i>	
<i>Климова Людмила Васильевна, аспирант, Южно-Российский государственный политехнический университет (НПИ) им. М. И. Платова, Новочеркасск</i>	
<i>Величко Анна Юрьевна, магистр, Южно-Российский государственный политехнический университет (НПИ) им. М. И. Платова, Новочеркасск</i>	
<i>Давитян Маргарита Васильевна, магистр, Южно-Российский государственный политехнический университет (НПИ) им. М. И. Платова, Новочеркасск</i>	
<i>Александрин Александр Сергеевич, магистр Южно-Российский государственный политехнический университет (НПИ) им. М. И. Платова, Новочеркасск</i>	
ГЕОЛОГИЯ.....	86
О ТЕХНИЧЕСКИХ СРЕДСТВАХ ОСВОЕНИЯ ЗАЛЕЖЕЙ УГЛЕВОДОРОДОВ НА АРКТИЧЕСКОМ ШЕЛЬФЕ РОССИИ.....	86
<i>Марков А.Г., Инженер-кораблестроитель, директор Института «Военморпроект»</i>	
СЕЛЬСКОЕ И ЛЕСНОЕ ХОЗЯЙСТВО.....	91
ЛЕСОВОДСТВЕННО-ЭКОЛОГИЧЕСКИЙ АНАЛИЗ СПОСОБОВ ВОСПРОИЗВОДСТВА ЛЕСНЫХ РЕСУРСОВ В ГЛПР «ЕРТИС ОРМАНЫ» И ОПРЕДЕЛЕНИЕ НАДЕЖНЫХ СПОСОБОВ ЛЕСОВЫРАЩИВАНИЯ.....	91
<i>Абаева Курманкуль Тулеутаевна I, доктор экономических наук, профессор.</i>	
<i>Жапаркулова Ермеккуль Дукеновна I, кандидат сельскохозяйственных наук.</i>	
<i>Серикбаева Андия Тютибаевна I, кандидат сельскохозяйственных наук старший преподаватель.</i>	
<i>Орайханова Айжан Аблахатовна I, PhD докторант. Казахский Национальный аграрный университет, Алматы, Казахстан I.</i>	
ЭКОЛОГО-ЭКОНОМИЧЕСКАЯ ОПТИМИЗАЦИЯ ИСПОЛЬЗОВАНИЯ И ОХРАНЫ ЗЕМЕЛЬ. ЭФФЕКТИВНОСТЬ СИСТЕМЫ ЗЕМЛЕУСТРОИТЕЛЬНЫХ МЕРОПРИЯТИЙ В УКРАИНЕ.....	96
<i>Паламарчук Надежда Александровна, аспирантка кафедры кадастра и основ земельного права Федеральное государственное бюджетное образовательное учреждение высшего образования «Московский государственный университет геодезии и картографии», г. Москва, Российская Федерация</i>	

ЛАБОРАТОРНЫЕ И ПОЛЕВЫЕ ИСПЫТАНИЯ ПЕКТИНОВЫХ ПОЛИСАХАРИДОВ КАК РЕГУЛЯТОРОВ РОСТА РАСТЕНИЙ.....	101
<i>Михайлова Елена Андрияновна, научный сотрудник, Институт физиологии Коми научного центра Уральского отделения Российской академии наук, Сыктывкар</i>	
<i>Коковкина Светлана Васильевна, кандидат сельскохозяйственных наук, Государственное научное учреждение Научно-исследовательский институт сельского хозяйства Республики Коми Российской академии сельскохозяйственных наук, Сыктывкар</i>	
<i>Тулинов Алексей Геннадиевич, кандидат сельскохозяйственных наук, Государственное научное учреждение Научно-исследовательский институт сельского хозяйства Республики Коми Российской академии сельскохозяйственных наук, Сыктывкар</i>	
<i>Шубаков Анатолий Александрович, кандидат биологических наук, Институт физиологии Коми научного центра Уральского отделения Российской академии наук, Сыктывкар</i>	
МЕДИЦИНА И ЗДРАВООХРАНЕНИЕ.....	106
ЭКСПЕРИМЕНТАЛЬНО-МОРФОЛОГИЧЕСКАЯ ОЦЕНКА АНТИПРОЛИФЕРАТИВНОЙ ЭФФЕКТИВНОСТИ ФОТОДИНАМИЧЕСКОЙ ТЕРАПИИ В ПОСЛЕОПЕРАЦИОННОМ ПЕРИОДЕ ХИРУРГИИ ГЛАУКОМЫ.	106
<i>Миррахимова С.Ш., Ташкентская медицинская академия.</i>	
<i>Исраилов Р.И., Ташкентская медицинская академия.</i>	
ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ КОМПЛЕКСНОГО ЛЕЧЕНИЯ ВОСПАЛИТЕЛЬНЫХ ЗАБОЛЕВАНИЙ ГЛАЗНОЙ ПОВЕРХНОСТИ.....	112
<i>Нарзикулова К.И., г. Ташкент, Ташкентская медицинская академия</i>	
НАПРАВЛЕНИЯ МАРШРУТИЗАЦИИ БОЛЬНЫХ ИНФАРКТОМ МИОКАРДА В ТРУДОСПОСОБНОМ ВОЗРАСТЕ	115
<i>Теринова Виталия Владимировна, ассистент кафедры Общественного здоровья и здравоохранения, Южно-Уральский государственный медицинский университет г. Челябинск</i>	
ТЕХНИЧЕСКИЕ НАУКИ.....	123
ИССЛЕДОВАНИЕ РЕЖИМОВ ИЗОТЕРМИЧЕСКОЙ ЗАКАЛКИ БЫСТРОРЕЖУЩЕЙ СТАЛИ Р18 МЕТОДОМ АКУСТИЧЕСКОЙ ЭМИССИИ.....	123
<i>Чернобай Сергей Петрович к.т.н. доцент, Саблина Наталья Сергеевна, аспирант ФГБОУ ВО «Комсомольский-на-Амуре государственный технический университет», г. Комсомольск-на-Амуре</i>	
СПЕЦИАЛЬНАЯ ДВУХДИСКОВАЯ ЛИНЕЙКА ДЛЯ ОПРЕДЕЛЕНИЯ РЕЖИМОВ МЕТАЛЛИЗАЦИИ ПРИ НАНЕСЕНИИ ПОКРЫТИЙ ПО СПОСОБУ ГАЗОТЕРМИЧЕСКОГО НАПЫЛЕНИЯ» (ИЗ РУБРИКИ «БОРЬБА С КОРРОЗИЕЙ МЕТАЛЛОВ»).....	129
<i>В. П. Яковлев - академик Международной академии социальных технологий (МАСТ), доцент Института образования взрослых (ИОВ МАСТ), руководитель Израильского отделения МАСТ</i>	
БИОЛОГИЯ.....	139
TEACHING PROFESSION AS A PROCESS OF LIFELONG LEARNING.....	139
<i>Stavreva Veselinovska Snezana1, PhD of biological sciences</i>	
<i>Kirova Snezana2, MA of English language and literature</i>	
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БИОЛОГИЯ**TEACHING PROFESSION AS A PROCESS OF LIFELONG LEARNING**

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Abstract

Teachers are permanently involved in values education... sometimes ... without even realizing that they are teaching values. Therefore it is time for us to pay more attention to values education in both teaching and at school. The requirements, tasks, possibilities and problems connected with the topic of values education in teaching and at school must be thought about carefully. Considerations must be made which contribute towards conveying such fundamental understanding and allowing teachers to both justify their own behaviour rationally in the context of school and to critically examine it.

Key words: Teaching values, professional values, learning, assessment, partnerships.

PROFESSIONAL VALUES

Professional values of teachers related to teaching, learning and the teaching profession are important factors that affect the kind of professional decisions teachers will be making, how they will plan and implement teaching and how they will treat students, parents, colleagues and the broader community. Professional attitudes and values are acquired and changed during teacher education through professional development and practice. They are the basis for developing competences, particularly for using these competences in professional work.

A teacher is expected to have acquired these and to act in compliance with the following professional values:

Believes that every student can learn and develop

Teachers who believe that every student can learn and develop are dedicated to all of their students, know them well and modify their manners to students' needs, which allow them to constantly advance and maximally exploit their potential. They know that students differ in their abilities, approaches to learning, interests and motivation, so they adjust teaching, learning and assessment to them. They organize work so that each student is able to notice that he/she progresses if they make an effort, they stimulate motivation for learning and strengthen students' self-confidence. They also encourage students to think about their potential for learning as something that can be improved, and this helps students to develop into successful individuals and members of a community.

Tirri's (2010) recent research on teacher values that inform professional ethics and relationship identifies caring and respect, professionalism and commitment, and cooperation. For Tirri (2010), caring and respect are the most 'evident emotional expressions' apparent in meeting the needs of individual students. Clement (2010) unravels student perceptions of 'caring teachers' claiming that they interact democratically and encourage reciprocity in communication, deal with students equitably and respect them as persons, account for

individual differences when formulating expectations, offer constructive feedback, give appropriate support and feedback, have high expectations of students, and model motivation in regard to their own work.

Understands the teaching profession as a process of lifelong learning

The teaching profession is a challenge because it is constantly exposed to changes and teachers are professionals who constantly upgrade themselves and take initiatives and responsibility for their learning and professional development. Given that changes constantly occur in the teaching area - in approaches to work with students and in the environments they come from, teachers need to learn continually, which is a good learning model for both their students and colleagues. In order to be a better teacher, they think about their own work, discover their strengths and weaknesses and find ways to improve them. They share their belief in the necessity and possibility of promoting their job with their colleagues, develop professional learning communities, and collaborate with professionals and institutions.

The Cognitive Developmental Approach

This approach is called 'cognitive' because it bases values education, like intellectual education, on the active thinking of students about values. It is 'developmental' because it views values education as the movement through stages. These stages define 'what (a person) finds valuable...how he defines the value, and why he finds it valuable, that is, the reasons he gives for valuing it' (Kohlberg 1975, 672). This distinction between 'structure' and content indicates that we are located at a particular stage according to the nature of our reasoning and not its content. For example, two people might justify two completely opposite stances, say for and against euthanasia respectively (different content), and be reasoning at the same stage level (the same 'structure'). The focus of the cognitive theorists is therefore to improve reasoning and facilitate movement through the six stages identified by Kohlberg (1975) towards moral autonomy, rather than to differentiate between right and wrong decisions. Kohlberg (1975) claims that the means of promoting development (movement through the stages) is through the provision of conflict, so the classroom strategy involves the presentation of a moral dilemma story, sometimes called 'unfinished,' 'open ended' or 'conflict' story. It is 'unfinished' because it presents a student-centred dilemma, and asks how the protagonist should solve the conflict. They have great appeal as a strategy in values education because they are so student-centred, and therefore possess a capacity to engage through discussion.

Is dedicated to the teaching profession and contributing to its professionalization and appropriate social status

One of the most important conditions for success in a profession is the love for it. A successful teacher loves to work with children and young people and to unselfishly transfer knowledge to their students, believes in their abilities and is happy about their success. He/she is always open for communication and help, showing concern for the overall development of students and openness to support students when they need it. Teachers believe that the profession they do is important to society and with their work they show they can bring about positive changes both in students and in society in general. They not only respect the agreed norms in work, but they creatively face the challenges of the profession, find innovative solutions in teaching critical thinking about education, are ready to initiate and engage in activities for improving educational policies and practices through working on developmental and research projects, evaluation of programs and development of new programs, guidelines and examples of good practice.

The teacher who is dedicated to his/her profession is characterized by professional and personal integrity, high ethical values, attitudes and behavior that are valued and desirable in society such as honesty, responsibility, fairness, selflessness, reliability, dignity.

Develops partnerships with all stakeholders in the educational process

Successful learning and students' development requires partnership of teachers, school, family and the community, who shares the same goals for student learning, exchange information, negotiate approaches and strategies, complement each other, and their communication is based on mutual respect and trust. A teacher pays special attention to relations with parents by which he/she provides regular open two-way communication on all issues of interest to the development and learning of their child, which are also of interest to the wider school community. He/she behaves professionally in work with students, colleagues and members of the wider community whom he/she includes into activities that are of interest for students' learning and progress, and also raising the educational level of the whole community.

Promotes equality, inclusion and social justice

The teacher is sensitive to diversity in students and demonstrates willingness and ability to accept students as separate personalities different from others and to treat them all with care and respect. He/she knows how those differences affect learning, is aware of the possible barriers that some students face and seeks to contribute to meeting their educational, physical, emotional and cultural needs. He/she believes that students will want to study and will study if they feel accepted in the class and school and strives to create an environment in which every diversity is accepted and respected. Teachers are also dedicated to supporting individual development, prosperity and inclusion of each student in their closer and broader community, and to building self-esteem and self-confidence.

They respectfully refer to the specific characteristics of parents and cooperate with them so that their children achieve better results in their class and in school.

BASIC PROFESSIONAL COMPETENCES

Basic professional competences refer to basic (most important) knowledge and skills that are necessary to teachers so as to be able to perform the teaching profession in a qualitative manner. These competences are connected with professional values and acquired and developed during teaching training and through educational practice.

The competence framework covers:

Professional knowledge and understanding – They refer to what the teacher knows, which the basis for meaningful development of professional skills is.

Professional competences and skills – They refer to what the teacher should be able to do in everyday practice.

Indicators of basic professional competences – They refer to what can be seen and / or proven about how the teacher practices his/her profession.

Examples are given of indicators but the list does not cover all indicators that can demonstrate a teacher's basic professional competences.

Basic professional competences are grouped into six areas of teachers' professional engagement.

KNOWLEDGE OF THE TEACHING SUBJECT AND THE EDUCATIONAL SYSTEM

Teachers' theoretical and practical knowledge of the subject and disciplines they teach students and the knowledge of the values and the positioning of the educational system of the Republic of Macedonia are the baseline competences to be held by each teacher.

The teacher is expected to know the content of the subject, to understand its variable structure, to find, connect and complement this content with other subjects. He/she also needs to know and use the most appropriate ways to deliver instruction in the corresponding subject thus making it interesting and appealing to students.

By knowing and respecting legal, professional and normative acts the teacher provides the realization of educational objectives.

Area	Professional knowledge and understanding	Professional competences and skills	Indicators of basic professional competences
Knowledge of the teaching subject	-knows the subject matter he/she teaches students and knows how it is related to other teaching subjects; -knows the key concepts in the teaching subject and their connection; -keeps up with the new findings related to the teaching subject; -is familiar with the curriculum and the relationships between its components (e.g. objectives, contents, didactic guidelines, concepts, activities).	-includes new knowledge of the teaching subject into teaching in an appropriate manner; -focuses on the realization of the teaching subject objectives; -Unites knowledge on key concepts in the teaching subject; -connects teaching contents in order to achieve inter-subject goals throughout all educational activities; -provokes love for the teaching subject in students.	-effectively organizes teaching contents in accordance with the key concepts and established goals; -uses and guides students in the direction of using modern findings in the teaching subject; -includes activities for integrating content and achieving inter-subject goals into learning and teaching.

1. KNOWLEDGE OF THE TEACHING SUBJECT AND THE EDUCATIONAL SYSTEM

Area	Professional knowledge and understanding	Professional competences and skills	Indicators of basic professional competences
-knowledge of the teaching subject and the educational system	-knows the educational system, especially the subsystem of education he/she works in, including legislation; -knows the program documents for the subsystem of education he/she works in; -understands contemporary educational tendencies.	-is guided by general principles of the system of upbringing and education.	-keeps pedagogical records and documentation in accordance with legislation.

TEACHING AND LEARNING

Competences for teaching and learning are the core competences of teacher competences. What makes a good teacher be remembered is the way in which he/she realizes instruction. Teachers who are able to convey knowledge in an interesting way, to actively incorporate students into the learning process, to set high expectations before their students and motivate them to meet these expectations, to explore and express their assumptions, opinions and views, those teachers who accept and encourage different ways of solving problems, expect students to draw conclusions and see the practical application of knowledge, those are the teachers who in their students create love and interest in the subject they teach and prepare them for life.

A good teacher always has knowledge of cognitive, socio-emotional and psychomotor development of his/her students. This knowledge is used for planning and tailoring teaching to their needs, for protecting their mental and physical health and enabling their optimal development. To this end he/she constantly cooperates with parents, using bidirectional flow of information which builds trust and partnership.

Monitoring of students is a process that must constantly take place and must be supported by appropriate feedback, a process which should be aimed at improving both teaching and learning. Knowing the needs of individual students, the teacher will be able

to help each student – both the student who progresses faster and the one who finds the process of learning more difficult. Encouraging students to participate democratically in the life of the school, the teacher will facilitate the acquisition of values and attitudes in students, not only knowledge.

CREATING A STIMULATING LEARNING ENVIRONMENT

The environment in which the child resides and studies has a strong influence on his/her overall development. The teacher is the one who needs to take care that the environment in which students study stays safe. Therefore, teachers need to know the possible threats to the physical and psychological safety of students, the ways in which they should act to provide a safe environment, as well as the rules to be established together with their students so that they could use the teaching aids and materials, including ICT, in a safer manner. In this way, in addition to being protected, students are encouraged to be independent by being taught how to protect themselves, how to act responsibly towards working materials, how to establish rules of conduct and respect them. A stimulating environment is provided if the teacher knows the potential possibilities of the different means of learning, enabling their availability and using them to stimulate students to explore and learn, while creating an atmosphere in which they communicate with respect, cooperate and work in teams, nonviolently resolve conflicts, respect differences, attitudes and opinions of all and encourage positive and responsible behavior.

SOCIAL AND EDUCATIONAL INCLUSION

The need for each teacher to possess competences for social and educational inclusion is the result of the commitment of society to ensure equal opportunities for all students. They relate to the teacher's ability to work in a diverse environment, his/her skills and views concerning such an environment. The emphasis is on the need for teacher's knowledge concerning didactic- methodical solutions and practices, legislation and conventions, potentials and limitations of individuals and groups in learning and development. Particularly important are the ability and skills of teachers to identify specific needs, interests, abilities and skills of students, to plan engagement of all students in work taking account of different needs and opportunities, to apply appropriate strategies for inclusion of students with special educational needs and to promote mutual respect and democratic values in society.

COMMUNICATION AND COOPERATION WITH THE FAMILY AND THE COMMUNITY

Communication skills are especially important for effective teaching. The teacher should possess appropriate verbal and non-verbal communication skills, including articulation, expressive language, tone of speech, proper posture and gestures.

Clear presentations, feedback, providing guidelines for learning and using appropriate communication media contribute to the creation of an effective and efficient environment for learning. One of the most important communication skills for teachers is the ability to show empathy in communication, which enables them to build a climate of trust and cooperation with students and their families. Parents need to be provided with clear, timely and useful information that will direct them towards supporting their children's learning and motivate them to engage in school activities. A teacher should also know how to use various manners of formal communication with the professional and social community.

PROFESSIONAL DEVELOPMENT AND PROFESSIONAL COOPERATION

A competent teacher is constantly keeps updated with the developments in the teaching profession, he/she knows how to analyze his/her work and detect weaknesses, and, based on this, knows how to plan professional development. Such teachers are familiar with and use various forms of professional improvement and initiate their own involvement in those forms. Furthermore, they are open to cooperation with colleagues in and out of school, they learn from them and share their own knowledge. The teacher who cares about his/her profession is familiar with and respects the profession code and contributes to the improvement of the environment he/she works in and of the reputation of the teaching profession in society.

Conclusion

Schools play a very central role in the children's development almost all over the world. They are an important part of their lives although they have never been asked whether they were willing to go to school. As Sidorkin (2002, p. 45) puts it: "Being a child became equivalent to being a student and experience of childhood and adolescence became confluent with experience of schooling." Schools are thus active participants in childrearing all over the world. Their main "business" being to educate children and adolescents. The question is what is "good education"? Good education might be interpreted by some as an effort to turn the children into perfect copies of ourselves ("the old generation") and as obedient followers of existing traditions and practices. Other people would perceive the attempt to assist the children find their own, most suitable way in the world as "good education." Some would aspire to have the children know how to use the power of their status to maintain their dominance on other, less fortunate people. As opposed to that, others would argue that good education means to help the children become caring adult persons, who take an interest in turning tomorrow's world into a more fair place for more and more people. Determining what is good education, is thus a question of values.

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