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NON-GOVERNMENTAL ORGANIZATION
«LIFELONG LEARNING FOR EVERYONE»

LIFELONG LEARNING

CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

PROCEEDINGS OF INTERNATIONAL COOPERATION

Volume 9

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N.A. Lobanov, V.N. Skvortsov

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The 9th volume of the proceedings of international cooperation contains reports of the 9th International Conference “Lifelong Learning: Continuous education for sustainable development”, that brought together researchers and practitioners from Austria, Albania, Belarus, Bulgaria, the Netherlands, Denmark, Italy, Kazakhstan, Latvia, Lithuania, Macedonia, Norway, Poland, Russia, Ukraine, Uzbekistan, the Czech Republic, Sweden and Finland. Questions of theory, methodology and methods of lifelong learning are still the focus of attention of international pedagogical corps and organizers of all levels of education. However, it is obvious that historical aspect of lifelong learning is being formed as a separate subject of investigation. Along with questions of globalization influence on forming and development of continuous education where both positive and negative aspects are mentioned, nowadays great attention is paid to moral and spiritual side of educational process in the system of lifelong learning: new technologies should not replace moral and spiritual tasks of education. A significant part of the articles is devoted to such questions as: national and regional features of system of continuous education forming, culturological aspects of continuous education and features of education of special social and professional groups, etc.

Proceedings of international cooperation can be of interest for Russian and foreign lecturers, professors, school teachers, heads of educational institutions and regional education authorities, as well as for researchers and postgraduate students.

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A NEW PERSON FOR THE 21ST CENTURY: THE EUROPEAN ANGLE IN MODERN RUSSIAN EDUCATION

V. N. Skvortsov

In the wake of the Soviet liberalization initiative known as “Perestroika,” Russia’s higher education system enthusiastically joined the integrative trends in European education. The country needed a new breed of professionals, people who are prepared for the challenges of a nascent market economy and the fledgling civil society. Those professionals would be required to possess a professional culture founded organically on a new system of values and creative potential for innovation, a culture perfectly in tune with the concepts of “information society” and “knowledge-based economy.”

For Russian universities, this appears to be the chief educational mission. Welding the Russian pedagogical tradition and European best practice, they are in a position to integrate themselves seamlessly into the current cohesive cultural, economic and educational processes, and to succeed in raising a new generation of graduates for the 21st century. The personality of a new student must exemplify the cohesion between Russia’s educational standards and what is required in Europe in terms of professional training for people preparing to live and work in a common civil environment of Europe. This is what Russian higher education should aim at as it switches to the European two-level degree system for programs and qualifications. Essentially, all training programs should be targeted at nurturing young professionals who are modern, creative thinkers and who share the values of a democratic civil society.

So what are the trends that pave the way for these new people, whose personalities are attuned to modern times? In our view, there are a number of objective cultural, historic, socioeconomic and sociopolitical trends at work, namely: (a) emergence of the continental institutions of a socially-oriented market economy; (b) the European community needs and wishes to resist the growing “mosaicism” of its mentality, while Russian society wants to stave off deterioration of the work ethics and professional culture of its modern highly qualified workforce. In this context, it is important to heed those fundamental factors and trends that condition the professional and civil maturation of a person.

Firstly, the deep, radical political and social shifts proceeding in today’s civil society, most notably: (a) globalization of national economies and education systems; revolutionary changes in how they are reproduced and how they evolve; a shift from determination of the present by the past, to

determination of the present by the future [3, p. 365]; (b) a shift from status hierarchies to mobile network structures in the organization of many aspects of the life of a contemporary civil society; (c) in a modern society, actors switch from a relatively secluded, mono-cultural existence to open, cross-cultural national, civil and political practices [1, p. 377-380]. This creates an objective need to forge traditions that are close enough in their ethos and are directly related to the organization of everyday life, business and production across the continent.

Secondly, the current trends in the global economy, such as: (a) continuous acceleration of the pace of economic life, and the rising productivity and efficacy of professional work; and (b) dramatic change in the technological and intellectual content and the value and meaning of the professional activity of many economic actors. V.M. Simchera believes there is a strong likelihood that mankind may stand to double or triple the efficacy of its use of all resources in the next 100 years, multiply labor productivity a hundredfold, and multiply the current cumulative industrial output 400 times [3, p. 366].

Thirdly, the “human” shifts in today’s civil society at the turn of the century. As society underwent certain dynamic (and, in Russia’s case, truly revolutionary) changes that concerned all of its subsystems (education included), there arose a stronger need to account in practice for the intuitively perceived undercurrent of the real life of Russian citizens, and there also arose a stronger need in critical governmental decision-making to account for the “potential” meanings of modern life, which are often only implied, but never lie on the surface, are never obvious and never directly follow from the past experience of operation of social institutions (the education system included). In the modern world, life has not merely accelerated to the maximum in space and time, it has developed a “thicker” texture. Viktor Frankl wrote: “In a century when the ten commandments have apparently lost their meaning for many, man must be prepared to receive 10,000 commandments embedded in 10,000 situations life confronts him with. Then not only life itself will appear meaningful (and meaningful means filled with meaningful endeavors), but the man will also develop immunity from conformism and totalitarianism, these two consequences of an existential vacuum. Only an awakened conscience gives man the ability to resist...” [4, p. 39]. In a professional context, humanitarian shifts are tied to: (a) a significantly higher “culturocentrism” of modern public production; (b) stronger integration and mutual interaction between socialization, professionalization and culturalization of modern citizens; (c) them reinventing themselves as creators and innovators, developers of intensive know-how, professionals who can

intuit and foresee the prospective direction of the entire system of interlinks between professional phenomena; (d) their formation as such persons who are truly and practically capable of responding to all the key contemporary environmental, technological, economic or cultural challenges of social progress.

(4) Fundamental trends associated with the processes of “professional redefinition” in modern real production, as reflected in the differentiation and merger of professions, and the emergence of new social and economic statuses of production activity (professions) in terms of how they affect the modern man as an actor within a diverse spectrum of the subject areas of public production.

In our opinion, the abovementioned trends, which dominated the progress of civil society in the last quarter of the 20th century and the 21st century so far, objectively impacted on the very genesis of the social, conceptual views on personality. In the first 30 or so years of the 20th century, the dominant paradigm was that of the study of the social and economic reserves for personal development and formation. That paradigm dictated that the formation and upbringing of a person should preferably follow via: (a) perfection of the mechanisms that provide financial incentives for labor; (b) improvement of labor organization; (c) redefinition of personal professional training, etc. Until the 1990s, social studies that focused on personal development relied on a paradigm that presupposed the latency of creative and civil development potential. The research focus was on social and psychological relations, conflict resolution and building a diversified labor infrastructure to help a person participate in creative technology design and production management, become an active citizen and contribute to the rejuvenation of civil society. In the past few years, a certain research paradigm gained greater prominence, which stresses a systemic study of the possibilities of personal formation and maturation, which treats every person as an integral whole. The scholars who espouse this paradigm advocate a systemic view on employee’s personality as an actor of the general and professional ethics, a leader and a doer that makes the shift possible from management know-how to self-governing organizational democracy. To realize the formation and bringing-up of such a person in practice, it is proposed to comprehensively leverage all the resources available, to develop anthropocentric, culture-specific know-how of corporate and innovation-based governance, and so on. However, opposite trends are just as widespread in real practice at this time. For example, the modern concepts of labor division in management, conceptualized as a special area of activity, have led to a particularly broad and diversified differentiation and spe-

cialization in management. This has reflected on management training in higher educational institutions. There exist the following varieties of management: (a) public/municipal administration, (b) accounting management, (c) quality management, (d) organization and production management, (e) strategic management, (f) investment and innovation management, (g) (anti)-crisis management, (h) compensatory management, (i) international management, (j) operational management, (k) project management, (l) risk management, and other kinds. Naturally, all these aspects must be accounted for in practice when the task is for Russian universities to bring up and educate the future highly qualified professionals. A critical role in this belongs to the nurturing of a truly new creative potential in modern man, viewed in the context of cross-European educational cohesion. This must be kept in mind as this is a field where we are facing some very serious challenges (associated with what is known as the “Bologna Treaty”) in reconciling our training standards with the employment and professional requirements of the rest of Europe. From this spring certain tensions in the progress of education as such and higher professional education in particular. We believe that effective removal of these educational and intercultural tensions is conditional upon, on the one hand, the level of cultural potential of the older generations and the manner in which professional training is delivered to today’s students and future highly qualified professionals by the pedagogical community of higher educational institutions, and on the other hand, the depth of our understanding of how best to weld together several cultures which have for so many centuries defined all the aspects of the evolution of the modern European communities, Russia included. It appears that these circumstances are the reason why Russia’s higher education system has such difficulty in shaping and nurturing individuals in harmony with 21st century realities. The object of our reflection should be the actual trends, possibilities and processes of formation of uniform transcontinental professional and labor traditions in the young professionals of today, who are the actors of the cross-cultural shaping – essentially though dialogue - of a common European social environment, which we must enter with a degree of caution. The fostering of creative potential by Russian higher educational institutions in the future highly qualified professionals is a dual mechanism that fulfills their personal potential and facilitates their professional integration into the modern Russian and European civil society and, at the same time, provides the most productive format to prepare students for competitive employment behavior in the domain of public production.

This complex mechanism assumes that every person, as a professional, is able to synthesize in his/her character the general, economic and professional culture, real work and personal creativity. This can only be achieved through the use of cultural interactive tools and development mechanisms of modern Russian higher education. With this approach, we can understand the true basis that is needed to more effectively unfold cross-European educational integration in this country, and we can unravel the mechanisms needed to educate and nurture individuals geared to a new matrix of employment behavior, followed by the person's professional inclusion (as he or she meaningfully contributes to domestic production and other spheres of Russia's social life) in the actually existing transcontinental community. In this context, the said tools and mechanisms should be examined from the perspectives of history, culture studies, economics, social science and the didactic content of higher education as such.

Russia's economy has gradually built itself into the international division of labor in the past few years. The country has fledgling versions of modern market institutions. Now, for the first time ever, the President of Russia, Dmitry Medvedev has raised this question: "Why keep dragging into our future our primitive commodity-based economy, chronic corruption, and our old habit of leaving our problems to somebody else: the state, the international community, some "all-powerful" teaching – anything or anyone but ourselves? Does Russia even have a future with such an overload of bad habits?" This is the context in which, we believe, Russian universities should set themselves the task of propagating and raising such human capital that is capable of leading our civil society, our economy and our social system to the vanguard of competitive, sustainable development. This is coupled with broader development opportunities for higher education and its targeting towards training top-notch professionals who would be a new kind of people – people who are able to respond to the challenges of today's global knowledge-based economy. In this, we believe it is important from the beginning to spring from the fundamental guidelines of the ongoing modernization of Russia's society overall, and its higher education, in particular: along with the long-term trends on the global scale, it is important to examine the key modernization directions of Russia's economy today. By this we primarily mean the following guidelines: (1) attainment of a leading position in production efficiency, in the development of new products and technology that are immediately related to mass consumption; (2) restoration of past achievements in the use and manufacture of basic technology; (3) redirecting human resources development in real production across the board, from top executives down to regular hired staff; and (4)

building a financial basis for the domestic manufacture of information technology and super-powerful computers, which inevitably requires new competencies not just in professionals, but in regular citizens, and designing such IT systems that will incentivize research, communication between Russians and people in other countries, and so on.

The pivotal factor of success for the abovementioned development guidelines is the formation and education of employees as a new breed of people and professionals – actors of a new organizational philosophy and new concepts of governance, modernization and development of the real sector of production, people who will be able to radically improve the productivity of labor. The need to improve productivity is obvious. Productivity is pitifully low in Russia: at most enterprises it does not exceed 30% of the US level. In consequence, Russia's real production growth is far behind the contemporary business standards of Europe, which cramps Russia's chances of modernizing itself as a state and society. The formation and education of graduates, young professionals for the 21st century, is objectively tied to the most critical aspects of progress in contemporary higher education, namely: (a) the need for a new methodology to design the contents and quality of higher vocational education; (b) advanced solutions for social partnership between citizens, the state and the business community; (c) design of programs for the formation of new social and professional competencies in the future professionals and administrators, which competencies should, on the one hand, anticipate or respond proactively to the needs of a knowledge-based economy and, on the other hand, match the existing system of professional retraining for already experienced employees. To tackle these challenges, we must analyze and build forward-looking "personal models" of the future professionals, and we should organize quality education for young people as a synthesis of knowledge and practice-oriented competencies, provide reliable communication channels for feedback (between production and higher education), and scientifically sound assessment of the results of on-the-job training (not just on a hands-on level, but also on the desk-top level). This would create a definite scientific platform for further improvements in the training of professionals as a new mould of people – actors of the modernization of Russia's domestic production.

In our opinion, Russia's industrial production objectively needs a leadership position and it needs to stimulate the emergence of a new generation of highly skilled professionals who espouse a new philosophy and act according to it. On the other hand, this objective need springs primarily from the fact that competitive western companies have, in a sense, grown out of the "classic management" concepts that had shaped up by the mid-

20th century. Those concepts are no longer in accord with their development needs (or our own economic modernization needs). The novelty of the situation lies in that, on a personal plane, the familiar “manager/specialist” is gradually being replaced by the “leader/specialist,” the carrier of a new corporate culture and organizational democracy, which is hatching in the depths of a post-industrial economy. The traditional manager/specialist was expected to: carry out administration, focus on sustaining the system and structure of production, make sure his subordinates produce palpable results and adhere to a specified matrix of production-related and professional procedures. The traditional manager was supposed to aspire to do everything “right” formally, which often detracted from innovation. An appropriate management philosophy also shaped up in the course of the 20th century to go with the traditional manager/specialists, which philosophy postulated a peculiar epistemic “core” of managerial work, which asserted the legitimacy of the professional “power” of “manager/specialists” and their high status not only inside a specific productive organization or company, but also outside it. The professional precepts of a new kind of specialist as an actor of the new organizational democracy of modern production, conversely, assert his commitment to constantly making new, positive and meaningful, changes in the production process. The “new” manager’s focus is always on the people, but he builds his relations with subordinates on mutual confidence, not tight control. He is concerned about the long-term prospects of his business and his team. He aspires to devise new, more successful matrixes of production-related and professional conduct for his subordinates without waiting to be prompted by the higher-ups.

So what are the personal qualities of such a specialist, which we expect universities to impart to students in order to make them compatible with new the requirements of production and of our modern civil society, so that university graduates could become successful professionals in their future jobs, so that they evolve into true leaders of Russia’s economic modernization, and so that they fit in perfectly with the European professional and business standards and ethics or, better still, exceed them in their Russian businesses. We believe that a new specialist must, first and foremost, be a person who can be an inspiring “thought leader” for his subordinates. This presupposes the ability to let the most significant values of one’s colleagues be a guide in further development and a pointer to the critical goals of organizational growth. The new leader should know how to motivate his colleagues to act not solely in their own interest, but in the interest of the team. Higher educational institutions must very soon learn to train specialists on a mass scale, who will be able to sustain the continuity

of responsible, self-governed teams, foster in their subordinates the ability to help themselves and others, and to act as an integral whole. Every university graduate must be able to build his relations with subordinates on mutual trust in harmony with the philosophy of modern production teams and corporations.

In response to the challenges of a modern economy, it is desirable that universities rethink the standards of professional training that apply to their graduates, including those of them who will continue their professional advancement within the system of postgraduate/lifelong education. Specialists leaving the walls of universities and institutes are expected to possess new knowledge, skills and competencies: they must be good listeners, be able to absorb complex, dynamic information, to communicate and engage their colleagues in constructive, meaningful dialogue in challenging situations. The new leader must be a mentor and inspiration for his colleagues and subordinates, encouraging them to fulfill their creative potential. He must be ready to take responsibility for himself and for others. And he must set a good example for his colleagues. In essence, the whole package of the professional and personal competencies of a modern specialist must position him as a central link in the production chain, the pivotal person in both routine work and organizational development. He must be perfectly conversant with all the aspects of his organization's life: (a) shape its values, corporate culture and ethics and educate employees accordingly; (b) promote innovation and creative take on work in his subordinates, successfully solve any problems that may arise in the course of productive activity; (c) build human relations and interfaces between different employee teams, and between individual staff members of his organization; (d) constantly perfect his leadership qualities and qualifications, create opportunities for cross-learning, personal growth and expertise-sharing. The core personal qualities of a modern specialist should be: reliability, attention, creativity, initiative, teamwork, communicative excellence, dedication, integrity, willpower, sound judgment, spiritual strength, consistency and commitment to always finishing what he started. These are not just skills and competencies, but tried and true strategies for professional development and fulfillment, such as: value-building and team-building strategies, flexible leadership strategies (when leadership functions pass from one employee to another as the situation dictates), strategies for building self-governed teams of innovative thinkers, strategies for removing red tape from the life of his subordinates, strategies for maximizing professional synergies inside the team and between teams, and so on.

An organization in which specialists like these set the trends will be more likely to avoid many negative development tendencies, particularly in times of crisis. It will be free from unnecessarily strict discipline, management rudeness in respect of employees, concealment of information from employees, clandestine decision-making, unreceptiveness to new ideas, indecisiveness of employees, propensity of managers to pass responsibility to subordinates in the event of failure, or usurp credit for other people's work in case of success, etc. If universities prove capable of nurturing and graduating such people, then our society will be able to overcome many negative habits and stereotypes on its modernization path.

In the past few years, Russian universities, institutes and other higher educational institutions proved that, despite the recent economic downturn, the kinds of young professionals our economy needs for its modernization already exist, they are among us. This assumption is vindicated by the results of international intellectual competitions, overseas patenting of inventions made by young engineers in Russia, and the veritable head-hunt waged by the major international corporations and universities targeting our best graduates and specialists. After 20 years of reforms, we in Russia now realize that the smarter and more efficient our economy, the higher the living standards of our citizens. But the Russian economy and democracy will not be able to modernize unless we openly, pragmatically and without shame draw on the intellectual resources of today's western post-industrial society. There is no room for hurt feelings, swagger, hang-ups or mistrust, let alone hostility. We must weed all these things out of our educational system in the interest of economic and social modernization. This is the key to greater freedom and social success for modern Russia, and the key to economic prosperity and entrepreneurial success. If we obtain real results, we will be able in the near future to significantly advance our understanding of the mainsprings of our progress, but more importantly, we will see some actual progress. In Europe, the leading thinkers and entrepreneurs have realized this, too. "We in the West," writes researcher and entrepreneur Robert Salmon, "have at last realized that people and nothing else are the prime source of competitive strength. Everything depends on the people. For much too long we have believed or wanted to believe that there exist other, more important things; we placed our hopes on machines, technology and IT. But the truth cannot be circumvented. We are now turning back to Man, his personality, his creative potential." [2, p. 273].

In conclusion, let us summarize our main points.

Firstly, in the formation of a new breed of people for the 21st century, the intercultural nature of the work of Russian universities will have to be

redefined as a strategic vision for the entire higher education system in Russia. This will: (a) lend an interdisciplinary character to the pedagogical work of Russia's higher educational institutions, develop it as a logically and didactically thought-out synthesis of all the intercultural contents of the modern educational phenomena; (b) enable them to weld the time-honored theoretical and empirical pedagogical expertise with the intercultural aspects of the formation and education of modern highly qualified young professionals; (c) orientate university teachers towards a broader and deeper application of integrative development tools to its different subsystems, treated within a specific context of the unfolding trans-European educational cohesion; (d) help us devise more successful social and economic policies at various levels and stages of formation of the creative innovative potential of the Russian workforce to integrate it more effectively into the professional and employment best practice of the modern Russia and Europe.

Secondly, it must be noted that the essential character of the progress of today's higher education in Russia (including its teaching practices aimed at nurturing the personality of the future highly qualified professionals) can only be comprehended from a scientific, systemic perspective. This principle should serve as a precondition for the higher education teaching community to reach a new level in how they understand their own mission and objectives in the context of Europe's educational cohesion. Notably, the application of this principle to the mechanisms that ensure the blending of Russia's higher education into the European cultural and educational context would considerably enhance our teaching practice in the educational institutions. It would make sense to extend the systemic principle beyond the range of issues related to the integration of Russia's social, economic, pedagogical and cultural aspects – to the level of understanding the unity, integrity and intercultural nature of the work of Russia's universities and institutes, and higher education overall in its pan-European development context.

And thirdly, relying on the systemic practice of building Russian universities into the European educational practice, we must bear in mind that these processes are objectively tied to our actual ability to upgrade and creatively unfold the intercultural contents of their educational curricula, and to nurture and shape our future professionals as persons of a new mintage. In this, the application of the principle of cross-cultural relations, which implicitly includes and generalizes the key philosophical, scientific and pedagogical categories, must retarget the entire educational process towards the nurturing and shaping of new future professionals, and towards an intercultural awareness based on a deep logical and didactic rationale. The

principle of intercultural cohesion may, in our opinion, prove highly instrumental in helping us strike a good balance between the ideals of universalism and our post-modern propensity to boundless relativism in the nurturing and shaping of a new breed of young professionals. The truth is, that intercultural cohesion, being the principle according to which Russian universities organize their work, allows them to rely upon the assumption of the equipollence of education actors representing different standards, values and religions. All this enables the teaching community of higher education to conceptualize any contemporary educational act along the lines of meaningful cross-cultural interaction between the key parties to the educational process. Which is why we think it is important to develop our contemporary higher education in accordance with this principle and target it towards the nurturing and shaping of future highly qualified professionals as new people for the 21st century, and to view cross-cultural interaction as a steady and critical component of that educational process.

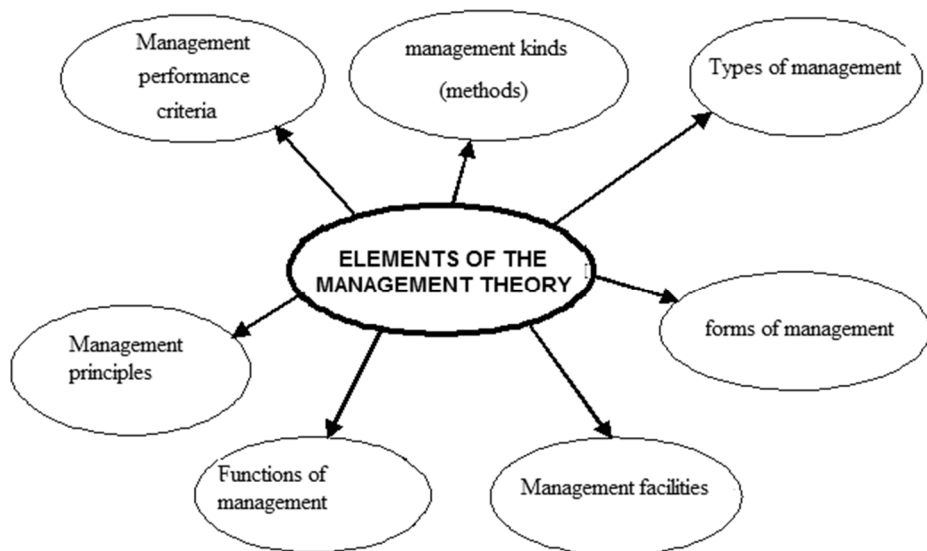
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TEACHING IN THE LOGIC OF GENERAL THEORY OF MANAGEMENT

A. M. Novikov

A question should be asked whether the teaching process is the management activity. The answer will be “Yes, definitely”. The teacher guides a student and manages the process of his / her education. Therefore, a brief retrospective into the general theory of management should be made.



Pic. 1. Elements of the management theory

In social systems (in which the control body and the system under control are the entities — individuals or organizations) management is an activity (of control bodies) aimed at organizing the work (of entities under control). With regard to a teaching system of “teacher — student (students)”, this means that the management activity of the teacher involves organizing the education of a student (students). The main elements of the management theory are presented in Fig. 1.

The management objectives are to achieve the required results of student’s (students’) learning process.

Criteria for management efficiency. In accordance with the concepts of modern management theory, the management efficiency is determined

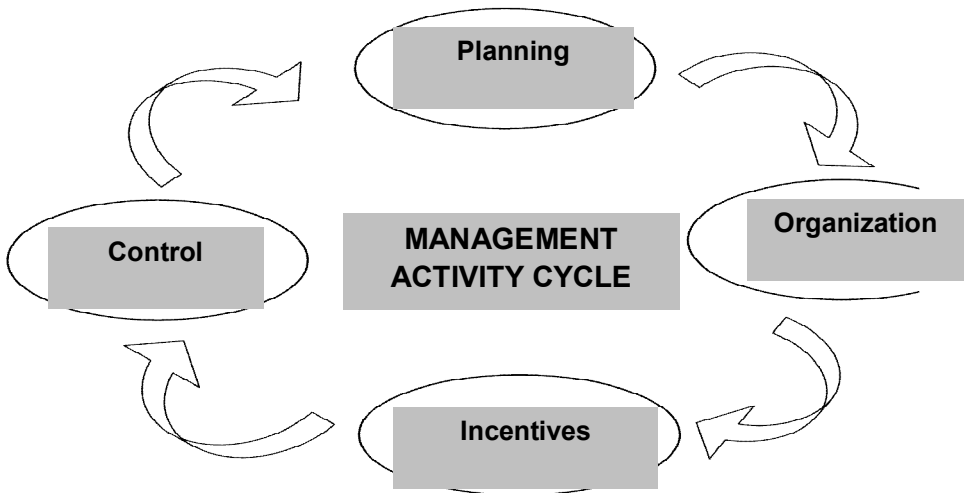
by the efficiency of the conditions which the system is found to be influenced by the respective control. With regard to the educational system, the teacher's management performance is determined by the efficiency of the student's performance achieved through the teacher's (management) supervision, not by filling the plans and reports, not by "pretty" learning sessions, etc.

Management techniques. For a settled social system¹ (with fixed composition and structure) the following management techniques are specified: (a) institutional (administrative, commanding, restricting, compelling) management; (b) motivational management (encouraging the controlled entities to commit the required actions); (c) information management (based on transmission of information, formation of beliefs, concepts, etc.).

Management styles. In terms of frequency and repeatability of the controlled processes, the following types of management are distinguished: project management (dynamic control of system development — as of the system changes, innovations, etc.) and process management (static control of the system operation — as of a regular, repetitive activity under constant external conditions). Since the teaching process will always be innovative for a student, there will always be only the project management in the educational system of "teacher — student (students)" structure. In its turn, the reflex (situational) and outrunning management are specified there in the dynamic management. The reflex management is the type of management under which the governing body reacts to changes or external influences as they arise without trying to predict or control them. The outrunning management is based on forecasting the conditions and requirements for the system operation. It is an essential classification for the teaching process. A good teacher is always marked by the abilities to outrun the events. As the saying goes, "to lead means to foresee".

Management functions. There are four basic management functions: planning, organization, promotion and monitoring. A continuous sequence of implementation for these functions makes the cycle of management activity (Fig. 2).

¹ A teacher typically works with either one student or a permanent group (a class, a study group in technical school, HEI, etc.). In other words, the educational system structure in this case is, as a rule, constant.



Pic. 2. Management activity cycle

Management forms. Basing on different classifications, various forms of management are distinguished.

1. Depending on the management system structure the following forms are emphasized: (a) hierarchical management (the system has an hierarchical structure, and each subordinate has only one chief); (b) distributed management (one subordinate can have multiple chiefs); (c) network management (various management functions can be performed by various elements of the system, in particular, the same employee can be a subordinate in one functions, and a chief in others). As a matter of facts, the systems "teacher — student (students)" have all three forms of control: (1) a teacher or form tutor is an example of hierarchical management for a student. Or the student is a subordinate to only one teacher in each particular subject; (2) teachers responsible for other subjects studied by the same student are simultaneously his / her "chiefs" (the example of distributed management); (3) under the student self-management the same student can be a subordinate in one functions and a chief in others. In addition, in case of brigade teaching process, temporary groups in which the same student can be a subordinate in one functions and a chief in others can be formed within extracurricular activities. These are the examples of network management. The interrelation between these management forms presents an interesting teaching problem.

2. Depending on the number of controlled entities the following forms of management are distinguished: (a) individual management (one entity

under control) or, in our case, the individual educational systems; (b) collective management (a group of entities under control) or, in our case, group and cooperative educational forms.

3. Depending on whether the management considers the individual characteristics of entities under control the forms are specified in the following way: (a) unified management (the same control mechanisms are applied to the group of generally different entities); (b) personified control (the control measures depend on the individual features of the controlled entity). Still, it is clear that within the teaching process a teacher will regard the individual characteristics differently depending on the wishes, experience and abilities as well as on the group size. Likewise, such widely known areas of teaching research as individualization of teaching process, personally-oriented teaching, etc. are included in here.

Management tools are as follows: orders, directives, instructions, plans, rules, regulations, etc. In our case, a teacher does not generally issue any written administrative documents (except for the notes to parents with an invitation for a school visit) but uses verbal means of management though these tools have the same regulatory and normative character.

Management principles. Let us briefly consider the content of these patterns.

Principle 1 (hierarchy). It is admitted that in complex systems the hierarchy as the division of functions manifests the need for specialization specifying the functions of each element in the system and enabling the optimal use of its objectively limited potential. The management body can control not more than $7+2$ subordinate entities, i. e. their total number should not exceed the so-called number of Miller. Otherwise, the division of controlled entities into several groups introduces the next, higher level of the hierarchy. The idea of the requirement is explained by the limited ability of human memory to analyze not more than $5+9$ elements. With respect to the teacher's activity, the principle means that a teacher is inevitably exposed to overload when the size of a group exceeds this number¹.

Principle 2 (purposefulness). Any management is carried out with a particular purpose. Specifically, the aim of the management of the teaching system "teacher — student (students)" is to teach a student (students) in accordance with the requirements set for volume, quality and within the established period of time. Thus, in our case a teacher should achieve the goals of education and the student's (students') development in the optimal time and appropriate efforts (notably, the appropriate efforts of both a student (students) and a teacher).

¹ Except for such forms of mass teaching as lectures delivered to a wide audience.

Principle 3 (efficiency). The implemented management should have the maximal efficiency under given constraints. That is to be optimal. In particular, the system must achieve the settled aims within the optimal use of resources. For example, in our case, a teacher must achieve the objectives of educating, teaching and developing a student (students) with the optimal consumption of time and effort. Moreover, the student's (students') efforts as well as his / her own.

Principle 4 (responsibility). The control body is responsible for the efficiency of the controlled entities and the system in general (quality, terms, resource consumption). The management efficiency is evaluated only by the performance of the controlled entities. That means, with respect to the teacher's activity, that the teacher's performance is evaluated based by the results of students' teaching process — their education, learning results and development, not by how "nice" the classes are conducted, how the plans and reports are designed, etc.

Principle 5 (non-intervention). The control body should only intervene into the working process of the controlled entities only if the subordinate entities do not implement the full range of required functions. With respect to the teacher's activity, the principle implies the need for observation of intervention measures, student's activity "regulation" and risks of "over-regulation".

Principle 6 (openness). The system management should aim at the most efficient involvement of all concerned entities (community, authorities, individuals and legal entities, social movements, etc.) into the system development. With respect to the teacher's activity, the principle means the openness of teaching system "teacher — student (students)" and the publicity of their joint activity to others.

Principle 7 (management regulation). According to the principle, all management functions should be clearly stipulated. That is, the control body and the controlled entities must act and interact on the basis of the rules, norms and criteria clearly defined and known to all parties. With regard to the teaching process, a modern teacher, for example, keeps the evaluation criteria keeps in his mind whereas a student does not generally realize them.

Principle 8 (uncertainty). The unique nature and unpredictability of human behavior under certain conditions and the person's free determines the uncertainty of the social system. In particular, the teaching process is also largely unpredictable: on the part of a student (students), his / her (their) reaction to the teacher's control as well as on the part of a teacher. Teachers are real persons with their problems, joys and sorrows, and feel-

ings. That is why their activity is also uncertain. Therefore, while planning any activity a teacher must consider the possible uncertainty of a situation, to predict different scenarios of joint activities with a student (students). Likewise, improvisation as an ability to rearrange the plans quickly according to the changed circumstances has always played a significant role in teaching process. In view of this fact, they say teaching is not only a science but an art as well.

Principle 9 (feedback) is perhaps one of the most well-known management principles. According to it, to be effective the management requires the information on the conditions of the control system and its operation. Moreover, the implementation of any control and its consequences are to be observed and monitored by the control body. This fully applies to the teacher's control. For example, an assessment at the beginning of a lesson is a teacher's tool for a feedback. Respectively, by asking the students during a lecture, a teacher gets the feedback whether the students understand him / her.

Principle 10 (sustainable centralization) or, in other words, the principle of delegation claims there is a sustainable level of management centralization in any complex system: what exactly is managed by the control body and what should be handled by the controlled entities. For example, a lecturer allows the students to have optional lecture attendance or, alternatively, registers the absent students. The teacher decides whether to show the solution for a particular task himself, choose one student to do it, or make all students find the solution on their own.

Principle 11 (democratic management). It is sometimes called the principle of anonymity. The principle ensures equal opportunities for all members of the system without prior discrimination against them. In the teaching process, it means that the teacher should treat all students equally and should not express his / her likes or dislikes by having "pets" and "outcasts". What is, as we know, not really observed in the mass teaching.

Principle 12 (sufficiency), or what is known as the concept of a sufficient diversity. The principle was formulated by W. Ross Ashby within the theory of systems. The concept stipulates that when creating a system with a specified complexity (diversity) capable to manage a certain problem, the system needs to be ensured with the diversity (in terms of means and ways for the problem solution) greater than the complexity of the problem being solved. Alternatively, the system should be able to create the required diversity (to develop new tools and ways of solving the problems). That is, in other words, the system should have a significant "margin for maneuver". Thus, the management system (its structure, diversity, functions, etc.)

should sufficiently conform to the controlled system (and, correspondingly, its structure, diversity, functions, etc.). In other words, with regard to the teaching system of “teacher — student (students)”, this concept represents a reasonable requirement that the teacher must know and be more skilled than a student (students). There is even a slangy principle among the teachers: “A teacher is confident in the class, if he / she knows the subject 10 times greater than he / she told the students about it”. The requirement is generally known. But nowadays: (a) a teacher knows the taught subject deeper than a student. But the teacher has already forgotten the material in other subjects taught to a student (secondary school) or has not studied the subject at all (professional school). Then, the entire teaching staff but not a single teacher turns out to have more knowledge and skills than a student. There arises a challenging but unobvious problem — apparently, with the implementation of the module-constructed teaching, a single-subject background will not suffice anymore and the teachers’ scope should be significantly enriched; (b) Today, all information taught to a student at school, college or university is in the same frame with a significantly larger flow of information delivered by the TV, Internet and print media. Thus, students generally tend to have more free time for watching TV, Internet surfing, etc. than teachers, and eventually a student is often more informed, at least about current events, than a teacher; it is as if a student “knows” more and makes a serious problem for modern teaching.

Principle 13 (unification). Equivalent systems must be described and treated by a uniform approach (in terms of their characteristics as well as criteria for their performance). However, the specific character of a particular system should be still considered. Within the teaching process, this indicates the unification of requirements specified to a student (students) by the teaching staff of the school, college or university, i.e. the teaching staff must apply the same uniform requirements to all students, for example: the unified state examination as a national quality requirement for general education or the unified educational standards.

Principle 14 (responsiveness). The principle claims the information necessary for decision-making in real-time management is provided on time, and the management decisions are implemented promptly in accordance with the changing control system and its operational conditions. In particular, the teacher should immediately respond to any actions of a student (students). For example, the teaching requirement on the inadmissibility of the penalty deferred is well-known.

Principle 15 (coordinated management). Through the principle the requirement of that the control within the existing institutional constraints is to

be consistent with the interests and preferences of the controlled entities to the utmost is stipulated. This makes a serious creative challenge for a teacher because the tutor faces a unique personality of each student since every person is deeply individual.

Principle 16 (anticipatory response) — while developing the control measures any possible changes in the controlled system are to be predicted and anticipated. That is, a teacher should foresee the course of events and construct the expected behavior models of a student (students).

Principle 17 (adaptability), the controlled system is dynamic; therefore, the management decisions are to be promptly reviewed according to the changes in it and its operational conditions. For example, the formation of a student's skill goes through a series of phases and the teacher's control on it should change in compliance with these stages.

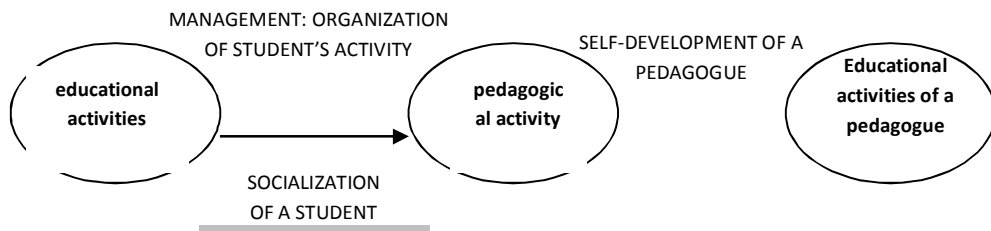
Thus, a brief retrospective into the general theory of management was not useless as far as many requirements to the teachers and their work are deduced from this theory as special cases of general provisions. Besides, addressing to the general theory of management enables the organization of the teacher's control activities. Moreover, the research results for control systems of different nature appeared to be possibly and expediently projected onto the teaching systems.

Now, after a brief retrospective into the general theory of management a direct shift to the characteristics of professional teaching should be made. It is clear that the object of teaching is a person and the subject is the work on the person's development. Teaching refers to a group of "person-to-person" occupations. One of the major teaching characteristics is its cooperative essence: a teacher and the one who is being taught are necessarily involved in the process. This activity can not be performed just for oneself. The commitment to others is essential for this occupation. Teacher's self-actualization and his / her meaningful participation in the student's development (level of student's training and educational standards) are closely connected in this work. However, not only teaching is characterized by the shift between the activity performed for oneself and those directed onto others. Being a doctor assumes the same. Thereupon, what are the features of the teaching?

1. Hereinabove, the management activities of the teaching process were considered, i.e. the organization of the student's (students') learning process. Are the special features of the teaching limited to that particular aspect of the student's (students') instruction and control for the educational process? Certainly not!

2. A teacher is the most important source of the student's socialization. The teacher is an example of a Person in the broadest sense. A student "looks into another person as in the mirror" (K. Marx), and thus refines and corrects the image of his / her Self. Therein, it is extremely important for a teacher to have a personality: the personality is formed by personality; the character is formed by character. We all studied at schools and universities... Each of us had a plenty of teachers there. However, how many of those whom we remember and who had a great impact on our character, interests and life choices were there? Pushkin devoted the following lines to his teacher A. P. Kunitsyn: "I pay the tribute to Kunitsyn with my heart and wine! // He created us and tamed our fire, // He laid the cornerstone // And lighted our pure lamp..." The individuality of the teacher's personality is defined by his / her ideological views, moral stands and spiritual level. The key role belongs as well to the image, in particular, clothing, hair style, charisma and acting skills. In fact, when the teacher explains the course material, not only what he says is important but the manner of the speech, the way the teacher expresses his / her personal judgments and attitude to the transmitted information matters too. If the teacher acts as a pump simply inflating the students with knowledge, he / she can be successfully replaced with textbooks, dictionaries or computer. In this regard, this teacher, a source of trivial truth, has always been a comic character, the subject of jokes and mockeries. If Chekhov's "Man in a Case" is so terrible, it is that he is a model of complete impersonality and ultimate disappearance of feelings and thoughts.

3. A teacher should constantly learn himself. Indeed, as already mentioned, the student's learning process is always fruitful and innovative. Then, the teacher's reproductive teaching makes a huge impact on it – only two equally efficient activities are really bound to each other. Therefore, the third feature of teaching is a constant personal development.

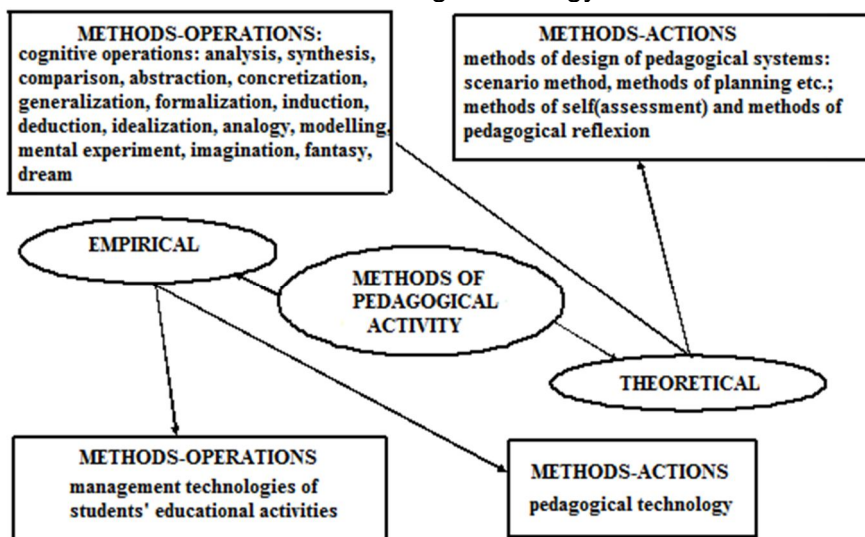


Pic. 3. Classification of main features of pedagogical activity

Thus, we have identified three general peculiarities of the teaching process which taken as a whole, and exactly as a combined whole, give us the system (Fig. 3). Figuratively speaking, the teacher is “both the captain, and the actor, and the student”.

When speaking about the forms of the teaching activities, they should be immediately marked. If the teaching process is carried out jointly with a student (students), it is a joint form of educational process. If a teacher prepares for classes independently, designs the teaching systems, analyzes the practice, etc., then it is basically an individual form of the teaching activity. In addition, the joint form includes as well the participation in the work of teaching (sequencing) committees, departments, faculties, boards of studies, etc.

Methods of teaching. Methods for any teaching activities are specified as follows: on the one hand, theoretical and empirical methods; on the other hand, the performance and procedural methods. Likewise, the teaching methods can be described as: (a) theoretical performance methods. These are mental operations: analysis, synthesis, etc. (Fig. 4). These methods are peculiar for all types of teaching process without exception; (b) theoretical procedural methods. These are methods of design of the teaching systems (scenario technique, planning, etc.) as well as methods of the reflective analysis; (c) empirical performance methods. This describes the management techniques of the student’s (students’) learning process; (d) empirical procedural methods such as teaching technology.

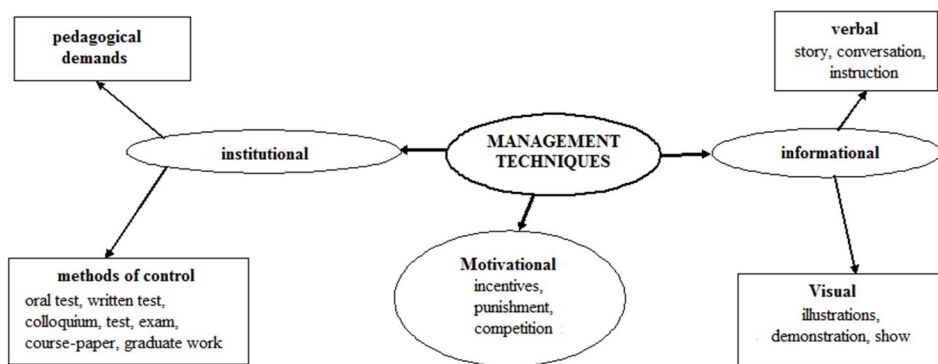


Pic. 4. Methods of pedagogical activity

Coincidentally, it should be noted that we diverge from the traditional scheme representing the teaching and instructional methods. In fact, the only basis for the traditional classification was the teacher's work being divided into the activities within academic studies and extra-curricular teaching. However, such division can not be a serious ground since all methods of the teacher (as well as forms and means) within classes and extracurricular work remains the same.

Let us consider the management methods of the students' learning process (performance methods). We shall remind that, while making a brief retrospective into the general theory of management, the following control methods were noted: (a) institutional management (administration, command, restriction, constraint); (b) motivational management (encouraging the controlled entities to commit the required action); (c) information management (based on the information transmission, formation of beliefs, ideas, etc.).

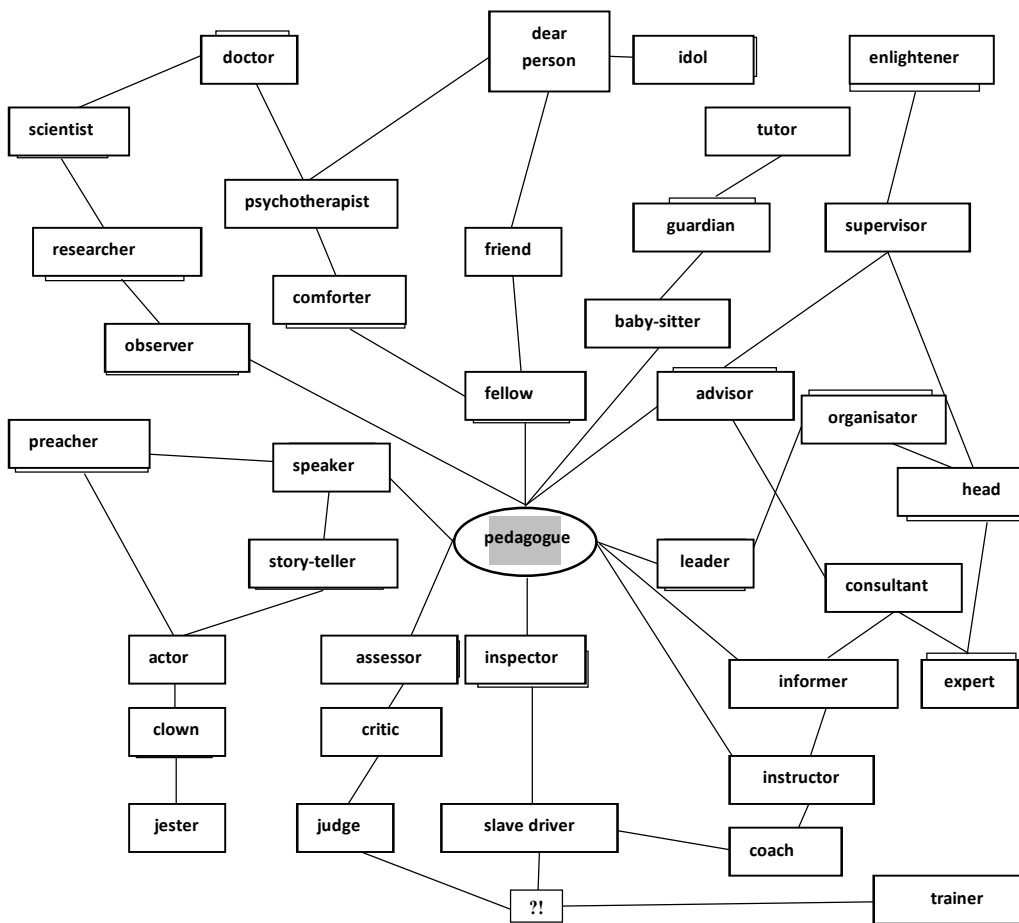
Respectively, the following methods of management for students' learning process by the teacher can be identified (Fig. 5): (a) institutional methods: teaching requirements (requirements, instructions, orders, schedules, rules, etc.) and methods of control (verbal and written forms); (b) methods of motivational management (rewards, penalties, competitions); (c) information methods: verbal (story, conversation, instruction); demonstrative (illustrations, presentations, demonstration of activities, including occupational activities). As it can be seen, the set of methods for teachers is rather limited.



Pic. 5. Management techniques of pedagogue

However, a narrow (in names) scope of management techniques which can be used by the teacher is compensated by a rich palette of vocal tones, facial expressions, gestures, etc. which makes thousands of possi-

ble variants; as well as a wide diversity of roles that a teacher can “play” at any particular moment (Fig. 6).



Pic. 6. Range of roles of a pedagogue (O.A. Kazansky)

Thus, the consideration of the teaching activities of a teacher or instructor from the position of the general theory of management is productive.

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ESTABLISHING THE PROFESSIONAL AND QUALIFICATIONS STRUCTURE OF PERSONNEL TRAINING IN SECONDARY SPECIALIZED VOCATIONAL EDUCATION

Kh. F. Rashidov

The strategic goal of specialized secondary vocational education as it reaches a new developmental stage is the need for its restructuring in the light of rapid changes in regional labor markets, as well as a focus on the social and personal motives of students and graduates of educational institutions.

One of the objectives of the National Personnel Training Program is to establish a national professional and qualification structure of personnel, taking into account the future requirements of advanced developments in the innovative economy. The solution to this problem makes it necessary to develop methodologies for the analysis of regional needs for skilled workers and the quantitative and qualitative composition of professional and qualifications training in secondary specialized vocational education establishments. The methods currently used for forecasting the labor market are not fully reliable and efficient, and therefore do not provide the required tools for the development of the regional secondary specialized vocational education training system in secondary specialized vocational education establishments.

The concept of the “professional and qualifications structure of personnel” is ambiguous. It includes three separate but closely related aspects: the vocational training structure, its qualifications structure, and the development of content (professional standards). The professional structure means the ratio of staff representatives from various professions and professional groups while the qualifications structure means the proportion of workers of different skill levels. The content of training (professional standards) is a set of knowledge, skills and experience required to perform a professional activity at a certain skill level. Quantitative and qualitative changes in the skills mix in employment in the region are caused by such factors as: industrial specialization in the regional economy, structural changes that occur in the economy and factors in scientific and technological progress. The skills mix in training should be close to the skills mix of the personnel in question, since this circumstance has a direct influence on the subsequent employment of graduates, and, consequently, on the efficiency of their work.

An analysis of this situation should reveal a degree of conformity as far as the classification of the direction of the training in secondary special-

ized vocational education is headed toward the needs of not only production but also the interests of applicants who choose the profession in question. An estimation of the direction of the training in secondary specialized vocational education is based on two criteria: the prospect of future employment (i.e.: the probability that graduates will be employed). As practice has shown, in the current conditions on the labor market, there is greater demand than supply. Therefore, it is reasonable to expect that the professional and qualifications structure of training could quickly adapt to these new requirements. One of the mechanisms for such adaptation is the diversification of specializations within groups of professions that are taught in educational institutions, i.e. the expansion of training areas to include combined, similar and related professions. An assessment of the skills mix needed in training could be carried out on the basis of the rate of prospective outcomes, calculated as a ratio of the number of prospective professions being taught and the total number of professions that factor in this assessment.

The main criterion for the efficiency of state educational institutions in terms of its relation to the market economy is demand, i.e. the employment of graduates in areas of training. As an evaluative measure of employment one can use the number of graduates employed jobs in accordance with the training and qualifications they received. This indicator gives an idea of the efficiency and success of the incorporation of training and qualifications into the system of market relations. Comparison of employment dynamics helps us to determine general trends in the sectoral structure of demand for graduates of educational institutions at the regional level and, accordingly, serves to further aid adjustments in the training areas of secondary specialized vocational education, as well as the scale and proportion of the training. It is especially important to analyze the dynamics of the employment rate of graduates in the professional sector, which determines what professions, acquired in educational institutions, are preferable for various sectors of economy, and which professions are in demand and which are not.

An evaluation of educational institutions in terms of employment at the regional level answers another important issue: the definition of the further development of individual educational institutions. Educational institutions whose graduates have a low percentage of employment over the years should either be redeveloped or reduce the training they offer in occupations that are not in demand on the labor market. The average graduate employment rate is sufficient to characterize the success of educational institutions at the regional level. This index can be calculated as the ratio of the number of employed graduates to the total number of graduates for a certain year.

The specific features of the economic development of any given region dictate the necessity of declining a unified approach toward the assessment of the employment of graduates of educational institutions in the professional section because, depending on the structural changes occurring in the regional economy, the list of occupations and levels of graduate employment may differ significantly from each other. Moreover, comparing regions based on absolute values of the employment of graduates of educational institutions requires the introduction of correctives.

Particular attention should be paid to new professions: there should be detailed research into factors responsible for their appearance, the changes in the number of personnel in these professions, and the potential demand in these professions. This will predict changed in skills mix of such personnel in the future, which, in turn, will enable the appropriate form of training for this mix of skills in secondary specialized vocational education.

The results obtained will provide an opportunity to assess the regional skills mix needed for training in secondary specialized vocational education from the point of view of conformity to the skills mix for personnel in the regional economy.

VIRTUAL MOBILITY FOR LIFELONG EDUCATION

**E. Dauksiene
M. Tereseviciene**

Virtual mobility is rather a new phenomenon, however, one of the priority areas in lifelong education, as information communication technology (ICT)- based learning plays a significant role in today's lifelong education. The aim of this paper is to analyse a virtual mobility concept from educational point of view and to discuss the impact of virtual mobility upon lifelong education.

Virtual Mobility Concept from Different Perspectives. Virtual mobility (further VM) is a rather new phenomenon and has been influenced by the development of ICT very much. One of the first notions of virtual mobility ideas are found in the often cited S. Van de Bunt-Kokhuis's (1996) research paper where she creates a rather interesting though specific definition of VM: "the collaborative communication between a faculty member and his/her counterpart(s) mediated by a computer. More often, these meetings will be interactive and take place across national borders and across time zones". A more full-scale presentation of the concept is found at the Humanities project report, where virtual mobility is considered to be constituted of the following elements: (1) transnational lectures and/or learning materials; (2) cross-border recruitment of students; (3) intensity of communication flows; (4) international accreditation of achievements; (5) multilingualism, (6) complementarity between virtual mobility activities, traditional lectures, and physical mobility; (7) international recognition and accreditation of study achievements" (Spot+ project, 2001, p. 12).

A new approach appeared in 2003-2005, describing virtual mobility from the mobility perspective, as a representation of physical mobility existing in virtual space. J. Silvio (2003) describes virtual mobility as a new phenomenon and indicates that virtual mobility is a movement "from one place to another in a new space called virtual space <...> enabled by computer-mediated communication" (Silvio, 2003, p. 3). Similarly to S. Jose (2003), B. Vilhelmson and E. Thulin (2005, p. 1) define virtual mobility as "physical transportation and face-to-face contacts, replaced, complemented or even generated by virtual ones". The much later publication of M. Vriens, et al (2010, p.1) expresses an opposing approach - "virtual mobility is something that is in essence different from physical mobility, although it can be used perfectly as a complement to or alternative for physical mobility". Since about 2006, education based approaches of VM have become more inseparable

arable from the mobility perspective and combination of both approaches converged: VM is “the possibility to take an abroad course without traveling” (BEST Educational Committee, 2006), or “the use of information and communication technologies (ICT) to obtain the same benefits as one would have with physical mobility but without the need to travel” (Elearningeurope.info, 2009). Other authors extend the definition of VM concept by providing with more characteristics, such as option of duration, international dimension, allowance of different forms of activity organization (B. Schreurs, et al 2006, p. 4), intercultural experience (Scrolla, 2007), cooperation agreements of education institutions (EC Glossary on LLP 2007-2013, 2010), etc.

A more full-scale interpretation which includes various different aspects and could stand as a concept summary is provided by TeaCamp project partnership (2010), where VM at higher education is defined as “an activity or form of learning, research, communication and collaboration, based on the following characteristics: cooperation of at least 2 higher education institutions (HEI); virtual components through ICT supported learning environment; collaboration of people from different background and cultures working and studying together, creating a virtual community; having a clear goal and clearly defined learning outcomes; having, as its main purpose, the exchange of knowledge and improvement of intercultural competences; as a result of which the participants may obtain ECTS credits and/or its academic recognition will be assumed by the home university; providing visibility of university in higher education area, capitalization of educational process; leading to integration of ICT into their mainstream academic and business processes.”

Summarizing the above mentioned definitions that analyse virtual mobility from the educational perspective, the following characteristics are distinguished: (a) cooperation of education institutions as well as learners and teachers; (b) international study experience with the stress on cultural aspects, and different kinds of activities that lead to virtual mobility. Although most of the definitions which consider virtual mobility from the educational perspective describe it as a form of learning, research, communication or collaboration, but they also stress that it is a form of mobility, which can be a supplement or substitute of physical mobility.

Virtual Mobility Activities. On the basis of the above analysed VM definitions, different types of virtual mobility activities could be drawn and categorized. VM activities are described in this paper in order to show the links of VM with lifelong education. As there are no common agreement or set categories of virtual mobility activities, referring to H. Bijmens and I.O. de

Beeck's (2006) approach and Being mobile project team production (Eds. Bijnens et al, 2006), virtual mobility activities are categorized in the following way: (1) A virtual course or seminar: (a) courses or seminars at a foreign education providing institution while staying at home and vice-versa; (b) joint courses development and/or delivery by two or more education providing institutions or their group of teachers. (2) A virtual study programme: (a) a study programme provided by virtual education providing institution; (b) joint curricular development and/or delivery by two or more institutions/ inter-institutional group of teachers. (3) Virtual student placements/internships; (4) Virtual support activities to physical exchange. As lifelong education focuses on education from pre-school until after retirement and covers all forms of education (formal, informal or non-formal), virtual mobility activities could be applied or combined at any form of lifelong education.

Impact of Virtual Mobility upon Lifelong Education. Virtual mobility is at the core of Bologna process. It also fits well with the e-learning Action Plan, Lifelong learning programme 2007-2013 and other European initiatives aimed at achieving Lisbon goals. The impact of virtual mobility upon lifelong education can be addressed stressing the benefits and opportunities that are faced by lifelong education participants:

(a) Teachers and learners benefit linguistically, culturally and educationally from the experience of other European countries and their (academic) fields of study (Bijnens, Op de Beeck, 2006). Joint course development and/or delivery by two or more institutions broadens the areas of expertise offered to the learners (EuroPACE, 2010). It enhances the quality of courses and curricula (EADTU network, 2007) and contributes to the quality of the academic education (C. Brey and e-move project partners, 2007).

(b) Virtual Mobility also encourages institutions to adapt and further develop their pedagogical models: change of content delivery and the change of learning tools require changes in pedagogy and didactical models (Bijnens, H.; Op de Beeck, I., 2006). Intercultural experience is offered to learners through the organisation of trans-border discussion groups, international seminars or international learning community activities where participants acquire interpersonal and intercultural skills and get a chance to broaden their cultural, social and political boundaries (EuroPACE, 2010). By providing supplementary courses Virtual Mobility enables students to further individualize and specify their portfolios (C. Brey and e-move project partners, 2007).

(c) At the institutional level, Virtual Mobility initiatives enhance sound competition between institutions and thus contribute to the competitiveness

and attractiveness of the educational offer in general (Bijnens, H.; Op de Beeck, I., 2006).

Conclusions. Recent development of virtual mobility can be accounted for rapid development of ICT technologies. Research analysing virtual mobility from educational perspective has shown that it has become inseparable from the mobility perspective and the combination of both approaches converged. VM covers all forms of lifelong education and it exerts positive impact upon the participants of lifelong education process. VM not only contributes to the European education and training policy; it also creates more opportunities for learners and teachers to benefit linguistically, culturally and educationally.

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NETWORK ACTION FOR THE SUSTAINABLE, INNOVATION-DRIVEN DEVELOPMENT OF EDUCATIONAL SYSTEMS

N.Y. Barmin

It is a well-known fact that numerous forms of interaction can be realized in an educational environment as self-organizing structures capable of receiving, generating, accumulating and developing innovation on the strength of the organic vested interest of the parties involved. The most widespread form of self-organizing structure in education today are network communities. To a great extent, they owe their existence to modern information technology, which dramatically lessens or eliminates the temporal, spatial, linguistic and other barriers that would otherwise hinder constructive dialogue.

The central part of an educational system organized as a network are shared values, i.e. things that are interesting and significant to most. From this begins the natural evolution of the organization's collective knowledge towards the individual professional knowledge of its every member. A network is "a combination of the un-combinable, merger of the un-mergeable," it unites "similarly concerned un-likeminded individuals" [1]. As A.A. Fursenko, the Ministry of Science and Education of Russia, said: "it is clear beyond a doubt that today the network is the only organization system that works. It is a system based on "Excellence Centers," which must be managed in a network mode rather than take orders from any single center. Today we must coordinate, not command. But we hardly ever discuss this—really" [2]. An educational environment organized into a network offers purposeful, intensive sharing of information, knowledge, research projects and academic curricula, as well as of material, intellectual and organizational resources. When they join a network community, even ineffective educational institutions get a chance to upgrade themselves to the level of their more successful partners, re-orientate themselves for new business, or become integrated into more successful educational services providers. By disseminating the outputs of their innovation, the leaders of network communities in turn generate multiple-path hypotheses on how to develop their conceptual ideas, and receive incentives for the further transubstantiation of practice and for the achievement of new highs in educational excellence.

In organizations structured as network communities, new factors of success are at work. Possession of resources is not by itself as important to them as easy, effective access to new resources: information, ideas, knowledge, programs and know-how, and the ability to leverage them to

tackle the challenges that await as the organization takes another step in its development. Network planning can provide for designated “innovation incubators,” in which diverse resources are “capitalized” as every network member contributes its own unique expertise. At the same time, each member is free to take from the network whatever it happens to be needing at the moment, entering into any form of communication or dialogue, joining any temporary creative teams or groups. Every member of a network community is entitled to have its own vision of the ways to achieve the common goal. The community’s intellectual potential is shaped and strengthened through collective critical reflection on the individual visions of the prospective innovation-based development of the professional community. It is fair to say that a network community nurtures a special culture of behavior and communication. A network community may be viewed as a corporation of willing members – individuals and organizations - united by a common set of goals and rules, in which personal knowledge and collective experience are transubstantiated into corporate intellectual resources. The network’s corporate database stores information on all its members: documents, information on current and planned events, scientific texts, training curricula, document templates and forms, etc.

All the above characteristics of a network community are universal for our contemporary information society. When those characteristics are consciously propagated as the traditional educational system becomes more homogenized, this may lend new content to the functioning infrastructure and promote the formation of a new breed of educational institutions as “horizontal” self-organizing networks devoid of conventional “organizational” features. The primary cell for such formation is a community of committed individuals—unlike those systems which are organized administratively from the top down. The nodes of such a new system are not uniform educational institutions or standardized curricula, but original models, “designer” schools and variable courses. The network method of disseminating innovative knowledge works better than any top-down system, because, in the former case, network knowledge becomes an organic, conscious work tool in the hands of innovation practitioners.

Training and retraining of educators will be the most promising way to go for network formats in research and education, as long as “human capital” is viewed as the central aspect of educational reform. Let’s take a “regional network institution of innovative education” as a model for a new organizational format: a network institution. An institutional matrix such as “association” would perfectly suit a network institution of innovative education. Reflecting on the feasibility of such a regional network institution of

innovative education, one must by all means consider the general economic trends in the domain of social relations as they appertain to technology and the paths towards a knowledge-based economy. In the context of this paper, we define the term “knowledge-based” economy in a broad sense to mean an economy based on knowledge, i.e. an economy in which the knowledge and the innovation it generates are the chief drivers of socio-economic progress of society [3].

The specifics of the linear and nonlinear matrixes of the innovation process are most aptly characterized by the tenets of the synergistic approach to linear and nonlinear environments. Linear environments can only be organized by means of a formal system hierarchy, but non-linear environments have the liberty to switch to informal, web-like forms of organization. Nonlinear systems differ from linear ones due to their greater degree of freedom. Nonlinear systems balance on the verge of chaos, from which many alternative solutions may emanate. Chaos is a myriad of non-coherent degrees of freedom, while order is a complete absence thereof. It is in the nature of nonlinear systems to be structurally malleable and to fairly easily pass from pre-critical to critical states, in which new horizons of work may unfold alone. Self-organizing network organizations offer the best possibilities for studying diverse aspects of innovation-based education and designing socially-adequate forms and tools of innovation-driven development.

When designing a network institution for innovative education, it would make sense to “translate” certain aspects of the “post-industrial society” theory: (a) the development and spread of information technology dramatically lessens the isolation, localization and geographic confinement of productive knowledge; (b) information and knowledge should flow primarily where the demand for them is the highest and the barriers are the lowest; (c) “human capital” should be defined as the key component of product quality, irrespective of the industry it represents; (d) transitive nature of the concepts of “continuity of education,” “quality of the human capital” and “productivity of labor.” For the proposed educational services matrix to work successfully and fit in with the contemporary concepts of economic development, it should be designed on the basis of the following premises: (a) openness of the educational environment and educational organizations; (b) a system of incentives for the educational institutions to inspire innovation and lifelong professional learning; (c) the educational environment should be saturated with information and communication infrastructure; (d) a change should be made from formal evaluation of the educational content to competency-based evaluation.

The following may be viewed among the fundamental operating principles of a network institution of innovative education, which will position it for a significant role in driving the modernizing transformation of the regional educational landscape:

(1) the institution is not tied to any specific “level” of education. This is possible, because the focus of thought and research is education as such, or educational services, training curricula, etc.;

(2) network interoperation between innovators enables all network members to expand their professional horizons, but most importantly, it helps them make up their mind about the direction of their further professional development. In their search for professional identity, the network members will cull from the broad spectrum of change paths in modern education precisely those that will provide the innovation resource for meaningful transformation of the individual socio-cultural conditions, in accordance with the organization’s specific needs at a given time;

(3) “diffused” nature of the work, when it combines scientific methodology and critical practice. On the one hand, research as a priority and basic process of the network institution of innovative education will lead to the emergence of new programs and educational services from the research material; on the other hand, the involvement of educational organizations as regional “test-tubes” for experiment and innovation in the research conducted by the network institution of innovative education will enrich their practice, generate new ideas, new projects, etc.

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LATVIAN PRESCHOOL EDUCATION EXPERIENCE AS THE ESSENTIAL PRECONDITION FOR HUMAN SUCCESSFUL LIFELONG LEARNING

Anna Liduma

The paper contains some results of the empirical study, that was carried out in 2010/2011 school year with participation of 20 preschool children aged 5. They were divided into two groups. The aim was to analyse pedagogical and psychological preconditions of preschoolers' development. Analysis of theoretical literature and empirical study showed the importance of early childhood for balanced development and helped to define physical, intellectual and social features of the age.

Results. In accordance with the normative documents of the Ministry of Education and Science of the Republic of Latvia, a program for children's balanced comprehensive (physical, psychic, social) development has been worked out during the year 2002, perfected and repeatedly published in 2010. With the aim of mastering the program, the integrated content consisted of 12 subjects: the speech development, environment and public life, nature, literature, mathematics, drawing, modelling, application, designing, handicraft/ housekeeping (each lasts for 1 hour), sport (5 hours) and music (2 hours) promote the child's well-balanced development. 18 regular integrated active playing lessons have been organized during 5 days, where a child worked both independently and with a teacher's support. Reading and writing skills are developed during all games lessons time. The task of the integrated content is to prepare children gradually for school. Cooperation helps each child to express his/her ideas and feelings. Joint activities are encouraged. As a result, participation creates responsibility, which manifests itself in child's productive activity. Lessons in the form of a game are organized to acquire the program content. Actively playing in the "actual development zone", the child acts independently, but in the "proximal development zone" – the child is supported by an adult (Vygotsky, 1997).

By personal example and in cooperation with a pupil, the pedagogue carries out activities through which the child acquires the content, which is suitable for his/her age. Games' activities and exercises with toys, creative movements which promote child's wishes, creativity and the development of social skills are the preconditions for the successful child's development. Through action the child realises his inbuilt need to investigate the world. Activity is stimulated by the need for self-actualisation. The child's habits and self-regulation are gradually developed. So children can acquire significant civic integration.

Early educators and parents are in cooperation of the atmosphere of mutual trust, openness and respect. Current forms of cooperation are the

following: personal interviews, the open sessions -two per year, information meeting for parents, holidays, singing with children, knowledge of nature hikes, museums, exhibitions, joint visits to the dairy plant, bakery, children's meaningful time organizing sites, etc. Behavioral culture children are taught 15 minutes daily tea breaks, traffic regulations, traffic controllers teach the child's age-appropriate activities. The final product of a child's activity in pedagogy is his knowledge, experience and skills to work. The psychological aspect - a positive emotional attitude and satisfaction with achievements – is the final product of a child's activity, as studies closely connect with real life and the child becomes closer to the aims of education for social integration. The result of purposeful systematic work is a preschool pupil prepared for an integrated upbringing that will follow in a multicultural environment.

Attitudes to Self, to others, nature, work and state as the integrated property of a personality form in the unity of one's life experience, learning activity, feelings and will efforts and manifest themselves in one's values, goals, ideals and norms. Attitudes keep being shaped and developed throughout a lifetime. Attitudes towards Self-formation of pre-school, learning your body, promoting the development of exercise every day. Formed the habit of responsibility, which gradually becomes a value to the child. Human development occurs gradually and is determined by endogenous (internal): heredity, prenatal and perinatal period, the influence of the internal conditions of the living and the exogenous (external): natural factors, the social environment and socio-economic conditions. (Puskarev, 2001).

Psycho-social development related to: the brain maturation, cognitive and emotional development, mental properties in (temperament, ability, character, interests, needs); changes voluntary (will) state, the socialization of personality.

According to Craig (2004) findings, 5-years-old child's motor skills are rapidly developed and he/she knows how to use the stationery, therefore it is necessary purposefully an adult's work and child's activities in order to promote child's writing skills. In experimental pre-school groups on maths, writing, drawing and music are used exercises elaborated by Liduma (2004). Coin games with the rules children learn as rules of behavior. Children are necessary to follow-up and evaluation of behavior and after that an internal, personal motivational readiness training is developed which is an important general psychological readiness for transition to the next age group (Nemov, 1994). Gradually the need for the success achievement purposefulness, Self-esteem, trust Self, Self-sufficiency is developed as well as the formation of people's empathy in trouble, experiences, successes and failures. During the empirical research by conducting discussions with parents, it was revealed that they were aware the necessity of nature

and environment study because more and more children take part in common out-of-school working forms.

In order to investigate all these matters 2 groups of 5-years old children were involved into the research in 2010/2011 school year.

The author of the research worked with the children of the first group for 3 years, but children of the second group additionally prepare for school after their kindergarten during the second part of a day. In comparison of two groups, it is possible to conclude that those children who attended the preparatory group since the age of three for three years, have better skills in all spheres. They can: successfully communicate with each other taking into consideration behavioural norms; skillfully write in their note-books, and are able to work independently and in a team. They are emotionally responsive and purposefully switch from one kind of activities to another one. All of them take part in sport activities with great interest given evidence that parents had understood the positive influence of sport exercises on children's balanced development as children additionally attend corrected sport exercises as well.

The children of the second group one can characterize as rather got untied. Their writing skills are little developed. During painting they paint being in a hurry and carelessly. They are emotionally responsive. It is evident that these children are absent-minded and are busy by themselves, as they don't pay attention to teacher's words and often can't start work. Self-service skills are well learnt, they put their belongings in order.

Conclusion. Purposeful preparation of a child for school ensures balanced physical, mental and social development of children. The main means for child's balanced development is personally significant content and diversified playing lessons. Balanced development is promoted by friendly relationships among children and equal cooperation and support on the part of parents and teachers. The joint activity of parents, teachers and children contributes to the development of children's self-appraisal skills and formation of cultural identity. Making preschoolers prepared for school is a purposeful process, whereby personally significant activity is investigated by means of pedagogic support. Children under school age activity is positively influenced by a teacher's personal experience using teaching aids, methods and forms, which suit the given age. One of the preconditions of such development is playing activity, including playing exercises, activities with toys, creative motions, which promote the development of volitional, creative and social skills in children in order to be successful in their lifelong learning.

MIND EXPANDING EDUCATION FOR ADULTS IN A POSTINDUSTRIAL SOCIETY

M.I. Vishnevsky

This paper analyzes the views of adults on the challenges of cultural survivorship and progress during transition to a postindustrial society, illustrating the special significance of innovative, eye opening education for adults, an education that deconstructs former beliefs and effectuates the synthesis needed to form a new personal worldview.

It is customary, when speaking about a postindustrial society, to focus on the much increased role of information, the freeing of employees from monotonous, physically and mentally tiring operations, and so on. At the same time, it has been rightly noted that the new society—the economy first and foremost, but also social, political and spiritual life—is extremely dynamic, meaning that it presents a greater multiplicity of situations that call for the prompt making of critical, yet unusual and creative choices and decisions. Traditionally regarded as critically important, communicational competence acquires new facets in this new context. These and other characteristics of a postindustrial way of living psychologically resemble the attitudes of young people, who crave all things new and welcome change—at least until they themselves get scarred by it.

Adults process this in a somewhat different way. With their life experience, they know better than to trust that all that glitters is gold. They know that swift changes often have no positive meaning, but are merely an indication that some wily scam artists are trying to sell their tacky wares for more, and quicker, be it a new electronic trinket of questionable value, or some literary, musical or other artwork purported to defy or revolutionize the classic canons. Behind the flurry of details and events, a mature person will strive to identify the general trend and meaningful connections. Such soundness of judgment and action is quite in tune with the “spirit of the times,” which modifies, but does not cancel, every person’s duty to think and analyze life independently, synthesizing information and events into a cohesive personal world outlook [1]. As A.M. Novikov aptly noted: “This new age we live in requires a broader mind, integration of sciences, and comprehension of every matter in its entirety” [2]. It also requires cognizance of a great diversity of factors that are not ordinarily included in the “job description” of a particular profession.

In order to more productively integrate the different aspects of the problems that arise in one’s life that are studied by an array of appropriate sciences, it is no longer sufficient to apply fragmentary knowledge or unquestioningly adopted “original” thoughts, which the World Wide Web will

supply in abundance to any school kid or student. Only an educated person, someone who has shed childish naiveté, someone who is broad-minded and takes the surrounding reality “with a pinch of salt,” can properly process such information and determine its net worth. These types of people have always existed, otherwise there would never have been any positive change, no major leaps in science, technology, politics, business, art or philosophy. Demand for truly creative people has dramatically increased in recent years, so the quality of adult education has acquired a near-strategic significance. Education for adults has some very specific nuances, the principal one being that an adult person “is expected to take a bigger role in the management of their own learning process. An adult person has enough self-awareness, experience, understanding of the goals of study and what they want to achieve by it, enough skills and adequate values, personal qualities and, finally, enough responsibility to actively and meaningfully diagnose their own learning needs, plan and furnish their own convenient learning environment, evaluate and adjust the learning process, and carry on independent study” [3].

The informational part of learning, which is absolutely critical today, may be related to how the economy or government work, research advising or other counseling, development of methodological know-how, analytical writing, research, organization and delivery of training or internships, and many other aspects. Not all these work areas are “creative”, but as the postindustrial society progresses, unusual circumstances will arise with increasing frequency that will compel a person to be able to make prompt, independent and sometimes highly unorthodox, pioneering decisions or to change occupation, meet and deal with new people or institutions, independently manage their work and work effectively in a team at the same time, and most importantly, to understand other people and respect their needs and interests. It is regretful that many people who are in their adulthood now were not taught this properly in their early years. People who have become accustomed to following others’ rules, subjugating themselves to a collective industrial rhythm, may have a hard time realizing that the freedom to organize one’s own work however one chooses is not some wild whim or horrible affront to public order. On the contrary. At a time when everything is constantly on the move and changing fast, subordination and diligence alone are not nearly enough. Useful resourcefulness is valued much higher. In this new context, every person is under pressure to rethink one’s own image of oneself, to learn to hear their “inner voice,” to heed, develop and beautify one’s talents and urges. Personal spiritual freedom and

its inherent mature and responsible quest for fulfillment are critical preconditions for meaningful creative work.

When this country was “great” it lived by its own laws, which were different from the laws that ruled the rest of the world, with which we were in competition. We lost in that rivalry, and many adult Russian people continue to feel hurt and humiliated, unable to get over it to this day. The choice they are facing is between existential crisis and frustration, and a new identity and world outlook. The right choice cannot be taught, but people can be given materials and examples that would guide their philosophical thought in a constructive direction. The former “habitus”, crystallized under a completely different set of circumstances, only too frequently fails to provide sound guidance in an unrecognizably changed environment. But a new habitus can only form through action and by analyzing one’s actions. Once it firms up and crystallizes, self-reflection may not be as critical as it is now. But for now, there is no replacement for self-reflection, so every person has to define it for themselves. Innovative education for adults is, first of all, an education that strives to open people’s minds and take them someplace new.

It includes a sizable theoretical element that is not simply about learning a few sociological concepts. It is more about deconstructing such concepts to bring out hidden meanings and inconsistencies in the formerly espoused constructs. Those hidden meanings often stem from some idealistic cliché uncritically accepted by the author *ab initio*, which may have appeared absolutely clear and natural to the author. But the truth is, that cliché was merely a reflection of certain social interests and stereotypes that happened to be widespread in the social system represented by the author. Inconsistencies in sociological theories are also typically engendered by the author’s efforts to give the appearance of universal significance to a tenet which is in fact very limited in its application. Such was, for example, the historic destiny of a teaching called “Marxism.” Meaningful deconstruction of a social theory dictates that the theory should be compared with other theories in order to identify its strengths and weaknesses, and that its conclusions should be compared with social reality. The latter often proves to be a challenging task: after all, we do not know much about the “real” reality, a reality free from our own fantasies, delusions, biased judgment and estimations. It makes all the more sense, therefore, to also direct the “deconstruction” towards our own ideas and perceptions of the world, which we had drawn from our previous “systemic” education and from our everyday life.

Worldview deconstruction can never be performed fully and comprehensively, but even in its incomplete state, it is still beneficial as it frees our thought from dogmatic captivity and prepares it for a new philosophical synthesis. After all, the purpose of deconstruction as such is to clear some space for new worldview constructs, the ones that are not burdened by the former naiveté, bias and dogma. The construction of one's worldview is a synthesis, the weaving of ideas, views and convictions about this world and the place and purpose of human beings in it, into a whole that makes sense to the person and possibly to many other people as well. A synthesized worldview, constructed by a responsible adult on the basis of his/her knowledge and experience, has special value. What appears "conservative" in such a worldview, in fact often represents stability, succession and a bridge between epochs, which are all critical elements of cultural continuity.

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NATURE IN / OF SUSTAINABILITY POLEMICS

I. Göttel

While London's fog inspires those who are civilized,
those who are not only catch a cold.
(quotation after Oscar Wilde)

Ladies and gentlemen, what do you guess may be the reason for reflecting upon the nature in and of sustainability polemics? To put it bluntly I suspect that the whole sustainability debate is not about nature at all. Of course we all know that nature is present in all our palavers on sustainability, it is constantly addressed, it's the object of our concerns and even the lost paradise. But and in spite of everything I have my doubts.

So let's do some steps into the so called nature as it appeared in those times when the sustainability concept was developed. Not to loose the way we follow Little Red Riding Hood (Krasnaja Schapotschka) into the wood. As we all know, she walks into a dark deep forest with many perils. Children in the 17th and 18th centuries had to be made familiar to this kind of surroundings, since industry needed timber and had developed a forest economy which by the way ensured that the Central European landscape was entirely covered by forests. These forests, though created for industry's purposes and by industrial methods, had soon become the type of scenery poets started praising as the original authentic landscape. However, it was nothing like this, it was not an ancient natural phenomenon endangered by industrialization, as many still believe, but on the contrary it was a product of industrialization. In fact, it was not any wood, but a forest in which the trees had been planted "systematically in straight rows and consciously kept distances in between like a regiment of soldiers" (Günther, Konrad; The protection of nature, 1910). And since the small trees planted too closely in their rows had to be thinned out occasionally, it was not long before small fir trees were decorated as Christmas trees and embellished the living rooms of our homes.

The principle of sustainability generated in the course of industrial forests, had initially been solely of economic interest and fairly simple, i.e. not to use more timber than the quantity that grows naturally, whereas nowadays people tend to use the term "sustainability" in an ecological and holistic sense. Indeed, it is even promoted as a healing solution for all global problems. However, what caused this kind of expansion of a term based on a simple principle in forest economy? And why does it raise all sorts of expectations, which are actually not linked to the origin of the quintessentially economic principle? Who actually induces and accompanies such a

transformation of meaning? What is the point of such a process? Who knows what other possibilities culture - and education - will offer in future! I ask you straightforward: what could we currently need more urgently than things like a home, nature, cosmological harmony, but certainly without the need to return to a simple village life. Might this be a research issue: to investigate our cultural heritage (and the potentials of education) as the sort of strategy to enable mankind to find also a home in another nature, be it of steel, glass, and cables, where we can settle down and feel at ease?

To show what people nowadays apparently need to feel at ease lets have a look on contemporary lifestyle and rhetoric in western and northern European cities: There more than 70 % of all households are single households. It goes without saying that everybody should be entitled to have a home of their own, ideally an apartment in a city, a TV-set, a fridge, a freezer, a coffee machine, a microwave, a cooker, a washing machine, a tumble drier, a computer, a bathroom, central heating, hot water and of course a car of their own. And if the entire machinery shows the energy saving quality mark, the individuals have contributed a lot to sustainability, haven't they? (The more machines one have the more he/she can contribute to sustainability – and people are not shy, they really do that, well trained by LLL). In other words there are both the social agreement upon providing the resources for a steady individualization and urbanization, with its increasing needs, and the need for processes in which reduced quantities of resources are used. However, there is no awareness of real outcomes. In more practical terms, the current cultural transformation seems to counteract widely any serious idea of sustainability while permanently stressing it.

Therefore it is understandable that scientists, teachers and educators of all kind sharpen their instruments culminating in apocalyptic prophecies. The didactic handling of apocalyptic terror and Judgement Day may possibly impress or even frighten people. But is that really adequate if there is nothing more at stake than replacing an ordinary light bulb with an energy-efficient light bulb? Of course we have narratives that are still known and used by teachers, e.g. the story of Noah, a biblical sustainability tale, but at a closer look it becomes very questionable: Noah had built an ark so that Creation survived the Flood. His way of doing it was the following: he took only two specimens of all the animals in order to guarantee the survival, this was enough; intrinsically he had made sure that there were enough genes. What a perspective for gene technology laboratories?! But what about the myriads of well and truly single living beings? Are they released for drowning?

It is almost 100 years ago that sustainability was at the top of the public's agenda even if not naming it by this term. The Norwegian author Knut Hamsun published his book "Blessing of the Earth" and he won the Nobel prize in the 1920s. It was in the first decades of the 19th century when large sections of the population were willing to think of alternatives and to live them. There had also been social and spiritual movements as alternatives to a then predominant tendency which have not yet been forgotten completely, such as the Youth Movement, the Scouts, "Wandervogel", Friends of Nature,....These articulated a counter-concept opposed to the fast pace technological and industrial development - based on nature and being close to it, simplicity, down-to-earth, honesty, modesty, community, reliability, regularity, constancy, in other words, an alternative to excessive profit-orientation, destruction of nature, urbanization, migration of the rural population into the towns, gambling, traffic jam,.....a counter-concept to be implemented?

Today, at first sight, we notice that the current debate on sustainability is not really rooted in this history (and this is most thought-provoking although we could guess why), and therefore we have no idea how vague the linkage between the awareness in favour of sustainability and real global development might work (or: not work). History shows: a brief "Carry on this way" may co-exist wonderfully with abundant public counter-scenarios. Since we do not know the nature of sustainability polemics we do not get the idea that a common social discussion of and agreement upon the variety of sustainability offers may very well accompany the destructive development, even bring about its effective downfall. The act of establishing a sustainable awareness replaces ideological losses such as home, nature, silence, while sustainable action itself provides a therapeutic effect which has no influence on the actual development, the drifting apart, and neither wants to influence it (but decorates it beautifully). The contradictions between modern capitalist and technological development and nature-oriented ideas of a good life a century ago had been discussed in greater depth, in a wider perspective, and more conspicuously than this is the case today.

Oscar Wilde made his contribution which from my point of view is still an outstanding one: He was not interested in petty bourgeois desires of regression (back to nature, back to trade communities) including the tendency to romanticize earlier social forms, the authentic and naturally beautiful; he regarded them foolish. In his entire work he ridicules the worshipping of nature. Especially he, the hypersensitive dreamer, knew far too well that a dignified individual life was possible only if the machines ran hot. "Man was

created for something better than stirring up the dirt". All these works should be carried out by a machine (Oscar Wilde).

Today we face a worldwide conformity on the idea of sustainability. No contradiction. Let me come to an end quoting Oscar Wilde more freely, "Wherever people think, they are likely to think in different ways. Wherever people do not think, there is no point in having them agree."

I thank you for your attention and I am open to your disagreement.

ON THE ROLE OF SOME FORMS AND TYPES OF POST-DIPLOMA EDUCATION IN SELF-REALIZATION OF TEACHERS

S. G. Vershlovsky

The activity of the modern teacher takes place in rather contradictory conditions. On the one hand, an important stimulus that inspires teachers to make creative searches is the National project "Education", competitions and displays of pedagogical prowess etc., but on the other hand, there is the existing socio-economic situation, which has a negative effect on the mood of the teaching community. As a result, teachers, despite all the positive phenomena in their professional life, have a low estimate of their social status.

This is shown by the data from a survey that was conducted among Petersburg teachers¹. The questionnaire includes several scales, and for each one the respondents were required to assess their social status and possibilities of self-realization in points from 0 to 10. With a maximum assessment of social status equal to 10 points on the "social thermometer" (i.e. on the specially developed scale), the teachers assessed their status at 5.02 points. In their opinion, this will change little in the future: in five years the status will increase by 0.8 points. At the same time, the possibilities to realize their professional interests and capabilities in the modern situation was given a significantly higher assessment by respondents: 6.87 points (with a maximum of 10), and in five years, they believe, it will increase to 7.10. Replies to the question about the influence of their own efforts on a change in status were distributed as follows: 21.1% of those surveyed thought that a change in socio-economic status depended directly on themselves; 61.3% thought that they could only influence their status to a certain degree; 17.6% ruled out the possibility of influencing a change in status. A different picture was received in an assessment of possibilities of professional self-realization: 35.5% linked these possibilities directly to their own activity, 55.3% thought that it depended partially on this; only 9.1% thought that realization of professional interests and capabilities depended entirely on external conditions.

As we can see, even when teachers have a low assessment of their social status, the eternal aspiration to self-realization is preserved, which was written about by the "fathers" of humanist psychology Abraham

¹ In reply to the questionnaire "What do I think about myself?", designed to analyze the attitude of teachers to their social status and possibilities of professional self-realization, 340 teachers of Petersburg schools took part.

Maslow and Carl Rogers. It acts as a fundamental spiritual need directed towards the person realizing their powers and capabilities. However, a general low assessment of status still influences the professional well-being of teachers. It is no coincidence that an objective assessment of the possibilities of self-realization (i.e. the assessment that teachers give themselves) is equal to 8.38 points, but the real assessment is 6.87. We may assume that an important stimulus that is capable of neutralizing (or rather mitigating) contradictions in the professional position of the teacher, and promoting self-realization, is micro-factors. The richer professional life is at local level, the wider the possibilities of self-realization are.

Among the wide circle of factors that the teacher encounters every day (from the management style of the administration and the general atmosphere of school life to carrying out daily duties), special attention should be given to post-diploma education. Arguments about its growing role as a link in the system of lifelong education are widely known. But they usually come down to organizing traditional course preparation and its assessment. We still do not have a very clear idea of what the developing effect is of its "non-traditional" forms and types. An analysis of potentials of post-diploma education of teachers allow us to single out education "within the school" above all, which realizes the concept of a "learning organization" designed to adapt the skills upgrade process to the needs and tasks of the organization (H. Heiselhart, M. Pedler, G.A. Klyucharev, A.M. Mitina and others). Recently, this form of education has become noticeably popular in various spheres of the economy, including in the education system.

The analysis that we have carried out and work experience in general allows us to single out several directions of study that expend the capabilities for self-realization of teachers. The first is designed to improve individual sides of activity of the educational institution for which a special need is felt (for example, mastery of interactive technologies). The second involves a critical analysis of the norms and values of school life, in connection with the requirements of the modern socio-economic and socio-cultural (for example, "What are the tasks and functions of the modern school?"). The third type of study is focused directly on the teacher, and aimed at developing critical reflection (for example, pedagogical myths in the professional awareness of the modern teacher). A significant result in internal school education, as the study by Yu. E. Nogovitsyna showed, was the formation of a new position of teachers, concerning the educational achievements of the pupils: a move from an assessment of results (products) of study to an assessment of the process; a move from an assessment of individual cognitive skills to an analysis of pupils' ability to express themselves practically

etc. [2]. Internal school education allows teachers to “reveal” each others; creative achievements. It actively assists the formation of a value-oriented unity of the pedagogical community. The possibilities of self-realization expanded significantly as the variation system of post-diploma education. As the study by M.A. Malysheva showed, providing pedagogues with alternatives in the selection of education paths, and participation in developing educational programs proved to be an important stimulus in the development of their self-education activity [1].

The result of creative searches for organized forms of integrating science and practice was the creation of school laboratories in Petersburg. The combination of theoretical lessons with seminars conducted at schools, the problems of which were determined in accordance with the themes of their experimental work, was an additional stimulus in the development of creative potentials of groups of educational laboratory institutions. Of special importance in the collective discussion of the progress and results of experimental work, which contributes towards an increase of its culture and a deepening of critical self-analysis. It is important to stress that mastering the research method and developing a specific theme makes it possible for laboratory schools to act as bases of skills upgrades for pedagogical employees and city research and practical conferences and seminars. As a result, possibilities expand for the realization of creative potentials of the pedagogical community of laboratory schools. We may conclude that the developing forms of informal education not only add to and enrich the system of post-diploma education as a whole, but allow us to see its ability to satisfy and develop the creative abilities of the teacher as a system-forming factor.

The value of the forming system is not only determined by the simple appearance of new types of informal education, but their ability to put teachers in a situation that mentally takes them outside of the boundaries of the constant flow of life, inspiring them to contemplate their professional life. This method of existence, connected with the development of the ability for reflection, or by the definition of S. L. Rubinshtein, a feeling of world view, acts as an internal condition that promotes the creative self-realization of teachers [3]. It manifests itself in the formation of a critical attitude towards one’s own experience, in widening creative contacts, and in mastering innovative technologies. Quality changes in the teacher’s activity find their reflection in the ability: (a) to give pupils a leading role in making decisions on the choice of work method with the material studied; (b) practice work that inspires pupils to put forward ideas that are alternatives to those studied in the classroom; (c) create situations which inspire pupils to

gain an understanding of leading ideas and concepts, and not receive them in ready form; (d) involve pupils in independent study, interpretation of results received etc.

Innovative forms and types of post-diploma education that broaden possibilities for self-realization, despite often unfavorable conditions, raise the productivity and satisfaction of activity. "A person who recognizes their own powers and uses them productively increasingly acquires strength, confidence and happiness, and is less threatened by the danger of self-alienation. A feeling of joy and happiness is not only the result of productive activity, but also a stimulus for it" [4].

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RELIGIOUS EDUCATION IN FINLAND 2011

P. Iivonen

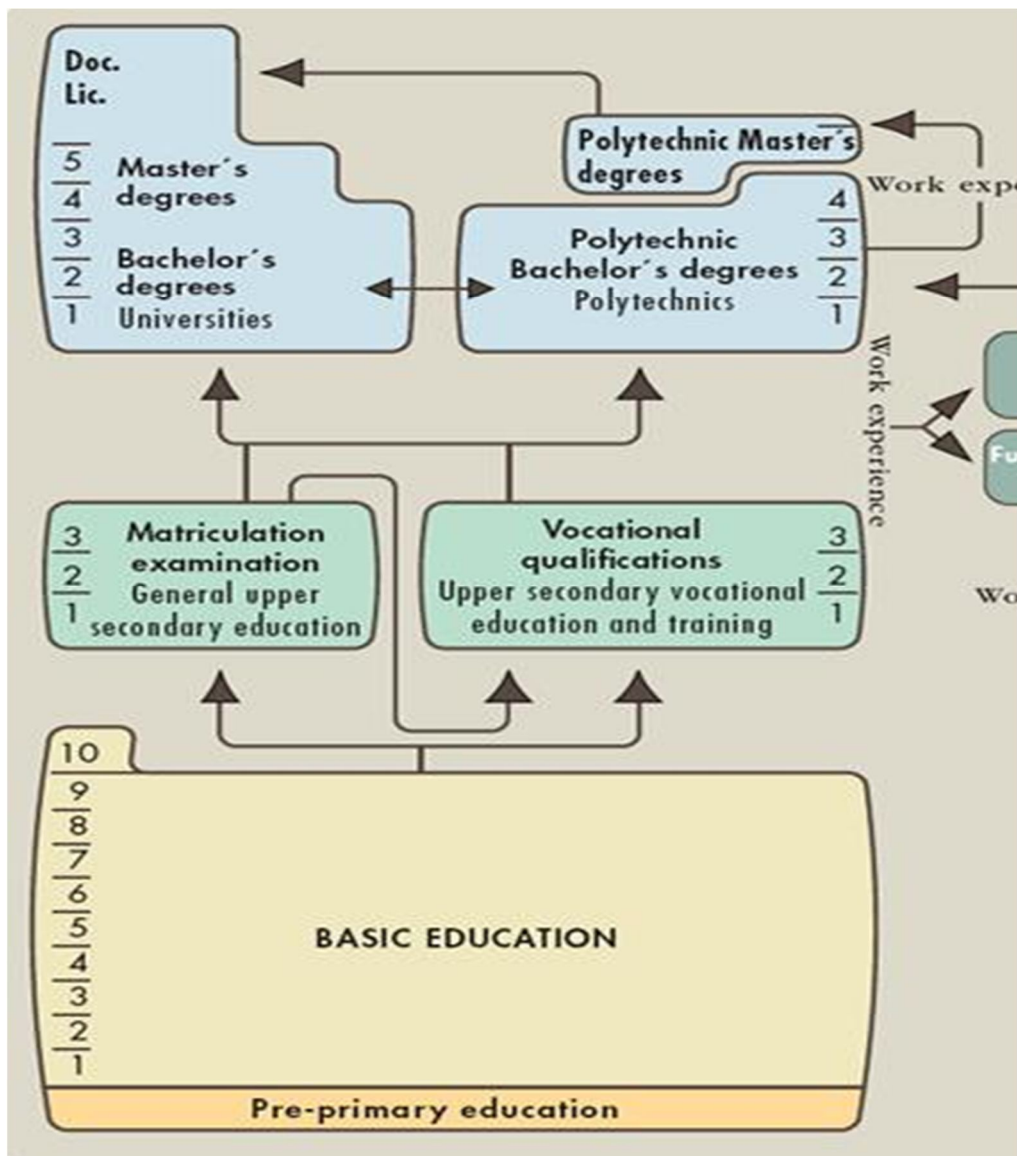
Finland is a Parliamentary Democracy. Population is about 5.4 million inhabitants. Religions in Finland: 80% Lutherans, 1,1% Orthodox, 0,9% Muslims, 1,1 % Others (Jews etc.), 13,5% no religious affiliation. Recently the Orthodox Church and Muslim population has begun to grow. Both have now over 60,000 members. The Catholic Church has a membership of around 8,000. The Protestant denominations, for example Baptists, Methodists, the Salvation Army and Adventists total membership remains under 1% of the population. Jews in Finland about 1,200.

Education system in Finland. Pre-school teaching is provided in schools and day care centres. Pre-school teaching starts a year before children go to the comprehensive school. The aim of pre-school teaching is to improve children's capacity and skills for school and learning. Participation in pre-school teaching is voluntary. However, entering the pre-school education is a child's subjective right.

Children start compulsory school at the age of 7. It is also possible to start school one year earlier or later based on a medical psychologist's or physician's statement. Finland has nine years of compulsory schooling. Local authorities primarily run comprehensive schools. The government contributes to the financing of all schools. Nine years of basic education can be continued in two major ways either in vocational training or in upper secondary level. Both vocational and upper secondary studies make it possible to continue one's studies in the University of Applied Sciences or at the University.

Historical Background in Religious Education. Religious education is rendered in the own religion of the majority which in Finnish context means Lutheran religious education. Religious education in Finland is non-confessional and a Religious education teacher does not need to be a member of the Lutheran or any church. The teacher needs to have a qualified training for Religious education which usually requires an university diploma (Master's degree). A non-Lutheran pupil can also take part in Lutheran Religious education if their guardians so request. Schools must also give instruction in religions other than Lutheran faith (such as Islam, Bahá'í etc.) if there is a minimum of three pupils representing the faith in the school. The religion in question must be registered in Finland and the students' family must belong to the religion. All Religious education must have a curriculum which needs to be accepted by the Finnish National Board of Education. However, some Christian minority groups are taking part in Lutheran Religious education lessons in spite of the option mentioned above

but on the other hand if one's own instruction is available, the pupil has no right to opt out from it.



The status of the Orthodox instruction differs from other religious minorities. If there are at least 3 Orthodox children in municipality schools instruction is automatically provided and parents request is not needed.

The concept «according to one's own religion» is rather new since before year 2003 Religious education was defined denominational. However, during the last two decades the Finnish Lutheran denominational Religious education has been understood as non-confessional in spiritual or religious meaning. The term confessional indicates the content of education. The major content was knowledge about one's own religion. In this meaning religious education differs from religious practice. So basically one's own religion is an updated version of the recent good practice. The term confessional indicates the content of education. The major content was knowledge about one's own religion (Honkaheimo, Luodeslampi 2006). In this meaning the lessons are not practicing religion at a school class. Related to the question "practicing religion at a school class", National Board of Education has given guidelines for Religious education based on Act for Religious Freedom (2003). Among them is that basically religious practising is forbidden at a school class (e.g. praying or having religious ceremonies). The only exception is that it is allowed due to pedagogical reasons. In the Orthodox pedagogy it is not a problem, because in most cases the teaching contents are related to prayers and hymns and those can be used to explain and illustrate the Orthodox doctrine. This is the way how Orthodox Religious education has been implemented at schools and thus basically one's own religion in practice supports the Orthodox Religious education pedagogy and its' good practice. The final push to reject the word "confessional" from Religious education was the new Act for Religious Freedom (2003). The previous law (1922) expression established freedom from religion. On the contrary, the current law is made on the basis of a positive right: freedom for religion.. Schools are not based on religion or supported by the religion. There are less than 15 Christian schools in Finland (Honkaheimo, Luodeslampi 2006). Today the way of giving Religious education at schools according to ones' owns religion does not cause any contradiction between state and churches or religions.

In Finland we have religious freedom, each student has the right to receive religious education according to his or her own confession. If pupils are to receive religious education, it is natural that it is based on their own confession. To teach religion according to the one's confession implies that children are introduced to basic his/her doctrines of own religion. These doctrines constitute the content of one's faith which helps the children to clarify their faith. In the context of the school the most widely accepted interpretation is the pedagogical. Religious education starts with the familiar religious context.

Over the past 30 years the interpretation of the term «confessional» has been problematic since there is a change in the meaning when connected to religion. For example, if the content in primary level is Bible stories it could be evaluated in many ways as confessional. This has led to discussion on whether the pedagogies in Religious education should be developed in a way that encourage pupil's own reflection and nourish an open atmosphere.

The main aim of the Lutheran education in Finland is to make the students more aware of their own religious culture. Students own developmental status is always taken as a guideline in teaching. Religious education helps students to understand the meaning of religion to individuals, and to see how religion influences society and culture. The objective is a broad general education in religion and on personal level.

Religious Education in the School System

A. The Subject(s). Those pupils who are not members of any congregation or religious group are provided instruction in secular ethics where different worldviews and ethics are studied. In Finland there are 11 different curricula for the Religious education. All of them are labeled Religious education but officially a prefix gives expression on which curricula is in case. Because Religious education is related to one's own religion every Religious education version has it's own name, for example Orthodox Religious education. In spite of this we have only 3 religions which have education all over the state (evangelical Lutheran, orthodox and islam).

Religious education is compulsory in the basic education (ages 7-15/16) and also in upper secondary school (ages 15/16 - 18/19). In vocational education there is no instruction in Religious education. In upper secondary school there are three obligatory courses in Religious education: Course I: Introduction to religion as a phenomenon, dimensions of religion and The Bible. Course II: The History of the Christian Faith. Course III: Christian Ethics. A pupil can choose more courses if s/he wants to. There are at least two extra courses available: world religions and religion in Finland. The student has an opportunity to major in Religion in the National Student's Matriculation Exam. This means that in order to pass the Student's Matriculation Exam the student must show adequate skills in Religious education (in addition to other subjects).

Finnish children attend the same schools and classes regardless of their family's background, wealth or culture. However, for one subject a week children are divided into groups: religion. The Finnish compromise stems from the fact that teaching is not denominational, but rather respects the child's personal background. Religion as a mandatory subject is still

considered necessary, because it supports development of the child's own identity and world view, which also establishes a foundation for an intercultural dialogue. Because Finland has been homogeneously Evangelical Lutheran since the Reformation, it would be difficult to understand the country's society and culture without knowing the history and thinking of the Lutheran Church.

B. The approach to teaching Religious education. In Religious education, the religious dimension is approached from the standpoint of the pupil's growth. Religious education is seen as a broad cultural and social phenomenon. Instruction in religion emphasizes religious knowledge and readiness to encounter new religions and world views. Religious education offers basic knowledge, skills, and experiences for building an identity and a world view. The instruction encourages encountering the religious and ethical dimension in one's own life and the life of the community.

In primary education the objectives of the instruction are to: (a) familiarize the pupil with his or her own religion; (b) familiarize the pupil with the Finnish spiritual tradition; (c) introduce the pupil to other religions; (d) help the pupil to understand the cultural and human significance of religions; (e) educate the pupil in ethical living and help him or her understand the ethical dimension of religion. The first objective is relatively easy to achieve in Finland. Since 84% of the Finns are Lutherans the major part of Religious education teaching is Lutheran. The focus in teaching is to understand the freedom of religion as a positive right. This emphasis has become more dominant especially among the smaller religion groups. The major aim of the Lutheran instruction is to introduce the religious culture to the pupils in as many ways as possible. The methods in teaching always take the student's developmental stage into consideration. It is thought that Religious education helps the students to understand the meaning of religion to individuals, and to see the influence religions exert in society and culture. The objective is to construct broad general knowledge of religion and apply it on a personal level.

During the first five years of elementary school the core task of instruction (in the Lutheran religion) is to offer materials for the construction of the pupil's world view. Religious education introduces the surrounding religious world to the students via giving information and personal experiences. Religious education familiarizes the students with the Bible and encourages them to exercise responsibility and ethical judgement.

The majority of Finnish schools are public and there are only few private schools. In general, Finnish schools are not based on religion or supported by the religion. For children, school and educational equipment (books, pens etc.) are free of charge. The schools can develop individual

profiles by focusing on some special area, such as languages, mathematics and sciences, sports, music or arts. In Finland, 99.7 % of the age group completes compulsory education.

Religious education curricula are made in The Finnish National Board of Education. It is made in various working groups, which have also had denominational representatives. Every school and municipality area should have their own adaptation of the national curriculum. Usually professional teachers make the adaptations based on their classroom perspective. Municipality is legally responsible for the syllabus. Municipal authorities have the right to make general local syllabi if they choose to do so. Schools are not allowed to alter those syllabi. The commercial publication companies publish books for Religious education (as they publish books for other subjects such as mathematics and languages). Books are based on the national curriculum, but however some freedom of content exists. Schools have the right to choose which book they want to use. (This makes school books also commercial products, one book costing approximately 20 euro's.) In comprehensive schools books cost nothing for pupils. In secondary education student must pay books.

C. Teachers. During the first six school-years, the primary school teacher teaches all or most of the subjects and usually gives education in religion, too. Education in the junior high is usually in the form of subject teaching, where there are different teachers for each subject. One for mathematics, one for English language, one for Religious education etc. Basic education also includes pupil counseling and, if necessary, special education. Teacher education in Finland takes place at the universities. The majority of subject teachers in Religious education are Masters of Theology who have specialized in teaching. (Schools are part of the society and local authorities pay the salary (the average starting salary of a teacher is approximately 2300-3000 €/month)).

D. Public Examination. In Finland there are no inspectors. The local principal is responsible for the quality of teaching. In difficult situations The National Board of Education can give consultative advice. In 2003, the National Board of Education made criteria for the good learning practice at the fifth grade concerning Lutheran Religious education. The aim is that the pupils will know the key things about the Bible and the Evangelical Lutheran Church of Finland. The pupils should also know how to use what they have learned to acquire more knowledge. The pupils should be able to perceive religion as a cultural phenomenon. They should understand the nature of religious language usage and recognize religious symbols, concepts, and metaphors. At upper secondary level Religious education can be part of the Student Matriculation Exam.

E. Private Sector and regional differences. In Finland private sector is not remarkable and it is following national curriculum in Religious education

issues. Religious education is taught according to the national curriculum all over Finland, there are no regional exceptions.

Current developments and challenges. The status of Religious education teaching in Finland is recently established. New national curricula were published in 2004 and schools have made their syllabi after that. The parliament has made clear decision about Religious education. At one point there was political discussion in which the aim was to unite all Religious education under the same subject. Parliament made vote and the result was 75% against one Religious education model and pro the one's own religion -model. New Act for the Religious Freedom is made in positive aspects. Everyone should have the right to religion. Multicultural development could be remarkable in Finland in the future. In contemporary Finland the multi-faith schools have concentrated around the largest cities, especially in the areas of (capital) Helsinki. If there are many more faith traditions who want to have their own curricula in schools the costs of Religious education will become higher than nowadays. It might put pressure on Religious education integration. However, the parliament's opinion is clear: right to own religion and right to receive Religious education is essential. Money is not driving over it. However, they are nowadays planning in Finland new timetables for Basic Education. New Suggestion got ready in beginning of June 2010. In the end of year 2010 political decision was to stop the reformation plan. A new government will start reformation in this year. We don't know what is inside of this reformation.

In Finland the standard of teaching is high among the subject teachers of Religious education. The challenge of teacher training is in the standard of teaching among primary school teachers. It could be said that the academic training program does not give methods good enough for Religious education teaching in the primary school level.

Links

NBE: http://www.oph.fi/english/education/overview_of_the_education_system

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FOLK UNIVERSITIES IN FINLAND – POSSIBILITIES TO BENEFIT EXPERIENCE IN RUSSIA

V. Torvinen

From the history of adult education centers in Finland. City of Helsinki Adult Education Centre (official name - Workers' College) was established in 1914 when Finland was a Russian Grand Duchy. Its main purpose was to raise the level of public education and promote educational equality in order to avoid large marginalized classes under the circumstances of free market economy. The core and soul of Adult Education Centre's founder, Principal Z. Castren's educational policy was "becoming from citizen to human being" and the fight against economic inequality.

Mitigation of social tensions. The employers also understood the importance of the institution and supported the establishment. Institutes have since been established in all cities and municipalities in Finland. They are part of Finnish society, the mechanism for dealing with social tensions and contributing to the balanced economic and social development. Centers provide equal opportunity for all adults in self-development and learning. City of Helsinki's Folk University is the largest in its field in Finland and one of the largest in Europe. It belongs to the management of the City of Helsinki and operates as an independent department and board under the auspices of Lord Mayor. The number of staff is 1100 and students than 70000. The center operates mainly by part-time teachers with fixed-term contracts. Peer teaching is (eg, more advances students in information technology teach others) and open learning environments (given the free use of computer classes) is constantly growing.

Operating model in Finland. Teaching takes place in the evenings and during free time, when the employed people may participate in different courses. It does not provide a direct vocational training, but supports the adult population's ability to cope with a rapidly changing society. Customers include the entire adult population, but the specific target groups include the elderly, pensioners, immigrants and those at risk of exclusion. The courses are organized for example in computer science, languages, visual arts, crafts, music, theatrical expression and debate on various social themes. The objective here is to maintain citizens' social activity and stimulate creativity. Fees for students are low. Pensioners and the unemployed will receive special discounts. The state sees the importance of centers providing financing of about 50% of the budget. Municipalities are responsible for about 40% and student fees cover about 10% of the cost. Cooperation with universities is intense: there is also so called "Open University" within

the center, where you can study and carry out academic courses and grades.

Leading principles of adult education centers in Finland: (a) People need information and understanding of international and social change; (b) Dialog and common understanding contribute to positive and constructive behavior; (c) Importance of using modern methods of adult education; (d) Provision of learning opportunities for associations and NGOs, for their own learning goals; (e) Mentally and socially rehabilitative and motivational courses; (f) In today's society citizens need support in basic information skills (IT); (g) Hobbies are also important: crafts, music, expressive talent; (h) Courses for retired, in collaboration with the pensioners' organisations; (i) Tailored courses for groups in danger of exclusion; (j) To promote international interaction courses (languages, cultures).

Possibilities to benefit Finnish adult education center experience in Russia. People's Universities have played an important part in the development of Finnish society. Every citizen knows that he can take to develop and educate themselves in their cities located in the center, if he wants. Finnish experience may also be useful in the social development of Russia. Tasks of folk universities could be: (a) Taking advantage of scientific expertise gained in Finnish folk universities; (b) Releasing intellectual potential of citizens towards the common good of society; (c) Strengthening and reinforcement of the identity and value system of Russian citizens; (d) Mitigation of social tensions and reducing the risk of exclusion; (e) Support for the adult population in a rapidly changing society; (f) Provision of equal learning opportunities for the elderly, pensioners and the unemployed. We propose to study together possibilities to launch a common project with an aim to establish folk universities in North-West Russia.

THE DEVELOPMENT OF THE VOCATIONAL EDUCATION SYSTEM IN THE REPUBLIC OF BELARUS IN THE CONTEXT OF LIFELONG EDUCATION

A. Kh. Shklyar

In the context of the current social and economic transformations taking place in this country and crisis phenomena in the world economy, the expanding functions of institutions within the system of vocational education (hereafter «VE»), in particular in providing additional adult education, are becoming increasingly important.

According to Article 10 of the Law of the Republic of Belarus «On Vocational Education», citizens who have the qualification of “worker” (“servant”) but do not have a VE certificate can receive general professional training in a given occupation (profession) on a distance learning basis. Since only 30% of workers in the national economy have VE, the use of distance learning promotes an increase in the professional competence of workers.

In the recent years, VE institutions have been increasingly implementing, along with basic education programs, additional programs of professional training, retraining and advanced training of adults and for professional and of the vocational training of schoolchildren. The implementation of additional education programs by VE institutions became especially active after the adoption in 2003 of the Law of the Republic of Belarus «On Vocational Education», which granted institutions within the VE system the legal right to this activity. This was also facilitated by the adoption in 2005 of the “Provisions on Structural Units of an Institution of Vocational Education.”

Education institutions within the VE system enroll adults on the basis of direct agreements with individuals, and recommendations from employment services or organizations. Training is provided in groups or individually on a full-time (day and evening) basis.

The duration of training for the initial grade is generally 1 to 6 months as determined by the List of Professions for Training Production Workers, which includes 4,640 blue-collar professions. The specific list of professions is determined by an education institution itself and depends on to what extent they are in demand on the labor market and among individuals. In many educational institutions, professions in which the training, retraining and advanced training of workers is offered does not duplicate but supplements VE professions.

In the last decade, the President and the Government of the Republic of Belarus has paid much attention to the issues of professional training of

workers. Several regulatory legal acts have been adopted to govern professional training, retraining and advanced training of workers, such as the “Concept of the State Staff Policy of the Republic of Belarus”, the “Provisions on the Continuous Professional Education of Workers (as amended)”, the “Provisions on Guarantees for Workers Sent for Professional Training, Retraining, Advanced Training and Internship,” the “Provisions on Procedure for the Organization of Professional Training, Retraining and Advanced Training of the Unemployed,” the “Provisions on Licensing Education,” the “Provisions on Procedure for State Accreditation of Education Institutions in the Republic of Belarus,” and the “Government Programs for Vocational Education Development” in 2000-2005 and 2006-2010.

The Republic has completed the Standard Wage Rates and Skills Reference Book for Blue-Collar Jobs and Professions (ETKS) and the Standard Skills Reference Book for White-Collar Jobs (EKSD) and enacted the National Classification System of the Republic of Belarus – OKRB 006-2009 «Blue-Collar Professions and White-Collar Jobs.» The system of scientific and methodological support of training, retraining and advanced training of workers is in place and operating successfully. The following documents are developed and approved: the List of Professions for Blue-Collar Training, the Methodological Recommendations «Organization and Scientific and Methodological Support of Continuous Professional Training of Workers», and the Methodological Recommendations «The Basics of Designing Course Documentation for Continuous Professional Education of Workers (Servants)».

The Republican Institute of Professional Education guides the ongoing work for updating the legal framework and organizing the development of standard course documentation for continuous professional training of workers with the involvement of methodical services of industry-specific ministries, organizations and other stakeholders. The number of institutions offering VE that provide continuous professional training of workers increases from year to year, as well as the number of graduates (see table). The number of people who have completed training, retaining and advanced training in VE institutions in ten years (from academic years 2000/01 to 2009/10) totaled some 228,894 persons.

Academic year	Number of VE institutions	Total number of persons trained
2005/2006	148	22,217
2006/2007	154	23,599
2007/2008	156	23,679
2008/2009	153	25,726
2009/2010	163	28,061

Along with the continuous professional training of adults, institutions within the VE system provide professional training for schoolchildren. Children who have successfully completed this education program receive a standard government certificate. In ten years (the academic years 2000/01 to 2009/10), VE institutions have trained more than 21,000 schoolchildren. At the same time, it is our opinion that institutions within the VE system do not fully use the capabilities they have for the professional training of schoolchildren. On average, ten to twenty educational institutions take part in this work annually.

The adoption of the Code of Education of the Republic of Belarus will have a positive impact on the further development of additional education programs for both adults and schoolchildren in VE institutions.

HISTORY AND THEORY OF LIFELONG LEARNING. LIFELONG LEARNING AS A SUBJECT OF INVESTIGATION

A CONCEPT OF FUNCTIONAL EDUCATIONAL SYSTEMS

A. A. Avramenko

The notion of a “functional system” became widespread thanks to the work of the academician P. K. Anokhin (1898-1974), who specified the main functional systems of the human body, for example: a functional system maintaining the blood mass, a functional system maintaining the blood sugar level, etc. Later the term “functional system” was spread to economics (see <http://www.economic-review.ru/publications/72/>, the web site of the Russian economic review, an electronic periodical edition. “Functional economic systems (a new theory of sustainable development).” No reference to the author). This article provides the following examples of functional economic systems: the system regulating the inflation level, the system of local market protection from unfair competition, etc. Each functional system is characterized by a corresponding indicator. For example, price index growth should not exceed 3-5% annually, while the share of foreign goods in certain segments of the national market should not exceed 30-40%, etc.

With respect to lifelong education and sustainable development of the educational system and society, the transition of the concept of functional systems to education is well justified. Functional educational systems differ from purposeful systems (the systems of higher education, preschool education, additional education, etc.), first of all, by the fact that they are self-regulating structures, where every deviation from the certain, set indicators of sustainability serves as an impulse for the mobilization of numerous mechanisms, enabling restoration of lost balance. This approach to the definition of the functional systems as self-regulating systems is equally applicable both to functional systems of living organisms and to social and economic systems.

The functional educational system is a number of mechanisms and institutions, developing the mechanisms of self-regulation, which maintain balance around a certain set parameters and indicators characterizing the results of the educational process. It consists of: (a) a system for creating a worldview, allowing a person to exist comfortably within the framework of

the system¹; (b) a system of monitoring and revealing talented young people, and their “integration” into the social system; (c) a system of monitoring people with limited abilities and creating conditions for their normal education; (d) a system providing specialization in education on the basis of the skills revealed; (e) a system providing for one’s physical health; (f) a system enabling implementation of relations in the sphere of education by a personality; (g) a system enabling a person to have relations in the spiritual and moral sphere; (h) a system providing a person with relations in the ecological sphere (environmental protection), etc.

¹ This mostly depends on a religion or a leading ideology. For example, in the Russian Empire, Orthodox values formed a basis of the educational process. In the USSR the Christian testaments were replaced by the laws of pioneers, the Komsomol, the moral code of the builders of communism, etc. It’s interesting that according to one of the authors of the above-mentioned code (see *I was given a chance by fate*, a discussion with F. M. Burlatsky, “Russky advokat” (“Russian solicitor”) #5, 2007), Christian values underlain this moral code.

SELF-GUIDED WORK AS THE BASIS FOR LIFELONG EDUCATION (ANALYSIS OF STUDENT OPINIONS)

N.V. Artemieva

M.A. Dvoretzkaya

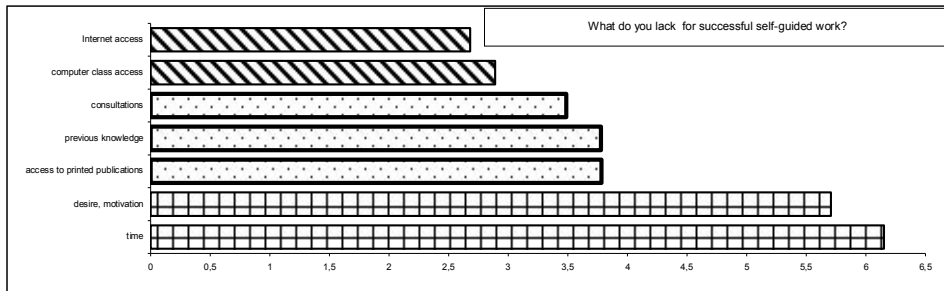
Recently, the ability to learn by oneself is becoming a relevant issue. In many respects, this is caused by the transition to a system of lifelong education. The role of distance learning is becoming more important. According to higher professional education standards at least half of education time is allocated to out-of-class activities. In this connection, learners must have a command of the basics of methodology and techniques for self-guided learning and knowledge acquisition and enhancement. One of the tasks of a higher education institution is to teach students to work consciously and independently, first with training materials, then with scientific information, in order to create the basis for self-organization and self-education and develop in them the ability for continuous upgrading of skills in the future.

Below are presented some of the research results reflecting attitudes to self-guided work among students of Krasnoyarsk Teacher Training University. The research does not pretend to be exhaustive, not least because it lacks the teachers' opinion on the subject of the study.

The study included questionnaire-based interviews with 75 senior students of three faculties (Informatics, Primary School, and Natural Sciences) and a statistical analysis of the survey results. A specific feature of the questionnaire was that students had to score questions using a 10-point scale. Four cycles of discipline (humanities, social and economic sciences; mathematics and natural sciences; general professional disciplines; and major disciplines) were offered for assessment; hence the number of scores received for each question amounted to about 300.

One of the questions was about using different types of self-guided work, such as reproductive and productive tasks, library research papers, and academic and scientific research projects. The study shows that the level of use of library research papers and reproductive and productive tasks is above average. The current development of information and communication technology enables students to download papers from the Internet. The average level of use of «ready-to-use» papers is 7.08 points, which is notably higher than that of textbooks and publications (6.43 points). Library research papers thus become an inappropriate type of self-guided work. Nevertheless, they remain the most frequently used type of self-guided work. To the question «What do you lack for successful self-

guided work?» the majority of respondents cited a lack of time and motivation for self-guided work. A comparison of responses from students combining studies with work and those unemployed has shown that employment influences neither academic accomplishments nor the time deficit. This enables us to conclude that employed students demonstrate greater academic progress and ability to manage their time.



Our study shows that students prefer computer-based tests to traditional ones. They believe that it would be reasonable to significantly reduce the use of oral testing forms, quizzes and traditional tests in favor of computer-based testing.

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN LIFELONG LEARNING CONTEXT

**A. Balciunaitiene
N. Petkeviciute**

The article analysis the importance of sustainable development in educational process. We make an attempt to show the importance of the sustainable development conception in in learning process and to demonstrate how frequently topics related to sustainable development are discussed during learning process at university level. The scientific literature and various documents have been analyzed. The study has been performed where teachers and students expressed their opinions how they understand the concept of sustainable development. Investigation presents the results of the research and interpretation of findings.

The concept of sustainable development is like a bridge. It seeks to bring together not only the three domains – economic, environmental and social – but also all countries, governments, businesses and civil society, scientific knowledge and public policy, the city and the countryside, and present and future generations. It has also created the awareness that the environment and development are not two separate agendas, but two sides of the same agenda.

Sustainability is the life support system for development in which a green approach is an attempt to unite under one banner a broad suite of instruments relevant to sustainable development. The philosophy of sustainable development is in essence a normative concept, and although there is a broad agreement on its core values, inter- and intra-generational justice, the interpretation and the relative weight that should be given to the various interests when weighing the pros and cons will differ according to one's philosophy, social position, discipline and etc. The diversity of perspectives can be valued positively for several reasons. The thrust of sustainable development is to prevent as much as possible shifting of the burden of improvements in one domain or for one group to other domains or groups. Taking a diversity of perspectives into account will thus provide a sharper eye to detect such shifts, and may result in more balanced decisions. Multiple perspectives could also enable a richer definition of complex sustainability problems and produce a wider array of potential solutions, which, in the face of uncertainty, enhances the probability to find adequate solutions (Janssen and Osnas,2005). However, the diversity of perspectives also entails a risk of conflict, political paralysis and a lack of societal support at a time when joint, large-scale measures may be urgently needed (Keulartz,2005). Such situations are likely to occur, because, despite intentions to prevent unjust shifts of costs, some groups are bound to win (or

loose) more than others. Diversity in perspectives thus creates the need for negotiation and dialogue or social learning (Leeuwis,2002), to arrive at richer, more complete definitions of sustainability problems, a wider array of potential solutions, and more balanced, broadly supported measures.

Action is another key component of education for sustainable development to help learners understand that the responsibility for sustainable development lies with 'me and us' as much as 'they and them' whoever I, we and they are. Therefore, education for sustainable development encourages people to take action on what they have learned rather than simply absorbing information for regurgitation in exams: "The creativity, ideals and courage of all learners should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all" (Principle 21, Agenda 21, 1992). The Lisbon European Council in March 2000 recognised that Europe faces challenges in adapting to globalization and the shift to knowledge – based economies. It stressed that "every citizen must be equipped with the skills needed to live and work in this new information society" and that "a European Framework should define the new basic skills to be provided through lifelong learning: IT skills, foreign languages, technological culture, entrepreneurship and social skills". The recognition that people are Europe's most important asset for growth and employment was clear ten years ago and has been regularly restated most recently in the Lisbon strategy and at the European Council of March 2009, which called for increased investment in education and skills. The mandate was reiterated and developed in the "Education and Training 2010" work programme (ET 2010) which also called for further action to "improve the mastery of basic skills" and to strengthen the European dimension in education. Basic skills should be genuinely available for everyone, including for those with special needs, school drop outs and adult learners.

Therefore it is imperative that a person's range of skills or knowledge can be ensured for all citizens through lifelong learning. Its objectives are to: identify and define the key competences necessary for personal fulfillment, social cohesion and employability in a knowledge society; support learners so that by the end of education and training they have developed the key competences to a level that equips them for life and that they are able to develop and update them throughout their lives.

On basis of conceptual statements given above we have conducted the research to identify how frequently the topics, related to sustainable development, are discussed in lectures and seminars. The respondents of this research was lecturers and students of Vytautas Magnus university (Kau- nas, Lithuania). 107 students and 25 lecturers participated in the investigation and answered the question. The study has revealed that some as-

pects of sustainable development: „Social responsibility“: always- 8,16 %; often – 17 %, occasionally – 17 % and never – 4 %;

„Green buildings“: always 1 %; often – 15 %, occasionally – 21 % and never – 18 % was discussed during the lectures and seminars.

„Climate change“: always- 6,8 %; often – 28,57 %, occasionally – 32,65 % and never – 9,52 %.

„Renewable technology“: always 4,7 %; often – 32 %, occasionally – 36,7 % and never – 4,8 % (2 figure).

Such questions about Sustainable transport and Sustainable energy was involved in questionnaire, but there were no answers because there are not enough activities in this area in Lithuania. Neither students nor teachers replied that they are discussing about these crucial issues during their lectures and seminars. In our opinion these topics should be included into lifelong learning process and programmes at tertiary level.

Conclusion. Sustainable development is a normative concept, and although there is a broad agreement on its core values, inter- and intra-generational justice, the interpretation of this concept can be easily understood and valued positively in life-long learning process. The study about frequency of discussion on topics related to sustainable development during lectures and seminars has been performed at Vytautas Magnus university. The investigation has revealed that this topic is of crucial importance, but there is not enough attention paid to some of the aspects of sustainability: as transport and energy for lifelong learning process.

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LIFELONG LEARNING AND LIFE-WIDE LEARNING FOR SUSTAINABLE DEVELOPMENT

O. Bombardelli

This paper attempts to investigate the contribution of Lifelong learning (LL) and of Life Wide (LW) learning to Citizenship Education for Sustainable Development, which takes place in formal, non-formal and informal learning areas. Civic and citizenship education takes place not only in the dedicated special lessons in the school timetable, civics aspects are included in all subjects, in the whole school life, and in the social environment. Civic and cultural competencies are part of the Key competencies of LL¹, vital for the personal development, the world of work and the participation in the society; it should improve civic conscience, and sustainable development in the natural, cultural and socio –economic environment. The present text is organized in three parts: it starts dealing with civic and Citizenship education, than focuses on Sustainable Development, and of teaching practices able to enhance civic learning and Sustainable Development.

Civic and Citizenship education. There is still a compliance gap between policy and implementation in civic education, as we can understand from recent surveys: the International Civic and Citizenship Education Study (ICCS 2010)², a project of the International Association for the Evaluation of Educational Achievement (IEA), the International Adult Literacy and Basic Skills Surveys in the OECD Area (2009), and the Programme for the International Assessment of Adult Competencies³ as well. The term ‘citizenship’ mainly denotes a legal status and the juridical relationship between the citizen and the state. Citizenship can be perceived also as related to the knowledge and exercise of rights and responsibilities, as well as to civil values, attitudes and dispositions. Citizenship ranges from socio-cultural to political and economic dimension, all closed connected among each other.

Many countries promote citizenship education in the formal school curriculum in their educational legislation, and referring to official docu-

¹ Recommendation of the European Parliament and of the Council of 18 December 2006

on key competences for lifelong learning (2006/962/EC), December 2006, http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm.

² International Civic and Citizenship Education Study, 2009, <http://www.iea.nl/icces.html>

³ Programme for the International Assessment of Adult Competencies (PIAAC) www.oecd.org/els/employment/piaac

ments, produced by the National and International Institutions: National Ministries, the Council of Europe (2005, 2010)¹, the European Union etc. Civic education involves a variety of cognitive and attitudinal strands, it concerns students' knowledge and conceptual understandings, interests, skills and competences. Civic competence is the complex mix of the sum of the different learning outcomes which are necessary for an individual to become an active citizen². Education for citizenship and for responsible civic behaviour identifies Sustainable Development and corporate citizenship as priorities for the next years and decades in order to make healthy choices.

Sustainable Development. UNESCO underlines the promotion of Sustainable Development as general aim for all teaching and learning work. The United Nations Decade of Education for Sustainable Development (2005-2014)³ seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century. Sustainable Development seems to be no longer a wishful thinking for the future of Europe and of our world.

The concept of sustainability was introduced in 1987 by the Brundtland Report. "Sustainable development means development that meets the need of the present without compromising the ability of the future generations to meet their own needs"⁴. It means the transformation of socially responsible principles into commercial value⁵ through day-to-day activities, by using corporate powers and resources in ways that benefit rather than damage the social, economic and environmental conditions in which we live. Sustainable Development is necessary in many fields, starting from the respect for the environment and for the human beings (human rights, peace, justice, poverty reduction and hunger eradication, sustainable relationship with technology and against mercification of the human being, health care, attention to diversity), involving ethic economy (adherence to

¹ Council of Europe, Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Adopted by the Committee of Ministers on 11 May 2010 at the 120th Session).

² Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

³ United Nations Decade of Education for Sustainable Development <http://www.unesco.org/new/en/education/>

⁴ Brundtland G. H. (1987) World Commission on Environment and Development: Our Common Future, WCED, p.43.

⁵ Schwab K. (2008) Global Corporate Citizenship. Working with Governments and Civil Society, Foreign Affairs. Vol. 87 No. 1, p. 107.

labour standards, employee relations, implementation of workplace safety standards, etc.), guaranteeing regular fair trade purchases, transparent financial and lobbying, up to social investing and solidarity. Sustainable Development plays a role in building customer loyalty based on information and distinctive ethical values, fostering awareness in choosing sustainable products and services, by preferring companies that guarantees reliability and responsibility.

Andand S. and Sen A. (1996) point out that concerns for the traditional dimensions of economic development, an approach to the wealth maximization, are in contrast to the human Sustainable Development. New indicators of well being are welcome. The Gross Domestic Product (GDP) per capita is still the most used index of development; complementary to it is the Human Development Index (HDI)¹ which was launched by the United Nations Development Programme's (UNDP). If citizens, as customers, investors, shareholder, as purchaser of goods and services, as employers, as members of governmental and non governmental Institutions and organizations all over the world should become aware of the relevance of their roles in order to further promote Sustainable Development through civic and citizenship education.

Education for Sustainable Development. The Education for Sustainable Development (ESD) underlines the readiness, the competence and the engagement to behave in responsible way; it implies also being aware of the advantages of civic habits of persons, workers, customers and entrepreneurs in the society and, on the contrary, of the disadvantages of neglecting sustainable values.

The role of school is consistent in preparing young people for their tasks of citizens; school ethos, classroom climate, school participation, citizenship norms have a high correlation with civic and social engagement. European students have about 7000 school hours between 7 and 14 years (s. OECD², Eurydice³) and that means a big amount of time and a real chance to guide their development according to the democratic rules and

¹ McGillivray M., White H. (2006) Measuring development? The UNDP's human development index, *Journal of International Development*, Vol. 5, No. 2.

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² OECD Education at Glance http://www.oecd.org/document/52/0,3343,en_2649_39263238_45897844_1_1_1_1,00.html Indicator D1. (consulted in February 2011).

³ Key data on education in Europe 2009, http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/107EN.pdf (consulted in February 2011).

contribute to shaping a society capable of Sustainable Development. Most countries include citizenship education in the formal school curriculum¹. Nowadays the official regulations by the National Ministries² of the European countries and by the Local authorities are inspired both by international studies on the topic and by the Recommendations of the International bodies like UNESCO, OECD, the European Union and the Council of Europe³.

There is considerable discussion as to what constitutes 'effective' education and training for active citizenship⁴. Responsible civic behaviour of pupils can be promoted in daily school life through teaching and promoting a democratic atmosphere in school, open partnership and cooperation, age specific working processes and the way to interact with civil society. Effective teaching learning strategies are interactive methods as workshops, co-operative learning, peer tutoring, inquiries by the pupils, role play, case study, experiential learning, fostering the dialogue and open climate for documented discussion, reflective learning, and the cooperation process. Useful are updated curriculum materials and resources, media inputs (films, TV, videos, radio, Internet, newspaper, schoolbooks, games, ICT), together with the traditional teaching sources; the training of sustainable skills is very helpful.

Important are the extracurricular activities like participation in the community, school exchanges, exhibitions, the family and the home situation. The general environment (neighbourhood, peers, sport and cultural opportunities) in which the school exists, the engagement with external communities, within social networks play a role, as well as peer views/experiences, the quality of political, social and cultural literacy, the level of active citizenship in the social environment. The media have a big influencing potential in civic field.

Civic education should not be neglected in educational policies for the teacher initial and in-service training because it is very important how teachers perceive citizenship and sustainable development. The Eurydice

¹ According to the survey 'International Civic and Citizenship Education Study' (ICCS, 2010), twenty-one of the 38 countries provide a specific subject or course in civic and citizenship education that is compulsory in general education (or both general education and vocational education) in Grade 8.

² In Italy, D.L. 17 august 2008, Circular Letter 100, December 2008. Cittadinanza e Costituzione.

³ The Council of Europe launched the European Year of Citizenship Through Education – (EYCE 2005).

⁴ Bombardelli O. (2010) Education for responsible citizenship and sustainable development, in Lifelong Learning and Active Citizenship, London: CiCe, 2010 London: CiCe, p. 364-371.

report 2005 documented that the training of teachers in many countries does not include civics¹.

Conclusive remarks. In this paper I argued that information, advanced education and training in Education for Sustainable Development help citizens to become more aware of the political and social economic implications of their day-to-day decisions and of their daily behaviour related to the environmental and ethical concerns, in order to develop a community which becomes able to long term planning for the future, for intergenerational solidarity.

¹ Eurydice, Citizenship education at school in Europe, 2005, p. 2.

ONTOLOGICAL VALUES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

L.V. Borovikova

The conception of sustainable, continuous and long-term development implements a socio-philosophical paradigm that determines the possibilities of the survival of mankind, global methods of the development of civilization without social disturbances, and measures to preserve life in the context of increasing threats of the spiritual and biological degeneration and death of mankind (the UN Convention 1992). Culture and education, which from the anthropological perspective represent forms of being, the measure and limits of a person's lifestyle, promote the involvement of a person in the process of lifelong education. Education is recognized as one of the ways to achieve sustainability and survival of humanity. A. Peccei wrote that in order to learn to rule the world man has to make a qualitative leap in thinking, which will help harmonize his relations with the impending future. This leap is only possible through the development and self-improvement of man himself and his acts conceived in the philosophical, ethical and religious perspectives of being [4].

At the current stage of the development of society and man, the value- and meaning-related content of education which includes an image of marginal values and a metaphysical space of being is being increasingly addressed. The ontological approach helps a person choose selection criteria between the deep and the superficial, the stable and the transient, the true and the seeming, the genuine and the false, the necessary and the accidental, an essence and a phenomenon, a cause and an effect. What gives ontological value to education is that it becomes a form of being that gives a person meaning, value orientations, the right of choice and an opportunity to realize their potential, develop their personality and learn the new. M. Heidegger wrote: "Being waits just so that It alone will become worthy of thinking to man" [5].

The qualities of a person reflect their being in terms of values. But humanistic values of educational institutions, reality and people often differ from each other, creating a "split in being" and multiple existential problems. It is being that is recognized to be the basic way of interaction between man and the world, in which human essence reveals itself. Combining ontology and axiology in education by linking criteria of the truth with those of the value can provide the fullness of being for a modern person. Values as such have no being. Any value represents a goal in itself, being sought for its own sake. A. Maslow wrote: "Generated by this new humanistic philosophy is also a new conception of learning, of teaching, and of

education. Stated simply, such a concept holds that the function of education, the goal of education - the human goal, the humanistic goal, the goal so far as human beings are concerned ..." [3, p. 180].

From the existential perspective, one of the major prerequisites of productive orientation toward being-related goals is realizing that the main purpose of a person's life is life itself, the way to manage it and realize its potential. The sustainable development of society requires that being, as the key value, be made one of the goals of the education activity and support be provided in conceptualization of meaning-forming foundations of being that define the direction and motivation of human life. In society, the value system always operates as the highest level of social regulation. According to the definition offered by H. Rickert, "values are the ideal being of a norm" [1, p. 11]. In modern society, it is important that social standards do not shadow the ontological values which constitute man's ancestral essence. A. Maslow wrote: "I would go so far as to claim that these B-Values [being values] are the meaning of life for most people..." He referred to them as "internal or primary" values and described "the language of being" as the ultimate language of the substantive values [3, p. 56].

The task of education is to reveal the value content of real life and develop broad interests in line with the reality. Only by aligning our interests and desires with reality by measuring them by the same scale do we become comparable with others, thereby acquiring an opportunity to understand these others and identify ourselves appropriately in society. It is not an exaggeration to say that the process of education appears to be a person's comprehension of being and conscious spiritual development in the course of entering universal human culture. The quality of a person's education may be assessed by measures such as maturity, self-actualization, spirituality, depth of understanding of life, capability for independent analysis of its phenomena and processes, etc. The process of a person's development is always of the ontological nature, because the content of education covers those areas of being and activity of man that have been mastered (or, to be more precise, appropriated) by an individual in one form or another in the course of education. This is associated with creating an image of the person's world and serves as a reference basis for their appropriate life in this world. A. Maslow believed that as a combination of different processes, as a constant and more or less continuous process of going forward or upward, the development leads a personality to full self-actualization, ... this will be more in line with the evident fact that it continues throughout the lifetime [2, pp. 15; 21].

Education that leads a person toward true values and offers them ways of self-creation provides them with an opportunity to abandon all the accidental and superficial, to be rid of stereotypes of existence and give integrity and meaning to their life. The need for combining the quality of education with the quality and values of being is particularly pronounced in modern reality. Education oriented toward the goals of being – the goals of self-determination and preparedness to become a true subject of one's own being – has truly humanitarian value.

Thus, the ontological values of education that support being of a person and deployment of their human qualities represent the essence of the continuous process of self-creation and creation of the world on the basis of the universal human values and strategies of the sustainable development of society for the sake of the survival of humanity.

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THE INDIVIDUAL ASPECT OF CONSTANT EDUCATION

R. Gerlach

Introduction. Constant education has been the subject of many publications and reports of national and international commissions. A number of conferences and seminars have also been dedicated to this topic. The issues concerning constant education are dealt with taking into account various aspects, of which at least three seem to be crucial. Much has been said and written about constant education from the economic, social and individual perspectives. The analysis of different publications clearly reveals that the main emphasis is put on the compensative and improving features of constant education and its significance for the development of knowledge-based society and learning society. The issues concerning constant education are usually examined in the context of social and economic changes, changes at the labour market or the development of knowledge-based economy. What is of ten missing in the publications is its influence on the people who participate in the process. Therefore the following paper will present the individual aspect of the issue and will particularly focus on constant education in the period of adulthood.

Constant education and the civilization changes. In order to start discussing the issue, one should formulate a thesis which claims that change is the only constant feature of the contemporary epoch and its range and pace surpass everything humanity has ever experienced. Change belongs to one of the most frequently used terms nowadays and the term is referred to in order to describe, characterize, analyse or explain a number of phenomena observed in the modern world. The issues connected with change are the subject of considerations that occupy the minds of many groups and representatives of various scientific fields. The problem of change and its implications for the way and quality of the lives of both societies and individuals has been thoroughly examined, defined and theorized particularly by sociologists and philosophers. While defining the problem, specialists most frequently make the assumption that contemporary human life is governed by one and only constant which is changeability, and in order to follow the changes one must continually accelerate them. R. Holden opposes the idea and when referring to the contemporary social reality he uses the term maniacal society and writes that "there is not even a slightest doubt that we live in a fast society. The pace of life and work has increased to an unprecedented degree. We are becoming a fast-lane generation which constantly tests the possibilities of fast life and fast business. Meanwhile the number of people who question the sensibility of doing so is continually

growing”¹. J. B. Fabry sticks to the street metaphor and claims that “at their crossroads our lives are not regulated by the red or green lights which inform us when to stop or go. We live at the times of pulsating and flickering amber light which puts the burden of making decisions on an individual”². U. Beck describing the dynamics of contemporary changes uses the term reflective modernization³. He believes that contemporary reality is a form of a new stage during which one type of modernization undermines and changes another. Because of the inherent dynamism, modern society undermines its formations of classes, strata, professions, roles, industrial plants, branches as well as the requirements and the existing forms of natural technological and economic development. According to U. Beck reflective modernization implies that “the change of industrial society, which is a natural consequence of an ordinary autonomic modernization within an unchangeable and undisturbed political and economic order, is imperceptible and unplanned. It is also connected to the radicalization of modernity which leads to the disintegration of the foundations and outlines of an industrial society and enables a rise of a new modernity”⁴. In the author’s opinion the processes of reflective modernization run in two mutually bound directions. On one hand reflectivity influences areas such as cultural identity, which had only been a necessary condition, but on the other hand modernization is not only a result of the entanglement of appropriate processes and factors but also becomes an outcome of an appropriate reflection. Therefore it is also an outcome of the phenomenon of the subjectivization of the world that we have observed since the beginning of modern times where so many aspects depend on the awareness or are the result of its change. The dynamics of modern world becomes the outcome of the dynamics of human awareness⁵. Referring to the issue of change Z. Bauman uses the terms “flowing life” and “flowing modernity”. In his view the society of “flowing modernity” is a “society in which the conditions of action change before the ways of action become set customary routines”⁶. Analysing the individual aspect of the problem we can generally observe, particularly in the writings of E. Fromm, clear pessimism and a lack of landmarks which might guide the modern human being. In Fromm’s philosophy modern civilization is one

¹ R. Holden, *Inteligencja sukcesu*, Warszawa 2004. S. 28.

² J. B. Fabry, *Introduzione alla logoterapia*, cyt. za E. Fizzotti, *Aby być wolnym*, Kielce 2006, s. 35.

³ U. Beck, A. Giddens, S. Lash, *Modernizacja refleksyjna*, Warszawa 2009, s. 12.

⁴ U. Beck, A. Giddens, S. Lash, op. cit. S. 13.

⁵ U. Beck, *Spoleczeństwo ryzyka. W drodze do innej nowoczesności*, Warszawa 2002, s. 27 i inne.

⁶ Z. Bauman, *Płynne życie*, Kraków 2007. S. 5.

of the factors leading to alienation, disorientation and uprooting of human being. In one of his writings the author claims that¹ the modern human being feels disoriented and although he or she works all day, is aware of the futility of his or her action. Despite being the master of nature, human being is helpless in private and social life. He or she has to answer crucial questions: who am I? How should I live? How should I use my potential? According to the philosopher the advancing process of individualization forces human being to face the difficult world and generates a feeling of deep loneliness. In the past human being fought for freedom, overthrew dictatorships or fought against oppression. Now he or she is independent and free but at the same time isolated and frightened. Human being has mastered nature, built factories, created his or her own world but this world has become the master and makes human being helpless. In consequence, human being is predominantly overwhelmed by the fear of the constantly changing reality. The character of current changes enables us to describe them as revolutionary. This is reflected by A. Giddens who claims that "the lifestyle and social institutions of the modern world greatly differ from each other. Only within the last two or three centuries, which constitute only a minute period of human history, social life of human beings has been taken out of its rut in which it had remained for thousands of years"². As it is uncontrolled, it seems that it is impossible to stop the change. This assumption, which formerly appeared to be absolutely unimaginable, nearly a blasphemy, nowadays is gradually becoming a norm, a certainty which is always worth questioning. It is becoming a rule to which everybody has to subordinate unless they want to risk a downfall³. Having acknowledged change as something inevitable what needs to be emphasized is the role of education in preparing an individual to live and work in the constantly changing world. The education in question is understood here as a lifelong process of learning, however one should recognize the fact that its capability of educational adaptation is continually eroding. There is nothing left a human being can be adapted to. Therefore it is necessary to teach a human being how to exist in the constantly changing reality⁴.

The development of an individual as the purpose of constant education. In order to deal with the issue one can refer to the claim of J. Delors

¹ E. Fromm, *Niech się stanie człowiek. Z psychologii etyki*, Warszawa-Wrocław 2000, s. 12-14.

² A. Giddens, *Socjologia*, Warszawa 2004, s. 64.

³ U. Beck, A. Giddens, S. Lash, op. cit. s. 45.

⁴ R. Gerlach, *Dylematy kształcenia zawodowego w Polsce na tle porównawczym*. W: *Kształcenie zawodowe: Pedagogika i psychologia*. Pod red. T. Lewowickiego, J. Wilsz, I. Ziaziuna, N. Nyczkało. Częstochowa-Kijów 2001, s. 187.

that "education should facilitate full development of each individual - his or her mind, body, intelligence, sensitiveness, the aesthetic sense, personal responsibility and spirituality"¹. The report of the Round Table of industrialized European countries from February 1995 rings similar tones and states that "the fundamental aim of education is to help each individual develop his or her abilities and become a whole being, not a tool in the hands of economy. Learning skills and gaining competence should be accompanied by character shaping, openness and arousing social responsibility"². As far as individual character shaping is concerned, many viewpoints and observations have been formulated and in a paper such as this it is impossible to present them all. However, what is worth drawing attention to is the fact that the main purpose of constant education is not the delivery of knowledge or teaching skills but helping an individual make use of his or her abilities and facilitating his or her self-development³. Dealing with the individual aspect of constant education one needs to agree with the following statements:

Firstly, the necessity of constant education will create "new" people who in the process of their development will go beyond their own achievements. The creation of a "new" human being is mainly the task of education which therefore gains crucial role in the development of individuals and societies (...) Education should enable people to take responsibility for their own development and to make independent decision about their own lives⁴.

Secondly, each member of individualized society who aspires to be a de facto individual comes cross various obstacles. It is not easy to become a de facto individual and even more difficult to remain one. Individuality mostly implies human autonomy which is both a right and a duty of an individual⁵.

Thirdly, education becomes a great hope which according to Z. Kwiecieński in the times of a crisis can face difficult circumstances and shape a plenipotentiary human being who is able to solve difficult tasks, a wise and responsible person capable of empathy and co-operation, finally a person who can make independent and sensible choices and has the cour-

¹ J. Delors, *Edukacja. Jest w niej ukryty skarb*. Warszawa 1998. S. 95.

² *Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa*. Warszawa 1997. S. 26.

³ J. Lowe, *Rozwój oświaty dorosłych*. Warszawa 1982, s. 32; P. Lengrand, *Obszary permanentnej samoedukacji*. Warszawa 1995. S. 23.

⁴ B. Suchodolski, *Wychowanie i strategia życia*. Warszawa 1983. S. 83; J. Delors, *Edukacja* S. 38.

⁵ Z. Bauman, *Płynne życie*. Kraków 2007 S. 33 i 39.

age to use his or her brains¹. These are only examples which prove that constant education should be viewed from the individual perspective.

Final thought. To sum up the above ideas what should be emphasized once again is the self-development of an individual, his or her autonomy and responsibility in all areas of life. Lifelong education is a constant process of shaping, acquiring knowledge and skills, developing abilities to come to appropriate conclusions and to take action. Constant education should make individuals aware of their own selves and surroundings and enable them to perform social roles in the labour world and local communities². In conclusion, constant education may and should be discussed from the economic and social perspectives. However, what is also crucial is to acknowledge its influence on the development of individuals who participate in the process. As such constant education should be defined as: (a) Facilitating an individual in predicting and dealing with the changes that take place at the labour market (improving qualifications, requalifying); preventing marginalization and social alienation; making investment which will generate future profits (getting a job, higher incomes); (b) Levelling social differences (broadening education, increasing social and professional position, improving qualifications); (c) Creating appropriate conditions to enable personal development, improvement of skills and talents, shaping an appropriate attitude to values, society, another human being, culture and nature. The whole list of tasks would obviously be much longer and the above are only examples, however they emphasize the importance of the individual aspect of constant education.

¹ Z. Kwieciński W: Humanistyka przełomu wieków. Pod red. J. Kozielskiego. Warszawa 1999. S. 51.

² J. Delors, Edukacja.... S. 47.

SPECIAL EDUCATIONAL NEEDS AND LIFELONG LEARNING

D. Grzybowska

Special needs concerning education manifest themselves primarily in learning difficulties. If we assume that learning is a process of producing, transforming and consolidating operations (...) on the ground of individual experience (...)got under the influence of external environmental stimuli and a person's activity, therefore in actions and activities (...) [1], one can expect that given such a vast diversity of learning processes which penetrate every man's development, certain anomalies and disorders are somehow inscribed in those processes. Therefore every person can have more or fewer episodes of experiencing them. In some cases those episodes stem primarily from external causes that lie in circumstances and conditions concerning learning processes. In some cases the episodes are correlated with a learner himself/herself. But they always need the consideration of individual, biographical and socio-cultural contexts.

While some differences in the development of a small child, for example, are tolerated and often interpreted as an expression of its individuality, the same child in educational institution is often perceived as deviant and in danger of school failures. School, focused on realizing its unified learning objectives and corresponding curricula, is primarily «programmed» for an «average» student who meets established educational and development standards. Therefore, there appears a (...) problem of norms and deviations from it, because everything that a person achieves and which is not compliant with biological, psychological or social standards, is treated as a developmental disorder (deviation) and is eligible to take the appropriate corrective action (...) From the point of view of society is a vision preserving the existing social order, but from the perspective of developing individuals it is a vision which makes it difficult for them to operate in new situations (...) [2]. This way of thinking about education lies in the background of segregational special education systems. According to this way of thinking students' failures are interpreted (...) as a symptom of morbid or missing structures or processes (...) [3], which qualifies them for special education. Thus defined learning disorders have become a theoretical construct that is used to «support the selection of children, who in terms of educational attainment are not able to meet school requirements» [4].

The term special educational needs emerged in the late sixties of the twentieth century [5]. It was a natural consequence of the development of special education, including the continuing evolution of its language. As idiocy some time ago - in the new times and scientific, social and political con-

texts gave way to mental profound disability , so the impairment has found its new language reflection. [6].The concept of special educational needs has emerged as an expression of the opposition to the above-mentioned practice of diagnosing and segregating children on the basis of their primary deficits (disabilities).This type of categorization was reflected in planning special education to which students were directed in accordance with stated disability. Yet school reality showed that despite the developed special education sector, there was still quite a large group of children with recurrent or persistent difficulties in learning at mass schools. This state of affairs, in addition to other circumstances concerning inter alia the development of psychological science, sociology, medicine, or economic and political changes has led to the revision of the current perception of students with developmental disabilities. The focus has shifted from the category of disability and individuals to whom they were assigned, to the category of needs that are manifested by handicapped children. And it was not only about educational needs, but also about treating personal and social needs equally with them [7]. The special nature of needs can be considered in two ways. On the one hand - as a euphemism designed for the purpose of political correctness; special is nothing other than different from normal (meaning: not necessarily better).On the other hand it is also unique, peculiar, original, and thus perhaps even more valuable. Accepting the second point of view, school faces the task of supporting participants of the educational process and responding to individual learning needs, with full acceptance of differences between them [8]/ This approach leads out to derogating from the hereby discussed category of special educational needs in aid of diverse support needs.

Among children and adolescents identified by teachers as the ones that need special assistance there are individuals with handicaps in the fields of: (a) communication and interpersonal contacts; (b) thinking processes and information assimilation; (c) behavior, emotions, social development; (d) development of senses and / or physical development [10]. Students with these problems are both people whose difficulties are a natural consequence of their injury and disability, and those whose basic difficulties concern learning process (in mass education circumstances), such as dyslexia, dyscalculia, etc. Faced with the standard procedures of education, the students become confused and helpless. Among students manifesting needs of varied forms of support (in relation to the total population in a relevant age group) you can also periodically find remarkably talented individuals (sometimes also permanently), coming from multicultural and bilingual environments, who do not find adequate support in their families,

and many others. One should bear in mind that that at higher levels of education, ie objectively large difficulty of the content of education in different subjects together with high level of requirements automatically «produce» the need for additional support for many learners (especially those with a slightly lower intellectual potential).

The answer to the special educational needs of a growing group of students [11] is the transformation of the educational system in such a way that it addresses new challenges. Exploration of this area led to the development of various system, organizational and methodological proposals, in integrated schools and classes, in therapeutic, corrective and compensatory classes, as well as in special schools or rehabilitation and therapy centres. Those solutions are primarily used in compulsory education with different results.

Over the period of the so-called compulsory school attendance reveals ruthlessly school function selection (previously also occurs, but in «soft», in large part - hidden - forms). According to the criterion of general aptitudes and interests young people go to different types of schools: general, technical, artistic, professional, and in segregation variant - to special schools. Assuming very optimistically that those choices are objective and rational, it's hard not to notice that at this level the problem of support for students with learning problems is blurred. It seems that at the root of this situation is the belief that a student received adequate help in previous years and now can handle the situation himself/herself (and if that does not happen, surely the «fault» lies on his/her side). For most teachers at this level of education it is special school where (...) a disabled pupil gets the best possible support that is consistent with his/her skills and educational opportunities(...)[12]. Yet the problem of special educational needs does not disappear. Indeed, its manifestation can decrease (in some cases even disappear) or take a new form, but it can also escalate. Depending on the complexity and depth of experienced difficulties as well as on the quality of previously acquired skills of dealing with those difficulties a student will cope in various ways in educational situations. In extreme cases s/he can choose solutions that will not be compatible with his/her aspirations and potential (eg. the abandonment of further education).

In adulthood people with different categories of disability often still experience stress associated with learning. The only things they learned at school are limited skills and, most of all, an internalized conviction of their «stupidity» [13], and hence low self-esteem and insecurity. This results not only in selective repercussions in social and professional relations, but also in a global reduction in the quality of their lives. This situation is also strong-

ly influenced by changes in contemporary society in which, as never before, a strong awareness of the growing importance of education is rooted. Knowledge which is precisely regulated and selective has become widely available and desirable, but also required - mainly because of the labor market. Currently, higher social status is not guaranteed by the maturity exam, but a university diploma [14]. People with special educational needs may have difficulties as early as at the stage of fulfilling formal requirements for admission (eg dependent secondary school final examination). Further obstacles occur while studying when students have to use knowledge and skills that are considered essential for independent study, but which they did not sufficiently master in the time of previous education. Moreover, their problems are not usually understood by university staff.

Considering the situation of adults with special educational needs, one should note the growth in their number. If we assume that the amount of global knowledge doubles every 10 years, and thus the extent of material from all subjects also increases, learning time should also increase. However, the time cannot be arbitrarily extended in practice, because such treatment quickly encounters a natural barrier which is the psychosomatic structure of a student. Imparities between the growth of knowledge and an individual's capabilities produce new learning needs.

In the UNESCO report "Education – there's a hidden treasure in it", there is a conclusion that, in order to meet the basic challenge and the need of the twenty-first century which is lifelong learning, it is necessary for an individual to take responsibility for that. However, to make it possible for everyone to be responsible for their knowledge, skills, activities and life in society, being oneself, what is needed is an enlightened teacher who is able to consciously stimulate students' activity and self-reliance [15]. Therefore at school at all levels a primary instrument must be sought, the one that will make it possible to realize the idea of lifelong learning.

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ORGANIZATIONAL AND PERSONAL PREREQUISITES FOR SUCCESS AND FAILURE OF TEACHERS FOLLOWING THE IDEA OF LIFE-LONG LEARNING WITHIN EXTRAMURAL HIGHER EDUCATION SYSTEM IN POLAND IN 1950-1989

R. Grzybowski

The tradition of extramural degree programs in Poland dates back to 1950s¹. It was at that time that the first 2-year extramural program was established² within the structure of higher pedagogical schools, in existence since 1946. The 4-year extramural program for teachers was initiated in 1952. The objective of both was to educate teachers employed in elementary and high schools but lacking proper qualifications. In the initial years, the programs provided professional qualifications at the level of the first degree (today's bachelor degree or undergraduate degree). Having been extended to 5 years, the extramural programs became a fully-recognized higher education programs ending with the graduate (master's) degree³.

Extramural education opened the path towards a master's degree for thousands of teachers working in elementary and high schools. Not only did it provide teachers with qualifications, but also gave them the opportunity of making the idea of life-long learning come true, the opportunity of developing their interests and personality. The practice of 1960s and 1970s has shown, however, that this form of education was one the most difficult paths towards a master's degree. The research carried out in the late 1950s on the sample of extramural students of a higher education institution in Warsaw proved that only 31% of them graduated on schedule⁴. Several factors of personal and organizational nature contributed to such a low level of education efficiency. The core of extramural program was student's

¹ R. Grzybowski, D. Grzybowska (2010) "Teachers' Extramural Studies as a Form of Lifelong Education in Poland after World War II", In: *LIFELONG EDUCATION. CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT*. Proceedings of International Cooperation, Vol.8, N. A. Łobanov, V. N. Scvortsov (eds.) Saint – Petersburg 2010, pp. 234–240.

² L. Bandura (1969) "Rozwój studiów dla pracujących w WSP" [The Development of Higher Pedagogical School Programs for Non-traditional Students], *Nauczyciel i Wychowanie* 1969 no. 2, p. 58.

³ Uchwała nr 276 Prezydium Rządu z 18 maja 1954 roku w sprawie ulepszenia systemu kształcenia nauczycieli szkół podstawowych i średnich, Dz. Urz. Min. Ośw. 1955, nr 7, poz. 57. [The resolution of the Presidium of the Polish Government on improving the system of training for elementary- and high-school teachers of 18 May 1954, Journal of Laws, The Ministry of Education 1955, no. 1(57)].

⁴ L. Bandura (1964) "Efektywność studiów zaocznych" [The Efficiency of Extramural High Education], *Kultura i Społeczeństwo* 1964 no. 1, pp. 159–164.

individual work, and thus the majority of studying was to be done at home. Students were instructed on their home studying by the tertiary institution. In traditional correspondence education so-called teaching letters were used¹. Teachers engaged in extramural programs, however, did not receive them. What they received was a copy of “annual allocation guide”, which was their methodical roadmap. Prepared separately for every course, the allocation guide included course contents and reading list for each month. The annual allocation guide also gave students insight into the institution’s requirements for a specific academic year, into assignments, deadlines, dates and the scope of examinations, as well as into methodical tips for the brave who were eager to face the challenge of self-education². Contrary to full-time students, teachers enrolled in extramural programs were forced to rely on themselves. Consequently, the success of their education to large extent depended on their ability to learn and ability to internalize large portions of knowledge. The ability of distinguishing between facts of secondary and primary importance was therefore crucial. In practice, however, it occurred very often that experienced teachers proved helpless when encountering the task of noting down the lecture, using the library catalogue or preparing a works cited list³. Introductory classes on the techniques of intellectual work, exploring the problems of studying academic sources, effective lecture listening, note-taking or doing a research, were not organized at every institution. Another reason for failures of the teachers enrolled in extramural programs was their habit of concrete thinking acquired during a professional life. Many of them found it difficult to switch to the abstract thinking, the necessary ground for generalizations about the world. Acquiring proper academic terminology also required an enormous effort on the part of the teachers.

Several years of tradition of extramural education in higher pedagogical schools have shown that the key to success in this form of education are handouts which should be provided to studying teachers. Especially, guide books for a specific major had their part to play. Teachers applying for extramural programs should have received them at least a few months

¹ The “teaching letter”, having form of a little book (16–30 pages), was usually printed and sent to learners. Not only did it include course contents, but also guidelines on how to work with the issues covered. At the very end, there were revision questions and tasks to be done and sent to the tertiary institution. Assignments were later checked, assessed and re-sent to learners. Conf.: L. Bandura (1969) “Studiowanie zaoczne” [Studying Extramurally], *Dydaktyka Szkoły Wyższej* 1969 vol. II no. 1(5), p. 46.

² *Ibid.*, p. 48.

³ W. Danek (1953) “Z doświadczeń Studium Zaocznego PWSP w Krakowie” [Experienced by Extramural School of PWSP in Cracow], *Nowa Szkoła* 1953 no. 1, s. 73.

before the beginning of the academic year. The assumption was that guide books should help teachers choose a major. Information on the prerequisites for specific majors was supposed to fulfill this aim. During first meetings students should be given: the schedule for a given academic year and the course timetables for each session; the calendar of didactic sessions, exams, tests, tutorials, and assignments; the set of descriptions of courses which were obligatory in a given year; as well as the set of methodical guides, handouts and lecturer notes (fee required), necessary for respective courses¹.

Another source of failure of in-service teachers in extramural education were scarce library resources, especially in respect of textbooks, lecturer notes, and books from reading lists. The situation was partially caused by rather unimpressive book collections owned by the libraries of higher pedagogical schools which started to develop as late as in the early 1950s². Initially resembling school libraries, the libraries of higher pedagogical schools served for full-time students as a place to borrow textbooks and obligatory readings³. Worse still, book collections were usually randomly created since the purchase of new books was the responsibility of administration officials.

Since the academic year 1951/52, when extramural higher education was initiated, higher pedagogical schools began to establish separate libraries known as "Libraries of Extramural Faculty"⁴. The libraries were created to provide participants of extramural programs with textbooks and other necessary sources. Since the educational authorities were particularly interested in the development of this form of education for in-service teachers, the libraries were usually eagerly subsidized and had considerable re-

¹ J. Jarowiecki (1973) "Kierunki doskonalenia organizacyjno-programowej i metodycznej działalności uczelni kształcących nauczycieli na studiach dla pracujących" [Directions of the Improvement in Performance within In-service Teacher's Training Institutions in Terms of Organization, Contents and Methods] , [w:] *Kształcenie nauczycieli na studiach dla pracujących*, Kraków, p. 36.

² Conf. R. Grzybowski (2000) "Materialne podstawy rozwoju WSP" [Material Basis for the Development of Higher Pedagogical Schools], In: *Wyższe szkoły pedagogiczne w Polsce w latach 1946-1956*, Gdańsk 2000, pp. 207-235.

³ Pursuant to Polish Libraries and Book Collections Care Act of 17 April 1946. Conf. A. Knot (1947) *Polskie prawo biblioteczne* [Polish Library Law], Wrocław 1947, pp. 9-18; also: A. Tabakowa , "Biblioteka WSP w Krakowie w latach 1946-1961" [Higher Pedagogical School Library in Cracow in 1946-1961], In: *Wyższa Szkoła Pedagogiczna w Krakowie w pierwszym piętnastolecu swego rozwoju, Rocznik Naukowo - Dydaktyczny WSP w Krakowie 1965*, vol. 18, p. 266.

⁴ In 1958 the libraries' name was changed to Libraries of WSP School for Working Students.

sources at their disposal for the purchase of new books. With a view to external students' needs library collections of "the school for working adults" were supplied first and foremost with many copies of textbooks and obligatory readings¹. Although there was a slight improvement the libraries of higher pedagogical schools still failed to cater for extramural readers needs. Difficulties in providing all students with necessary textbooks and lecturer notes forced students, especially those at the beginning of extramural programs, to use materials and sources which were simply inappropriate for them. More often than not, these were typescripts, or even hand-copied textbooks.

Proper organization of classes which extramural students actually attended during so-called in-house sessions was of paramount importance for the efficient education process. The sessions were scheduled for winter holidays and some part of the summer holidays, usually for July. The history of extramural programs at higher pedagogical schools proved that an in-house session was the most important aspect of this form of education. It was the time when students became acquainted with academic problems for the specific year. According to some researchers of the issue, without participating in the in-house session a student could not manage to face the challenge of completing assignments or passing exams². During the initial years, however, the record of in-house session attendance kept by higher pedagogical schools was far from satisfactory. Usually attendance rate failed to reach above 85% for 4-year program and 90% for 2-year program³. Equally important was the timetable of classes within the session, namely the number of lectures and classes, as well as their allocation. At the beginning, it posed a lot of difficulties. For example, during the first in-house session in the Higher Pedagogical School in Gdańsk students had 9 hours of obligatory classes a day, while tutorials were scheduled for 8–11p.m.⁴ The tiredness of students was the only effect of such an over-scheduled day.

¹ Archives of New Record in Warsaw (AAN), Materials of the Ministry of Education, [later referred to as: AAN Min. Ośw.], *Sprawozdanie roczne WSP w Gdańsku za rok ak. 1955/56* [Higher Pedagogical School in Gdańsk: Annual Report for 1955/1956], ref. no. 2688.

² W. Danek, (1953) „Z doświadczeń szkół i nauczycieli” [Experienced by Schools and Teachers], *Nowa Szkoła* 1953 no. 1, p. 70.

³ AAN Min. Ośw., *Syntetyczne sprawozdanie z letniej sesji naocznej w Studium Zaocznym WSP w 1953 r.* [Brief report on the summer session of Extramural School of Higher Pedagogical School in 1953], ref. no. 2676.

⁴ National Archive in Gdańsk, Documents of Higher Pedagogical School in Gdańsku [referred to as: APG, WSP], *Sprawozdanie z wizytacji Studium Zaocznego przy WSP w*

Similarly, institution officials found it difficult to design an appropriate schedule of tests within the session. The Ministry recommended that tests should be organized in first days of a summer session so that students could devote the rest of the session for acquiring a new material. Nonetheless, in many institutions tests were scheduled for throughout the session. Students very often stayed uninformed about the order of tests which was supposed to be explained by the institution authorities' conviction that otherwise „many students would not appear at the summer session at all”¹. Consequently, preoccupied with preparing to tests, students made little use of lectures or classes within the session.

The method of teaching applied during the session in some tertiary institutions has also caused deep reservations especially that in many cases classes were not adjusted to the needs of extramural students². Additionally, tertiary institutions could not manage to monitor the stage of the preparation of assignments or to trace individual learning process. It happened very often that the feedback concerning student's progress was not updated on time³. Lack of correlation between the contents of lectures and classes within one course was another problem and it resulted in repeating the same issues at different courses⁴. The level of assignments was relatively low. What also influenced the process of extramural education was the condition of accommodation accessible for students arriving for in-house sessions. Due to the scarcity and insufficient number of places in

Gdańsku w dniach 3 i 4 stycznia 1951 r. [Report on the inspection in Extramural School of Higher Pedagogical School in Gdańsk performed on 3–4 January 1951], ref. no. 1317/105.

¹ AAN Min. Ośw., *Sprawozdanie z wizytacji sesji naocznej Studium Zaocznego WSP w Gdańsku przeprowadzonej w dniach 23 i 24 lipca 1953 r. przez Komisję Ministerstwa Oświaty* [Report on the inspection of the summer session in Extramural School of Higher Pedagogical School in Gdańsk performed on 23–24 July 1953], ref. no. 2637.

² Conf.: L. Bandura (1969) „Rozwój studiów dla pracujących w WSP” [The Development of Higher Pedagogical School Programs for Non-traditional Students], *Nauczyciel i Wychowanie* 1969, no. 2, p. 62; W. Danek (1954) „U podstaw metodyki zaocznego kształcenia nauczycieli szkół średnich w wyższych szkołach pedagogicznych” [Introduction to Methods of Extramural Training for Teachers in Higher Pedagogical Schools], *Rocznik Naukowo-Dydaktyczny WSP w Krakowie*, vol. 2, Kraków.

³ AAN Min. Ośw., *Sprawozdanie z wizytacji sesji naocznej Studium Zaocznego Wyższej Szkoły Pedagogicznej w Krakowie przeprowadzonej w dniach 29 i 30 lipca 1953 r. przez Komisję Ministerstwa Oświaty* [Report on the inspection of the summer session in Extramural School of Higher Pedagogical School in Cracow performed by the Ministerial Commission on 29–30 July], Ref. no. 2637.

⁴ AAN Min. Ośw., *Sprawozdanie z komisyjnej wizytacji sesji naocznej Studium Zaocznego Wyższej Szkoły Pedagogicznej w Warszawie przeprowadzonej w dniach 10 i 11 lipca 1953 r.* [Report on the inspection of the summer session in Extramural School of Higher Pedagogical School in Warsaw performed on 10–11 July 1953], Ref. no. 2637.

dormitories students were even forced to sleep in lecture rooms equipped with beds after chairs and tables had been rearranged¹. Students were not always entitled to the full board. Sometimes only dinners were provided while breakfasts and suppers had to be arranged individually².

The first attempt to remove imperfections of organization in extramural programs of higher pedagogical schools was made during the conference of the heads of extramural programs held in December 1952. It was then recommended that students should be given the schedule including dates of all obligatory assignments, examinations and tests a year in advance. It was also agreed that the number of assignments could not be more than four a month, with the provision that the time necessary for their completion (including self-studying) should not surpass the maximum of 60–90 hours³. Further significant decisions concerning the organization of extramural programs were made in 1955–1956 during the meeting of deans of extramural faculties held on 10–11 October 1955 in Katowice⁴. Participants of the conference accompanied by the representatives of the Ministry of Education made arrangements which were the roadmap for the development of this form of education in future years. In terms of the organization of sessions, it was agreed that an examination session should be separated from a summer session and all the examinations would have to take place before mid-June. For ensuring optimal time management, the strive for regular allocation of classes with no more than 6 hours per day was recognized as essential. It was agreed that to better prepare students (especially students of the first and second year) for individual working, adequate practical exercises aiming at acquainting students with the methods of individual work with sources should be arranged⁵. The number of lecturer

¹ APG, WSP, *Sprawozdanie z wizytacji Studium Zaocznego WSP w Gdańsku, przeprowadzonej w dniach 3 i 4 stycznia 1951 r.* [Report on the inspection of the Extramural School of Higher Pedagogical School in Gdańsk performed on 3–4 January 1951], Ref. no. 1317/105.

² AAN Min. Ośw., *Sprawozdanie z komisyjnej wizytacji sesji naocznej Studium Zaocznego WSP w Warszawie, przeprowadzonej w dniach 10 i 11 lipca 1953 r.* [Report on the inspection of the summer session in Extramural School of Higher Pedagogical School in Warsaw performed on 10–11 July 1953], Ref. no. 2637.

³ AAN Min. Ośw., *Wytyczne wynikające z konferencji grudniowej (1952 r.) kierowników Studiów Zaocznych przy WSP. Pismo Ministerstwa Oświaty z 16 stycznia 1953 r.* [Guidelines after the Conference of Directors of Extramural Schools of Higher Pedagogical Schools held at December 1952. Ministry of Education Document of 16 January 1953], Ref. no. 2678.

⁴ AAN Min. Ośw., *Pismo Ministerstwa Oświaty z 10 grudnia 1955 r.* [The Ministry of Education Document of 10 December 1955], Ref. no. 2637.

⁵ At the same time, providing libraries of extra mural faculties with handbooks was recognized as vital.

notes was to be increased and the pace of their publishing was to be quickened (materials were to be designed to suit both extramural and full-time students). It was considered advisable to initiate works on preparing and publishing handouts (excerpt books or thematic companions) on the topics excluded from lecturer notes or handbooks but challenging for students.

Important decisions were made also in terms of the program schedule. First and foremost, it was agreed that a detailed schedule for extramural students should be designed on the basis of existing schedule for full-time students. The main idea behind this decision was to revisit the schedule and decide which courses available within full-time programs should be maintained within extramural programs. Consolidation of certain courses was highly recommended. Among other aspects to be revisited there were: load of summer and winter sessions, number of assignments per course, deadlines, as well as the number and dates of examinations¹. It was agreed that a special committee consisting of academic professionals of respective extramural faculties holding post-doctoral degree would be established to perform this task.

No matter what the organizational background was, studying as an extramural student was a true test of character strength for teachers enrolled. Studying demanded tremendous amounts of energy, perseverance, self-discipline, strong will and regularity of learning. Any turbulence of personal life, health problems or any unpredictable event affected the learning process, led to delays or even to resignation. Particularly prone to such a situation were students of experimental sciences (chemistry or physics), since finishing laboratory tasks in time was vitally important². To certain extent, the process of education depended also on the age of a student. It has to be admitted at this point, however, that the maturity of teachers, their professional experience and personal stability worked in favor of success in the extramural program. Earlier experience of self-studying or regular read-

¹ During the conference the decisions concerning the number of hours and assignments for general courses have been made. It was agreed to have 4 assignments a year at Russian Language, 2 assignments a year at Psychology, Pedagogy and Political Economy, and 1 assignment a year at Introduction to Marxism-Leninism and Dialectical Materialism [The latter three courses were obligatory in the curriculum due to political circumstances of Poland 1945–1989]. No assignments were planned for Logic, History of Education and Hygiene.

² L. Bandura (1963) *Sprawność kształcenia zaocznego w Wyższych Szkołach Pedagogicznych. Krajowa Konferencja w sprawie rozwoju Wyższych Szkół Pedagogicznych 29 i 30 stycznia 1963. Materiały* [The Efficiency of Extramural Education in Higher Pedagogical Schools. National Conference on the Development of Higher Pedagogical Schools held on 29–30 January 1963. Proceedings.], Gdańsk – Warszawa 1963, pp. 257–258.

ing had an equally positive impact. The environment in which a student lived and worked evidently influenced the level of learning efficiency. The dropout rate among teachers who worked in village schools was several times higher than the dropout rate among teachers working in town and cities. Motherhood was least favorable condition for extramural students. Female students with more than two children usually failed to graduate¹. Hence, the majority of female students were childless. According to a different research, the situation of female students enrolled in extramural programs was significantly less favorable than the situation of male students. The reasons behind this status quo were the onerous duties of mother or wife which could not have been postponed for the period of studies².

Research on this form of education has show that the overall results of extramural student's performance depended heavily on their motivation. The motivation was significantly more important than methods of work applied by the tertiary institution³.

¹ L. Bandura (1964) "Efektywność studiów zaocznych" [The Efficiency of Extramural Higher Education], *Kultura i Społeczeństwo*, 1964, nr 1, s. 162–163.

² I. Jundził (1966) "Studia wyższe dla pracujących w opinii studentów i absolwentów" [Programs for Non-traditional Students from students' and graduates' perspective], *Życie Szkoły Wyższej* 1966, no. 4, p. 96.

³L. Bandura (1969) "Studiowanie zaoczne" [Studying Extramurally], *Dydaktyka Szkoły Wyższej* vol. II 1969, no. 1(5), p. 51.

THE GREEN KEY INTERNATIONAL PROGRAMME – IMPROVED ENVIRONMENT AND EDUCATED CITIZENS

**Erik van Dijk
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The Green Key International Programme is a successful model of co-operation between NGOs, businesses and educators for improving the environment and lifelong learning focused on sustainable development in tourism sector. The programme contains in-formal and non-formal learning as the integral part of raising awareness of hotels' owners, staff and clients in environmental issues and sustainable development.

Tourism represents a major pressure on the environment on the one hand because of lots of travelling, and on the other hand because it represents an extraordinary load on natural sites or seasonal hot spots that are not adapted for such a phenomenon. The Green Key was created to encourage directors of tourism accommodations to reduce environmental impact of its structure and its visitors through the implementation of eco-friendly management and raising awareness of its staff and guests.

The Green key is an international FEE programme since the General Assembly 2003 in Boltzenhagen (Germany). It must be implemented by a FEE member organisation, or under specific agreement with the FEE national organisation. The Green Key pursues 4 goals: (a) Environmental education of the owners, the staff and the clients; (b) Environmental preservation by the reduction of the impacts of the facility; (c) Economical management as a reduction of the consumption induces a reduction of the costs; (d) Marketing strategy with the promotion of the label and the facilities awarded. The Green Key has been created in 1994 in Denmark by HORESTA, a professional federation of hotels. In 2002 the label was adopted as the fifth international programme of the FEE (Foundation for Environmental Education). For this historical reason this programme counts an International Steering Committee (ISC).

The Green Key is awarded to hotels, conference and holiday centres, campsites and hostels. Because of the merge of FEE and Milieubarometer in the Netherlands in 2006, the Green Key is exceptionally awarded to leisure parks (attractions) in the Netherlands. In 2009 this set of criteria for attractions has been updated to an international baseline criteria attractions. Today they are three official and international sets of criteria: (1) criteria for the hotels, (2) criteria for the campsites, (3) criteria for attractions. In each set the criteria regard different categories such as: environmental management, environmental education, water, washing and cleaning, en-

ergy, waste, food and beverage, indoor environment, parks and parking areas, green activities and administration. Each category has mandatory and optional criteria.

There are 20 countries of FEE implementing the Green Key now and 4 more interested in its implementation. Russia joined the Green Key programmes in 2010. Now the pilot year of the programme implementation is over with 15 hotels in St. Petersburg and the Kaliningrad Region awarded. There is interest to the programme shown by the hotels situated in different cities of Russia. The programme is implemented in Russia by Keep St. Petersburg Tidy NGO. However, the initiative to convince Keep St. Petersburg Tidy NGO the start the programme in Russia belongs to the Hotels Club – organisation uniting about 20 mini-hotels in St. Petersburg.

One of the most challenging categories for the hotels to implement is raising awareness of the staff and clients (especially the clients) in environmental and sustainable development issues. To help the hotels in this field Keep St. Petersburg Tidy NGO linked the hotels with educational establishments taking part in another FEE programme “Eco-Schools/Green Flag”. Eco-schools and eco-kindergartens developed many forms of education, training, upbringing and awareness raising suitable for children, youth and adults. Keep St. Petersburg Tidy NGO arranged two training seminars for eco-managers of the hotels and teachers to find the best approaches of introducing environmental and sustainable development issues to people of different ages staying at the Green Key hotels.

During the pilot year the Green Key hotels in St.-Petersburg tried several methods to choose the most suitable for them. For example, “Cronwell Inn Stremyannaya”, “Club MarlInn” and “AventInn” held contest of drawings given them by school #437 and kindergarten #8; the “German Club” initiated tree planting action and building birds’ houses action held together with the kindergarten #69; business hotel “Comfort” hosted the meeting of the American teacher with the most active teachers and students of school #403 and lyceum #389 to share experience in awareness rising on climate change.

The Green Key programme goes on. There is an idea to establish Information and methodological center of the programme in St. Petersburg to accumulate and disseminate best practices for cleaner environment and more aware citizens.

TRUST IN THE 'VIRTUAL IDENTITY' AS A FACTOR OF THE SUSTAINABLE DEVELOPMENT OF THE INTERNET OPPORTUNITIES FOR LIFELONG LEARNING

A. V. Dubko

In recent years the rapid development of the Internet and its inseparable alliance with daily life has become one of the most significant of modern innovations. Having removed the limitations of space and time, it has enabled people to transcend traditional boundaries, including educational ones. Moreover, such new opportunities have been opened not only for remote education over the Internet, but for the distribution of data about educational opportunities. Nowadays, some highly-specialized courses can be directly addressed to an interested audience with minimal effort. But before we begin a discussion on web opportunities in lifelong learning, we need to describe a key issue – how to distract users from common clichés and to inspire trust in new technologies used for educational purposes. The obvious advantages of virtual interaction may be eliminated because of worries and fears: the more complicated the operations that are moved on to the Internet are, the more trust is required for using them.

In the beginning, communication networks (MUDs, chats, etc.) were not intended for the long-term interactions, for which reason the self-presentation options were limited, the networks were anonymous, and an identity was created for one-time only use. Subsequently, users experimented with different, sometimes unacceptable, identities (Rosenmann & Safir, 2006). However, as significant interactions moved onto the Internet, users faced the serious problem of identity construction, i. e. the creation of a personal virtual image. It is one thing to chat with “zazobrik” and quite a different thing to repost news referring to him.

The term “identity” has usually been associated with E. Erikson, who considered identity in total as the “organization of individual experience into an image of oneself” (E. Erikson, 1996). This idea is close to the one of I. S. Kon, according to whom identity is “a unity and succession of life activities, goals, motives and sense-of-life principles of a person, conscious of being a subject of activity”. It is not a complex of traits, but a selfhood that provides one's integrity through the life, by the succession of values, goals, principles and motives, despite the changes of some components. (Kon I. S., 1984). This notion, however, also has a wider use – not a single integrity, formed or not, but one of many mask, worn according to goals and situations. Each person has a repertoire of identities (social or personal). Which identity fits better at a given moment, depends on the social context (Bryant

J., 2008). One may specify several types of identities, formed depending on a situation and constraining factors (Zhao S. et al., 2008). This report will mainly observe the performed identity, i. e. “how I want to show myself to the public”. As you might guess, this varies significantly, depending on limiting factors and may diverge dramatically from the “real self” (what I am in reality) and the “own self” (what I think I am in reality). The virtual identity is the same performed “self”, but brought to the web.

There are some vital differences between computer mediated communication (CMC) and face-to-face communication (F2F). First of all, the invention of Internet-communications has overcome the main obstacle to identity construction – the presence of a physical body. And in combination with a high degree of anonymity it has allowed people to strongly control what they reveal about themselves, and how (Qian & Scott, 2007). The second key difference is an asynchronicity in Internet communication. The text nature of the web communication does not demand an instant reaction and gives people the opportunity to think out their responses selectively. And finally, an advantage and distinction of the Internet is that it makes possible for people to connect over great distances. It is worth remembering that the birth of the Internet once predicated a new era in communication patterns. However, instead of new models, the old templates, following the principle of simplicity, were moved to the online arena (Sokolov M., 2007) and in the last ten years everything has been done to eliminate the remaining differences between online and offline communications and bring the what happens online closer to what happens in F2F communication: electronic mail and chats have grown to the IM systems like Skype and ICQ, avoiding asynchronicity and bringing the Internet into a real time environment with a help of microphones and web-cameras. Anonymity was methodically removed by means of passwords, logins, a gradual move to real names and email addresses, and the addition of more and more identifying parameters. Thus the creation of fake identities has become more difficult and useless. Networks with a large amount of identifying data, such as social networks, have appeared. However, this hasn't stopped distortions. Neither a universal system of profiles, nor the abundance of identifying parameters, nor an originally positive idea – to help people cultivate their old acquaintances and find the new friends and associates - could help. As soon as social networks gave up the policy of access by invitation from the members and became available to the mass public, their features started being used for virus distribution, leading to the users' irritation, and enclosing them within the network of their offline contacts instead of extending

their number of acquaintances. The distortion of the original idea of social networks is associated with the phenomenon of trust in the “virtual identity”.

In psychological science there is yet no a universal concept of the phenomenon of trust. Its interpretations differ depending on direction. For example, on the individual level, trust can be considered as a trait, describing the person's readiness to treat people kindly and openly, even without having any information about them. The differences in willingness to trust are determined by the whole integrity of a person, including his/her life experience, type of personality and cultural background (Luhmann, 1979; Mayer et al., 1995). The definition of trust as a psychological condition implies the fact that people differ in when and to which extent they can trust. On the individual level trust can be understood in a reverse sense: not an expectation of being good, but a readiness to be dependant. For example, McKnight, Choudhury and Kacmar (2002) define intention of trust as a person's readiness or an intention to depend on one's partners in a communication, i. e. to make oneself vulnerable for the partners. Trust is often described as an expectation. Luhmann (1979) considers the trust as a generalized expectation that the others use their potential freedom of behavior in accordance with their expressed identities. Koller (1988) develops an association with expectation, referring to trust as to the human expectations that others are able and intend to act positively towards them, despite the freedom of choosing any behavior, even one which may have negative consequences for the trusting agent. Trust is partly a product of people's ability to estimate an extent to which they can trust their potential partners (Sheppard & Sherman, 1998). Trust, therefore, can be observed as the reflected trustworthiness of partners (Sztompka, 1999).

Estimating how much they can trust partners, people may rest upon the number of criteria. These criteria (Mayer et al., 1995) include skills and competence (Barber, 1983; Luhmann, 1979; Mayer et al., 1995; McKnight et al., 1998), benevolence (Luhmann, 1979; Mayer et al., 1995; McKnight et al., 1998), frankness or honesty (Mayer et al., 1995; McKnight et al., 1998). Sztompka (1999) states that people use the three criteria in evaluating their partners in communications: reputation, performance, appearance. Reputation belongs to the past and performance to the present. Appearance either strengthens trust or arouses doubts (Sztompka, 1999).

Trust online, as well as the creation of identities on the web, has distinctive features, the most significant of which is an emergence of a third party in the trust relations. If a person trusts another person or organization offline, then online technology stands between the one who trusts and the one who is trusted. Thus, we can talk about three groups of trust factors in

the virtual environment. These are the determinants of trust, connected with a trusting agent, the factors of trust in technology and the determinants of trust in the organization providing this technology.

The determinants of trust, connected with a trusting agent, are all the personal traits and life experience of a person that can influence his/her trust in the Internet. Among the main factors in this group we have to note the disposition to trust as a belief that the majority of people are worth trusting, risk-taking and experience of using the Internet or a specific virtual network. The second group of factors is directly connected to the characteristics of the organization to which the site belongs - its reputation, size, offline presentation, etc. Finally, the group of determinants connected with technology contains everything related to the presentation of data on a site – the site's usability, color schemes, quality, correctness of information, and graphical characteristics. It is good form to imitate a social presence on a site because it makes the site less impersonal. For this purpose, photographs of employees, the option to connect with a representative via Skype, etc. are used, but, strange as it may seem, the results are questionable. Data from Riegelsberger and Sasse (2002) shows that reaction varies from enthusiasm to rising suspicion. For better contact with a user, the parameters of personalization are entered quite often. But, probably, security parameters are the main factor in this group of trust determinants in technology: guarantees of data protection, access limitations, authenticity of information. Besides, it is the availability of the third group of factors that is kept secret by big conglomerates that connect many users such as Twitter, Facebook and Вконтакте (Vkontakte, a Russian-language clone of Facebook). They act as guarantors of creditability in technology, the guarantors of the fact that all their users at least follow the same rules. Now, on a wave of success they are trying to embody various functions of other sites. Up until now, the history of virtual web development was moved by the addition of new forms and surpassing old analogies, but from now on we may expect a reverse process – an attempt to cram most Internet sites with different functions into the frameworks of one big site and to achieve a certain "state within a state".

It is hard to overestimate the convenience of social networks for the distribution of information. The advantages of electronic data distribution can be used in various spheres. In the system of lifelong education the opportunities presented by social networks for the coordination of the remote educational groups, language learning with the native speakers via Skype, etc., open the new horizons in the continuous education. At the same time, the speed of data distribution in the social networks is often used to dam-

age users or for aggressive advertising campaigns, which reduces credibility of the network in general and of positive messages, in particular. The wider introduction of online interactions depends not only on the increasing benefits of this type of communication, but on the people's trust in online partners and online messages.

TOWARD SUSTAINABLE DEVELOPMENT OF SOCIETY THROUGH THE DEVELOPMENT OF DIALOGICAL ABILITIES

E. Ermolaeva

The concept of sustainable development is based on the principle of harmony. Harmonious (or, in other words, equilibrated, balanced, commensurate) interactions are a prerequisite of steady supportive development. These include harmonious interactions between society and nature, man and society, and cultural and civilization-related processes. Since harmony is understood as accord, a harmonious interaction may be described as a metaphoric dialogue which involves a dispute, coordination and transformation of different positions and interests. It is a creative process of developing new values and acquiring new knowledge and experience. Its result is unknown in advance and is determined by the context in which it is immersed. At the same time, the result is not fixed as the only possible and correct one. As opposed to a dialogue, a monological interaction is described by the dominance of «only one correct» position and reliance on the «universal» criteria of morality, truth and taste. The outcome of a monologue is predetermined by a given attitude. The previous («modernist») model of development of Western society is basically monological and it is still rather influential. What we observe now is a struggle between the monological and dialogical paradigms.

For educators of all levels and forms of education, the challenge of transition to the model of sustainable development currently faced by society means that they have to pay more attention to developing learners' abilities for metaphoric dialogue. This research is aimed at developing and concretizing the dialogical approach in the teaching process, namely at clarifying the tasks of dialogical learning.

Let us first explain the difference between metaphoric and real dialogue. It is based on distinguishing between parties of a dialogue and its participants (specific persons). As opposed to a real dialogue (i.e. a conversation or correspondence between specific participants of an interaction), at least one of the parties in a metaphoric dialogue is an abstract or aggregate or imaginary entity (for example, an «alter ego», a piece of art, nature, a people or culture). In this interaction, a real individual builds or «selects» the Other. The real participants of a dialogue can not only express their personal position, viewpoint or individual subjectivity, but also represent a position of a collective or metaphoric party, expressing a viewpoint of a group, a nation or an epoch. Therefore, we can say that an individual also selects himself or herself as a party to the dialogue.

The necessity of a dialogical approach to education was substantiated by dialogical philosophers of the first half of the 20th century (M. Buber¹, F. Ebner², O. Rosenstock-Huessy³). The pedagogical potential of dialogical ideas was discussed by M. Bakhtin.⁴ The idea of dialogical approach to education is being intensively developed by contemporary educators and scholars.⁵ The basic postulate of the dialogical approach in pedagogy may be expressed as follows: One of the major objectives of modern education is educating a person capable of dialogical interaction with other people, the surrounding world and him/herself. Qualities typical of a «dialogical» person include the feeling of inner connection with the world (first of all with other people), responsiveness to a dialogical situation, activity, and a high level of reflexive abilities and rational thinking.⁶

In order to make the task of teaching a metaphoric dialogue more specific, we have relied on works of classics of dialogue theory and modern researchers, and have analyzed dialogical interaction in terms of the structure of abilities that its participants need to have. We have identified three main prerequisites of a dialogue, closely connected with each other (which define three main tasks of dialogical teaching). These are: 1) a dialogical relation connecting participants of a dialogue with each other and with the dialogue (the emotional and ethical basis of a dialogue); (2) antinomic thinking (its intellectual basis); (3) procedurally open perception of the world (a prerequisite of the creative development of one's own meanings).⁷

In order to clarify the notion of «dialogical attitude», it is proposed to consider it as a triad of attitudes. The first component of the triad is a dialogical attitude to the conversation partner, the second one is a dialogical attitude to oneself in the course of the dialogue and the third one is an attitude to the dialogue itself. Communication becomes a true dialogue only when all three components are raised to the high level of dialogicity. First of

¹ Buber M. *Das dialogische Prinzip*. Heidelberg, 1984.

² Эбнер Ф. Из записных книжек / пер. с нем. // *Философские науки* 1995. № 1. С. 172-183.

³ Розеншток - Хюсси О. *Речь и действительность* / пер. с англ. М., 1994.

⁴ Бахтин М.М. *Вопросы стилистики на уроках русского языка в средней школе* // *Русская словесность*. 1994. № 2. С. 47-56

⁵ See, for example, works by R. Winkel, J. Schlömerkemper (both from Germany), N. Burbules, A. Sidorkin, E. Matusov (all three from the USA), and V.S. Bibler, V.G. Marantsman, K. Cronin (New Zealand).

⁶ Jermolajeva J. *Dialogiska pieeja musdienu macibas skola* (Dialogic approach in modern school teaching). Thesis Synopsis. Riga: University of Latvia, 1997.

⁷ Ермолаева Е. Развитие способности к диалогическому взаимодействию с текстом // *Журнал Международного института чтения им. А.А. Леонтьева* № 10. М.: НИЦ ИНЛОККС, 2011. – С. 22-26.

all, this means that the Other should be treated as a self-value and should not be used for achieving any goal which is external to him. Second, a dialogical party treats himself as a goal in himself and not as a performer of a communicative function or social role. Third, the dialogue itself has to be considered purely pragmatically, just as a means of achieving the goal lying beyond it.¹

In antinomies, thinking is the second prerequisite of a metaphoric dialogue.² Two abilities can be identified in antinomical thinking: first, susceptibility to antinomy and second, an ability to «withstand» it, i.e. accept the opposite point of view while maintaining one's own position.

The third prerequisite of a dialogue is procedurally open perception of meanings, an ability to see the world in evolvment. Using the comparison made by Heraclites, a person with such a mental outlook sees the world as a river which continuously renews its flow. In monological perception, the world is paralleled with an icy palace where all the meanings and senses are frozen in stillness.

Dialogical abilities develop as dialogical experience accumulates, when a person develops trust in this type of communication and a desire to participate in it. However, an abstract metaphoric dialogue requires a high level of psychological and intellectual maturity; therefore abilities for metaphoric dialogue develop intensively in older adolescents and youth. Therefore, the task of dialogical teaching is most relevant to teachers of senior classes, higher education institutions and additional education. Any school subject may provide opportunities for dialogical teaching; however, especially favorable are the humanities, such as literature, history, philosophy, history of culture, ethics, aesthetics, etc. They have inner dialogicity which helps to effectively develop relevant abilities: (a) their content offers a sufficient number of issues suitable for dialogical discussion (i.e. important for learners, topical and open in their meanings); (b) these issues are essential for the content of the courses, taking an important place in their structures; (c) teaching dialogical discourse, dialogical relationship and perception of the world in open meanings is one of the main tasks of these courses, even if this is not expressly stated.

Certainly, the «pure dialogue» discussed by M. Buber arises more naturally in non-formal education. However, dialogical abilities can also be developed in the framework of the existing formal education system, for example, by using a compromise alternative such as an educational dialogue.

¹ Ibid.

² Antinomy is a combination of two contradictory statements, each of which suggests an equally convincing rationale.

Although it differs from the idea of the «real» dialogue by some essential aspects, with proper training of a teacher and students/pupils it can be a good exercise for developing dialogical abilities. There are two types of an educational dialogue: a dispute, discussion or a dialogical game (group dialogue); and an individual essay (articulation of an inner metaphoric dialogue).

In order to ensure efficient development of dialogical abilities, an educational dialogue has to meet a few conditions: (a) learners have previously acquired a certain amount of knowledge and skills related to the subject of a dialogical exercise; (b) the subject of the dialogical exercise or creative work is topical and relevant to a student; (c) there are dialogical relationships between a teacher and students. This is very important in the case of an individual essay, because only in this case the student entrusts his or her inner dialogue to the teacher; (d) in order to be prepared for facing new ideas, methods of thinking and forms of expression, the teacher is continuously expanding his or her intellectual and aesthetic outlook and improves dialogical skills; (e) the jointly selected method of dialogue offers students the maximum freedom of choice of a perspective of the subject, a method of material arrangement, etc.; (f) given a personal nature of an individual essay, a «copyright» guarantee is provided, i.e. a work cannot be shown to anyone without the author's permission; (g) a flexible approach to evaluation. The reward for a creatively performed work or presentation inspires a student, while undervaluation at best undermines his or her trust in the teacher.

Apart from using an educational dialogue, it is also possible to incorporate dialogism into ordinary classes by supporting spontaneous micro-dialogues and using various dialogue-building techniques, such as immersion, unsettling stereotypes of thinking and perception, paradoxing the learning content, creating «dialogical situations», etc. These techniques contribute to building a dialogue when a teacher uses them accentuatedly, i.e. as a single set, systematically and with a clear understanding of the dialogical goal.

The development of dialogical abilities is a major task of pedagogy in the 21st century which requires further investigation and practical effort.

LIFELONG EDUCATION IN THE SYSTEM OF TODAY'S CONTRADICTIONS AND CHALLENGES

Z. Y. Zhelnina

Education is a historically changing category of the spiritual life of a society in general and the individual in particular. Education has for a long time been considered within the paradigm of the enlightenment, an exposure to knowledge and development of distinctive valuable qualities of a person. Objectively changing social realities enabled understanding the values of enlightenment of society as a whole as a determinant of its progressive development, its economic, political and spiritual freedom. Later, education as a social phenomenon passed through several stages of complexity, integrating philosophical and technological components in its structure. Today lifelong education has become a topical trend.

The current discussion on the topic of lifelong education is based on the conceptual approaches of forecasting society's development in the innovational environment, where the key thesis is the inability to finish education because of the high rate of obsolescence of production technologies, as well as the necessity of social mobility, and on the global level: the real challenges of the information society. These real factors produce the more pragmatic constituents of demand for lifelong education. First of all, we have to indicate a relationship between education and the quality of life. This indicator, as we all know, was initiated by the speeches of the Club of Rome ("The limits of growth", "No Limits to Learning", "The Double Spiral of Work and Learning"), and presently such a complicated measuring tool as the human growth potential index includes several gradations of the education assessment. As the quality of life is the most discussed aspect of state administration, modern education has been naturally included into the paradigm of national security, where it is examined from the perspective of the quality of labor resources and a production profile alteration, as well as from the perspective of the competition of national educational systems. The increase in competition occurs simultaneously with the processes of internalization of education, which is especially topical for lifelong education, which cannot be eliminated from these processes. It is well known that the General Conference of UNESCO determined lifelong learning as one of the strategies within the "Millenium Declaration", and such initiatives as "Education for everyone by 2015" erected the accessibility of education into a principle of social sustainability. However the question arises of whether or not society is really prepared to absorb the resources of lifelong education.

Education is becoming a routine process, enclosed into the circle of ordinary needs. We may note that this trend is ambiguous. On the one hand, we see the rational technologization of educational systems, but on the other hand, a negative scenario of development of this trend needs to be noted: the value of lifelong education as personal professional competency and development of creativity can be lost. Besides, if an establishment of the lifelong educational system is on its basic stage and undergoes some institutional and economic difficulties, then the value of learning throughout life may not arise at all in a person, as well as in a social stratum.

One of the most questionable indicators of competitive education is a diploma, in demand at the local and international labor markets and recognized by the academic society. There is no need to cite the discussion on this topic, though we can summarize the most sophisticated problems: unification of fixed assessment; standardization of the measuring tools of learned material volumes (hours /credits; classroom/independent work); accessibility of the course content, and conformity of knowledge to a profession, and so on. The factual result is a problem which has received the name of credentialism. Knowledge, moving beyond the standard boundaries, is reflected in a document, its owner obtains a social status, an educational or scientific establishment takes a place in a ranking, and an official community receives a “good” indicator of social index. Such a situation leads to a conflict of interests whereby it is not knowledge that becomes most important, but the process of getting a required diploma or a certificate. This can be considered to be a dilemma in the system of high values, where recognition of the priority of one interest contradicts the other. However, in practice another contradiction is resolved - of acquiring the necessary and sufficient education from the point of view of logic, associated with stratification of education, development of an individual path of acquiring knowledge, a professional specialization, etc. Such a situation is important as there is a third significant contradiction in modern education: education as a social commodity is opposed to education as a specific service. The service forms the relationships between a customer and a performer, and in the classical service a customer is considered to be a co-performer of a service, while in the situation when supply exceeds demand the phenomenon of customer dependency arises. In this sphere the position “I study” is replaced with the position “I am taught”.

Repeating one of the classics, let us note you can't give more freedom than you have within. This expression is more than topical in relation to the problem of realization of personal need in lifelong education. It is

necessary to prove it through some examples that have been received as a result of a study regarding the ideas that students of higher educational establishments have on their future activities.

The study was conducted through questionnaires with combinations of questions estimating the level of professional identity and modeling a situation when professional competitiveness should be raised. The study involved 2-4th course full-time students of institutes of the humanities (18-22 years – 142 people) and distance students (24-39 years – 68 people).

The first group of questions helped to receive answers on consciousness of the choice made and the degree of loyalty to the profession in the course of education; the second one revealed the personal forecasts regarding their competitiveness on the labor market and a forecast of the opportunities of raising the quality of life by means of profession resources (economic benefits, social status, personal wealth); the third group of questions reflected the attitude of respondents toward the quality of the acquired education and the prospects for its improvement. Despite some diversity in answers according to age and mode of study, the study has proved an original hypothesis of negative expectations regarding one's being in professional demand and an importance of formal and socially-oriented assessment of one's labor (a diploma, a dependence of quality of life on the job level). Such a forecast was expressed by all respondents to different extents.

The students of the full-time mode are convinced that the labor market is very aggressive toward young people (78.9%), while about a half of students have had work experience (47.9%). Representatives of all subgroups assumed that they would look for extra earnings (69.5%). From the perspective of the negative forecasts of professional adaptation, the answer of the full-time students is significant, as they plan to change their profession after some time (in a year – 9.9%; in 3 years – 17.6%). The hardest questions to answer were those about the prospects of improving professional education. An alarmingly small part of the respondents noted their deep, not just surface interest in their studies; some answers (30.5%) proved the presence of some external motives for getting an education. Still the essential part of the respondents expressed their strong intention to have a second degree (42.9%) and 8.6% assumed that this was a realistic variant in their lives. Only 3 students of the full-time mode are ready to be employed in science. The complicated answers were those about the role of improving qualifications and prospects of participation in these processes: the steady assumptions that such activities were necessary are diffused by a lack of knowledge about technologies and, basically, of preparedness

to be independently responsible for one's professional growth. The majority (84.8%) stated that additional education and refresher courses were in the employers' sphere of responsibilities.

Answers about educational mobility became quite illustrational for the study; since the questions of the first stage were open, the answers were poorly structured. The second stage, based on a group of closed questions, proved the low awareness and preparedness of the respondents for educational trips, involvement in professional communications, and acquisition of interdisciplinary professional knowledge.

In conclusion we can confirm the fact of contradictions between the conceptual developments of the topic of lifelong education and the acceptance of such a personal life model in real society. Furthermore, the contradictions are exacerbated by unstable relationships between the labor market and the high uncertainty of the professional competency assessment.

THE PROBLEM OF INDIVIDUALITY IN THE POST-MODERN ERA

A. L. Kazin

The Modern Age, with its cult of progress, has come to an end. Both from the East and West new powers are entering the historic field, with a striking illustration of the events in the Arab world in early 2011. Without exaggeration, one can say that this moment marked a new stage not only in the political but also the cultural history of the whole world. How in this situation, which seems very risky on the global scale, can personality, culture and education relate to each other? Shall we focus in this area on so-called “tolerance”, and start “adapting” people and ethnic groups to each other (multi-culture, cross-culture, which in fact was already rejected by most European countries), or does it require deeper spiritual and social links? The question is not that simple.

The personal and the common. The older generation remembers that during the Soviet period it was popular to condemn any kind of private traders and individual farmers, calling them, individualists who think only about their own interests. “First, think about the homeland, and then about yourself” is a line from a famous Komsomol song. This appeal has not lost its value nowadays, but the post-Soviet period reminded us that the Fatherland consists of separate, unique people and no less unique nations. Perhaps the main weakness of the Soviet system lay in the fact that these unique features were neglected. Today we are witnessing an apparent rise in personal and national identity among all nationalities of the Russian Federation, both small and large. This happens together with economic and information globalization, which seemed to paint everyone with the same brush. In science there even appeared a special term «glocalization», uniting the global integration with the desire of individuals and nations to complete self-affirmation. It is not surprising that in this case there are contradictions, which neither the Soviet Union nor the Russian Empire encountered in the past. During the Imperial era, as we know, questionnaires did not have nationality items, but there was religion, and during the Communist era, the majority had one “faith”, that is Marxism-Leninism.

Nowadays everyone wants to have their own house, a personal and family one. “My home is my castle” is written on every “new Russian” fence, behind which there is a castle, a dog, and video surveillance. Scientists and politicians are calling for tolerance, but the social and national structure of our cities and provinces is changing in front of our eyes. Newspapers and television are filled with the exotic names of ethnic groups, which about twenty years ago were unknown. Sure, we live in the era of rapid “migra-

tion” of classes and peoples. But how with such dynamics can we remain together - people, nations, the state? If every man is for himself, then who stands for everyone? It is a naive hope that the invisible market will settle everything, and it has remained a utopia. Russia is not America. Here (with all its barbaric abuses), money is not running the show.

The outstanding 20th Century Russian thinker, P. Florensky, distinguished the mask, the face and the inner face of a person. The mask is a mask (social role), which a man or a woman puts on in a particular socio-cultural situation. The face, on the contrary, is a man alone with himself, as he is. Finally, the inner face is the genuine, deep essence of a man, his real identity before the God. This means that personality and individuality are not the same things. Individuality (and the individualism, liberalism and chauvinism that it raises) emphasizes the difference between one person and nation from another, distinguishing this difference. On the contrary, the face and the inner face of a man are addressed both to oneself and to others, learning them as if “embedding” them into their being. Personality is a person (people) together with the people, country and faith, whereas personality often positions itself against everything which is extraneous and external.

Theory and practice. What this means in practice is well known. On the one hand, after 1991 Russian citizens had an opportunity to do whatever they pleased within the law. The August coup gave the country freedom. Today it is difficult (and for young people even impossible) to imagine that not so long ago some people had to hide their religious, political and any other views, as it was in the USSR until the late 1980s. Communists, monarchists, capitalists, nationalists, atheists are all equal in the contemporary public space, although some, of course, are more “equal” than others. I mean those who argue their case with the help of millions of dollars of personal (or corporate) wealth, newspapers, radio and television channels, etc. Who is surprised today by the get-togethers of emo and goth subcultures, not to mention the Hindu songs and Irish dancing on Nevsky Prospekt? At the last census the population of Russia, thousands of young people indicated “elf” in the box “nationality” being apparently unaware, that the authentic people of our country - and especially Russian - is declining by about one million people a year. I'm not talking about a number of “non-governmental” (including ethnic) organizations, who struggle with each other. There is nothing for a person more desirable and harder than freedom and his true personality - a person or an entire nation - as they manifest themselves by filling this freedom. It is one thing to have “freedom from” for himself and his people: “the whole world can perish and I will have my tea”.

And another thing is “freedom for” to approve the connection of man with the big world, to perform one’s metaphysical conception in it. In that respect Vladimir Putin is right calling the collapse of the Soviet Union the greatest geopolitical catastrophe of the 20th Century. I would start this list with the destruction of the Russian Empire.

Political correctness instead of the truth. To be fair, it should be noted that similar crises have also taken place around the world. A few years ago a well-known Orthodox writer, Andrey Kuraev, predicted that the next U.S. president would be a gay black woman. Today, we see that it was almost true. The minority is always right in front of the majority; individuality as such is certainly above the interests of the whole. This is the current false political correctness, liberalism, replacing not only the whole the truth, but sometimes simple common sense. A prostitute in the modern American society cannot be called a slut (she is “employed in sex industry”), and a pervert cannot be called a pervert (he is a respected member of society). American university professors are often afraid to give the representatives of “Latin America” or an “Afro-American” bad marks as it may cost them their careers. The individualism of a person comes to a standstill, while the national egoism degenerates into chauvinism, which is a kind of pseudo-religion, where “we” is inherently better, smarter and more successful than “they”. Back in the 1970s, K.N. Leontyev wrote that national politics was a tool of liberal revolution. Liberals of all kinds object to those opposing their spiritual and cultural integrity, whether it is a highly individual and powerful religious and national tradition. In philosophical terms such a negative outlook is called postmodernist. Let us take, for example, the irony of our home-grown “world citizens” on the occasion of National Unity Day on November, 4, established by the State Duma in honor of the liberation of Moscow from the Poles by Minin and Pozharsky in 1612. They oppose to our historical memory.

Of course, the idea of an autonomous (independent) personality, together with the idea of nation-state have been implemented on a historical scale relatively recently, following the bourgeois revolutions, raising the banners and slogans of humanism and civilized, especially economic, nationalism. In Europe, it happened in the 18th Century, at the Enlightenment period, when they put up in Christian churches a statue of the “goddess of reason” and broke with the ideological guidance of Catholicism. Over the past 250 years individualism and nationalism have come a long way, from the revolutionary preaching of “self-sufficient” people to National Socialism in Italy, Germany and other countries. The Europeans of the Modern Age decided to do without God, both individually and collectively, which resulted

in disintegration of the personality (in Marxism and Freudianism), and legends of the “consumer society” as a national ideal. In today’s postmodern period notions of identity and nation are considered to be something outdated and even something indecent.

The Russian hope. Critical trends in the relations between individual nations and states are global in their nature. What a role in these processes belongs to Russia, its culture and education? By all indications, perhaps it has almost the decisive role. The fact is that Russia is not just a country but a part of the world including its own East and West, North and South. Russian life simulates global cultural, forming and national processes. Russia has a population of 140 million people, and about the same in its nations and ethnic groups. Whether you like it or not, Russia has never belonged to neither East, nor West. Neither one nor the other recognized it truly their own. The Orientalization of Russia (“Byzantine” Kiev, “Tatar” Moscow) appeared to be as superficial the idea of Westernization of St. Petersburg. Unlike the East, the Russian idea originally included the creative activity of personal will (an Orthodox church and the icon is mutual disclosure of God and man, not the subordination of one to another). However, unlike the West, individual freedom in Russia has never reached the cult of the autonomous individual, remaining in one way or another, within the framework of the synodic whole (kingdom, empire, and commune). Eastern slavery in absolute or Western rivalry with it is not a Russian occupation. European freedom suffered a series of deaths, the death of God, the death of a human being, the death of the author. The Eastern soul actually does not like individual freedom. The contradiction between the infinite will, Eastern tradition and Western individualism, is the driving force in our history. Until now, Russia has successfully passed the test offered by the East and West: in the end, they only strengthened it. Russian culture is inherent in its ability to see the best, but not the worst in people, and to judge people “not for the abominable things that he so often does, but for those great and holy things, which he and most of the abominations of his constantly exclaims” (F. Dostoevsky). This is our answer to the West and East. The name of the Russian does not mean primitive biological affiliation (skin color, nose shape, etc.) and some national private spiritual quality, developed in the story. There are Russians of Slavic origins; there are Russians of Scandinavian, German or Turkic origin. The Georgian Prince Bagrationi was proud that he was a general in the Russian army, and Pasternak, who was a Jew, was proud that he was a Russian writer. Speaking from the modern point of view, they were not just “tolerant” towards Russia or “adapted” to it but loved it and have devoted our lives to it. A Russian is someone who loves

Russia and freely shares her earthly and heavenly destiny. Mankind is divided not just between the rich and the poor, but also to the people for whom wealth and poverty are secondary and, in fact, are not important, the world needs individuals and peoples, capable of work and sacrifice, and not only for the financial equivalent in exchange. Motivation for their activities dates back to ideals, not interests. Actually, they is now a true Russian aristocracy, the working “National Assembly”. Our Liberal Democrats (if they really cared about the people) would have to look up to them.

The Russian course in history is on the “other side” of Westerners and Slavophiles, red and white, nationalism and cosmopolitanism. That is why Russia is in a position to spiritually overcome the key socio-cultural contradictions of the 20th century. It is unlikely that it will sometimes be the richest or most comfortable country in the world, but for the past two centuries, it has helped to keep other super powers from of personal and national self-righteousness, which is the worst thing. Speaking frankly, Russia protects the world from the liberal end of history, as Francis Fukuyama predicted. This makes Russian the country of the future that could save the world for human beings and human beings for the Creator.

HOW THE CONCEPT OF LIFELONG EDUCATION DEVELOPED IN TEACHER-TRAINING AND EASTERN SLAVIC PEDAGOGICAL THOUGHT

N.V. Kuznetsova

The concept of continuing education for teachers as an endeavor in the name of self-improvement and personal growth, not just narrowly specialized training, had taken root in Slavic pedagogical thought long before the lifelong education concept appeared in the 20th century. A look at the historical archives of the pedagogical science demonstrates this realization that all categories of educators need to constantly educate themselves—a view shared by many foremost pedagogical thinkers in different epochs throughout history. However, a closer look at historical evidence shows that the concept of self-education for educators was articulated and acted on somewhat differently in Slavic, Western European, Asian and North American pedagogical discourse. Those differences may have had much to do with the origins of pedagogical views, which were very diverse and included religious commandments, schools of philosophical and scientific thought, public beliefs, the history of the formation and progress of the national educational systems and institutions, and so on. Let us take a look at some of the prime examples of what the exponents of “classical” Slavic pedagogical thought had to say about the self-education and self-improvement of educators.

Konstantin Ushinsky, the paterfamilias of Russian pedagogical science, proved that the central figure in any school is the teacher, who cannot be replaced by any syllabuses or curricula, any schoolbooks or technical aids. Ushinsky viewed self-education and self-improvement of teachers in the context of their rising awareness, advocacy of teachers’ rights and proof of the immense value of the teaching profession. To live up to his/her noble calling, the teacher had to be prepared in every way. Ushinsky discussed many aspects of this concept in his “Teaching Seminary Project,” in his work memos and articles. Ushinsky believed that the only way for the graduates of his Teaching Seminary to rise to the top of their professional career was by continuously educating themselves while carefully studying other educators’ best practice and analyzing their own experience.

P.F. Kapterev left us a legacy of pedagogical thought which is still relevant today. Kapterev discussed self-education of teachers in his Didactic Essays on the Theory of Education, most notably in the chapter, Qualities of a Teacher. It was Kapterev who famously said: “Teachers must themselves continuously learn, learn and learn. This is the best advice any didactic scholar can give them, and the key to their great power lies in fol-

lowing it” [1, p. 598]. Kapterev proved that teachers must constantly work to develop and improve themselves: “While teaching, the teacher must himself learn and the school where he teaches must be his place of learning. His lessons to his pupils must be his lessons to himself, too” [1, p. 600]. Kapterev’s characterization of teachers who stopped in their development is as relevant as ever: “Teachers who have stopped in their development cannot usually develop others; all they can do is “teach” or transmit rigid formulas and information; in a dead, mechanical fashion they will reproduce what they themselves have learned by rote, and they expect others to learn it by rote as well” [1, p. 601]. Kapterev defined them as “teachers by rote, by virtue of habit or of not being able to do anything else; not by vocation or by predilection of the heart.”

Democratic thinker K.D. Alchevskaya, who founded the Kharkov Sunday School, also prized self-education of teachers. There was a teachers’ library in her school as well as a library for students. The motto of the school was: “As much freedom as possible; as few restrictions as possible.” Alchevskaya invented and put in action an innovative method of self-education: teachers’ journals, where teachers recorded their pedagogical observations, shared their ideas, thoughts, conclusions, analyses of new learning formats and methods, their perceptions and aspirations [2, p. 109-114]. In his article, Philosophical and Pedagogical Education of Secondary School Teachers, N.I. Demkov, a well-known Ukrainian educator who lived in the late 19th-early 20th centuries, wrote: “The more versatile and educated the teacher is, the more conversant he is with various pedagogical matters, the more successful his classes” [2, p. 141-151]. In regard to the teacher’s duty to educate himself, Demkov stressed the need for versatile education and self-education of teachers, and its import on personal self-improvement. This is how the question of teachers’ self-education was posed and solved in the “classical” Eastern Slavic pedagogical thought.

But how have those ideas evolved in more recent social and historic contexts and, specifically, in 20th-century pedagogical thought? The 1920s saw the rise of two views on teachers’ self-education and retraining. The first one dictated that the content of self-education should be as close as possible to the immediate teaching practice. Proponents of the other view questioned the “narrowing of the methodological and pedagogical content” of teachers’ education and criticized “industrial focus” in teacher-training. M.M. Rubinstein wrote: “What teachers need for their growth is not some luxury; it’s the bare necessities required by the very essence of modern pedagogical science... After all, a teacher is first and foremost a human being” [3, p. 94]. Were the ideas of Eastern Slavic pedagogical thought on

the personal self-improvement of teachers through education taken any further in the theory and practice of pedagogical education during Soviet time? Indeed, those ideas were realized in several organizational matrixes designed for the retraining of teachers. There was a School for Young Teachers in the 1980s at the Leningrad Regional Retraining Institute for Teachers (headed by V.N. Skvortsov) and the Laboratory of Education Sociology for Adults at the Research Institute of General Education for Adults of the Academy of Pedagogical Sciences of the Soviet Union (headed by S.G. Vershlovsky). The School quite successfully put the central ideas of lifelong learning to work, most notably, personal development through education by combining narrow specialization and broad cultural learning. Five years of experimentation made some meaningful additions to pedagogical thought, relating to the sources and tools of education in a professional youth environment. Inter alia, the role of communication as a resource for a young teacher's learning and self-improvement was examined and described. This form of educational process organization proved highly successful. It was discussed in numerous publications during that period. In the 1990s and early 2000s, regrettably, the theoretical and practical expertise built up over the preceding decades in promoting self-education among teachers was lost and never developed any further due to socioeconomic and organizational problems. Ukraine has hardly known any institutions similar to the School for Young Teachers. We believe it is time to resuscitate and further develop the ideas that used to inspire teachers to learn—the ideas that were elaborated on in the “classical” Eastern Slavic pedagogical thought. It is also time to bring back the cutting-edge practical matrixes implemented in the teacher retraining system of the Soviet era.

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EXPECTATIONS OF POLISH EMPLOYERS TOWARDS THE QUALIFICATIONS AND COMPETENCES OF VOCATIONAL SCHOOLS GRADUATES. STUDY REPORT

A. Kulpa-Puczyńska

Introduction. The subject literature points out that in the era of information civilization an employee should be characterized by the following qualities: creativity, communicativeness, ability to work in a team and self-reliance in working, thinking and making decisions. Creativity is the ability to create knowledge and communicativeness stands for the ability to communicate with the help of different communication codes. Team-work ability is connected with the globalization process and the fact that multicultural phenomena are becoming more and more common.¹ It should be noted that the abovementioned qualities are extraprofessional abilities, which enhance effective activity not only in work environments.

The (selected) results presented in this paper are derived from the study about: „The preparation of vocational school students to flexible forms of employment and the organization of work.” The study has been financed from the research funds in 2009 – 2010 as a promoter research project (MNiSW grant no. N N106 019236). It comprised 74 companies – of various size and activity profile – located not only in the area of the Kuyavian-Pomeranian Voivodeship but dispersed over the whole country. An opinion poll method, in the form of a questionnaire, was used in the study.

A ‘young’ employee in the eyes of employers. The studied employers were asked to answer the following question: “To what extent should a modern employee be characterized by the indicated attitudes and personal attributes?” The following calculation points were adopted for the analysis of the obtained results: to a very high extent – 5; to a high extent – 4; neither high nor low extent – 3; to a low extent – 2; to a very low extent – 1. Also, assessment scopes were applied. 4.51-5 – undoubted positive answer; 3.51 – 4.5 – positive answer; 2.51-3.5 – no opinion; 1.51-2.5 – negative answer; 1-1.5 – undoubted negative answer. First of all, the respondents considered all indicated attitudes and personal attributes to be significant (the average rates have been contained within the assessment scope of 3.51-4.5). The remaining results of the study will be analysed according to the chart below:

¹ W. Furmanek, *Zarys humanistycznej teorii pracy (nowe horyzonty pedagogiki pracy)*, Warsaw 2006, s. 346-348.

Chart 1. Attitudes and personal attributes a modern employee should be characterized by - according to the opinion of the studied employers.

No.	Attitudes and personal attributes	Size of company (number of employed workers)				General average rate	Standing
		to 9* N=29	10-49 N=17	50-249 N=14	250+ N=14		
1.	Readiness to multiple job changes	3.76	3.24	3.79	3.64	3.62	XIII
2.	Adaptability to changes in technology and organization of work	4.34	4.24	4.36	4.21	4.30	VII
3.	Self-reliance	4.38	4.59	4.14	4.43	4.39	III
4.	Openness to new forms of employment	3.97	4.35	4.00	4.00	4.07	X
5.	Readiness to take continuing professional training	4.62	4.41	4.50	4.71	4.57	II
6.	Responsibility	4.72	4.71	4.57	4.50	4.65	I
7.	Willingness to initiate business activities with all accompanying risks	3.86	3.71	3.86	3.57	3.77	XI
8.	Tendency to implement innovations	4.17	4.24	3.93	3.86	4.08	IX
9.	Flexibility	4.34	4.53	4.36	4.29	4.37	V
10.	Readiness to move when searching for a job	3.72	3.41	3.93	3.57	3.66	XII
11.	Commitment to the company	4.38	4.35	4.36	4.21	4.34	VI
12.	Effectiveness in fulfilling assignments	4.38	4.35	4.29	4.50	4.38	IV
13.	Initiativeness	4.41	4.35	4.00	4.29	4.29	VIII

Continuation Chart 1

	Average rate among surveyed groups	4.24	4.19	4.16	4.14	4.19
1.	Standard deviation	0.32	0.45	0.26	0.38	0.33
2.	Basic standard scopes	4.55-3.92	4.64-3.74	4.42-3.90	4.52-3.76	4.52-3.86

Source: Own elaboration

* The group of companies which employ up to 9 employees including self-employed workers.

The studied respondents acknowledged that responsibility and self-reliance were the most important attributes of a modern employee – this conclusion is indicated by general average rates amounting to 4.65 and 4.39 respectively. Two leading choices of respondents, i.e. responsibility and readiness to take continuing professional training, have been classified higher than the standard scope (from 4.52p. to 3.86p.) is. On the other hand, the three last standings on the rating list have been occupied by: willingness to take risks when initiating business activities, willingness to move when searching for a job and readiness to multiple job changes. It should be noted that the size of companies did not have a significant influence on the opinions of respondents. The highest diversity in answers is observed among the populations of small and medium companies – standard deviations among these groups amounted to 0.45 (small companies) and 0.26 (medium companies).

The employers were also to determine (in percentage) the relevancy of all three criteria: knowledge, skills and personal attributes (or they were to add another criterium), which they had taken into account in the assessment of job candidates (chart 2 and diagram 1),

Chart 2. Criteria taken into account by the studied employers in their assessment of job candidates

Lp.	Criteria taken into account in assessment of candidates	Employers N=74 (57*)		
		Percentage share	Standard deviation	Standard scopes
1.	Knowledge	31,54 %	15,92 %	47,47-15,62 %
2.	Skills	34,81 %	11,91 %	46,72-22,89 %
3.	Personal attributes	30,32 %	16,87 %	47,18-13,45 %

Source: Own elaboration

* There were 57 employers who answered the questions about the criteria when evaluating job candidates

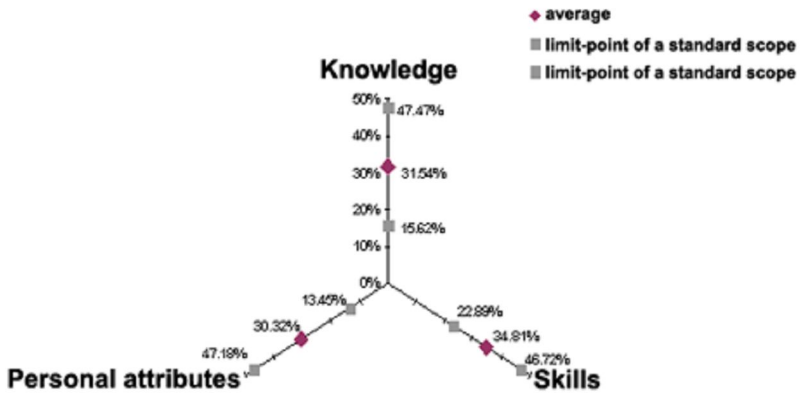


Diagram 1. Criteria taken into account by the studied employers in their assessment of job candidates

Source: Own elaboration

Among the studied population of 74 employers, 57 answered the questions about the criteria taken into account in the assessment of job candidates. The calculated standard deviations amounting to about 50% formed considerable standard scopes of 50 to a dozen or so per cent – which vindicates the considerably high diversity in answers among the studied respondents. For instance, one of the employers gave 80% to knowledge as the most important criterium while another employer gave 80% to personal attributes. It is noteworthy to mention that a dozen or so respondents indicated another criteria, which according to them were significant when evaluating job candidates, and gave them from 5% to 25%. These included, for instance: experience, interests, age, additional qualifications. Occasionally, the respondents put specific abilities in the «other» category, such as: holding negotiations, work time management, quick learning skills or attributes: non-conflict personality, openness, availability. There were also cases when employers were not able to clearly determine what was decisive when employing a candidate. Knowledge was more valuable to the representatives of medium and large companies (43.00% and

34.08%) than to the employers representing small and micro companies (27.00% and 27.37%). Skills, on the other hand, were somewhat more important to small and micro companies (37.63% and 38.33%) than to medium and large ones (32% and 28.77%). Personal attributes were considered the least important by medium companies (23.00%), other groups of companies rewarded this criterium with a similar value (micro - 31.32%, small - 31% and large - 30.32%). The reason why smaller companies attached more importance to the skills of job candidates may be justified by the fact that, taking into account the present difficult situation on the market, companies may lack funds to provide their employees with additional professional training.

In place of a conclusion. The respondents were also asked the following question: "Are non-standard flexible forms of employment in need of specific qualifications and competences - if so, what kind of qualifications and competences are they?" According to most studied employers, everything depends on the nature of work and the kind of job itself. Some of them (23.0%) acknowledged that flexible forms of employment and the organization of work do not require specific qualifications and professional competences. Not many employers indicated specific knowledge or skills. If they did, the most important were knowledge in the field of labour law and time management abilities. The respondents were more likely to list specific personal attributes. It should also be noted that the employers indicated such attributes (mostly in the «other» category) which play an important role not only in case of flexible forms of employment and the organization of work but also in case of work in general: responsibility, diligence, punctuality, conscientiousness, commitment. It should be added that the rising position of diligence among the public constitutes one of modern tendencies typical for labour.¹ Some employers put their attention to such qualities as openness to new challenges and self-confidence, which describe modern employees in a very accurate way. Self-confidence is a very important element in terms of the development of a unit. It enables proper use of talent and determines proper interpersonal contact – „[...] the higher the confidence in one's abilities and capabilities is, the more challenging the goals one pursues are and the more committed one is to realize them»²/

¹ S. Piskus, *Moralne aspekty pracy*, Słupsk 1995, after: W. Furmanek, *Zarys humanistycznej teorii pracy*, op. cit., s. 331.

² A. Borowska, *Kształcenie dla przyszłości*, Warsaw 2004, s. 111.

WHAT ARE THE FUTURE MASTERPRINCIPLES MADE OF? THE LIBERAL EDUCATION AT THE CROSSROADS

T. Lang

From the early 2000 the liberal adult education and particularly the adult education centers have faced diverse many structural changes, impacts which have seen in the principles daily work. Adult students respect adult education centers as public civic-services, but are not highly respected by the politicians and officers. The amount of institutions has degreed in Finland. The amount of full-time employees has been reduced and resources for teaching are limited. The adult education centers are dominated by women and more and more often the institute is headed by women.

1. This approach is focused on the future management of the adult education centers as a part of the new public management and the civilization reform in the new liberalism. The main research-question was, what kind of competence is required from the institution's principals and do these skills differ from other institution management. According the study by Professor Esa Poikela teachers in liberal adult education are facing growing requirements in the area of adult-, adult network- and multicultural pedagogies. According to the study the work contents of principals has been changed as a business manager. The study shows that the leadership should be strengthened in pedagogy management. The object of my study was the deepen these competences in leadership.

2. The empirical part of my Ph. D. study indicated that most important thing in the work of principle is the personal characteristic. Although the mission of the adult education is the public education, the centers are managed using business management style. The historical ideology of folk enlightenment was weak in the management of the adult education institution. The historical master of rhetoric has been changed to an innovative and manager of change. The historical leader of the enlightenment of the people companied the creativity and business competences.

3. In the future the principal's leadership's competences are based on visionary and leadership-skills. There is strategic changing on going in the leadership of liberal adult education. Because the adult education centers don't have formal education plans the mission appears diffuses. Principal basic-competence is good social-skills, which is very important in the daily work today.

The principals' must not have deep knowledge any more in the liberal adult education in historical-ideology. Instead the principals have to have good interaction skills and communication skills.

Although the institutions are faced in the various economic pressures, only 25 percent of the study population consider the economic-skills important in future.

SERVICE-LEARNING IN LITHUANIA: ESCAPE FROM NARROW PROFESSIONALISM

**N. Mazeikiene
D. Vandzinskaite**

In the recent decade, on both theoretical and practical levels intensive discussions on the mission, aims and other related issues of higher education have been going on. There is a consensus of opinion that the purpose of higher education is to develop experts and specialists of different fields, whose qualifications respond to the needs of the labour market. At the same time, there is a common acknowledgement that higher education should contribute to educating a versatile, socially conscious, critically thinking and civic-minded personality who is able to solve problems not only related to a specific professional field, economic sector or enterprise, but also those that concern the wider society, also respond to such societal challenges as globalization, migration, diversity of cultural identities and values, social responsibility, implementation of the principles of democracy, etc. With reference to this, an important requirement for higher education, related to the paradigm of life long learning, emerges.

It is education of wide-profile professionals who are able to develop their qualification continuously and adapt themselves to the on-going economic and social change. Referring to the global societal processes, the need for mutually complementary professional and transferable skills emerges. Professional competences are demanded by a specific sector of the labour market within a defined period of time, whereas transferable skills may be carried from one sector to another, applying them not only in professional, but also civic, social activities. The skill of adapting oneself to the changing conditions of work would allow individuals to expand their professional opportunities as well as the boundaries of one sector in terms of time and space. An increasing attention should be paid to the development of transferable skills that allow individuals to realize themselves in a pluralist and global labour market and society, to act creatively in unexpected conditions.

Creating new educational conditions for reaching the above-discussed educational aims is related to the need of developing new learning environments, new educational content, involving new stakeholders. This may be accomplished by cooperation with social partners. Significant way of cooperation with social partners is developing learning environments, where social partners and shareholders, together with students and teachers, create new knowledge by solving real-life problems. Such cooperation eliminates the hierarchical boundaries between teacher and learner,

because all parties are involved into reciprocal relation of teaching and learning. Narrow professionalism still manifests itself in Lithuania by reducing the number of stakeholders, when only the representatives of enterprises that would employ the university graduates are considered, whereas other stakeholders – the wider society, communities, social networks – are left beyond the scope of concern. The idea of narrow professionalism is inherent in the belief that for a future specialist, in addition to the environment of higher education institution, it is sufficient to spend as much as possible time on internships at enterprises of future employment.

Service-learning (hereinafter in the text - SL) is often mentioned in various educational resources as one of the possible university-society collaboration strategies, which might help to meet the new educational, societal and economical demands. Service-learning is based on the theories of social and pragmatic constructivism, progressivism and experiential learning; these theories point out the importance of experiential learning in social environment (communities, organizations) and continuing reflection. SL has been defined as integration of service into academic study programs, linking with learning objectives. The essence of innovative learning lies in the interconnectedness of the following elements: community service, purposeful academic learning and reflection. SL simultaneously realizes 2 aims: to bring benefit to communities and to pursue academic educational aims of the course or set in syllabus. SL is different from community-based work and volunteering as such, in that it emphasizes reflexivity and relationship between work in community and learning in classroom. Service-learning - «an active, creative... [pedagogy] that integrates community service with academic study in order to enhance a student's capacity to think critically, solve problems practically, and function as a life-long moral, democratic citizen in a democratic society. In most cases, service-learning takes place within an academic course... Service-learning also involves student reflection on the service experience, an emphasis on providing genuine service to community, and the development of democratic, mutually beneficial and respectful relationships between the students and the community members with whom they work» (Harkavi, 2004, p. 4).

In Lithuania increasingly more educational institutions and educators get interested in SL. Though in Lithuania, contrary to in the USA, SL is not being implemented in the frame of long-term national programmes, there is experience of SL implementation¹ of some institutions as well as some re-

¹ 1) In 2004-2006, a Leonardo da Vinci program project CIVICUS. Service-learning: Dialogue between Universities and Communities (No. LT/04/C/F/RF-83850) (<http://www.civicus.lt>) is run. Coordinator: Vytautas Magnus University. 2) In 2006-2008, Ši-

search projects and papers (Sanden & Zdanevicius, 2006; Mažeikis, 2007, Mažeikiene (Ed.), 2008) written on and research conducted.

The application of service-learning in Lithuania demands for a more comprehensive research on the educational potential of this method. The first theoretical analysis of service-learning pointed out the use of applying this method for a close cooperation between institutions of higher education and non-governmental organizations (NGO's) and also defined it as one of the possible ways to contribute to the development of a civic society and encouraging civic participation in Lithuania (Mazeikis, 2007), or as potential way of relating the principles of education in religion and civic education. The analysis of the educational impact of service-learning at Lithuanian universities (Mazeikiene (Ed.), 2008; Vandzinskaite, Mazeikiene, Ruskus, 2010; Balciuniene & Mazeikiene, 2008; Sanden & Zdanevicius A. (Eds.), 2006) has revealed that the participants of service-learning have favourable attitudes towards learning in different educational environments, to trial their skills in real-life practical situations, to understand the values, attitudes and interests relevant in different social environments and the outcome of this kind of learning – a comprehensive professional, intellectual, personal, social and civic development. Specific features of the method that, in the respondents' (students, teachers and communities members) opinion, contribute to a successful complex development of professional, civic, social and personal competences, have emerged. One of the most distinct features of SL is changing roles and increased number of the stakeholders of higher education. Teachers also become learners, thus develop their competences and have an opportunity to revise their courses. Students, by performing the tasks, combine academic and practical activity, become more responsible for the learning process and their achievements; therefore, as the research results show, the more time students allocate for individual or group learning, the more effective development of competences takes place. SL is also related to students' emancipation; as students communicate with a greater number of social partners (not only teachers, but also counsellors, community members), their ability to perform in different educational environments increases, as well their responsibility for their own learning process. This emancipation is directly related to the development of critical thinking, ability to understand and appreciate the variety of the world, to liberate oneself from the mainstream opinions in the society (in the traditional paradigm of teaching represented by the teacher) and develop

auliai University runs KOOPERIA (Development of Successful Students' Career by Implementing Innovative Method of service-learning) (<http://kooperia.su.lt>), a project supported from European Social Fund.

one's individual position. Thus, in addition to professional competences, students also acquire a democratic epistemic stance. Their ability to evaluate phenomena, learn, construct one's own understanding independently, by cooperating with different people, is developed.

Mentioned research and educational projects carried out in Lithuania revealed that SL is a useful educational strategy that has impact on students' learning, willingness to learn, development of competences and attitudes. Students become more interested in learning, their motivation to learn, thinking abilities, citizenship attitudes and values, identity become stronger. Since implementation of this method in Lithuania started relatively not long ago, in order to improve its adaptation to Lithuania's context it is useful to get familiar with individual cases of application of this method, benefits received and shortcomings observed.

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KASHUBIAN FOLK HIGH SCHOOL: ALMOST 30 YEARS AT SERVICE OF POMERANIAN, POLISH AND EUROPEAN ADULT EDUCATION

T. Maliszewski

The concept of Folk High School (FHS) is one of the most valuable ideas developed over the past two hundred years. Rooted in the 19th century philosophical tradition of Scandinavia, they constitute significant elements of educational system in a few tens of countries in all continents. As it is known – their origin is connected with N.F.S. Grundtvig – distinguished Dane, who already in the 1830's coined the term "school for life" which was later creatively developed into the idea of FHS. Civic education and awakening national awareness were to be the main objectives of that pedagogical innovation, along with, almost from the very beginning of their existence, popularising knowledge both about the country and the region, with environmental (ecological) education, dissemination of modern agricultural knowledge, as well as cultural, social and educational animation, in the broad sense of the term, of local communities. The idea of education based on such aspects as residential courses, teacher – student partnership, using the life experience of students and "living word" was promptly accepted all over Scandinavia and, later on, in many other places in the world. In the Polish andragogical literature it is accepted that the first Polish institution of FHS type was established in Pszczelin in 1900. The famous institution in Dalki near Gniezno (1921), headed by rev. A. Ludwiczak was the first FHS after Poland had regained independence in 1918. From among FHSs operating in the period between the two World Wars the schools of I. Solarz in Szyce and Gać (1924-1939) need at least to be mentioned, because their achievements have been best studied in a scientific way and popularised. There are also gradually discovering also other accomplishments of those times – both secular and church based. The FHS formula was also used during the World War II (e.g. N. Kozłowski, F. Popławski). The dynamic development of the movement after the WW II was unfortunately almost interrupted in 1948 because of its "ideological independence". After 'Polish Stalinism', in 1956, a few schools were allowed to function. It was only the radical change of 1989/1990 that resulted in more and more independent educational initiatives. In today's Poland, there are still some educational institutions referring to the tradition of FHSs.

Kashubian Folk High School (KFHS) [Polish: Kaszubski Uniwersytet Ludowy] was launched in the year 1982/1983. The first decade of its operation was devoted mainly to educating employees of rural centres of culture from Pomeranian regions. From the very beginning of its existence, the

School also dealt with educational and cultural issues of the Kashubian region (Northern Poland). Based on the co-operation with creative communities, with a group of independent teachers-regionalists and the university communities in Gdańsk and Toruń, KFHS implemented programmes aimed at stimulating active participation of rural communities. It seems to have made good use of the opportunities provided by the change of the political, economic and social system of the last two decades. The programme offer was lightly modified by adapting it to the conditions of local self-governance and democracy. The social perception confirms that the proposed directions of educational activity have been well chosen.

KFHS has had its main office in Wieżyca (Kartuzy District) for almost three decades. In the 1990s, the shortage of space, both classrooms and accommodation, became one of the main barriers to its further development – it could neither accept all the candidates nor widen its educational offer. In the spring of 1995, the School managed to acquire a 19th century mansion with a park in Starbienino near Choczewo (Wejherowo District), where, after considerable repair work, a branch was opened and now KFHS manages two objects in two different parts of the Pomeranian Region. Formally, Kashubian FHS (since 1997: named after Józef Wybicki) is a non-public educational institution, operating as a foundation under the patronage of Kashubian-Pomeranian Association.

The main directions of the activity of KFHS focus on civic education, cultural (regional, multicultural) education and environmental protection, which results both from the tradition and the challenges of the contemporary world. These are the pillars of almost all the programmes of the School.

Civic education has always been the most important task of KFHS. The social competences acquired there considerably complement vocational and professional competences that can be acquired in the official public educational/andragogical system. The numerous initiatives that Kashubian FHS proposes every year mean that it does its best to fulfil its commitments towards local and regional communities based on the traditions. For many years the School has co-operated with various non-governmental organisations and local authorities of the Pomeranian region and the mayors, organising lectures or longer courses on civic education for them. KFHS has delivered many courses on local self-governance and building the structures of a democratic country. In recent years, the institution has also been involved in training journalists for the local press. It is a task that cannot be overestimated in the process of building a civic society in our country in the areas away from big urban agglomerations. Kashubian

FHS also actively supports and promotes various initiatives of independent education, providing advice and technical assistance in that respect.

Regional education understood as supporting the development of regional culture and popularisation of various forms of artistic activity is the second most important function of Kashubian FHS. What we mean here is indicating the need to live in compliance with the region, its traditions, culture and history and the necessity to respect and creatively develop the achievements of the “small motherland”. For many years now Wieżyca FHS has been involved in a number of tasks aimed at the protection of Kashubian folk culture and continuation of the local crafts and artistic traditions: open-air artistic workshops and courses for amateur artists, concerts, shows, etc. KFHS organises workshops for folk artists, teachers and children with the purpose of supporting the declining areas of crafts and folk culture. They help to continue the traditions of embroidery, wooden sculpture, weaving, pottery, plaiting, horn craft, etc. Re-establishing the tradition of glass painting is also the effect of the initiatives taken up by KFHS. A number of workshops on annual rites organised by folk artists and taking place in Wieżyca are also worth mentioning here. KFHS often works as an intermediary in the international exchange visits of groups of artists. In its cultural and educational activities, the School tries to combine tradition with modernity. In its main office in Wieżyca, there is thus a unique permanent exhibition of modern Kashubian art. The works of folk artists are also frequently shown in the branch in Starnienino. The school wants to preserve Pomeranian culture and tradition, protect and popularise what is most valuable and what can be the region’s contribution to the united Europe.

Ecology constitutes the third pillar of the activity of Kashubian FHS. On the one hand, it results from the tradition of FHSs in which the necessity to live according to nature has always been emphasised. On the other hand, however, the School is located in the region of Poland where considerable areas have been saved from degradation. The activities focus mainly on developing a universal programme of environmental protection knowledge, developing nature friendly attitudes and popularising environmentally friendly ideas. It is the ambition of KFHS to develop a strategy of eco-development of the Northern Poland, the strategy aimed at preserving the extraordinary assets of the area and popularising the principles of sustainable development. Seminars and conferences, ecological study images, “Green Academies”, courses on environmentally friendly farming, work for local sustainable development are prepared and organised to suit that purpose and to reach the biggest possible number of people – the youth, teachers, local authority representatives and farmers – with modern

knowledge on environmental protection. The premises of the KFHS are an ideal starting point for various forms of the so called “soft tourism” – environmentally friendly. The Centre of Environmental Education was established in 1995 in Starbienio in co-operation with our Danish partners, Gdańsk Technical University and ecologists. The Centre is equipped with unique technical solutions, including: a wind turbine, solar batteries to heat water, bio-fuel central heating furnace, biological sewage treatment plant, energy saving and soundproof windows and water use saving facilities. The facilities are also used for demonstration purposes during courses.

Co-operation with similar institutions from other countries plays an important role in the activities of KFHS, which constantly develops its international contacts. Many educational and cultural projects reaching far beyond Poland were prepared and implemented thanks to such a co-operation. Today, Kashubian FHS closely co-operates with a few FHSs from Germany, maintains and develops its traditional contacts with many educational institutions in Denmark, Sweden and Ukraine, and is fairly successful in taking up co-operation with twin institutions/organisations in many other countries (e.g.: Belorussia, Estonia, Finland, Holland, Hungary, Lithuania, Latvia, Norway, Russia).

FHSs have been able to effectively educate hundreds of thousands enlightened citizens, active in developing democracy. The more detailed tasks of them should include the following: (a) promulgation of the idea and practical solution on sustainable social and economic development of the region; (b) implementation of tasks on multi-aspect regional education and preservation of local cultural and cultural-nature heritage; (c) promotion of civic education, local democracy and social partnership; (d) activities for socially excluded/marginalised groups and individuals; (e) leisure time programming that develops individual needs of the members of the community in which the school functions.

The example of Kashubian FHS, which works in northern part of Poland, is a good illustration of all these activities.

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OPEN EDUCATIONAL RESOURCES PROVIDED VIA INTERNET FOR LIFELONG LEARNING

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A. Volungeviciene

This paper summarises some of the analysis and findings of a project which is still in progress. The research showed that the learners use the OER for their formal, non-formal or informal learning. Applying this analysis the learners are overloaded by a lot of information and plenty OER are available at different open contents. We face the problem that the mere availability of these resources does not directly lead to their reuse. Still the respondents belongs to online communities were they share, rate and comment the OER.

Introduction. According to Tynjala (2008) over the past few decades an unprecedented rapid change in society and working life has taken place causing the importance of continuous learning to increase both for individuals operating in the learning society and for organizations competing in international markets. Whereas the concept of learning used to be traditionally linked to formal education, nowadays workplace learning has gained a lot of popularity, making this field of research wide-ranged and interdisciplinary. For lifelong learning as for workplace learning is very important the use of OER. The OER last years are analyzed by a lot of researchers from different sciences and especially in computer sciences. It seems that the term OER discovered in 2002 naturalize in this modern society very rapidly. The subject of the research is the open educational resources.

Aim of the research: to determine how OER are used in open content repositories for lifelong learning.

Objectives of the research:

1. To analyze the general experience of using internet and online communities
2. To define the experience and needs of OER and available functionalities.

Methods of the research: analysis of scientific literature, written survey, descriptive statistics.

Open Educational Resources as the Open Content for Lifelong Learning via Internet. The term OER was first introduced at a conference hosted by UNESCO in 2002 and was promoted in the context of providing free access to educational resources on a global scale. OER are defined in this research as “teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. OER include full

courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials or techniques used to support access to knowledge (Atkins, Brown, Hammond, 2007). To clarify further, OER is said to include these three areas: (a) learning content (Full courses, courseware, content modules, learning objects, collections and journals); (b) tools (Software to support the development, use, reuse and delivery of learning content, including searching and organisation of content, content and learning management systems, content development tools, and online learning communities); (c) implementation resources (Intellectual property licenses to promote the open publishing of materials, design principles of best practice and localise content).

The definition of OER is both broad and vague. A wide variety of objects and online materials can be classified as educational resources, from courses and course components to library or museum collections or open access journals and reference works. Over time the term has come to cover not only content, but also learning and content management software and content development tools, and standards and licensing tools for publishing digital resources. This allowed to users to adapt resources in accordance with their cultural, curricular and pedagogical requirements (OECD, 2007). OER are made freely available over the web or the Internet. They can be used by teachers and educational institutions to support course development, or directly by learners in informal learning at work placement and business providers for lifelong learning. OER include learning objects such as lecture material, references and readings, simulations, experiments and demonstrations, as well as syllabus, curricula and teachers' guides. Learners also learn by creatively using resources not intended for learning purposes. A similar view might be taken by teachers or by learners, namely that an educational resource is "anything that can be used to organize and support learners learning experiences". OER are not often familiar to different sectors of education. Moreover, limited services that could facilitate and bring added value to OER use and re-use are also under the great need. Some initiatives have been established to solve the complex problem: lack of awareness, insecurities about legal aspects and quality, and lack of interoperability and easy – to – use repositories. As a good example is the OpenScout project (<http://www.openscout.net>). As Kalz et al. (2010) indicated, the OpenScout project aims at creating conditions for OER use and re-contextualization. The authors agree that additional and added-value services that are under development will be related also with user competence models and user skills to provide feedback and rating of OER. OpenScout aims at providing an education service in the

Internet that enables users to easily find, access, use and exchange open content for management education and training. OpenScout integrates metadata from several connected learning-content repositories in Europe which are available in different languages and different target user groups.

The methodology of the research. The aim of the survey was to interview the teachers and the students of higher education institutions in order to highlight if they are using the OER for learning and what do they do with it. In order to know how participants deal with the OER a number of the OpenScout project partners were requested to contact representatives of the targeted user groups. The participants in this study were 19 teachers from different higher education institutions in different countries and a group of 25 postgraduate students from the university in Madrid. The methods of research: written survey, descriptive statistics. The written survey was conducted in order to find out how the learners use the OER and to what social communities do they belong and search for the OER. The questionnaire was designed to measure the prior experience and needs of the users, in order to control factors such as expertise in online search of documents and knowledge of open material implications. The user was then invited to use the OpenScout demo version. Descriptive statistics was used to analyze the data in collected questionnaires while modeling empirical diagrams, tables.

The results of the research. In general this research showed that all professors used the internet to search for and share teaching/learning materials. The most dominant search engine used by 89,47% professors is Google. Several other solutions are used as well but they are rather insignificant. Once resources have been retrieved they are mostly used for adapting existing material by 78,95% professors. Additionally, 57,89% professors consult, revise and re-use the material, 47,37% reuse it in another context or 36,84% even contribute original material. Compared to the other answers the latter is rather of minor concern. Only 26,32% of the professors of this interview group contributed to OER. Those 15,79% persons posted the material predominantly on their own websites/servers also 10,53% on youtube and moodle. 52,63% professors are currently involved in an online community. While most of them 47,37% use Facebook , Linkedin 10,53% and several other communities like Twitter, Studivz in Germany or elearn.uni-sofia Bulgaria are frequented as well. By sharing (68,42%) and commenting (63,17%) these professors contribute to these online communities. According to 78,95% members commenting/rating and tagging is useful as it can improve search results and provides valuable information about the quality and benefit of the resource. The expecta-

tions for functionalities from a system for searching/sharing materials on management teaching/training/learning vary and all items were of importance. However, especially material commenting (84,21%), material history/rating (78,95%) and communication with others (63,17%) stick out of all answers. 15,79% have emphasized that they expect high quality, well categorized content with a clear taxonomy. The extra functionalities are all “nice to have” but not essential to them.

The research results with the students showed that 84,00% students out of 25 students had used the Internet to exchange and share learning materials. Nonetheless they manifested that they did so in close networks such as Webct. Many knew of certain student repositories such as www.elrincondelvago.com where students from different universities and upper secondary schools upload materials. This is a non-regulated and rather commercial tool (although access and right to download is free of charge). The vast majority of those 84,00% that had these experiences used the Internet in a rather passive way: they rather rarely uploaded materials, but were quite used to download them. 72,08% thought that they would not be keen to upload their materials. The students did not have a clear idea of what an online community was but many 88,00% referred to Facebook, Twitter or twenty. The students (actually almost all of them) thought that Google and Google scholar as well as Jstor, and similar repositories are enough to cover their needs. As said before, the user profile of all the students, who use the Internet for learning purposes, play a passive role with the only exception of commenting and rating whenever this is possible. All students found them useful: they would rely more on materials that have been highly valued by prior users. They actively reported that these are hints all of them use to select materials. According to the prior general reactions, the students thought that commenting and rating were most useful for them as users. As a complementary possibility 92,00% thought that communications with other users was of some interest.

Conclusion. At the heart of the movement toward Open Educational Resources is the simple and powerful idea that the world’s knowledge is a public good and that technology in general and the World Wide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge. OER are the part of that knowledge that comprise the fundamental components of education—content and tools for teaching, learning, and research in lifelong learning. The survey showed that use the Internet for OER search is growing rapidly, the respondents share them, reuse it, comment and rate for building knowledge. Finally the respondents

indicated that Google and Google scholar as well as Jstor, and similar repositories are enough to cover their needs for searching OER.

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LIFELONG EDUCATION OF YOUNG STUDENTS AS A FACTOR FOR DEVELOPING THEIR LIFE VALUES

A. S. Mischenko

The materials of sociological surveys conducted in vocational high schools and colleges in St. Petersburg from 1994 to 2010 served as an empirical basis for scientific analysis of lifelong education. We have examined students' graduation rates in this socio-pedagogical monitoring; over 900 respondents participated in the research.

In the first (theoretical) phase of the study we formulated statements revealing the essential aspects of lifelong education. We considered lifelong education to be a special multi-dimensional tool that allows students to implement various aspects of their social and professional development: the need to express an interest in "horizontal" professional development, provide "vertical" mobility, and shape and implement their value orientations. We assumed the following in our study: first, a professional school and college are a particular area of social reality. They form a good balance of basic socio-economic factors and educational and the pedagogical environment. Therefore, the effect of the basic socio-economic factors on individual students is mediated, and "transforms" the nature of their training in vocational schools, secondly, socio-economic and political changes occurring in the country are always reflected in a particular personality as a particular "prism" of the movement of the total material and real socio-economic and spiritual value bases that form the vital content of specific human individuals, and thirdly, lifelong education of young people makes a powerful impact on the value orientations of students by changing their personality.

At the second (application) phase of the study, we looked in more detail at the most important parameters of influence of lifelong education in the development of values. First of all, we found that in conditions of deep social and economic transformation of Russian society it is most correct to assume that initial and secondary vocational schools should educate a competitive and professionally mobile worker, a meta-professional, regardless of whether a person will work in their acquired profession or continue professional education in a different way. As many years of research showed, this is the reality of professional growth. So, one of our surveys of people involved in various industries who graduated at different times from primary and secondary vocational schools showed that only 42% of respondents were working at the time of the survey in their original blue-collar occupation, that 43% of respondents were involved in similar blue-collar occupations, and 15% of workers were employed in non-blue-collar professions (they graduated high schools and technical schools). This means that about 60% of respondents are participants of life-

long professional education at the time of the survey in one form or another, at one time or another.

Next we found out that if we analyze all the data of socio-pedagogical monitoring, we can clearly distinguish the following two stable groups of respondents among students of vocational schools and colleges. The first group (its share ranges from 43.5% -51.3%) is distinguished by a focus on lifelong professional education and self-development. The second group of respondents (its share ranges from 56.5% -48.7%) is characterized by educational and professional motivation to meet the standards of social production, which does not require lifelong professional education from employees. In the study we were able to establish that an objective basis for the division of adolescents into two social groups is the character of their occurrence in the real market economy. Students in the first group used the organizational forms of state-controlled entry into the market; the respondents of the second group used the so-called natural market. Thus, it was revealed that in reality there are qualitatively different structures of the socio-economic factors that determine the factorial interaction of lifelong education and development of values of students, schools and colleges.

By establishing the above stated facts, we managed to distinguish those characteristics from all the value orientations of respondents that most correctly explicate a factorial influence on the development of students' values, and their motivation for lifelong education. In the group of students focused on lifelong education, respondents attributed the value of success in life value to the following characteristics: having a higher education (the increase as compared to the second group of respondents was no less than +33.0%), to be a professional (21.0%), have broad erudition (20.0%), and have a flexible mind (+13.0%). In the group of students not focused on lifelong education, the following positions took on value: to belong to the criminal community (the increase over the first group of respondents was 16.6%), to be a shrewd operator (11.9%), and have a lot of money (11.5%). The meaning of these relationships is as follows: among students, firmly focused on lifelong professional education, there is a clear motivation not only to improve knowledge and skills, but also improve their socio-economic status in society (however, the high personal needs for self-improvement and self-respondents were in some cases poorly mediated by basic social and work values). The fact is that economic reforms (1991-2010) in many cases detached vocational lyceums and colleges of their former production facilities, where young people could get initial positive value orientations for lifelong professional education. At the same time there has been a reduction in the ability of vocational guidance of adolescents don by the family (more than 40% of stu-

dents failed to name a specific profession of their parents and only 5% of students choose a profession that somehow corresponds to their parents' occupation).

These facts, as established in their time by our colleague A.I. Skiba, suggest the following: lifelong education for high school pupils and college students influences development of their values from three perspectives. These are the perspectives of their socialization, professionalization and individualization. The relative independence of these processes comes in the following differences. The socialization process raises such questions for young people as: "Is the occupation prestigious?", "What future social status is best to choose (worker, engineer)?" etc. The process of professionalization proceeds under the motive of such questions as: "How should I acquire this profession?", "Shall I stop or go to study another profession?", "What benefits will this or that profession provide?", etc. The process of individualization makes teenagers answer the questions: "Who should I be?", "What should be my civil and social ideals in order for me to become a personality?", etc. All these processes take place simultaneously and are interconnected. Primary socialization in the family and secondary socialization in school form socio-cultural values among young people. Professionalization, beginning at school, leads to a system of professional values. Personalization throughout life creates a special system of personal values. These values are reflected in professional culture, identity, and the form of social and professional orientation of students. The result is a special type of professional culture of students, which requires (or assumes) their focus on lifelong professional education. In this regard, the issue of radical schemes to overcome the deadlock in education and socialization of young people seems very topical, not giving them the knowledge and skills to fully realize their rights to receive quality professional education throughout their lives [1, pp. 105 - 106].

These mechanisms, in our view, should include a system of social, economic, educational and pedagogical factors, as well as personal characteristics of students. In particular, we have constructed a system of factors that determine the value of lifelong education among students of vocational schools and colleges. We included 70 social, economic and educational factors: (a) basic socio-economic factors (the characteristics of the productive labor of students, the transformation of production relations and the prevailing forms of property and social-class stratification of individuals, the political structure of the state, etc.); (b) factors of the learning and teaching environment (indicators of individual potential of specific schools and colleges, the characteristics of the pedagogical environment and production practices, as well as social and cultural potential of students' free

time, etc.), (c) personal characteristics of students (percentage of creatively oriented students, the tendency of students towards social mobility, their personal ideals, attitudes toward the phenomenon of “new Russian”, gender characteristics of the respondents, etc.).

Analysis of these factors enabled us to identify a few basic parameters that determine the development of students in lifelong education. These parameters were closely related to the threefold paradigm for learning and education: firstly, through their personal characteristics (self-improvement, the availability of high erudition) and, secondly, through the professional traits of individuals (the degree of integration of the profession, the level of skills by profession of economic interest when choosing a specialty), and thirdly, through the civil position of the respondents (the degree of development of democratic views of individuals, their social activity, students’ creative and leisure activities). As a result, we have identified a mechanism of influence of the factor of lifelong education of high school and college students on their development of values: lifelong education of young people determines its development through the formation of individual students, their economic interests and professional competence, and through a change in creatively filling their free time and leisure. This objective determines the formation among respondents of their professional and value dispositions. New personal constants, in turn, according to the laws of feedback, through a change in employment orientations of students, actively influence the intensification of their continuing self-development not only as professionals, but also as active citizens in society.

Analysis of the impact of continuing education on the value orientations of students of lyceums and colleges can draw the following conclusions:

Firstly, the most effective determinants of the impact of lifelong education on the development of students’ values are within the competence of teaching staff of specific vocational schools and colleges, but their potential is not used on a full scale;

Secondly, a more full-scale advantage of vocational schools and colleges depends on their transformation into real subjects of the market economy, on their deep integration into modern industry, with leadership objectively interested in a quality work force, by training teachers and trainers, and on improvement of the educational process and manufacturing practices;

Thirdly, the inclusion of the processes of improving lifelong education as a factor in development of values among students in real activities of professional schools and colleges in contemporary social and economic conditions will help to improve the training of young workers and profes-

sionals, to cultivate not only their high creative and innovation potential, but also the desire for lifelong education throughout their lives.

In our view, the identified relations are to be considered for the improvement and modernization of the teaching process in primary and secondary vocational schools (it should be seen as an important element of lifelong education). It is objectively explained by the evolution of the modern economy and the formation of institutions for lifelong vocational education in Russia. In the future this trend should systematically identify further effective development of primary and secondary vocational schools as an educational institute of Russian civil society.

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THE MAIN DIRECTIONS OF THE DEVELOPMENT OF THE LIFELONG EDUCATION SYSTEM

L. N. Cheganova

V. A. Mezenin

Live and learn. This proverb, known since ancient times perfectly expresses the essence of lifelong learning. In the countries that have realized that it is impossible to build an innovative economy without a system of constantly updating knowledge and worker know-how, large numbers of people have access to educational programmes. For example, in Austria 89% of the population is involved in such forms of education, in Denmark - about 80%, in Finland - 77%, in Sweden - 71%. According to experts, in Russia just 22.4% of the population is involved in lifelong learning and will only reach the level of developed countries in 20 years.

For a long time in Russia attempts have been made to create a life-long education system. The first conception of the development of such a system was published by the Committee on Education of the USSR in 1989 but there was no further action beyond that. In 2004 the idea of lifelong learning was declared among the top five priorities in the development of Russian education, but remained at that - just a declaration. It has some historical prerequisites. In Soviet times a standard was set that Soviet citizens could obtain only one degree free of charge. It was a different political system though and with a professional education, a person could use this fundamental knowledge for their whole life.

The development of lifelong education is in many ways prevented by the disinterest of the state, which acts as one of the country's major employers. If we calculate, how much employers (both – private and state) spend on the education of one employee during an average term of one's professional career, the results prove to be quite interesting: in the education sector the costs of additional training for a teacher are equal to 30 – 60 thousand Rubles; in a system of state service - 150-200 thousand Rubles; in small-scale businesses – 50 – 300 thousand Rubles; in elite businesses – 1-1.5 million Rubles. Most money is spent on training a worker in average sized businesses – 2.5 – 3 million Rubles.

Numerous discussions on how to develop a lifelong education system have yet to yield results. However, in fact continuity as a form of education has still not established itself and when applied to the old content continuity does not give the expected effect.

At present some regions of Russia are making attempts to develop lifelong education programs, where the following main areas can be specified: (a) the development of a competitive environment for education; (b) the

a creation of an infrastructure for lifelong education; (c) the introduction of modern educational techniques; (d) the introduction of new financial mechanisms. Let us consider briefly each of these directions:

(a) The development of a competitive environment for education. The leading part in a system for lifelong education has to belong to the institutions of primary and secondary professional education, suffering now from a long and deep crisis. There is a catastrophic shortage of skilled workers and, under the forecast of the Ministry of Education and Science the situation will not change considerably until 2015. In total, there is a shortage of more than three hundred thousand specialists with a primary professional education. One of the ways of solving the problem is the creation of so called “centers of qualification” (or resource centers), at the expense of partner enterprises and organizations. These resource centers are equipped with modern facilities that will quickly help carry out professional training and re-training of specialists in accordance with the changes of the labor market.

(b) The creation of an infrastructure for lifelong education will be an important step towards officially recognizing qualifications gained through informal education and spontaneous learning and will help to strengthen competition in the sector of lifelong education. The recognition of spontaneous learning will allow for more workers with additional professional education to be counted. These statistics will not only include people who have passed refresher courses, for example, and have received a state certificate, but also those, who enhanced their qualification in any other way.

At the moment there is a considerable discrepancy in these figures: according to official data, programmes of additional professional education in Russia involve just 8% of the population. Only when centers of certification are established in Russia will it be possible to count everyone who takes part in informal or spontaneous learning. The centers will have to prove whether the knowledge, skills and competencies of a worker correspond to the qualification requirements. Planning is underway for about 60 centers of this kind to be ready by 2012. According to forecasts from experts, the existence of such centers could make state diplomas and certificates of additional education redundant. To pass certification in such centers will be more important. For now though, the development of certification centers is being prevented by a lack of professional standards.

(B) The introduction of modern educational techniques – is a necessary prerequisite for the development of a system for lifelong education.

(r) The introduction of new financial mechanisms, including budgetary financial certificates that would be provided to employees in the field of leg-

islative power, and of state and municipal organizations. To improve financial security, programs for lifelong education should make greater use of the principles of public-private partnership. According to experts, employers are more ready to invest money in short-term educational programs than in the target capital funds of universities.

The implementation of programs for lifelong education requires a whole number of mechanisms: social, organizational, resource and legal. Particular emphasis will be on legislative support for institutional and infrastructural changes in the area of lifelong education. The real introduction of lifelong education in Russia will only be possible if the main provisions for the development of a lifelong education system are identified and if any matters arising from this are regulated by federal law (not subordinate acts or government resolutions).

Sverdlovsk Oblast very successfully created a program for lifelong education running until 2030. Using the expertise accumulated in the provinces they took the following factors into account right from its conception: (a) a map location of the production facilities in the territory of the region, (b) the trends of regional economic development, (c) the method of predicting the balance between labor resources for medium-term and long-term prospects by economic sectors and levels of education, (d) a creation of economically-educational clusters. This should help to build an effective and efficient system for lifelong education aimed at developing regional economy based on knowledge and innovations.

HUMAN KNOWLEDGE IN THE CONTEXT OF POST-INDUSTRIAL EDUCATION

A. K. Oreshkina

In the context of the ideology set out by UNESCO (Geneva, 2004) that prioritizes the acceptance of the conceptual idea of continuous learning throughout one's life, modern education includes the following: upbringing, training and development of the worldview and life philosophy of a personality. In this interpretation of the strategy of modern paradigmatic trends in education, the prognostic foundation of human knowledge is a distinctive feature of education programs typical of the sociocultural nature of the post-industrial era of education. The priority of human knowledge in the 21st Century — the century of intellectual, social and communication networks — necessitates applying a meta-subject approach to forecasting the content of human knowledge on the basis of a forward-looking strategy oriented toward these new times. From this perspective, the reorientation of the structure, content and institutional framework of subsystems of national education as a complex system of building a new educational model guides us toward a stable trend of building the lifelong education model as an institute of socialization and spiritual development of a personality.

Building our identity in modern society by fleshing out the «who are we?» question becomes an important contextual component of apprehensions of the developing world. From this perspective, it is reasonable to consider human knowledge in the context of the leading identity forms, such as civil identity (perception of a person as a member of a certain social system), ethno-cultural and regional identity (perception of a person subject to the certain ideological nature of an ethnic community) and pan-human identity (perception of a person in the global scale). Therefore in the context of the lifelong education idea, this approach is consistent with the need for the development of personal and socially significant human knowledge that provides the worldview foundation and orientation toward an aggressive search for a productive activity in any age. In this context, it is relevant to rethink objectives and conditions of the efficient operation and development of the educational process consistently with changes in traditional ideas of the social meaning of lifelong education programs.

New organizational forms of lifelong education that accommodate the requirements of establishing a new model of national education are consistent with the essence of personal self-determination and self-fulfillment. The development of the continuity in lifelong education correlates with the increasing meaning of informal education, self-education and the increasing functional importance of socially institutionalized structures of society and

their educational potential expanding into the education sector. This trend guides us to undertake a new task in educational science: make the education process open and accessible to all age groups. In this connection, the developing integration of education entities of various types of lifelong learning in terms of structure and content involves bringing education programs into correspondence with each other in lines of education (general, professional, additional), organizational forms and organizational and structural components of the education process (target, content, motivation, management, evaluation and performance).

It is important to keep in mind that as a social institute, the national education system involves the processes of both controlled development and self-development and self-organization. This manifests itself in the following ways: first, the transition from discrete, step-by-step forms of general and professional education to an integrated system of lifelong education; second, task-oriented management of the development of the education system at the government level, which promotes the need for conceptual, methodological and legal support of general and professional education. This change of direction in education is consistent with the development of non-institutional (alternative) forms of lifelong education that are typical of the structural organization of all its subsystems and, to a great extent, programs of lifelong professional education aimed at updating the traditional content of human knowledge.

In this context of understanding the role of human knowledge, the issue of continuity of the education process becomes especially relevant both as a manifestation of the systematic and coherent nature of the process of consistency between multilevel education programs and as a prerequisite for structuring an integrated, multicomponent system of lifelong education. Therefore, the major theoretical and methodological problem of the continuity of human knowledge in terms of its theoretical presentation may be regarded from the perspective of manifestation of the forms of connection between discrete conditions of the education process (programs) in subsystems of institutional and non-institutional education.

The consideration of the process of continuity of human knowledge in this context from the perspective of development of modern pedagogical theory involves a correlation with the leading ideas of development in global education processes: lifelong education and post-industrial education. This leads to understanding the continuity of the content of humanities education in the context of post-industrialism as a form of connection between different stages or steps of the evolutionary development.

Education programs implemented in subsystems of education are in many cases characterized by: (a) a certain degree of self-sufficiency; (b) an insufficiently pronounced personality-oriented motivational basis, which manifests itself in unstable motivation toward self-fulfillment and self-expression as a personality; (c) insufficient motivation toward creative activity; (d) lack of wide variability in education programs (paths) to meet the variability requirement. Hence, a person's mobility in choosing them is limited to some degree. Therefore, in order to «establish a connection» between the needs of a person, society, government, different social groups and the national education system itself, it is necessary to devise a new methodological approach toward the structuring of the continuity of the content of human knowledge as a process and outcome of the consistent and systemic interrelation between education programs. As a process, the continuity involves an interrelation between education programs taking into account their hierarchy in the system of lifelong education, which is provided by their «vector» focus, which creates a choice of programs to master. This is possible if a person determines a motivation- and value-based path for mastering and gaining sociocultural experience and realizing the need for optimal adaptation to changing socioeconomic conditions in the post-industrial society.

The continuity of the content of human knowledge as a process and outcome is about providing diversity of forms of interaction between new and standard types of education programs that are implemented by institutional education entities. This will create conditions for the achievability of variable education paths of a person that are limited neither in time nor in form of manifestation, which is in line with the conceptual provisions of the lifelong learning theory set out in the international instruments of UNESCO.

It would be reasonable to present a dialectic approach to developing a holistic concept and building a model of the continuity of human knowledge from the perspective of a constructive function which is expressed through the characterization of conditions for reducing «gaps» in the successive connection in the contents of integrated education programs. In this connection, we see the constructive and technical function of managing the continuity in organizing and implementing the education process as methods of teaching (learning) the organizational culture of project- and process-based activity and upbringing (self-actualization, self-fulfillment, self-expression) provided certain conditions are met, such as: first, the state education standards for lifelong professional education are developed; second, there is a legal framework for new types of integrated education programs implemented within the multi-component system of life-

long professional education; and third, new concepts for training a teacher (specialist) of lifelong professional education are devised, etc.

Thus, it is reasonable to present the theoretical and methodological context of the development of the continuity of human knowledge and its structuring from the general perspective of selecting content on the basis of the following principles: (a) consistency of the content of all elements of education at all levels of its design with the modern requirements of science, production and society; (b) taking into account the content-specific and procedural dimensions of training, meaning that all subjects included in a curriculum should encompass all types of human activities in their interrelation with each other; and (c) structural unity of the education content at different levels of its creation, taking into account personal development and achievement of personhood. The common foundation of the above principles of selecting the content of human knowledge is a focus on the implementation of the idea of structuring of the content to render modern education innovative and universal.

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ORDERLINESS IN SCIENTIFIC RESEARCH AND EDUCATIONAL PROCESS

N. Petrov

The orderliness in research and education process is determined by the principles of the fundamental theory of probability. Probability theory, is usually defined as a mathematical discipline that studies the regularities of the mass random phenomena in nature. Speaking of the objects of study as a mass phenomenon, it is necessary to make some remarks. Above all, probability theory does not examine the mass phenomena, but certain their class, which characterizes them as random mass phenomena [1].

Each system (social, economic, educational, biotechnological or technical) practical can be seen as a mass phenomenon from specific interactions. Such appear - solids in terms of ordinary mechanics (representing a system of material points) and complex biological systems. Methodologically it is important to determine what is the probability mass phenomena to form an extensive, but fully determined class of identified processes. The study of the specifics of the latter is a major difficulty in defining the subject of probability theory. However, like any mathematical discipline, that theory ignores the very specific nature of mass phenomena. Their basic concepts and laws, used models of real objects of study, always wear a summary nature.

Foregoing is confirmed by the words of the Russian scientist Andrei Hinchin: «Probability theory is the study of mass phenomena in nature. Its methods are used only where in the actual event are involved a large number more or less equal ingredients; their basic concepts are used for the relative number of these or other ingredients that have the appropriate signs. What is the substantive content of the examined phenomena, what is the real nature of these ingredients, what is the sign in which they are classified, these questions are completely indifferent to reasoning on is the particular process subject of the competence of probability theory” [1]. In considering the idea of mass scale in the educational process as prerequisite for deterministic quality education should emphasize that mass scale is important not for itself, but above all - in this connection that it has the appropriate strength. It is characterized also with certain regularity. If there is no stability in random mass phenomena, then it is impossible to speak for the probability itself. This approach to the analysis of the nature of probability leads to the use of systematic research both in science and in education. Here should be given the definition: Mass phenomenon, characterized by the presence of resistance constitutes a system of events representing parts of the system.

In the scientific literature about the probability theory notes the relationship between probabilistic and systematic approach [2, 8]. The task is that to consider the nature of probability defined as a systematic phenomenon characteristic of a certain class of systems (social, technical, educational, economic, biological, etc.). In turn, the idea of systematically represents something significant if it contains independent principle of research. It should not be consequence of other theoretical assumptions of the research. The notion of orderliness is abnormally distributed in all areas of science. In the classical period of development of science, the concept of system was not considered primary, fundamental, having self-worth. In the background were placed individualized items. The notion of orderliness was seen as something completely derivative of individual identity. System is determined as simple grouping of elements. The surge in the XX century of the interest in the foundations of systematic research, determines the transition of science to the study of new classes of systems. Not accidentally L. von Bertalanfi, called systematic research – “the basis for a fundamental reorientation in scientific thinking «[3].

Special place in the system research has the concept of «organization». The notion of that concept, starting from the research of phenomena - life and social structures. «One of the fundamental principles of life - notes Antoine Saint-Derdi is «organization». Under organization is defined a union of two objects from which something new is born, qualities of which are not additive and can not be expressed through the qualities of its constituent components” [4]. Historical critical value for the development of systemic movement had the studies of the general theory of systems. A similar is the role of cybernetics as a science of management of processes in complex dynamic systems, and later – the research in science Synergetic and physical foundations of the processes of self-organization.

Baseline concepts of systematic approach represented concepts element, subsystem, system (structure, organization) and integrity (generalized description of the systems). These concepts should be considered as first-level concepts. They express the statistical aspects of the analysis of systems. In more complex cases should be reported concepts of a higher level expressing the dynamic of the systems. Here as a base, must also be observed concepts: openness, not equilibrium, focus, information, management and more. Concepts forming the core of the system approach and expressing its special features, ask a methodological orientation of research. The nature of impacts in the analysis of reality is clearing from disclosure of the contents of the starting basic concepts located at the primary level. Cen-

tral notion of the systemic approach is the concept organizations (structure). It is this concept that characterizes the specificity of the systemic approach and its originality. It is essential to note that the term «structure» within the systemic approach has primary, fundamental nature.

Here is the place to indicate the role of education for the development of human consciousness. These dimensions are in three areas: theoretical-cognitive, educational and successor-prospective. Moreover, the educational level, directly and indirectly is related to both knowledge of the components in the system and as a way to penetrate deep into the essence of objects. The study of individual objects in the system (through the prism of the individual approach) is a way to penetrate deeply into the nature of knowledge. It can be proved that the transition to the knowledge of objects as elements of the systems does not necessarily lead to deep knowledge of their intrinsic properties. In that concrete case, our interests are focused on detection of structural relations in the systems. Objects themselves are shifted to the periphery. However, simple comparative analysis shows that knowledge of the item as an object of an overall system is associated with deep knowledge of their intrinsic properties. Objects capable of forming a system when they intervene in interaction, increase the number of properties owned by them, typical of «hidden» level of their construction.

Learning objects incorporates the knowledge of what systems can form the relevant objects. It is examined the influence of objects on the vital activity of the systems. It is essential to note that the object in these cases is characterized by structural relationships of systems in which formation he participates. The presence of properties expressing structural relationships of the objects in the system constitutes the main difference of the characteristics of objects as an element of a system. The analysis of structural relationships between objects, defines the path for improvement the cognition. This is valid for systems as a whole and for their individual elements.

The systematic approach and its use in the science of probability theory, modifying human attitudes and values. Before its appearance, the overall presentation of the study objects was performed exclusively on the basis of external interactions and their manifestations. The systematic approach further studies the reliability of the systems and their internal differentiation. Moreover, the general (overall) properties of systems receive a justification related to intrusion into their inner world. General properties of systems-they (objects) in probability theory are characterized by parameters having an integral character. Such a look at the research is determined by the necessity to take account of perception for the structure of systems

(targets): overall properties appear to be directly depending on the type and characteristics of structural interrelations [8].

You could say that one of the reasons for «insufficient appreciation» of probabilistic ideas consists in the fact that at the likelihood is preferred to be viewed in terms of knowledge and being. In practice of probability theory is seen as at common ideas about the world and existence. They essentially are ideas about probability in the physical knowledge, and therefore, do not seek to analyze the grounds standing on a broad scientific basis.

As a conclusion of the report must be indicated the following: «The idea of systematic in the education and science, allows to make full disclosure of the value of the probabilistic view of the world.»

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EDUCATION AS AN INTELLECTUAL PRODUCTION

S. V. Stepanenko

The educational process as intellectual production is characterized by the following features: a high proportion of creative mental work, a certain originality of the produced useful effect predetermined by the interaction of a subject and an object of activity, the direct impact on consumers of intellectual products, the ability to accumulate spiritual wealth in various forms [1, p. 26]. At the same time the educational process is not only a spiritual production, it is also an intellectual exchange and intellectual consumption. It is worth mentioning that education as a process of intellectual production accompanies a person throughout his/her life in a variety of forms (educational process, scientific research, arts, self-education, etc.), affecting the intelligence of a person by numerous means and methods. From the moment of self-awareness and the development of elements of thinking, a person is constantly learning the highest achievements of the human mind, gradually increasing the complexity of mental processes.

The educational process as intellectual production can be examined from two perspectives: as creation of new knowledge (in public or individual understanding) and as production of information on the basis of existing personal knowledge. In both cases there are different kinds of intellectual work: in the first case – the complicated work, while in the second – the simple mental work. The complicated intellectual work becomes the most efficient at the highest, scientific «stages» of intellect development, because, firstly, the maximum amount of knowledge is concentrated, and, secondly, practical recommendations are developed. Simple mental work does not create new knowledge either for the subject of the activity or for society. As a result of this work human intellect is not enriched, and produces only information about knowledge that is already known (by the person or society). At the current stage of social development the function of existing information reproduction can be performed by electronic machines. Knowledge production and information reproduction, being different elements of intellectual production, have only one thing in common - the use of mental labor. However, these processes differ largely by a set of elements, technology, time and place of action, production results and the cost of the products. Production, particularly, intellectual, is a complicated social phenomenon, which can be considered at least from two perspectives: as a process of interaction between factors of production and as a combination of its elements in the form of work means of work and work objects. It is rather difficult in intellectual production to distinguish the pure factors of production, since human natural skills and abilities are closely connected

with a person's entrepreneurial talents and the type of labor itself (physical and mental). Physical capital (pen, device, or computer) in intellectual production is used only as an auxiliary that can improve and, in certain cases, accelerate the creative process.

We will consider the process of intellectual production as a combination of its determinants: work, means of work and work objects. An active means of intellectual work is the intelligence of a person. Intelligence is a quite specific means of work, since it does not implement any direct physical action on the work object, but has a mental, intellectual impact on the input information in the form of information acquisition and processing [4, p. 16]. At the same time, intelligence as a system of mental abilities is a part of working power and can not be considered separately from the latter. But in the case of intellectual work it is necessary to distinguish intelligence as a separate factor of production, because it is ultimately crucial for the implementation of this work. The immaterial conditions of intellectual activity can be regarded as the passive means of intellectual production (noosphere of mental work) [4, p. 16]. In the case of intellectual production immaterial conditions often play a leading part because of the creativeness of mental work, which is influenced significantly by ethical and psychological aspects.

The work object in intellectual production is, as was already mentioned, information as objectively expressed knowledge. Knowledge is passed on from one person to another only in the objectified state, i.e. related to some material media (written on paper, recorded with electronic media, published in a report, etc.). In this state the knowledge acts as the information, which is later subjectified and processed by intelligence. In the process of information production, when simple mental work is applied, the work object is knowledge.

The result of the interaction between work, means of work (intelligence as an active component and the noosphere of intellectual work as a passive component) and the work object (information and knowledge) is the intellectual product. Intelligence, which is enriched, developed and improved in the course of intellectual activities, will be used again in the future as a means of work in intellectual production, while the newly acquired knowledge and information in the form of intellectual products act as commodities with a certain usefulness and consumer value. In the process of intellectual production the production of spiritual goods – meanings and values – also takes place through a comprehension of moral principles and norms, the formulations of fundamental ideas, development of ideals, attitudes, goals that become an indicator for human behavior and the basis of

an individual life position. All the objectified results of intellectual production become with time common human property and replenish the treasury of cultural heritage of mankind.

Intellectual activity in general and the educational process, in particular, should be regarded as the ideal creative work, which creates spiritual benefits. These benefits exist in the mind of a person, the creator, although they occasionally find expression in different types of material media. «Spiritual property (knowledge, ability) as well as language does not exist outside of a person. There are objects of spiritual property, but in reality one can possess them only absorbing these spiritual benefits, becoming a bearer of them» [2, p. 87]. At the same time, practically without examining the characteristics of creation and multiplication of spiritual wealth, modern science has focused on economic wealth and to a lesser extent – on social wealth. Meanwhile,» the key difference is the fact that economic wealth and to a great extent social wealth are external towards people, while spiritual wealth is internal» [3. 24]. Thus, modern science should devote its best resources to the study of a «spiritual man», of human intelligence as the main engine of social development.

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ADULT EDUCATION IN THE LLP GRUNDTVIG SECTOR: TRENDS, EXPECTATIONS AND NEEDS

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R. Szekely

A. Rutkiene

The “lifelong learning” concept has become part of daily, not just political or scholarly, discourse in Europe and the world. It is agreed that, under the conditions of changing environment, the obvious changes caused by science and technology, the changing economic, social and political conditions, the society faces the need of change, i.e. of continuous learning. We are changing our world faster than we ever did; therefore, we need to change faster than we had ever done.

In-service training is one possibility for adult educators to get new competences and share experiences. Learning is a complicated phenomenon, and, since it is a lifelong process that takes place in the situation of change, the demands for a learner – and raised by the learner - are ever increasing. There is an ongoing discussion how to help a lifelong learner in the world of constant external, as well as internal, stress, requirements and expectations (Edwards, 1997; Merrics, 2001; Zemaitaitytė, 2007).

It has been observed that adult educators work in multitudes of areas, because adults learn in diverse contexts. These observations have also been recorded in international documents that analyze and construct visions of lifelong learning, such as A Memorandum on Lifelong Learning (2001), Never too Late to Learn (2006). The idea that the 21st century learner is in need of complex assistance of a new generation adult educator has become the basis of the international comparative research. Moreover, the professionalization of adult educators’ work is considered to be one of the main impetus towards further development of the culture of lifelong learning. As it is emphasized in the declaration of German Adult Education Association¹ (19 June 2007): “The DVV <...> welcomes the initiative by the Federal and Land Governments to draw up a National Qualifications Framework in association with adult and continuing education providers.” It is evident that professionalization of adult educators’ activities is associated with a number of issues, which include state level decisions and international practices. This paper provides an analysis of the participation adult educators in In-Service Training (IST) activities funded under the EU life-

¹ Towards the European Adult Education Action Plan. “It is always a good time to learn”. Declaration by the General Assembly of the DVV on the occasion of the German Presidency of the EU Council, Leverkusen, 19 June 2007.

long learning program by Grundtvig sector between 2001 and 2010. The research has been generated in line with the methodology, outcomes, deliverables, timelines presented in the West of Scotland Colleges' Partnership's (WoSCoP) response to the public open tender EAC/50/2009. The Action Plan on Adult Learning (2007) aims at removing the barriers that prevent adults from engaging in learning activities and at improving the quality and efficiency of the adult learning sector. A specific action that has been identified in the Action Plan as being of vital importance, namely, improving the quality of education provision in the adult learning sector, provides the context for this study. Whilst many factors impact on the quality of provision - policy imperatives, resource allocations, infrastructure, organization and governance - it may be reasonably argued that the key factor is the quality of the staff involved. In-service training and continuing professional development has and continues to play a vital role in enhancing the quality of adult education staff - not only teachers and trainers but managers and administrators, guidance personnel, mentors and others involved in delivering or opening up learning opportunities for adults.

Grundtvig, as a sectoral program of the Lifelong Learning Programme, has provided and keeps providing European support for the IST of adult education staff. Grants are awarded to enable individual teachers and other staff in adult education to take part in in-service training activities which take place in another country participating in the Grundtvig project.

The program supports all categories of adult education staff to attend structured training courses, ranging in length from 5 days to 6 weeks, in another country: these courses being characterized by a European focus reflected in the subject matter and the profiles of the trainers and participants involved.

Methodology. Collection of Existing Data. A questionnaire for the online survey of Grundtvig beneficiaries was designed by an expert team. The questionnaire went through three revisions following feedback on the design and content from the main stakeholders (all National Agencies, DG EAC, EACEA, a random selection of providers) and on-line testing confined to the expert team. The survey was promoted through various actions: (a) An e-mail inviting grant beneficiaries to take part in the action; it was sent to National Agencies with a request to forward it to all beneficiaries for whom contact details were available; (b) A similar e-mail invitation to participate distributed via the EACEA mailing list to approximately 800 organizations, with a request to forward it to their networks; (c) An e-mail invitation disseminated through a number of national and European networks; (d) A similar invitation was sent to all 1,108 providers included in the study database

with a request to forward it to former participants in their in-service training activities.

Participation in Grundtvig In-Service Training. During the period covered by the study (2001-2010), approximately 19,000 applications for funding were received in total, including in-service training courses, non-formal training, conferences, seminars, visits and exchanges. Of these, an approximate 10,900 applications, i.e. around 57%, were approved and the beneficiaries subsequently attended an in-service training activity. 1,047 replies were retained for detailed analysis.

Respondents to the Survey. The sample that has taken part in the survey is demographically representative of the adult education sector as a whole, at European level. The respondents are mostly women in the age bracket 35-54, living in urban areas. The great majority have higher university degree and some type of pedagogical training (frequently a not completed teacher's qualification) and, very rarely, competences in the field of adult education. The geographic coverage of the survey included respondents of 26 countries. The most active participants of the survey were respondents from Italy and Germany; they make more than 10% each of the total number of participants in the survey (Fig. 1). On the other hand, small countries, such as Belgium, Lithuania, Estonia, and the Netherlands also demonstrated active participation in Grundtvig survey, which indicated that the activity of respondents could not be directly associated with the size of the country. It may be inferred that the dominant majority of participants in Grundtvig activities comes from the old EU member countries, making 67.05 percent. This is explained by the fact that those countries participate in the programme from its very start, while the 2004 and 2007 cohort of the EU entrants are not that active in adult education activities.

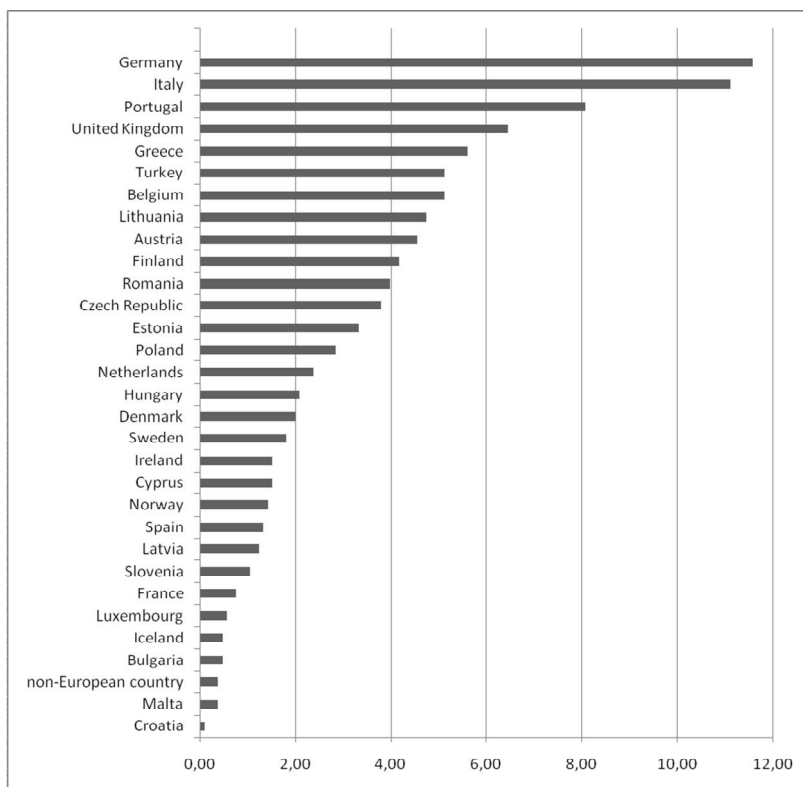


Figure 1: Country of residence (number of answers from total %)

The respondents from Bulgaria, Croatia, Iceland, Lichtenstein, Malta and Slovakia represented under 1% of the total number of participants in the survey (Fig. 1). There were also respondents who lived outside of the European Union and the LLP participating countries at the time of the survey. The low level of representation of many countries – again in absolute numbers and in relation to the total number of responses - to the total number of grants awarded in the country and to the size of their adult population and adult education sectors – makes it impossible to contextualise the results of the survey to any national or regional level. Even for countries where the number of responses has been adequate in terms of the target set, relative to the adult education sector in those countries they are not sufficient to back any conclusions on impact or benefits at national level. Nevertheless, the data remains representative at European level.

In terms of nationality, 11% of respondents (i.e. 120 individuals) have immigrant background, which in the context of the current report means that they were living in another country than their country of nationality at the time of the survey. Of these 31 (i.e. 3%) were nationals of non-EU countries, while the others were EU citizens.

There was a significant underachievement of the response target, even after an adjustment, for France and Spain, where the number of respondents remained low both in absolute numbers and in relation to the total number of responses received. Although not entirely supported by evidence, the reasons behind this low level of participation might include the fact that the survey was conducted exclusively in English.

Participants' Expectations of Grundtvig activities. The participants were asked to declare their expectations of the event they attended, either for them personally or for the organization they represented. The figures below need to be seen considering that this is a post-event description of expectations, therefore they might have been affected by the actual results of the event. It must also be noted that, in order to ensure coherence and compatibility of the data, participants were given mainly close-options, so they were obliged to choose some expectations from a list provided, although some of them might have had other or no expectations. The results showed that most participants had expected to increase the European dimension of their work, either directly in their teaching, or through increased cooperation with organisations at European level, or, mostly, by developing transnational projects. Very few (less than 1%) expected to get access to materials, knowledge and innovation in adult education or to develop specific skills. However, the assessment of impact and benefits later on shows that, in fact, many of these categories of expectations were addressed by the events, and participants did develop specific skills and got access to knowledge and innovation in adult education. Comparing the data indicates therefore that expectations of the event are often non-realistic or limited, possibly due to either a lack of preparation on behalf of the participants, or due to inadequate levels of information about the event provided by the organiser.

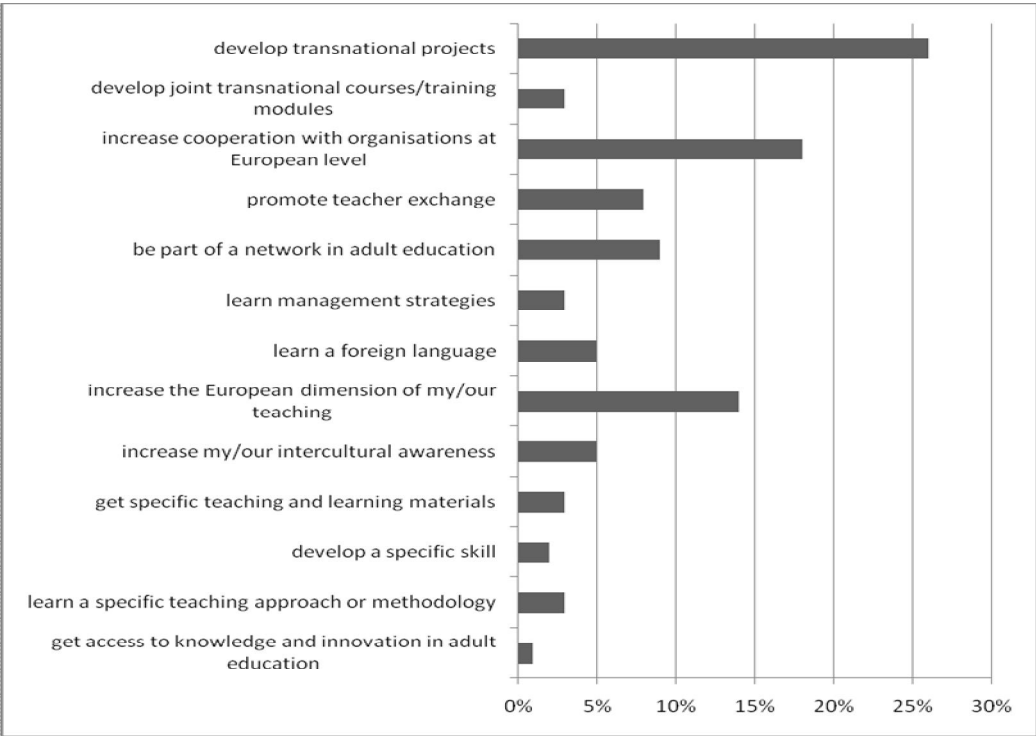


Figure 2. Expectations of Grundtvig course participants (%)

The highest expectations, as demonstrated in Fig. 2, are focused on transnational projects and cooperation. Grundtvig course participants express their preference for an increase of intercultural awareness, for being part of a network in adult education and for promoting teacher exchange more than participants in the conference and non-formal training category.

Overall, across different categories of activities, the major reason for taking part in Grundtvig in-service training appears to be the development of transnational projects. The respondents seem to interpret Grundtvig activities as a means or platform for further international activities in the field of adult education. Such activities are related, as a rule, to some former experience in transnational projects. Although increased European cooperation is one of the objectives of the Grundtvig programme, there are other aims and objectives that are not reflected in the participants' personal aims and objectives. This can be either interpreted as a need of the programme to adapt its aims to the needs and expectations of the beneficiaries, or to identify more precisely and correctly the target population and beneficiaries.

Satisfaction with Course Organisation. The participants were further asked to rate from 1 (Strongly disagree) to 4 (Fully agree) a series of statements about the Grundtvig activity they had attended. The majority of respondents reflect their overall satisfaction with the delivery (Fig. 3), considering that it has met their expectations, achieved its objectives and was relevant to their personal and organisational needs. An equally high proportion considers that the courses were well organised logistically, presented innovative content and were in line with national priorities in adult education.

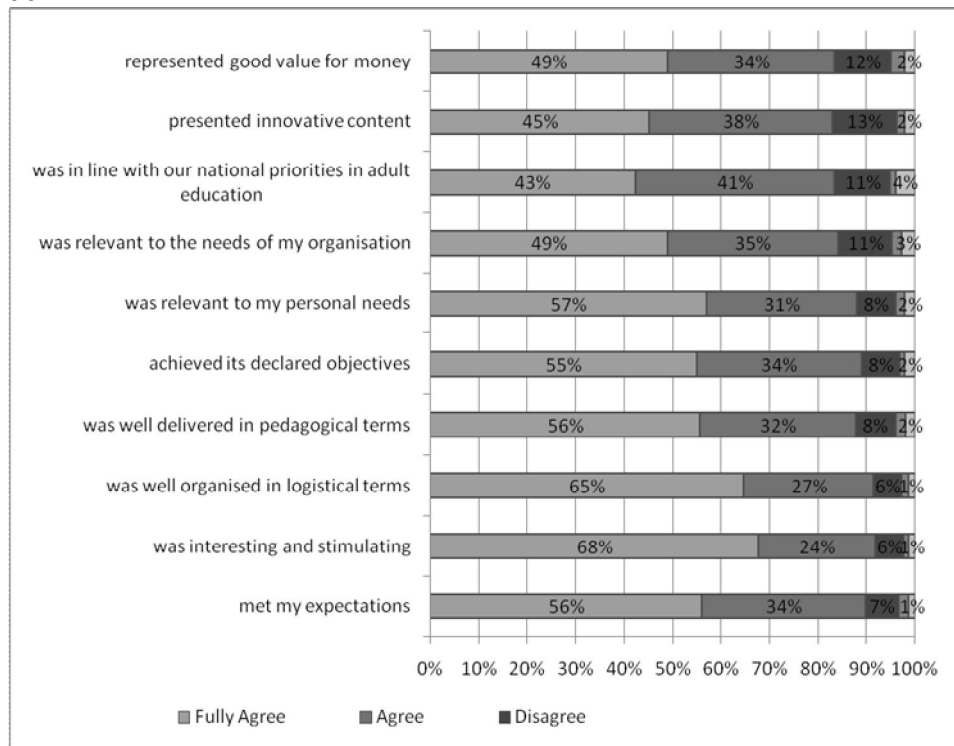


Figure 3: Overall experience in Grundtvig courses

Thematic areas in which participants would like to develop their knowledge and skills clearly indicate the need for promotion of European dimension (Fig. 4).

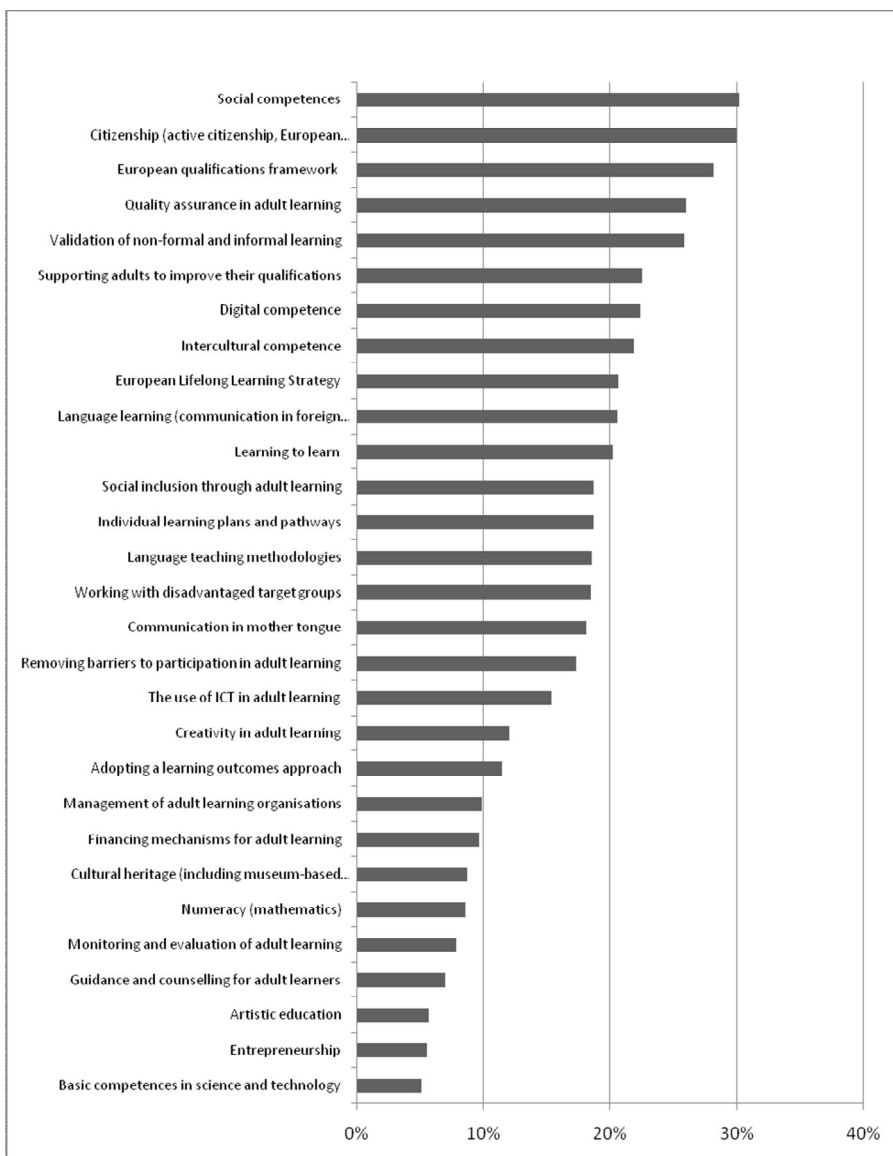


Figure 4 . Thematic areas in which you would like to develop

The data above points out to a need to update the courses and opportunities that are currently part of the Grundtvig in-service training offer. While the current offer focuses on thematic areas of teaching methodolo-

gy and didactics, adult education studies, intercultural education, the preferences of respondents go towards social competences, citizenship, validation of non-formal learning, quality assurance and working with disadvantaged target groups – types of activities marginally offered during the period covered.

In the choice of thematic areas there is, to a certain extent, a disproportion between general skills, such as social, intercultural competences, and competences for professional field of work, such as adopting a learning outcomes approach, financing mechanisms for adult learning, guidance and counseling for adult learners, etc. The low interest in these fields (Fig. 4) may indicate that Grundtvig IST is seen not as a cognitive, language-skills related, professional skills programme, but rather as a programme for the development of general skills. This has been true for a period of time; nevertheless some balance should be observed in future offers. With the constant change in global economies changes are inevitable on the level of adult training as well: professional skills cannot be overshadowed by the interest in transnational communication.

Conclusions. (a) In assessing the demographic profile of the respondents it can be stated that as yet Grundtvig activities are not sufficiently directed towards representatives of adult education in smaller towns and rural areas. (b) Participation in in-service training activities at European level increases the interest and level of participation in transnational cooperation projects. (c) Increased European cooperation is one of the objectives of the Grundtvig program, and this research clearly indicates that the European dimension and cooperation has received special emphasis in all Grundtvig activities. (d) The majority of respondents are overall satisfied with the delivery of training events, considering that they have met their expectations, achieved their objectives and were relevant to their personal and organizational needs. (e) From the point of view of the expert team it has been observed, however, that a general interest in transnational communication and activities may overshadow the genuine need for professional training in lifelong learning.

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THE PRINCIPLE OF SUBJECTIVITY AS THE CONDITION OF CONSTANT EDUCATION

R. Tomaszewska- Lipiec

Education of adults, which is included in the trend of constant education, is one of the fundamental requirements of economy based on knowledge and learning society. Changes taking place in all areas of our existence create a phenomenon known as “educational style of life” which can be observed not only in the field of profession but in the sphere of culture or social life as well. However, what should be the foundation of these transformations is universal considerations which arise from the growing conviction that the dignity of a human being ought to be respected. The following paper is dedicated to the problems of this issue.

Considering constant education, what should be taken as its base is the personalistic view of human being which is the source of andragogical work on the whole. According to its principles a human being is treated as a subject, therefore an individual person creating his or her own living space. Thus, in this view, the most important and constructive attributes of human beings are their rationalism and intelligence and therefore their ability of intellectual cognition of themselves and the surrounding world as well as freedom to make independent decisions and choice of values. Subjectivity is also understood as the opposition of reification - objectification of an individual. As a result, this conception exposes creativity and disalienation of a human being and treats an individual as “the sovereign author of his or her action”. From the educational perspective, however, the term “subject” refers to the status of a human being who has cognitive and moral independence and in consequence consciousness and authorship. The problem of being a subject belongs to the domains of philosophy whereas the feeling of being a subject, which is a subjective experience, is one of the psychological issues. Psychologists have been trying to find an answer to the question: to what degree and range an individual feels as the subject of his or her own action. The psychological studies on the problem of subjectivity concentrate mainly on four groups of issues which in literature are referred to as significant conditions of being a subject. These are: autodetermination, autonomy, freedom of choice and the awareness of authorship¹.

¹ T. Piłch (red.), *Encyklopedia pedagogiczna XXI wieku*, Tom IV, Warszawa 2005, s. 452 i nast.; A. Warchał, *Podmiot w sferze społecznej* [w:] E. Pietrzak, A. Warchał, Ł. Zaorski-Sikora, *Podmiot, osoba, tożsamość*, Łódź 2007, s. 38 i nast.; A. Galdowa, *Tożsamość człowieka*, Kraków 2000, s. 36; R. Cichocki, *Podmiotowość w społeczeństwie*, Poznań 2003, s. 18 i nast.

When referring the personalistic view of a human being to analyses connected with the constant education, one should emphasize that an adult is perceived as a person responsible for himself or herself, the subject of his or her own productive activity, a person who decides about his or her plans and deals with any difficulties which may arise in the process of carrying them into effect and only he or she alone is responsible to society for his or her action. The above definition includes the most significant features of the period of adulthood and is the base used to separate the qualities of an adult person which characterize his or her process of learning. Adulthood is strictly linked to the process of learning and as a certain psychical and physical state facilitates or even enables grasping these pieces of information which are crucial in life¹.

In the industrial epoch the education of adults depended mainly on the production and work demands as well as the roles performed in the public sphere. The higher level of technical qualities workers had the greater efficiency of their work was and the larger number of material goods was produced. That, in turn, meant bigger chances of improving the standard of living also all social groups and classes. The system of adult education was a continuation and a complement to primary and secondary education. On one hand it enabled adults to achieve the qualifications they needed and on the other hand made it possible for them to recall the knowledge and skills they had learnt at school. As a result, what came to the fore was institutional education and the mechanisms of internalization. In consequence adult education began to lose its traits of subjectivity and was gradually being reduced. Replacing the emphasis from teaching to learning in the early eighties of the 20th century gave the term "education of adults" a new meaning. The conception of constant education, understood as a system of activities in organizing education by an external subject, was replaced by an idea of lifelong learning².

The change in the approach to constant education has its consequences nowadays. Contemporary writings on adult education treat it as an informal and incidental process and emphasize its voluntary character, free choice, self-evaluation and above all the necessity to base all actions on the principle of subjectivity. What is the most important thing in the idea of

¹ W. Szewczuk, *Psychologia człowieka dorosłego*, Warszawa 1968, s. 40 i nast.; L. Turowski, *Andragogika ogólna*, Warszawa 1999, s. 22-27.

² M. Malewski, *Edukacja dorosłych w pojęciowym zgiełku. Próba rekonstrukcji zmieniającej się racjonalności andragogiki*, [w:] E. A. Wesołowska (red.), *Edukacja dorosłych w erze globalizmu*, Płock 2002, s. 182-203; J. Kargul, *Obszary pozaformalnej i nieformalnej edukacji dorosłych. Przesłanki do budowy teorii edukacji całościowej*, Wrocław 2005, s. 39.

the personalistic view of a human being is the acknowledgement of dignity and therefore existential value of an individual. This concerns both education and broadly understood up-bringing activities. The idea should be reflected in educational syllabuses, forms and methods as well as in mutual interactions between people participating in these processes. A further postulate would be to involve in the process of adult education various activities which activate broad development in the intellectual, emotional and volitional areas. What is also important is to trigger creativity through improving professional and other skills and to arouse or bring up to date cognitive interests. Another important process which should be worked on is triggering self-initiative and directing it towards achieving self-formulated goals which are worth obtaining as well as developing skills enabling co-operative and group work as these are indispensable to co-exist in complex and highly organized units¹.

The process of education may create in an adult a feeling of being a subject if it includes such factors as: a varied educational offer, appropriate qualifications of educators who know the rules, forms, methods and strategies facilitating education of adult learners and appropriate contents adjusted to the peculiar personality of an adult learner. As it has been already mentioned, integration of all the subjects participating in the process is of crucial importance. Interactions should be based on dialogue and pedagogical tact which manifests itself in respecting dignity and privacy, mutual understanding, the ability to avoid conflicts or solving the ones that have already appeared, and in keeping an appropriate distance. Treating adult learners as subjects also means respecting their right to search their own identity, their independence and individuality or in other words humanistic and personalistic approach to adult learners. What plays a significant role in the educational process based on the principle of subjectivity is the interactions. They should be alternate (taking turns in being in the first and second position in a contiguous pair), should involve changing roles in the interactive sets and should lead to reaching common meaning. This, in turn, requires acceptance, empathic understanding and authenticity².

The problems become of special importance in the times of the increasing value of an adult person. Therefore we deal with such categories as human resources, social resources or the potential of competence which

¹ Z. Matulka, Personalistyczna wizja człowieka jako podstawa działań andragogicznych, [w:] J. Saran (red.), Edukacja dorosłych. Teoria i praktyka w okresie przemian, Lublin 2000, s. 45 i nast.

² K. Denek, Ku dobrej edukacji, Toruń-Leszno 2005, s. 77-87; O. Czerniawska, Dylematy andragogiki. Między nauczaniem, uczeniem się a autoedukacją, [w:] B. Juraś-Krawczyk (red.), Wybrane obszary badawcze andragogiki, Łódź 2007, s. 11-22.

stimulate current discussions on determinants of society and economy based on knowledge. Human resources, or a human being as a resource or a potential, have become a key value which decides about the competitiveness of contemporary organizations. In the world of global competition achieving the surplus value depends more and more on creative ideas of employees whose main capital is their knowledge or know-how. Understandably their position gains more and more importance. According to the idea of human resources long-term and professionally organized education advances economic growth and influences the welfare of individuals. A human being is on a par with natural and technological resources and becomes a part of economic resources. However, treating education as a place of enriching human resources alone, may blur the distinction between educational service and education perceived as a multivalent gift. The importance of educating an employee predominates both the importance of developing his or her personality and humanization of economic life¹.

In the light of the above, the principle of subjectivity should be especially emphasized as one of the factors defining the idea of constant education as it is the springboard to all the values which constitute modern systems of management of the 21st century. Reducing individuals to a productive factor only and denying them a chance of development, self-accomplishment and partnership is inevitably bound to create an increasing feeling of dissatisfaction, frustration and intellectual passiveness which, in consequence, deprives organizations of innovative benefits that come out of creative tension of employees aroused to unconstrained process of thinking. What is to be hoped for is that in society based on knowledge subjectivity will stop being a value offered in adjudication or a good will of managers but will become a value in itself, a natural consequence of the fact that adults participate in the process of constant education².

¹ M. Morawski, Zarządzanie wiedzą w perspektywie personalnej, [w:] K. Perechuda (red), Zarządzanie wiedzą w przedsiębiorstwie, Warszawa 2005, s. 191 i nast.; K. Denek, Ku dobrej..., op. cit., s. 97.

² Tamże, s. 191 i nast.

ANALYSIS OF SOME NEGATIVE FACTORS OF THE INVOLVEMENT OF YOUNG PEOPLE IN LIFELONG EDUCATION

L. D. Tyulicheva

The increasing involvement of people in lifelong education is usually regarded as an undoubted benefit. Meanwhile, we must acknowledge that the involvement of people in the process of lifelong education is influenced not only by positive factors, such as an increase in demand for self-development, professional development and career growth, but also by negative factors. These are primarily social phenomena and processes that complicate the achievement of a person's life goals through the education system, forcing them to act by trial and error. The student returns to the education system, not because of they have advanced to the next level, but because they could not get the required training in the previous period.

Let us look at an example of one of the most important contemporary trends, i.e. transformation of higher education into a typical Russian educational. A significant proportion of graduates seek to enter higher educational establishments. It is noteworthy that the percentage of those planning to proceed with higher education among students of vocational schools has gradually reduced. But among graduates of secondary schools this proportion has remained stable and even the economic crisis has not changed the situation (see Table 1.).

Percentage of students of educational institutions intending to enroll in college after graduation (%)

Table 1

Students	Years			
	2006	2007	2008	2009
Systems of secondary vocational education	79.4	76.3	71.3	65.4
Systems of basic vocational education	50.6	49.0	45.7	30.0
Senior school	73.6	72.7	74.3	73.3
Based on http://education-monitoring.hse.ru/part2.html				

This general trend is accompanied by a number of additional trends. For example, the changing role of higher education in the professional development of secondary school graduates, which is associated with a change in high school selection strategy.

According to the conventional scheme, as previously practiced in Russian society in terms of free higher education, the choice of the profile (namely, the university and the faculty) stood in for, as a rule, the choice of

a future career. It worked like this: under the influence of family and other social influences a person (usually a teenager) formed a set of ideas about his or her abilities in regard to different kinds of work, on the one hand, and an understanding of exciting, profitable and prestigious career possibilities, on the other. A profession was chosen by comparing these ideas and an educational institution was then selected. But currently, the key point for many applicants is not the choice of profession and educational institution. They primarily assess their ability to enter and study in one or another university. Since education is now associated with significant financial expenditures, the choice actively involves the family and determines the costs of different courses. In addition, the choice of university by the family is often based on useful social relations.

Table 2

Main differences between two clusters of students

Sociological questionnaire	The share of students correlated to the statement (the range from minimum to maximum values is an average for all cities)	
	1 st cluster	2 nd cluster
1. I am sure about which profession to pursue	63.4% - 73.3%	12.7 - 49.7%
2. I entered high school by chance	1.2% - 2.9 %	6.3% - 36.8 %
3. I entered the high school that I initially intended to enter	93% - 96.8%	40.0% - 90.6%
4. I entered the faculty that I initially intended to enter	92.4% - 99.7%	23.2% - 91.2%
5. I received the qualification that I initially intended to get	82.1% - 99.5%	5.,8% - 81.8%
6. I was completely informed about the list of high schools of the city	55.8% - 82.1%	28.3% - 58.1%
7. I was completely informed about the list of qualifications	50.3% - 88.6%	21.3% - 51.2 %
8. I was completely informed about the form of the entrance exams	70.2% - 93.5%	25.2% - 62.0%
9. I was completely informed about the requirements of entrance exams	62.6% - 87.,1%	27.3% - 61.6%
10. I was completely informed about the prospects of further employment	38.2% - 52.4%	11.9% - 22.1%

It may seem that this lack of direct vocational self-determination leads to a passive position on the part of an applicant when the educational pattern is formed under pressure from the family and young people act as pieces on a chessboard being moved without any distinct wish to study or work. However, research shows that the relationship between the choice of

a place of study and the type of professional activity is equally unclear for young people who are motivated to enter and study further. Research conducted in 36 high schools in five Russian cities (1,500 students were interviewed), helped to distinguish two clusters of students: the first cluster is made up of students motivated to acquire higher education (from 68.2% to 81.9% in different cities); the second cluster is made up of students enrolled in higher education mainly under the pressure from their parents (from 18.1% to 31.8% in different cities).

The survey also revealed that the main differences in the degree of their commitment to higher education between the two clusters of students lie in their awareness about various aspects of education, not future work (see Table. 2). The authors of this study indicate that even students in the first cluster are “select, rather than being interested in, their profession due to the resources that they can use to enter university, or because of their families»¹.

This suggests that higher education is associated with purely educational functions, and professional development is associated with the following stages of lifelong education. It is not surprising that the “pending” process makes planning further professional determination the next stage of the educational pattern in the course of acquiring higher education (see Table 3).

Table 3

Future plans by university students to participate in lifelong education
(% of respondents)

Sociological questionnaire “I plan to...”	Years			
	2006	2007	2008	2009
Get a second degree	46.3	43.7	45.8	47.5
Get a master's degree in Russia	8.7	8.2	10.0	12.10
Get a postgraduate degree in Russia	22.3	19.4	20.8	19.9
Study at professional courses, etc.	46.8	47.8	51.8	54.8
Study abroad	16.1	16.6	16.8	19.3
Work abroad	24.2	23.2	25.0	27.2
Based on http://education-monitoring.hse.ru/part2.html				

¹ Могильчак Е.Л. Влияние родительской семьи на поступление в вуз. – In the magazine «Социологические исследования», 2009, № 9, p.126.

Thus, the factors of people's participation in the process of lifelong education may be related not only to positive but also to the negative processes of personal and social development, among which should be primarily mentioned the high uncertainty of future employment and late professional self-determination of young people.

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SOME THEORETICAL AND PRACTICAL APPROACHES TO THE FORMATION OF LEGAL CULTURE IN EDUCATION

G. A. Firsov

The drastic changes taking place in Russia's current political, economic, social, spiritual and legal life strongly demand creation of a new and effective system of legal education and training for our society and especially for the younger generation to compensate for the acute shortage of civil legal culture at any stage of development. This is due to the fact that Russia today for the majority of its population is a dark room, upon entering which one is awaited by unexpected and sometimes unpleasant surprises because of full or partial lack of legal knowledge. Russia today is still literally a country of legal nihilism. No other European country can "boast" such a level of disregard of the law. Meanwhile, a true legal state is one in which its citizens know and respect the laws of their country and in which the level of legal awareness among people is high enough to effectively create a genuine civil society based on a solid legal basis. It can be assumed that legal nihilism in our country took place even before the period of perestroika, but it became especially obvious when the low legal culture was ultimately shocked by market economics.

Legal nihilism is defined in legal literature as a subconscious denial of the law in social and individual life formed at the national and everyday levels. Legal nihilism is manifested through ignoring the laws and other legal acts, neglect or deliberate violation of them. According to the study conducted by the "Public Opinion" Foundation (POF) only 18% of the population, i.e. less than one-fifth of the total, is currently well aware of Russian laws. In one of his speeches, President Dmitry Medvedev noted that legal nihilism can be eliminated by creating a civil legal culture through a system of legal education and training so that schools, universities, media and youth organizations which tend to concentrate a significant part of students are involved. For example, this can be special governmental agencies such as the Ministry of Sports, Tourism and Youth Policy, political youth organizations, etc.

Last-year's meeting of the Public Council under the Ministry of Justice discussed the basic governmental policy on development of legal policy, legal literacy and legal awareness of the population including students. In particular, the idea that legal education and respect for law should be engrained since childhood is clearly stated in the policy; or, at least, since the age when a person can already realize something and is entering adult life step by step. Of course, it should not be carried to absurdity, such as forc-

ing legal studies on high school students; but it is of crucial importance to engrain legal awareness, to speak about justice and respect of the rights of others and the country, and to raise self-respect. These lessons should be introduced thoughtfully and carefully. The legal community has been discussing the teaching of Orthodox culture and other humanitarian and moral education at school for a long time. Lessons in ethics can be assumed to be the most appropriate. During classes students can be gently prepared for the fact that any society functions by law, and is regulated by a group of laws, and students could be explained what laws (branches of law) currently exist and the differences between them. This idea is strongly supported by the legal community.

In recent years, the Association of Lawyers of Russia has noticeably increased its activity. Dealing with the issues of legal education and improving educational institutions, the teaching of the basics of law in secondary school can not be considered adequate. The Association is preparing a package of proposals for 2011 to improve the situation. The main work involves the creation of a student textbook on Law Basics and an evaluation of the present legal literature for youth. To this effect, resources have been found and a working group has been created; authors' work is maintained. Several ambitious projects in the sphere of the students' legal education at schools, etc. are being carried out. The attention given to the issue is determined by the fact that yet a significant part of current students are not only law-abiding or law-defying citizens; they also have their specific features so they can be treated as a separate subject requiring special attention. Adolescence is a formation period for the legal and moral identity within which experience (including negative experience which can not be detected or becomes apparent with considerable delay) is acquired. These and other features may cause law infringements or non-observance of social rules, i.e. the absence of a student's legal culture. Legal culture is not associated with other types of culture (material, spiritual, political, etc.) having its own distinctive, unique combination of material and spiritual elements. Legal and political cultures have some common spheres since activities of the government and subjects of political power belongs to the scope of legal relations, however, it does not change the essence of these relations or totally absorb them with political trends.

In legal theory, personal legal culture is treated as understanding and conscious observation of legal requirements in human life, and social legal culture as the system of values created within the national legal history — monuments of law and existing codes, theoretical works and legal practice. In our case, legal culture is a body of knowledge, activities and evaluation

techniques formulated by means of legal education which include a conscious attitude to rights and responsibilities, social and national responsibility, respect for the law and observation of the current regulations. Under this definition, legal culture is considered to be a universal and compulsory part of vocational training and education.

Currently, the new law draft on education is widely discussed in the education control bodies and the education community. Therefore, from the above stated, the issue of legal culture formation in educational institutions at all educational levels, stated as a separate article, would be very topical in this statute. This proposal should also take into account the teacher's legal education, as under present conditions a teacher should be legally literate, since this is a key factor for the development of students as achievement-oriented persons. This is specified by the fact that legal ignorance and disrespect for the law create an unfavorable background for ongoing reforms, including those in the educational sphere.

Having analyzed historical documents, one can conclude that economic, social and political reforms will have no effect on the current level of social legal awareness. At least those who are responsible for making the most serious decisions understand this. Perhaps, the middle-level establishment realizes it to a lesser extent. But most officials do not likely think about it and many of them even feel comfortable under this situation, since it is much easier to put illegitimate solutions in force when people are not aware whether the legal rules are applied in the right way. That is why every citizen in our society should know his or her basic rights and responsibilities, and have knowledge about how to use them in his or her life. Thus, the state does not aim to educate every citizen as a professional lawyer, but to merely form the social legal culture and readiness to strictly abide to effective laws.

This abstract is debatable and, in the author's opinion, defines an important consideration of the issue in the teaching community for elaboration and discussion of the new draft law on education, as well as other laws and regulations regarding the educational sphere.

METHODOLOGICAL PATTERN OF EDUCATIONAL ACTIVITIES

O. B. Khovov

In previous papers this author has stated that such components of educational activities as acquisition of knowledge, creativity, the development of skills, and the development of social and moral norms are the successive stages of the holistic process of educational activities based on consistent implementation of three principles: communication, structuring, systematization. In this case, the development of each component (e.g. knowledge acquisition) is performed on the same principles. Without going into the details of the research, we would like to note that these principles are universal. The creation of any technical product (aircraft, cars, TVs, tools, etc.) is based on the process of design, engineering and technological training, the implementation of which is based on the same principles of activity.

Historical and pedagogical analysis of the development of European civilization has shown that education is an objective, historically conditioned social function, which provides intensification of the processes of civilized development. Therefore, society maintains the essential conditions, facilitates students' intellectual and physical efforts and sets specific tasks for them. In order to implement these tasks, the student uses three types of educational methods: learning, development of skills and mastering of skills. Such differentiation in education actually creates a more accurate picture of teaching than the well-known combination of training, development and education.

Thus, the universal principles of activities provide quite a satisfactory answer to the question of "what" is an educational activity, justifying it by display of the same essential principles. With this approach there is an incentive to use these principles as a basis for answering the question: "How shall educational activities be implemented?" The first to answer this question was the well-known theoretician and creator of the concept of educational learning, Johann F. Herbart. His work "General Pedagogy Arising from the Purpose of Education" (1806) was translated into Russian only in 1906, and presented a methodological structure of "four stages" in the organization of the educational process, which is now widely used in Western Europe and the USA: (1) clarity (initial acquaintance with highlights, features of the new material); (2) association (linkage of individual provisions in a single unit); (3) the system (more coherent explanation of the new material with highlighting the main provisions, drawing of rules and laws. This period should be separate from the time devoted to revision of material); (4)

method (methodological thinking develops through solving of tasks, correcting errors, applying knowledge and skills in practice).

How far has methodological thought promoted this issue in 200 years? The textbook “Psychology”, edited by P. I. Pidkasisty (1998, p. 299) provides the topical planning scheme proposed by M. I. Makhmutov as one of the most sophisticated: (a) determination of objectives, methods, equipment, types of tests, etc.; (b) updating (support knowledge, i.e. facts, concepts, ways of actions); (c) establishment of new concepts and methods of actions; (d) application (creation and skills); (e) homework (revision of learning material, types of independent work). A comparison of methodological constructions shows that a qualitative advance in 200 years did not occur. But this only shows that J. F. Herbart's idea, still in use today, is something close to an ideal.

Turning to the problem of our study, we will try to build a real methodological model that includes not only the teacher's activities but also student-related activities. It will be a methodological model of educational activities. Each component of our model will be based on the meaning of the relevant principle (communication, structuring or classification).

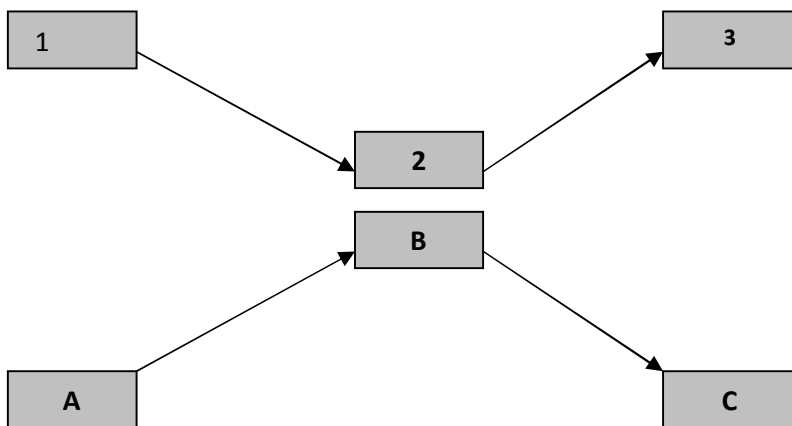


Fig. 1 Methodological model of the mechanism of educational activities

Key: 1, 2, 3 represent the pedagogic process carried out by teachers; A, B, C represent the educational process implemented by students.

The pedagogical process, carried out by a teacher, consists of the following three stages: (1) the stage of design, construction and development of the information and communication technology phase of the pedagogical process (establishing of internal and external didactical relationships); (2) pedagogically organized information and communication stage with a multi-channel feedback (unit by unit review of the phenomenon or process structure); (3) the summarizing and estimation stage (systematization of the achieved goals).

The educational process maintained by students consists of the following three steps: (1) the stage of the actualization of knowledge and skills in the educational process (communication with the underlying and prior information, ways of actions); (2) the information and communication stage with a multi-channel feedback (active participation in training; in addition to solving the main issue, the development of communication skills and elements of socialization is also achieved; the establishment of new structured views on phenomena and processes); (3) the stage of the systematization of knowledge, skills or automation of homework skill, self-testing, control and other tasks.

The practical value of this model is that it reveals the essence of the methods that can be applied to solve pedagogical and educational problems, thus the teacher and the student start to maintain a particular educational activity with a view to the appropriate educational stage. For example, homework should not be perceived as revision, but as classifying or need to automate the intelligence processes within other circumstances. Despite the new theoretical approach to the construction of the model, the result may seem very familiar to every teacher. From our point of view, it could not have been otherwise. The European educational experience amounts to 3000 years since the first teacher, Homer, as Plato defined him. Hundreds of philosophers and thousands of researchers have attempted to improve this experience. Another thing is the science of that experience. Our task is to show “why it happens that way” using the previously identified (essential) universal principles of actions as a basis for the structure.

Why does each stage have multiple contexts of consideration, i.e. becomes contextual? The answer to this question lies in the fact that the construction of the methodological model was based on implementation of relevant provisions of the activity theory, the most significant of which was the position of “the principle of full interaction of substances” developed by I. Kant. Its essence is that “each one-level category contains the traces of other categories on the same level.” Let us rephrase this statement in order

to apply it to our problems: every stage of our model contains the imprints of other stages of the process.

Let us consider, for example, the stage of preparation for sessions. We will consider the main features only. Regular planning should be presented in more specific categories: design, engineering, technological training. The design process consists in making a foundation for the subject, i.e. some foundation laws, objective laws, experimental results, principles, and so on that the previous student should know for the full understanding of the topic. The consequences of ignorance of this foundation will manifest themselves in performance of independent work. How is it related with the previous topic? The previous homework on the subject of "foundation" should indirectly include it. Design of the didactic process is division of content into the sequential fragments (structuring), and a detailed study of those fragments. Preparation: choice of methods, forms and manuals for implementation of activities. One needs to take into consideration that the strategy of acquiring of information by students can be significantly different: verbal, spatial, linguistic, analytical, comparative, mixed, etc. Therefore, for a more secure mastery of the material the teacher should use some of the most typical strategies. Thus, the stage of preparation for classes includes the development of elements of the didactic process in their relationship, technology, evaluation and revision. This process includes orientation at the problem of the educational process stages, implemented by the students.

Let us consider the particular phase of evaluation in the educational process. All variety of assessment activities of a teacher can be reduced to quality analysis of the didactic process development and multi-dimensional assessment of the implementation of information and communication process. Another aspect of this work is to analyze and assess the specific achievements of each student in various forms of educational process. It is certainly important to analyze and correct students' estimation of their achievements.

When constructing the model there was a difficulty in identifying the stage of the actualization of knowledge in the educational process. Not only teachers, but some researchers as well often didn't pay due attention to this issue as a didactic principle of the sequence used at the stage of developing a textbook sometimes hides the construction of the "foundation" for future topics. The importance of this phase increases substantially in the process of transition from academic to professional training to creative and research training. Research and design works always start with the substantiation of studies. The social significance of this problem reveals that our

model is still not recognized by educators, but it requires systemic and systematic learning by students, so that the stable skill of making informed decisions even in the general education system is formed.

The very idea of the theoretical justification of the mechanism of educational activities, which serves as a basis of methodological model, demonstrates a deeper insight into the phenomena and processes of education, allowing you to directly correlate the performance of specific educational objectives with their underlying meaning.

THE LIFELONG PRINCIPLE IN DEVELOPING THE CONTENTS OF PROFESSIONAL EDUCATION

D. S. Shakasimova

The idea of lifelong education appears in today's educational and cultural context as an idea, a principle of learning, a quality in the educational process, and a condition for establishing an individual. UNESCO documents present the concept of continuity laconically: "... in order to meet modern requirements education should be guided by the following fundamental ideas: democratization, continuity, flexibility... The main purpose of education is to prepare future adults for various forms of self-employment and self-education..." Its principle reflects a continuity of the main guideline to improve the education system in order to achieve educational integrity of the process and integration of all phases and stages.

In a general scientific understanding of continuity, it is the integrity of the process consisting of separate stages, each of which, being an integral part of the whole, that has some qualitative features. Thus, the concept of "continuity" records the integrity of a system consisting of individual elements. Education becomes lifelong not because people are constantly passing from one form of education to another, but because achieving a certain level of education, one may, if necessary, complement and expand it both through the public and state education system and via self-education. From this perspective, the lifelong character of education is in its most general form the focus of all elements of the educational system in a holistic, evolving identity. It also characterizes the succession of the content of educational activities during the transition from one kind to another, from one life stage to another person. On the one hand, continuity of education is an expression of the objectified approach to implementing the principle of continuity, which is provided by the state-public system of education: on the other hand, continuing education is a subjective human demand for education, which can be formed only under certain conditions and with the awareness of its value in society. From an organizational aspect continuity characterizes a network of educational institutions, educational programs and their relationships which necessarily and sufficiently create an educational space that provides a link and continuity of educational content that can satisfy all the many educational demands arising in society as a whole, and each person.

Let us address the concepts of "continuity" and "lifelong". On the general methodological level, continuity is an important law governing the development of scientific knowledge that consists in the fact that previous

knowledge is a necessary theoretical prerequisite for the emergence of new knowledge. Continuity as a methodological principle of pedagogy follows directly from the general laws of cognition. Most of the authors in their definition of “continuity” use the category “link”, “sequence”, and “continuity”. A. A. Kyveryalg considers that “under continuity in education and vocational training for youth one should understand the establishment of optimal relations between the new and old in the course of acquiring and increasing knowledge and skills of trainees at a higher level of general scientific learning, and general technical expertise and skills”. Consideration of the principle of continuity is not only limited to the disclosure of content and information, i.e. continuity in educational content. As much attention is paid by researchers to the consideration of this principle in terms of student activities that takes into account the qualitative changes in personality. A three-component pedagogical system of continuity in training was developed by A. V. Batarshhev and includes: continuity in the development of the individual student (equivalent to the stimulating and motivational component of the learning process); continuity in the content of courses (equivalent to a substantial component of the learning process); and continuity in the methods, forms and training tools (corresponding to the procedural components of the learning process).

Different views on the issue of succession can be summarized by considering the continuity of general and vocational education and continuity as a necessary condition for lifelong education. This side of continuity it is explicitly stated in the National Training Program of the Republic of Uzbekistan: “The distinctive feature of the national model of training is the introduction of a nine-level secondary education, and a three-year specialized secondary and vocational education as separate steps that ensure continuity of the transition from secondary to professional education programs.”

The basis for implementation of lifelong education is the continuity of its content. The content of education is an essential condition for the development of consciousness and the development of students, since it reflects the current and future needs of society and promotes the tools of design and implementation of educational and cognitive activity.

The basis for the selection of educational content is the general principles governing the approach to its design and criteria that act as tools determine the specific content of educational material in academic subjects.

THE CONCEPT OF LIFELONG EDUCATION IN EUROPEAN EDUCATIONAL POLICY

L. L. Shpakovskaya

This report discusses the causes of appearance of the lifelong education concept in European educational policy in the second half of the 20th century.

Many European countries have revised the principles they held as comprehensive welfare societies. The review of educational policy was associated with the coming to power in the 1980s of “new right” governments and the growing popularity of conservative ideology. The New Right powers stated that economic problems in Europe were due to excessive state intervention in the lives of individuals, which led to a decrease in their entrepreneurial initiative and competitiveness. High taxes led to a decline in improving the efficiency of work and business among the wealthy and middle classes, and generous welfare benefits and perks encouraged the poor to become dependent without seeking to change its position [Smirnov, Sidorina 2003]. From the point of view of the New Right powers, economic and social renewal does not depend on government policy but takes as its start the creation of a culture of entrepreneurship and the structural conditions for market competition.

The introduction of market principles in higher education means the transfer of financial issues, recruitment and strategic planning to individual educational institutions. As a result, schools, colleges and universities in the public sector are self-managed enterprises in the line of small or medium-sized businesses. Pupils, students and their parents are treated as consumers of educational services. It is assumed that competition between schools leads to improvement of educational standards and quality of education. At the same time, the improvement of educational standards is regarded as a matter of managerial efficiency and the quality of training. They determine the success or failure of educational institutions in the market [Brown, Halsey, Lauder, Wells, 2003, 21-22]; moreover, the economic needs of the nation can be fully satisfied by the market. If people have to pay for education, they are more likely to invest in those areas which will later be profitable. This will lead consumers of educational services to the need of choosing subjects and courses for which there is demand in the labor market, which will help to regulate the labor shortages in some professions. Besides, by following consumer choice, education will become more focused on practical needs, and, therefore, will better meet economic needs on the whole. With regard to higher education it was assumed that the consumers of services are not only students but also businesses that are interested in obtaining a qualified workforce. Therefore, enterprises should shoulder some of the costs of higher edu-

cation through direct funding of universities, individual programs, the studies of individual students or with the organization of in-house training practices.

Such integration of enterprises and universities will help to improve the quality of education in connection with its correspondence to real business needs, that will fund and support those areas of education and profession in which they are mostly interested. In addition, cooperation between universities and enterprises in organizing the educational process will facilitate the introduction of “practical” knowledge in academic institutions [Brown, Lauder, 2004. p.53].

The market economy is also beginning to be regarded as a tool that can provide a variety of choices. In place of the idea of a common school as a “forge” for democracy and social justice comes to the idea of the possibility to choose the form of training in accordance with religious, ethnic, cultural or gender preferences, and the state of health. The slogan “let a hundred flowers bloom” has been implemented in education. The demand for some forms of educational services should reflect the learning needs of different groups and thereby ensure social justice and a democratic society. The notion of equal opportunities is replaced with the notion of social justice, which means the ability to select and meet needs through selection.

However, reforms to implement market mechanisms in education almost immediately began to be criticized by the parties of the left who came to power in different European countries during the 1990s. They insisted on the need for modernization and a revision of the policy of privatization in education. Their criticism of the market in education was as follows. First, they believed that the introduction of choice and competition is the mechanism that will help to ensure that the educational system is more likely to be popular with people from upper and middle classes. Cultural and economic capital is distributed unequally between classes and ethnic groups. Moreover, it is the highest and the middle classes that have a greater volume of cultural capital in order to make a choice that in the future would bring profit to their children. Thus, the introduction of parental choice and competition between schools only masks selection based on class principles. The result of this process is a polarization of the educational system in terms of ethnic, religious and class segregation. Within national economies the polarization of educational establishments leads to a “waste of talent” that could be recruited from among the working class through the school system, and in the future through higher education [Reich, 1991]. In other words, a market in education has the opposite effect from that intended on the ability of nation states to compete in the global marketplace for quality, technology and jobs.

This criticism was connected with the fact that the introduction of the market in higher education and the involvement of students themselves to pay for education as well as enterprises lead to the opposite result than the expected increase in the compliance of education to the needs of the econ-

omy. With regard to attracting businesses to participate in the payment for education, the criticism is that in a capitalist society, where workers can move freely from one job to another, skills become a collective benefit. Thus, the worker will move from one employer to another, while the cost of his training is maintained only by one employer. The employers risk losing their investments, so they are reluctant to invest in education. As a result, the economy faces a shortage of educated workers. Students themselves who choose those professions in demand are also exposed to the risk of paying for their education, as the labor market changes quickly and a profession in demand can change by the time of graduation as a result of crisis, and those industries that develop today may become “extinct dinosaurs” the next day [Streeck, 1992]. In other words, the introduction of the market in education does not lead to an increase in the guaranteed performance of the education system. The market and the state in education should be reasonably combined.

The political program of the left suggests that education policy, of course, must meet the requirements that promote the global economy, including economic policy and management, but at the same time it must deal with the issues of redistribution, equality and social policy. There is the idea that investment in human capital and strategic investment in the economy are on the way toward an economy based on highly skilled and highly paid labor. Such a concept of educational policy is within the idea of “public education” and the “knowledge society”. This term defines the society where knowledge and skills are the key product and the basis for economic growth and global competition [Weert, 2005]. Thus, the modernizers of market reforms in education in 1990s promoted the policy of public investment in human capital.

Critics of the New Right also assumed that the state acts not as a guarantor of free competition, but rather as a “strategic partner” that picks winners or organizes industrial development where necessary, as well as creating the infrastructure for economic development. Therefore, a highly trained workforce is one of its core activities. Education can create an attractive economy and solve the unemployment problem. From this point of view, social justice ensures that all individuals have access to education, and throughout their lives it will help them to get a job and adapt to the changing market conditions. These principles have formed the basis for educational policies of European countries in the 2000s. They also formed the basis of the common European educational policy in higher and professional education related to the Bologna process (Garrido, 2002).

EXTRA-SCHOOL EDUCATION AND LIFELONG LEARNING IN PEDAGOGICAL IDEAS AND ACTIVITY OF HELENA RADLIŃSKA

W. Jamrożek

K. Jakubiak

In modern history of Polish pedagogical ideas and practice, Helena Radlińska (1879-1954) was among the most famous promoters of extracurricular education and lifelong learning. Pedagogical activity and works of this creator of Polish social pedagogy took place – generally speaking – in the first half of 20th century.

Helena Radlińska was interested in various areas of education and social-cultural life. These areas were closely connected, and education itself was perceived by her as the prime mover of changes in social, political, cultural and economical life. In her understanding – influenced by the Polish philosopher, psychologist and social volunteer, Edward Abramowski¹, the notion of education was used for the ‘development of human strength’ and spiritual change, which guaranteed the creation of ‘better future’². Radlińska valued highly especially extra-school education and lifelong learning. It is manifested in her activity and views from the period before Poland regained independence, when she was actively involved in extra-school educational activity in the Austrian partition, especially in Cracow. She presented her view on this area of education during the Second Pedagogical Congress (in 1909 in Lvov). She claimed that school is the most important part of education (which is supposed to ‘awaken and free the sleeping powers of the nation’), but at the same time she stressed that school is not the only organizational form of education. She pointed other educational influences – the surrounding and general atmosphere: they are complemented, frequently even substituted by extra-school educational institutions, libraries, museums, folk high schools’. She believed that education cannot be attributed to school only. Taking into consideration historical conditions and the situation of school in the territory of Poland, submitted to the politics of invaders, she added: ‘at present they are even more important for us, since they are more free to fulfil essential needs of the nation’³.

¹ Radlińska herself admitted to be influenced by him (see: H. Radlińska, *Z dziejów pracy społecznej i oświatowej*, ed. by W. Wyrobkowa-Pawłowska, Wrocław 1968, p.308-309).

² See: W. Theiss, *Radlińska*, Warszawa 1984, p. 7 and others.

³ *Księga pamiątkowa II Polskiego Kongresu Pedagogicznego*, ed. by J. Kornecki, [place and year of publication not given], p. 66

Helena Radlińska presented the above position many times in later years, complementing it with new elements. In 1910, publishing her opinions in one of magazines in the Austrian partition (*Krytyka*), confirming again that school is the most important, though one of many educational institutions, she stated that 'the value of education of a country could be measured with the number of readers' circles, self-education societies etc., free educational unions, gathering former students or creating new societies. Independent, free spiritual activity of adults is a proof of the nation's vitality, makings of comprehensive development of its culture'. She pointed to the close relationships between science and life, and that this kind of education 'is most effective in waking sleeping people to creation'¹. In a joint publication from 1913 of Folk University n.a. Adam Mickiewicz (in Polish: *Uniwersytet Ludowy im. Adama Mickiewicza*) in the Austrian partition (with great involvement of Radlińska), she drew attention to a certain limitation of school education. She wrote: '... even the best – and it is still difficult to find a good one – elementary school takes care of a child, on a higher level it takes care of youth, barely past their childhood years, therefore it cannot cover all areas of life, provide answers to all observations and experiences which can be obtained later, when an individual is fully developed and when they have come across various issues. General education of children does not suffice to create aware atoms of today's movement, aware workers of tomorrow, it can only instil the need of knowledge, prepare to look for it'².

In new political conditions, after Poland regained independence, Radlińska continued to promote similar views. In 1919 she wrote: 'Organisation of schooling still does not comprise everything that needs to be done. People awakened by school cannot be later left at the mercy of intellectual coma. We cannot settle for teaching only children when it is the adults who build a new life for future generations'³. Helena Radlińska, from the very beginning of her educational activity and work, popularised the view of great educational potential of the older generation. She claimed that education and upbringing of the older generation is possible and effective, that it has mental and physical flexibility⁴.

Questions of extra-school education became an important part of theoretical and methodological research of Helena Radlińska, when – after

¹ H. Orsza (Radlińska), *Wychowanie narodowe*, „Krytyka” 1910, vol. III, issue 7-8, p. 44.

² *Praca oświatowa. Jej zadania, metody, organizacja*, Kraków 1913, p. 333.

³ H. Radlińska, *Oświata i kultura wsi polskiej. Wybór pism*, ed. by H. Brodowska and L. Wojtczak, Warszawa 1979, p. 170.

⁴ See: W. Theiss, op. cit., p.41-42.

1925 – she was more involved in scientific research carried out mainly in a private institution of higher education – Free Polish Universal School (in Polish: Wolna Wszechnica Polska). She undertook to define basic notions connected with this area of education, to describe its forms, methods, tools and resources. In one of her texts, published in the 1930s ('Modern forms of education') she wrote: 'The name <extra-school education>, comprises various forms of education, exceeding the formal organization of schooling. In the area of education, one of the most important qualities of extra-school organization is the activity of those who could not find their place in schools and also for those who were not satisfied with the content of school (elementary or higher)'¹. For Radlińska an important task of this area of education was to compensate and also to broaden the curriculum of education. At the same time, however, she believed that education cannot be limited to popularization of values and ideas, but it should also provide help to create them, increase original creativity of individuals and social groups. In the same paper she explained that the original character of extra-school education is expressed in '(1) building unity of culture and in (2) strengthening efforts in introducing changes, which lead to differences resulting from trends or maintaining and popularization of achievements, or inspiring new creativity'². Such a view was in agreement with the opinions of Kazimierz Kornilowicz on extra-school education, a famous educational activist (especially in the area of adult education), who Radlińska closely cooperated with, also in Free Polish Universal School. It was thanks to them that extra-school education in interwar Poland (in theory and practice) was directed towards programmes underlining the creative functions of education.

Radlińska showed a wide range of activities called 'extra-school education'. She believed that it meshed with 'various areas of social work, it enters work and leisure, it becomes an important component of many cultural events'³. Helena Radlińska often used the notion 'extra-school education' to describe educational activities organized out of the schooling system, 'involving people of all generations'⁴. In this context, adult education would be its important part. However, these notions in her various papers and speeches (especially in the early stage of her pedagogical activity) were used interchangeably. One of her biographers notices also that 'the connecting element between extra-school education and adult education is

¹ H. Radlińska, *Współczesne formy pracy oświatowej*, [in:] *Encyklopedia wychowania*, ed. by S. Łempicki, vol. III, Warszawa 1937, p. 611.

² Ibidem, p. 612.

³ Ibidem, p. 611.

⁴ W. Theiss, op. cit., p. 92.

educational movement in Radlińska's projects. There are two basic trends. The first one is realized by organizations, political, social, cultural, economic or religious associations for <the people>, <the young people>, <masses>... Passive membership is its main characteristic, supporting the shaping of <zealots> or group members obedient to the leader>... Another type of educational movement is organizations realizing their goals <through> their members. They attract active individuals, take up the tasks of preparing <independent creators of new life>¹.

For H. Radlińska an important 'tool' of education was the book (libraries were 'institutions providing tools'²). Taking into consideration the level of development of the media, it was of special importance in societies located far from traditional centres of education and science, in rural areas. She rightly understood that in those conditions the book and printed word are an important factor of breaking social-cultural isolation of rural inhabitants – peasants, that they broaden their environment, they enrich it with values of the nation's culture, they are a 'link with the world'³. In order to develop reading habits in this environment she continued to promote – similarly to the period of partitions – the idea of 'mobile libraries'. She stressed that popularising books and the printed word in this way does not involve the least prepared readers, but also aims at 'satisfying intellectual needs of awakened societies, hungry for serious books'⁴.

Helena Radlińska raised the problem of extra-school education and lifelong learning in the interwar period at numerous national conferences and meetings, where this question was discussed. She also took part in various international meetings, including conferences of the World Association for Adult Education in Cambridge (1929) and in Durbuy-sur-Ourthe, Belgium (1932).

After World War Two she tackled this problem – referring to adult education – at Łódź University. In 1947 she published a well-known handbook devoted to adult education: „Oświata dorosłych. Zagadnienia – dzieje – formy – pracownicy – organizacja” ('Adult education. Problems – history – forms – workers – organization'), which referred to her earlier ideas and concepts.

Practical activities in the area of extra-school education and lifelong learning in Poland, and especially adult education, are closely connected

¹ Ibidem, p. 97-98.

² H. Radlińska, *Współczesne formy pracy oświatowej...*, p. 623.

³ H. Radlińska, *Oświata i kultura wsi...*, p. 257.

⁴ H. Radlińska, *Zagadnienia bibliotekarstwa i czytelnictwa*, ed. by I. Lepalczyk, Wrocław 1961, p. 147-148.

with Helena Radlińska. She rendered considerable services to the development of reading habits and self-teaching movement (even before Poland regained independence), activity of various educational associations, among others the before-mentioned Folk University named after Adam Mickiewicz, established in 1898 and referring to the concept of the university extension (the concept created in the United Kingdom in the second half of the 19th century). It was, on the one hand, a type of institution where the education process was undertaken not to obtain a certificate, but mainly in order to satisfy one's intellectual interests and cognitive needs (through lectures and discussions), and on the other hand – it was a school open for all who wanted to deepen their knowledge independently of their age, occupation, job and education¹.

Folk University n.a. A. Mickiewicz developed, with great help of H. Radlińska, a relatively well-organised network of popularising books through libraries and reading rooms, including mobile libraries. Radlińska used foreign experience to create the so-called Cracow system for library technique².

After Poland regained independence, Radlińska cooperated with the folk movement in the organisation of the Institute of Education and Culture n.a. Stanisław Staszic (in Polish: Instytut Oświaty i Kultury im. Stanisława Staszica), she ran the Department of Education of the Central Farmers Association (in Polish: Dział Oświaty Centralnego Związku Kółek Rolniczych), supported educational initiatives of rural youth. When young peasants undertook to create a new boarding folk high school after the one in Szyce was closed in 1931, H. Radlińska was on the board of Farmers Cooperative for Running Folk High Schools (in Polish: Spółdzielnia Rolnicza dla Prowadzenia Uniwersytetów Wiejskich). It was with great help of this cooperative that a new folk High School was opened in Gać Przeworska in 1932.

In 1925 H. Radlińska established a College of Social-Educational Work (Studium Pracy Społeczno-Oświatowej) at the Pedagogical Faculty of Free Polish Universal School (Wydział Pedagogiczny Wolnej Wszechnicy Polskiej) in Warsaw, and ran it until 1939. The college prepared employees who later worked in various areas of social-cultural life (it educated instructors of organization and social-educational work, teachers of folk high schools and popular universities, managers of welfare homes and youth clubs, employees of farmers cooperatives, rural librarians).

¹ See: R. Wroczyński, *Praca oświatowa*, Warszawa 1965, p.77 and others; J. Miąso, *Geneza i rozwój uniwersytetów powszechnych w Anglii*, „Rozprawy z Dziejów Oświaty” 1984, vol. XXVI, p. 109, 122 and others.

² See more: H. Radlińska, *Z dziejów pracy społecznej...*, p. 352.

Helena Radlińska did not stop her practical educational activity during the Nazi occupation and World War Two. She cooperated with the secret Folk Institute of Education and Culture (in Polish: Ludowy Instytut Oświaty i Kultury), she gave lectures and ran social-educational studies in underground education¹. She was also involved in extra-school education after the end of the war. She helped re-establish the Association of Workers' University (in Polish: Towarzystwo Uniwersytetu Robotniczego) and Association of Folk High Schools of Poland (in Polish: Towarzystwo Uniwersytetów Ludowych Rzeczypospolitej Polskiej). However, these institutions did not survive the beginnings of a new, difficult, social-political reality. Radlińska herself was forbidden to teach at Łódź University in 1950.

¹ H. Radlińska, *Oświata i kultura wsi polskiej...*, p. 38-39.

SPIRITUAL AND MORAL FOUNDATIONS OF THE LIFELONG LEARNING. PLACE OF NURTURE IN THE EDUCATIONAL PROCESS. FORMING OF A HEALTHY LIFESTYLE IN THE SYSTEM OF CONTINUOUS EDUCATION

SPIRITUAL AND MORAL VALUES IN THE SYSTEM OF RUSSIAN LIFELONG EDUCATION

V. A. Belyaeva

There is a catastrophic moral decadence in the modern social life of Russia. National spiritual values such as patriotism, helping one's neighbor, the equal importance of each individual, kindness, and rejection of violence all significantly lose their relevance under these conditions. The moral is defined by the principle "what is not prohibited by law is allowed", conscience is generally treated as a shortcoming, and ideals are erased. "In times of changing values, the spiritual unity of society is broken, moral guides of youth become vague, the values of the older generation are devaluated, and the traditional moral norms are malformed [1, pp. 4].

This process is considerably impacted by the modernization of the national system of lifelong education since the implementation of the European model of education along with the widely accepted concepts of humanization and democratization of the educational space promote the image of a "successful person" in society that assumes the prevalence of material values as indicators of life success. Thus, domestic spiritual and moral values are promoted at all levels of lifelong education, but are hardly applied in the practice of educational systems. Consequently, a contradiction between the need for positive social and cultural reforms in society and the lack of spiritual, patriotic people ready to implement these transformations is observed. In this situation the problem of spiritual and moral renewal of modern Russian society is extremely important.

The theory and practice of Russian and global educational culture defines a high degree of spiritual and moral education as well as the development of a person, marking the inevitable long-lasting character of these processes and the obligatory active participation in it of a teacher / tutor able to engrain spiritual life values to students on all levels of lifelong education. It is noted in the "Policy of spiritual and moral development and education of Russian citizens" that "Education plays a key role in the moral

and spiritual consolidation of Russian society and its integrity in the face of external and internal challenges, in strengthening social solidarity, in building people's trust in living in Russia, in fellow citizens, society, the government, the present and future of the country" [1, pp. 5]. Coincidentally, the implementation of the humanization of the country's education and its ongoing reform is primarily aimed at the needs of citizens in literacy and creation of possibilities for self-fulfillment of each person. In this situation education institutions are the organizations providing educational services to the public, yet the spiritual and moral evolvement of a person remains unclaimed.

The diverse system of lifelong education in Russia can not have a significant impact on the spiritual and moral development of young citizens, as educators are not ready to professionally manage students' spiritual and moral guidance. There are many reasons for that. One of them is that the vocational training of a teacher has been strictly defined by the uniform ideological orientation for decades, since the knowledge about mankind, its culture and life activities were considered one-sidedly. Knowledge on a child's spiritual world and development of his / her soul were removed from education science and the thesaurus. Consequently, the educational goal of rearing a well-developed personality excluded education for the soul and was aimed at developing personal qualities regardless of the spiritual basis.

However, in fact, the spiritual and moral culture of Russian teachers has grown on the best traditions of Russian folk education science based on the thousand-year experience of Orthodox culture. The spiritual essence of a man raising him above the rest of the biological kingdom, the purpose and meaning of life, the nurturing of soul, the prevention of evil deeds, and education and training for decent social life has always been the subject of studies of Russian philosophers, psychologists, teachers and theologians. The teaching concepts of raising a true Christian held a special place within the search of upbringing methods. An analysis of the spiritual and literary heritage of N. I. Pirogov, K. D. Ushinsky, I. A. Ilyin, V. V. Zenkovsky, Theophanes Vyshensky, etc. reveals that they primarily focused on Christian anthropology, the person's spiritual world and soul and self-improvement issues. Though huge emphasis was placed on human spirituality and morality as the subjects of a special educational concern, Orthodox teachers did not diminish the value of physical, aesthetic and labor education in their judgments. One of the fundamental pedagogical concepts was the relationship of secular science and religious education (Gregory the Theologian, 391 AD). Profound philosophical views on man's nature and essence were presented in the educational views of K. D. Ushinsky. He defined the fundamental need to study the personality in its integrity and the problem of

anthropological knowledge “which studies the physical and spiritual nature of a person.” He explained that the moral development of a child should be based on the development of his “feelings” forming the “soul composition” of a person. K. D. Ushinsky stressed the importance of the Orthodox teaching culture in the person’s education. By the great teacher, the enormous role of educational impact of the Orthodox culture is in its profound concept in which the religious, moral, ethic and aesthetic elements are combined into one system with their educational essence. He marked the obligatory education of spirit, soul and national identity based on the national educational culture as the fundamental task of national importance. After K. D. Ushinsky, N. I. Pirogov, and I. A. Ilyin, the well-known philosopher and psychologist V. V. Zenkovskiy considered the spiritual “organization” of a person as one of the most important educational tasks. In his works “The Psychology of Childhood” and others the dynamics of the child’s spiritual and mental and physical development, his spiritual life and maturity were represented as the subject of a teacher’s special concern.

The philosophical and educational heritage of domestic scientists is the fundamental base of academic research studies in lifelong education which will provide focused development of the spiritual and moral world of a person from a preschooler up to the graduate specialist. The implementation of the policy of spiritual and moral development and education of a citizen of Russia requires analysis of the present social and educational situation within the system of lifelong education, the teaching experience of the spiritual and moral development in past and modern Russia, research of the academic and educational collection of national secular and Orthodox culture gained, and the academic development of theory and practice in raising a spiritual and moral personality at all levels of education.

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SPIRITUAL AND MORAL EDUCATION OF CHILDREN IN THE GENERAL SECONDARY EDUCATION SYSTEM

S. V. Budzei

In forming the spiritual and moral education of the child, we should remember the words of the outstanding Russian psychologist L. S. Vygotsky: “No form of behavior is as strong as one that is linked with an emotion... No moral sermon educates a person like a living feeling...” It is this methodological approach that is used as the fundamental basis in the organization of the educational process at the private educational establishment “Garmoniya” in the city of Alchevsk in the Lugansk Oblast (Ukraine).

The most important thing for pedagogues at the school is “to disseminate what is sensible, kind and eternal”, to develop independence among children, nurture a feeling of love for themselves and close ones, form originality of thinking, dexterity and beauty of movements, and many other things. Children, just like adults, although in their own way, are also looking for answers to the eternal questions: “Who are we?”, “Where are we from and where are we going?” It is very important to provide help in looking for answers to these questions at the period when the personality is forming. By studying the special nature of each child, pedagogues look for a “key” to them, and try to extend a helping hand in any difficult situations. All this forms self-confidence among children, openness for contact, friendliness, a respectful attitude to parents, relatives and close ones, and those around them.

An important principle that is advocated by school pedagogues in the system of the spiritual and moral education of schoolchildren is formulated as follows: “Worth is nurtured by worth, respect by respect, and love by love”. We are certain that these moral roots will hold the personality of the modern school pupil on the bountiful soil of national Orthodox culture and common human values, despite the wind of “European innovations” that are swiftly filling our moral space, and which are frequently incompatible with morality in general.

The current intervention of amorality may be explained by intercultural processes, and we may try to transfer traditions of the social development of other social systems on to national soil, and we may, without hiding behind wholesome slogans, openly advocate violence, drugs and sex – indeed, a free society permits everything. And evidently, neither political nor state levers will stop this “moral progress”. Only a moral person cannot be immoral. We see an alternative to immorality in the constant spiritual and moral education of children from pre-school age to social maturity. Based on this, at our school conditions have been created for the full intellectual

and spiritual development of each child. The children want to learn, they gladly go to lessons and extracurricular activities. The structure of the educational institution is made up of a school and kindergarten. The conceptual bases of the “Garmoniya” education program are founded on: (a) modern concepts of the future of humanity, which in its turn determines the content of the spiritual and moral potential of each pupil, who will later create this future and live in it; (b) modern scientific studies in the field of education, psychology and pedagogy; (c) the social order of society, in which spiritual and moral education is associated with such values as patriotism, the motherland and Orthodoxy.

The education process at school is provided by highly professional pedagogues. Achieving the set task is also assisted by the modern material and technical base – study equipment, chemistry and physics laboratories, the Internet, anti-scoliotic school desks, a library of over 5,000 books (scientific, imaginative and educational literature, dictionaries and reference books), a sport and health complex, and a tennis court. Our work experience (over 20 years of pedagogical work) shows that if adults ignore how the children feel (for example, study in poorly heated classrooms), this does not help to establish positive contacts, mutual understanding and trust in the “pupil-teacher” system of interaction. At the basis of the study process, there are both traditional and innovative forms and methods of national education. The following structure has formed: groups of children’s early development (from 1.5 to 4 years); groups of short-term periods with the aim of preparing for school (5-6 years); groups that take into account the personal needs of young schoolchildren (lessons with speech therapists, correctional gymnastics); extra-curricular activities for primarily school and middle school pupils – culture of behavior; the bases of morals; English; choreography, art studio; logic, rhetoric; mini-football, basketball, volleyball etc.

The school’s mission is to ensure that the children are smart and healthy, and for their personal potential to develop. The school’s mission is also to help parents give their children everything that they cannot manage to give them themselves because they are constantly busy. Therefore, we united the experience of wise predecessors – the legacy of national pedagogy – with the talent and professionalism of the teachers, and on this basis, “Garmoniya” was created – a school that opens the door for pupils to a world of knowledge and spiritual development, allows them to study with pleasure, and learn about themselves and the world surrounding them. The moral space of “Garmoniya” is given special attention. The distinguishing feature is the beneficial atmosphere and communication, in which a child

does not “veer off the true path”, and “difficult children” gain confidence in their powers and health, develop high intellectual abilities and moral standards. Pedagogues believe that only parents can bring up children to be worthy and moral people, and protect them from all the negative things that exist in life today, which is very complex in all aspects (economy, morals, ethics) etc., and ensure moral safety – if only the parents wished to do so. But unfortunately, many parents do not understand this, for various reasons. It is important to get through to mothers and fathers, and, figuratively speaking, put them “on the true path”. Mutual understanding and interaction with the parents of each pupil is the compulsory condition for the effective spiritual and moral education of children.

On the basis of this interaction, the system of religious Orthodox education is introduced at school. At special lessons, we teach pupils (taking into account their age features) the Orthodox heritage. Children listen to Bible stories attentively and with pleasure, and show an interest in the history of religion, study national ceremonies, and take part in celebrating dates of importance to Orthodoxy. This approach to educating and nurturing makes it possible to prepare pupils for life, especially in the moral and spiritual sense. We are certain that an educated, highly moral and well-brought-up young person will undoubtedly be successful in life and bring benefit to society.

Our views on the organization of the education process are also shared by the parents, who usually bring the child to us because they are disappointed in general education schools. Parents, unfortunately, often do not have enough time to talk to children, and because they are so busy they cannot always protect children from harmful habits, the bad influence of the street and bad company. Therefore, the foundation of the school’s work is an individual approach to education. The individual system of work with the child is developed for each specific case, which makes it possible to eliminate gaps in knowledge swiftly, develop an interest in and motivation for study in the child, instill optimism and confidence in the child’s own powers, optimize relations with parents, and generally put the pupil on the path of development of spiritual and moral personal potential. Pedagogues strive to preserve both the physical and psychological health of children. In small classes (up to 10 people), the teacher teaches the child, and not the class – hence the high effectiveness of study.

In essence, the purpose of any school is to be a spiritual and enlightening education center for children and their parents. But the modern practice of the majority of general education schools shows that this mission is frequently impossible for them, for a number of reasons: from the discom-

fort of the classes to the discomfort of communications. In the context of the economic crisis and incomplete funding of schools, study hours are reduced for holding special courses, elective subjects, circles of interest, and it is these forms of study that provide the spiritual and moral instruction and nurturing of young people. The paradox is that in calling young people to morality and common human values, society allows the state to economize on education for the young. Evidently, this is a harmful path, and it is already necessary to return to the “true path” right now. One of the directions lies in developing motivation of school children to reading works that have a high moral meaning. This is the conclusion that was reached by pedagogues at the school in the course of a five-year study with the status of an experimental educational institution of regional level. By developing a model for managing the process of forming the spiritual and moral qualities of primary school pupils, we analyzed the moral potential of all school textbooks and literature for extracurricular reading, and also studied pupils’ choices. What cartoons do they watch? What television programs do they choose? What films do they prefer? The results received convinced us that the process of spiritual and moral education requires pedagogical management and accompaniment.

Thus, we determine the spiritual and moral education of school children in the system of general secondary education to be the main task of the modern education process, and a prerequisite for the restoration of the morality of society as a whole.

LEARNING ABOUT FORESTS (LEAF) INTERNATIONAL PROGRAMME – LEARNING AND FUN

B. H. Bjoernstad
O. G. Madison

The Learning about Forest (LEAF) is one of 5 international programmes of FEE. LEAF programme provides ideas, tools and networks that inspires and enable teachers and students to work with environmental education about forests. In Russia LEAF is run by “Keep St. Petersburg Tidy” NGO.

The programme rests on three fundamental ideas: (1) All educational activities should be adapted to the local needs of teachers and their students; (2) The programme reflects all the functions forests fulfil for people: cultural, ecological, economical and social; (3) Forests, forestry, wood and paper products, and recycling are knit together in an everlasting loop. This «eco-cycle» makes the renewable materials of wood and paper uniquely suited for a sustainable society.

Strong need for increased forest knowledge. Young people wrongly believe that the forests all over the world are disappearing. This misunderstanding hampers the possibilities to establish an environmentally sustainable society. Forestry and the sensible use of forest products represent unique possibilities to ease the burden on our common environment. It is therefore important that students may work with the themes of forests and the environment. Students growing up to well-informed citizens will make better environmental choices for the future. But young people today in our urbanised societies lack all natural contact with forests. Teachers lack the background and tools to teach how forests, wood and paper play a part in our everyday lives. The LEAF programme addresses all this. It provides teachers with the tools to inspire students to learn about forests, wood and paper and use the outdoors as classroom. The Foundation for Environmental Education (FEE) currently runs five programmes. In Finland, Norway and Sweden Forest in School campaigns have been successfully run for more than 30 years. The interest for the activities has increased considerably during later years. With new ways of educating students the interest for networking has grown.

Programme Aim. To increase the knowledge and deepen the understanding among youth of forests, wood and paper, and how they interact with the environment.

Programme Concept. The LEAF programme provides a platform for networking between national campaigns. The co-ordinator helps countries

set up their own national campaigns and support existing ones with project networking. Experiences from Forest in School campaigns in the Nordic countries are used actively. Through the national projects activities are adapted to local conditions, for example national curricula, urban surroundings or teachers' previous experiences. The LEAF programme also helps teachers and students to meet and discuss over the borders. Either personally, on inspirational courses or student's camps, or via the Internet, where the webpage facilitates the common use of great educational ideas. A project bank provides inspiration and hands-on activities. The LEAF programme adds an attractive international dimension to the learning theme of forests, wood and paper. It will use the Internet as a natural means for international inter-active communication. It will also inspire and motivate teachers and students to use the outdoors for learning activities. The programme stimulates activities that will help students reach a higher degree of environmental maturity, irrespective of age, stage and previous experiences (Diagram 1).

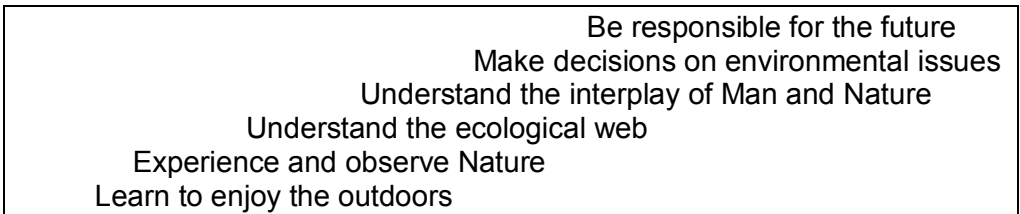


Diagram 1. Pedagogic stairs describing the development of students' environmental maturity

In 2010 schools and kindergartens of North-West Russia took part in two international LEAF-related projects supported by the Nordic Council of Ministers' grant programmes.

THE ROLE OF PRESCHOOL EDUCATION AND UPBRINGING IN THE SYSTEM OF THE LIFELONG EDUCATION

F. Vakhobova
Z. Rakhimova

An interest in early child development is growing rapidly worldwide and not for nothing. Investigations of brain physiology on the one hand and of child psychology on the other, have revealed that a key to the development of child's mental faculties is his/her personal cognitive experience in the first three years of life. It has been established that child development is determined by psycho-social, biological and genetic factors. The first years of life are of special importance, because it is in this period that the vital development processes take place in all fields of a child's activity. It has already been proved that cognitive and social-emotional development in a child in the first years of its life determine his/her future performance in school.

Investigations held in many countries confirm a direct correlation between a high performance in school and the fact that in a preschool period of life children participated in educational programs (UNICEF data). The results of investigations into neuropsychological activities conclusively prove the fact that children are capable of learning because their brain is set for it. It is at the preschool age that this process is the most active. One more proof of the importance of this period is the fact that the pedagogical impact on this stage increases the level of child's cognitive abilities and performance in subsequent years ("The Lancet" 2007). But how is it possible to provide the quality of education and what is an instrument of its assessment?

We assume, firstly, that to improve the quality of education there have to be certain quality educational standards (requirements) reflecting the normative values of educational process indicators. The standards (requirements) of preschool education determine the goal and the main result of the preschool education system. It is an essential condition of succession between preschool and primary education. The final result of the preschool education system is a starting point for the first stage of secondary education. In Uzbekistan, with the technical support of UNICEF, state requirements (standards) were developed and approved in 2008.

The development of these standards was based upon a well-known statement about the psychology of childhood regarding the main spheres of child's personality development: physical, social, emotional and cognitive development, which includes not only cognition in general, but development of speech and preparation for reading and writing. It is the first part of the

methodological approach. The next and no less important statement of psychological science regarding the necessity of considering the “zone of proximal development” (L. S:Vygotsky) was also used as a basis for the state requirements (standards), imposed on the development of children at an early age. These two statements enabled implementation of the idea that the term “development” contains two types in its description: the normative development covering description of nature of basic changes in behavior, inherent in all children; and individual development, defined as individual differences in normative development, i. e. the variability of norm. The term “individuality” implies uniqueness of each human as a personality.

An implementation of state standards in preschool education will help to substantially improve the process of education, upbringing and development of pupils, as well as to enhance psychological and pedagogical knowledge of parents and awareness of early child development in society. This, in general, will help to raise a harmonically developed generation, capable of lifelong learning in order to become a successful personality and at the same time remain human.

THE PROBLEM OF FORMING THE CREATIVE PERSONALITY OF PUPILS IN EXTRA-CURRICULAR EDUCATION WORK OF THE MODERN SCHOOL

A. B. Voznyak

Throughout the course of development of psychological pedagogical science, problems of giftedness and creativity have always been in the field of view of national and foreign pedagogues and psychologists. Priority problems of development of giftedness in recent years have been: (a) age and personal features of the development of gifted children (Ya. Ponomarev, M. Shevchenko), (b) methods of developing the gifts of children who show giftedness in intellectual, creative, artistic and technical activity (V. Rybak, A. Kulchitskaya); (c) methods of psychological support for gifted children and psychological adjustment of their development (A. Gubenko, I. Zvereva etc.); (d) training pedagogical staff for working with gifted children (V. Molyako). At present, the tasks of the school are to form and development an all-round developed, conscious personality with a clear life position, prepared to make a worthy choice for their future. In practice, these tasks mean a reform of education, and its improvement with the aim of a future prospect for the formation of the creativity potential of the personality and its creative self-realization.

The new orientation of education and the update of its contents, form of organization of the education process, introduction of educational innovations, and information technology, as is noted in the “national doctrine of development of education”, are priority areas of the policy of Ukraine, which determines the tasks of the state in ensuring the development of “creative abilities... .. and self-realization of the personality”. The orientation of the school towards creative development of the personality helps to widen the abilities of every pupil in choosing their path in life, and helps to realize relevant tasks of education and formation of the personality. However, in reality the study process so far predominates in the school. This may be explained, firstly by the loss of educational traditions of the Ukrainian people, and secondly by the difficulty and uncertainty of the education process in the modern situation.

Over the last decade, extracurricular education has been subordinate to the needs of the national revival and a rebirth of the intellectual potential of the country. Among the paths of development of the creativity of pupils, we may single out: a problem approach to education and study, independent work of a creative nature, the introduction of technical methods of study, an individual approach in study, use of developing creative games, solving individual creative tasks. Characteristic signs of extracurricular edu-

cation work with creative pupils at school are: the priority of the individuality of the personality; democratization of forms and methods of extracurricular education work: creation at school of an environment of mutual cooperation, a common network of circles, optional subjects and clubs, that make it possible to satisfy the diverse requirements of pupils. The most widespread practice is holding individual forms of extracurricular education work, conferences, gatherings, exhibitions, amateur art competitions, discussion clubs etc. The orientation of the school towards creative development of the personality helps to widen the abilities of each pupil in choosing a future path in life, which assists in solving relevant tasks of education and formation of the personality.

An analysis of the organization of extracurricular education work has revealed a lack of a clear system of extracurricular education work with creative young people in institutes of general secondary education. The majority of modern schools are still insufficiently prepared for effective extracurricular educational work, and considerable organizational and other efforts are required at all levels, including the general state level, in order to improve the existing situation. Deserving special attention is the experience of innovative pedagogues. As the analysis showed, work on attracting schoolchildren to educational work must be carried out in two directions: creation of the necessary "positive climate" around extra-curricular educational work in each institute of secondary education, and also the restoration of individual elements for organizing extracurricular educational work which existed in the past and which may be implemented today. Other paths for activating cognitive and creative activity are also possible.

AN INTERACTIVE APPROACH TO THE DEVELOPMENT OF MOTIVATION FOR HEALTHY LIFESTYLES AMONG THE YOUNG GENERATION

V. I. Gavrilov

A. V. Shigabudinov

One of the main tasks of the National Educational Initiative “Our New School” is to evoke the desire among students to take care of their health, because health is an important factor for personal success. For this purpose “Our New School” proposes the application of new educational technologies and interactive aids.

From our point of view, precise steps to help foster motivation for healthy lifestyles and physical exercise involve media technologies, for example, video films. We have made a video film, “The Morning Adherent of Health”, in which a wide range of visual methods are used and the physiological changes in the body during the transition from a dreaming to a waking state are shown (the temporary preservation of the inhibitory processes of the nervous system, the reduction of the cognitive and physical working ability, sensitivity, speed of reaction, etc.). Information about blood supply and the part played by capillaries in this process are demonstrated in a form of cartoon. The essence of thoroughly selected physical exercises is revealed, enabling an increase in the amount of functioning capillaries, which leads to an intensity in blood circulation and improvement of blood supply to all body tissues. It is also demonstrated that the functions of muscle management are concentrated in the motor area of the brain. In the video film, much attention is paid to exercises for the joints and muscles of wrists, forearms and shoulders, reflexively stimulating the appropriate areas of brain, thus helping to normalize the condition of nervous system with a general health-improving effect.

By means of computer animation, the main support of our body – the backbone - is illustrated, to which, with the help of sinews, a complicated system of muscles that manage its motion is attached. Some warm up and stretching exercises for muscles of the cervico-thoracic and lumbar areas of the spine are demonstrated. The use of stretching exercises in the morning is justified by the specificity of human biological rhythms. The stretching of muscles improves blood supply and the nutrition of all organs and tissues.

The video demonstrates a sequence of morning exercises and methodical approaches to the use of physical exercise. A wide range of visual methods from modern computer art creates a synergistic effect with the narration in the video sequences - an effect that fosters motivation among youngsters for physical exercise and healthy lifestyles.

SOCIAL WORK AND WAYS TO IMPROVE VOCATIONAL EDUCATION IN RUSSIA

I.A. Grigorieva

1. In Russia, social work was institutionalized in the early 1990s. When social work became a legitimate profession, the state gave social workers a status, salaries and jobs in the employment hierarchy of public service. A chain of educational institutions emerged, offering vocational training for future social workers. However, the “subject” and “action” paradigms of social work—a relatively new occupation for Russia—are yet to be finalized.

2. Crisis of the “social” states and new concepts of social change have been the two topics widely discussed in Western publications since the early 1980s. On the one hand, this was caused by accelerating change in the day-to-day life of Western societies. On the other hand, new ideas and theories percolated the public discourse on how chaos and order interrelate in the universe. The ideas gained circulation thanks to Nobel Prize winner Ilya Prigozhin’s work on unstable, irreversible or probable processes that alter the “rational” picture of the world. It is obvious that there has been nothing special about Russia’s own state of affairs in the past few years, and there was no “extraneous ill will” at work. To a varying extent, acceleration of change and “chaos” is now a law recognized by Western scientific thought, including social sciences. However, Russian social sciences, while taking a great deal of interest in the origins of social conflict (which obliquely relate to chaos on a deeper level), to this day bear little resemblance to a “post-Newtonian” science.

3. As the new social reality was recognized as “unstable,” “chaotic” and “challenging,” it was conceded that social workers are there to help people (clients) solve their everyday problems. It is believed that a social problem is a mismatch or contradiction between what a person wants and their real situation, between the actual state of things and what it “should be” according to society’s norm. Sometimes a “social problem” is defined as a behavior pattern that defies the generally accepted norm (when the majority of people behave according to the norm). A situation can be a “problem” when most people see it that way; one and the same situation will be seen as a “problem” by some people, but not by others. Some researchers note that social work will frequently deepen a conflict when the social status of the profession and professional success of the workers can benefit from it. It rarely makes sense to identify social problems with a “pathology,” and certainly not in the medical sense. The discourse on “social

problems” quite often causes them as the possibility that “problems” may be indicators of social change and growth is often underestimated.

4. The ongoing changes in social context are not merely a result of the deteriorating living standards of much of the population, particularly in the provinces. A new system of values has been declared, which includes a departure from paternalistic governance and from a universal system of social security. The new slogans have been proclaimed, but the majority of citizens did not buy them. On the contrary, subconscious attachment to the “cosmos of the Motherland” prompts every Russian to substitute prescriptions of the law with a merciful, almost loving permissiveness towards his/her own and other people’s weaknesses, and thus clearly clashes with the need for better “professionalism” and “efficiency” in social work. Like any change initiated at the top, the reason why the transition from universal social security to “targeted” assistance for the most needy did not succeed was not someone’s conscious resistance, but simply inertia of the “human material.” It is tragic that “inertia” characterizes both the professionals and their clients. The steep rise in the number of social service clients in the past few years did not stem solely from the obvious causes that are constantly discussed in literature. On the less obvious plane, there is the Russian Orthodox tradition which imbues beggars with a degree of “holiness”, hence a one-sided view on the mission of the contemporary social services. Begging without its “sacred” meaning is just plain begging, so social assistance becomes the state’s duty in relation to the “victims of socioeconomic change.” The question of whether the clients should take responsibility for their life and for the help they receive is never even raised, although this is a pivotal question that pertains to the cultural dimension of the clients’ human dignity.

5. The institutionalization of social work was accompanied by the emergence of adequate (and more humane than under socialism) legal provisions in respect of certain social cohorts. For one, the legal status of unemployed people was redefined (they had been castigated as “idlers” and persecuted in the Soviet Union), and so was the status of homeless people (persons without a specific place of residence), mental patients, and so on. The removal of the stigma, the legislated choice in favor of the need or possibility of a “normalizing” treatment and entitlement to a normal life, were positive developments in the building of a new welfare paradigm. On the other hand, there persists a huge gap in the legal framework of social work, which is the absence of contractual relationships between the “subjects” and the “objects” of welfare, i.e. the social service providers or social workers, and their clientele. We know from the history of social work that when one of the parties, the provider, assumes unilateral obligations, this engenders rising expectations on the client’s side and only leads to rising client numbers instead of solving or averting any social problems.

6. The first step in the professionalization of social work and training of qualified manpower for the social services was to place “Social Work Specialist” on the List of Job Qualifications and Tariffs for Workers and Servants in 1991. The second step was when some universities and colleges began offering degree programs in Social Work. Thus began the training of qualified social work specialists, along with retraining and “second degree” opportunities in social work.

7. At this time, the network of social services for the service and assistance to different population cohorts is close to completion. This means that numerous social problems now have a legal, organizational and financial solution framework defined by law. This seems to suggest that the crystallization of the bureaucratic apparatus for social work is nearly complete. But the truth is that, in order to be equipped to tackle the changing realities, social services must be able to flexibly respond to new challenges by expanding the functionality of the available services or creating new, more specifically targeted ones.

8. In summary, we must note that improvements in social work are tied to both educational know-how, and the state’s attitude to this branch of social activity. As for the educational part, the transition to the Bologna Process will be beneficial if Bachelors of Social Work can get the internship hours required by their major’s standards, so that they can gain some real, not perfunctory and theoretical, work experience. So far this has been impeded by the absence of any funding earmarked for instructors to teach the internships. At Master’s level, it would be advisable to study the Western sources and perform comparative studies of the history of social work over the past 100 years. The comparative history studies will require conscious awareness of the “cultural distance.” After all, the traditional foundations of everyday life, which social work is supposed to be built into, are still very different. We also see the need for educational institutions to decide whether they can offer just BA programs, or both BA and MA programs, or those two followed by graduate studies to train qualified instructors [in social work] for other schools.

For its part, the state must encourage any self-help or mutual help initiative of individuals or groups, as the Russian version of social work, despite its recent history, is already infested with facelessness and excessive red tape. Only humans with skill and kindness can put a human face on social work. But for this to happen, the state and the media have to constantly promote the volunteer movement similarly to how this was done in England during its liberalization drive in the early 1980s.

THE INTEGRATION OF RELIGIOUS CULTURAL TRADITIONS IN THE LIFELONG EDUCATION OF RUSSIA

V. O. Gusakova

Integration is the backbone principle of didactics, intentionally linking various fields of knowledge and leading to qualitative and quantitative alterations in an educational process. Integration is of particular demand in today's information society. The advantages of integrative learning are found in a wide range of opportunities for students to acquire various and different levels of knowledge, a humanization of students and their adaptation to the increasing informatization and technologization of the environment. This report focuses on Christian religious cultural traditions.

Despite the fact that integrative learning became the topic for active discussion only in the 20th century, its roots lie in ancient times. Integration is an essential prerequisite for education. According to historical sources, integration takes place already on the initial, non-categorical and not pedagogically formed stage of education, when two worldviews or two variants of interpretation of life as of an encoded cultural historical text meet – that of an adult and a child's one. Let us consider an example of the Academy of Plato, where teaching combined (integrated) the ideas of Socrates and the Pythagoreans and more importantly, the intellectual development of a personality with spiritual upbringing, without which adequate education is impossible. The integration, executed in the process of education, implies not just the combination integrated fields by adults but also accumulated knowledge and experience. The quality assessment of the content of this experience is also necessary as well as the processing of it (generalization, synthesis, structuring) in order for it to be effectively transmitted to the younger generation. That is the importance of the integrative approach as a factor of the continuity of education.

The quality of education depends directly on: (a) the development, which is a reasonable “naturally artificial process of multidirectional changes, happening in a person...”¹ (b) upbringing, which is the goal-oriented supervision of the human development for one's acquisition of “existing fully in the material world and the spiritual world”².

According to the anthropological paradigm, human development continues from three perspectives: biological, social and culturally symbolic. The latter defines the self development of a person and the person's value of meaningful principles, which are implemented in an educational process.

¹ Шестун Е. Протоиерей. Православная педагогика. М.: Про-Пресс, 2002. С. 31.

² Op. cit.

«A cultured person is an educated person, brought up on the basis of an image of a Human, an ideal of the given culture. Education as training, upbringing, and development is the main cultural form of human existence and underlies it»¹. Culture, in its turn, has roots in ancient religious cults, containing different types of activities (playing, visual, etc.), leading, in different ways, to the transformation of reality. These cults prove that the desire to go beyond the visible and tangible world into the sphere of the transcendent is inherent in the nature of human consciousness. Cicero (106-43 B.C.) in the pagan era wrote: «Of all kinds of animals there is no one except man who has the slightest knowledge of God»². Religion became a source of eternal values and that is why it gave a powerful impulse to the spiritual development of people. Therefore, at the foundation of any culture lies a religion (religious idea) with its own worldview, which is approved and reflected by the culture in the various fields of human activities (arts, science) and is passed through generations by traditions. It explains the stable status of religion as of a necessary life-asserting component that has an axiological system according to which culture is built in space and evolves over time.

Human behavior is regulated from birth by the religious cultural traditions established in one's region (area, city, country) where the weight of the religious constituent depends on ideological, geopolitical, historical and other characteristics of the region. The very concept of education as a «form of social practice, transmitting social experience to a person so that he/she could gain an image, adequate to the given culture»³ has a point of contact with tradition, which also transmits the social and cultural experience. Moreover, the word «передача (peredacha)», meaning «transfer» in the Russian language, has also the meaning «преданье (predanye)», «tradition». This word is definitely more profound in meaning and implies address to the testament of the ancestors, residing in another infinite space, and therefore alive forever. In conjunction with the word «sacred» tradition has a deep spiritual meaning and points out the preservation and dissemination of the Divine Revelation, that, according to St. Vincent of Lérins, «what is given to you, not invented by you» that «what you have received, rather

¹ Слободчиков В.И., Исаев Е.И. Основы психологической антропологии. Учебное пособие для вузов. М.: Школа-Пресс, 1995.

² Quotation: Епископ Варнава (Беляев). Основы искусства святости. Опыт изложения православной аскетики. http://pilotchart.narod.ru/text/Varnava/Varnava_2.htm

³ Словарь-справочник по теории воспитательных систем / сост. П.В. Степанов. Изд. 2-е, доп. и перераб. М.: Педагогическое общество России, 2002

http://www.pedlib.ru/Books/1/0258/1_0258-1.shtml

than what you have invented»¹. Christ himself spoke about it in this way: «For I have given to them the words which you gave me; and they have received them, and have known» (John 17:8). Here we have come close again to the religious component of tradition, in the spirit of which lifelong education is interpreted as a restoration of the image of God, given to man by God, but distorted (obscured) by people with their sins. Such education requires not only t external effects - teaching from the outside, but the continuous work within oneself –self-education so that the acquisition of «the knowledge about God» becomes «the cognition of God», which, in its turn, is the purpose of upbringing.

A person's acquisition of knowledge starts with birth or, in the opinion of the supporters of perinatal pedagogy, in the womb and continues throughout the course of life. The person, reaching a certain age is a «set of knowledge (consciousness)»². However, education without adequate development and intentional upbringing can bear to bitter fruit, when a person starts using the acquired knowledge unconsciously, applying it not for good, but for evil.

While knowledge acquisition belongs to the field of education, the exposure to national traditions, which are to a greater or lesser extent associated with religion, and always with culture, totally belongs to the field of upbringing and development. It is a tradition as a “form of self-organization, steadily reproduced from generation to generation by means of specific elements of culture (such as practice, ritual, ceremony, educational customs, teaching instructions, a set of the main texts, etc.) that leads a person to a certain way of self-development”³ that enables an organic comprehension of the objective environment and improvement of the subjective reality in it.

To summarize: firstly, integration is an essential prerequisite for education; secondly, the guarantee of continuity of education, human upbringing and development in society is provided by religious cultural traditions. Thus in conclusion: an integration of religious cultural traditions, implemented in the process of developing and upbringing a person, is an important requirement for the quality of lifelong education, contributing to a personal self-determination and building of a subjective reality in the social and cultural space.

¹ Святой Викентий Лиринский. Памятные записки Пeregрина. М., 1999. С. 15.

² Владимир Волжский. Основания синтетической теории человека. СПб.: Ступени, 1997. – р. 15.

³ Захарченко М.В. Культура и образование в перспективе традиции. Традиция как предмет теоретического осмысления. Монография. – СПб: СПбАГПО, 2007. С. 84.

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may be indicators of social change and growth is often underestimated.

4. The ongoing changes in social context are not merely a result of the deteriorating living standards of much of the population, particularly in the provinces. A new system of values has been declared, which includes a departure from paternalistic governance and from a universal system of social security. The new slogans have been proclaimed, but the majority of citizens did not buy them. On the contrary, subconscious attachment to the “cosmos of the Motherland” prompts every Russian to substitute prescriptions of the law with a merciful, almost loving permissiveness towards his/her own and other people’s weaknesses, and thus clearly clashes with the need for better “professionalism” and “efficiency” in social work. Like any change initiated at the top, the reason why the transition from universal social security to “targeted” assistance for the most needy did not succeed was not someone’s conscious resistance, but simply inertia of the “human material.” It is tragic that “inertia” characterizes both the professionals and their clients. The steep rise in the number of social service clients in the past few years did not stem solely from the obvious causes that are constantly discussed in literature. On the less obvious plane, there is the Russian Orthodox tradition which imbues beggars with a degree of “holiness”, hence a one-sided view on the mission of the contemporary social services. Begging without its “sacred” meaning is just plain begging, so social assistance becomes the state’s duty in relation to the “victims of socioeconomic change.” The question of whether the clients should take responsibility for their life and for the help they receive is never even raised, although this is a pivotal question that pertains to the cultural dimension of the clients’ human dignity.

5. The institutionalization of social work was accompanied by the emergence of adequate (and more humane than under socialism) legal provisions in respect of certain social cohorts. For one, the legal status of unemployed people was redefined (they had been castigated as “idlers” and persecuted in the Soviet Union), and so was the status of homeless people (persons without a specific place of residence), mental patients, and so on. The removal of the stigma, the legislated choice in favor of the need or possibility of a “normalizing” treatment and entitlement to a normal life, were positive developments in the building of a new welfare paradigm. On the other hand, there persists a huge gap in the legal framework of social work, which is the absence of contractual relationships between the “subjects” and the “objects” of welfare, i.e. the social service providers or social workers, and their clientele. We know from the history of social work that when one of the parties, the provider, assumes unilateral obligations, this engenders rising expectations on the client’s side and only leads to

rising client numbers instead of solving or averting any social problems.

6. The first step in the professionalization of social work and training of qualified manpower for the social services was to place “Social Work Specialist” on the List of Job Qualifications and Tariffs for Workers and Servants in 1991. The second step was when some universities and colleges began offering degree programs in Social Work. Thus began the training of qualified social work specialists, along with retraining and “second degree” opportunities in social work.

7. At this time, the network of social services for the service and assistance to different population cohorts is close to completion. This means that numerous social problems now have a legal, organizational and financial solution framework defined by law. This seems to suggest that the crystallization of the bureaucratic apparatus for social work is nearly complete. But the truth is that, in order to be equipped to tackle the changing realities, social services must be able to flexibly respond to new challenges by expanding the functionality of the available services or creating new, more specifically targeted ones.

8. In summary, we must note that improvements in social work are tied to both educational know-how, and the state’s attitude to this branch of social activity. As for the educational part, the transition to the Bologna Process will be beneficial if Bachelors of Social Work can get the internship hours required by their major’s standards, so that they can gain some real, not perfunctory and theoretical, work experience. So far this has been impeded by the absence of any funding earmarked for instructors to teach the internships. At Master’s level, it would be advisable to study the Western sources and perform comparative studies of the history of social work over the past 100 years. The comparative history studies will require conscious awareness of the “cultural distance.” After all, the traditional foundations of everyday life, which social work is supposed to be built into, are still very different. We also see the need for educational institutions to decide whether they can offer just BA programs, or both BA and MA programs, or those two followed by graduate studies to train qualified instructors [in social work] for other schools.

For its part, the state must encourage any self-help or mutual help initiative of individuals or groups, as the Russian version of social work, despite its recent history, is already infested with facelessness and excessive red tape. Only humans with skill and kindness can put a human face on social work. But for this to happen, the state and the media have to constantly promote the volunteer movement similarly to how this was done in England during its liberalization drive in the early 1980s.

THE INFLUENCE OF MUSIC ON THE SPIRITUAL DEVELOPMENT OF A PERSONALITY

N. V. Dolgaya

In the modern context, the spiritual development of a personality capable of continuous self-education and self-development, and of free and competent self-determination in internal and external space, is one of the key objectives of education. One of the ways to reach this goal is to expose a person to music as a specific art that helps develop their higher spiritual and practical power, and their ability for creative inner transformation according to the canons of truth, kindness and beauty. A lot of special studies have been devoted to the influence of music on the development of the spiritual world in a personality. At the same time, the range of possible areas of analysis of the spiritual education processes with the use of means offered by music art is far from having been exhausted and provides wide research opportunities, because among other arts, music has a particularly high «educational» potential.

During the entire course of human history, music has been used as a means of education and development of the highest spiritual qualities of a personality. One of the main principles established by Pythagoras in his school was using music (tunes and rhythms) for education aimed at healing human tempers and passions and restoring the harmony of emotional capabilities. Plato referred to music as «the training of the soul», considering it as an important means of education. His statement that good music elevates the soul, whereas bad music corrupts and spoils, has become paradigmatic. Therefore Plato called for using only music that meets high moral criteria able to inculcate austerity and simplicity of demeanor, and high moral qualities that influence the development of pan-human values. The teachings of ancient Greek philosophers laid the foundation for deep scientific conceptualization of the matter of the spiritual development of personalities with the use of music and the quest for answers in this connection continues to this day. A large body of research shows that by recreating the emotional experience of mankind, music reveals in each person an ability to experience complex feelings, gives them moral strength, fosters courage, faith in life and beauty, and enriches the soul and intellect. As V. Sukhomlinsky put it, “musical education is not about educating a musician but is, primarily, about educating a person”.

It is generally accepted as fact that the development of spiritually developed personalities undergoes several stages throughout people's lives. An interesting perspective on the issue, in our opinion, is offered by E. Pomytkin who identifies five levels of human spirituality: (1) narrow-

minded ego-centrism (typical of children who require attention, care and love from the surrounding world; the level of predominance of love for oneself); (2) family values (increased importance of taking care of loved ones; priority of values and needs of one's own family); (3) public, civil and national values (understanding that personal and family lives are closely connected with the life of society, the nation); (4) pan-human values (the ability to understand every person irrespective of their nationality); (5) spiritual consciousness, cosmic values or values of being (understanding that the universe is a single organism and all creatures living in it are integral to it); a person begins to treat all living creatures in the universe as they treat themselves [1, p.22-23].

Spiritual culture built on the values of music can reveal creative potential, transform the spiritual world of a person and raise them to the level of comprehending cosmic values. Under the beneficial influence of music, a person's make-up, morals and psychological patterns change and an understanding and sensation of the universal being emerge and develop. A. Losev believes that music is an art of becoming — its melodic movement reproduces movements of the soul. The soul tuned to the cosmos can catch the rhythms of universal harmony and contemplate the essence of earthly things, which is accepted by all ancient schools of thought [1]. The practice of artistic creativity shows that these ideas are not groundless — they emerged from the conceptualization of special spiritual experiences. The famous musician C. Scott is of the same opinion, stating that music is indeed a sister of prayer. Like poetry, it neither weakens nor wears our nerves down, but establishes a stronger connection with the soul that brings us back to basics, the light and beneficial inner impulses, leading us to Heaven...[3]. The last statement has a deep meaning because ego-centrism is a cause of the majority of difficulties that consume the human spirit.

The above enables us to conclude that spiritual education with the use of music helps reveal creative potential in a personality, raises a person to the level of the universal perception of reality and expands the horizons for learning the world's spiritual culture that reflects an infinite, multi-dimensional human aspiration for absolute harmony.

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THE ROLE OF THE INTERDISCIPLINARY RELATIONSHIPS IN LIFELONG EDUCATION IN THE FORMATION OF HEALTHY LIFESTYLES

O. R. Zhamoldinova

The curriculum of social, humanitarian, medical, biological, and natural comprehensive professional disciplines studied in educational institutions is recognized as an important factor in the formations of healthy lifestyles among young people. The value of these disciplines will increase further if, in the course of the pedagogical process of lifelong education, the following didactic conditions are implemented: the definition and the concept of “health”, “healthy lifestyle”, their theoretical and practical aspects; and the subjects are facilitated with modern interpretation and ideas associated with theoretical principles of the organization of a healthy lifestyle, etc. In their turn, such interdisciplinary connections further increase in efficiency as they facilitate the knowledge of young people about healthy lifestyles, expanding in worldview, and developing in creative activity.

At all levels of the lifelong education system established in Uzbekistan a lot of attention is paid to the consistent study of healthy lifestyles, establishing clear mechanisms and a continuous system for forming an active attitude towards health among students, and a mastery of the theoretical foundations of healthy lifestyles. This is particularly true of such subjects as “Health Class”, “Ethics” (Grades 1-4), “Foundation of a Healthy Generation” (Grades 5-9), “Family and Healthy Lifestyles”, “Healthy Lifestyles”(academic lyceums and vocational colleges), “Foundations of Healthy Lifestyles”, “Valeology” and “Fundamentals of Healthy Lifestyles” (higher education).

The initial knowledge and skills related to healthy lifestyles are presented to pupils in preschool activities, games, and special events. Children acquire hygiene skills in kindergarten. Secondary school students of Grades 1-4 in accordance with the age study “Health Class” and are taught to observe a daily routine, rules of personal hygiene (washing, proper use of toothpaste, toothbrushes, etc.), do morning exercises, eat regularly, keep the correct posture at the table to show respect for elders, and care for younger children.

Students at secondary school (Grades 5-9) study “Fundamentals of a Healthy Generation”. This is during puberty when a teenager's psychology changes, as do the relationships between children and adults, interpersonal relationships, and when the concept of partnership and friendship is formed. Therefore, the content of the subjects at this stage include information about the hygiene of the human body and hygienic food prepara-

tion, the prevention of viral hepatitis, exposure to HIV, avoidance of substance abuse and tobacco use (smoking), protection against sexually transmitted diseases and tuberculosis, etc. In addition, the students receive full information about the impact of early marriage and early pregnancy on reproductive health and it is explained to them that a healthy family is the foundation of a healthy generation, etc. The main objective of this course is to form a system of knowledge about the culture of healthy lifestyles.

The mastering of knowledge, skills, and healthy lifestyle habits by students of pedagogical universities, schools, academic lyceums and professional colleges are facilitated by efficient forms, methods and training aids. In the establishment of healthy lifestyles among young people, emphasis is placed on such items and special courses as “The Idea of National Independence: Basic Concepts and Principles”, “Basics of Spirituality”, “The Concept of Modern Science”, “Age-Related Physiology and Hygiene”, “Psychophysiology of Health”, “Anatomy”, “Ecology”, “Teaching Conflict Resolution”, “Educational Correction”, “Family Pedagogy”, “Common Pedagogy”, “Age-Related and Educational Psychology”, “Family Psychology”, “Valeology”, “Fundamentals of Medical Knowledge”, “Fundamental Culture of Healthy Lifestyles”, etc.

In the course of lectures on health protection and promotion students are taught different interpretations of healthy lifestyles from the view of the subjects being studied. So, the course on “Education” provides knowledge about spirituality, culture, identity, and moral, physical, religious, environmental, economic, legal and civic information, and that which facilitates students with modern techniques, forms and techniques to achieve healthy lifestyles. The course on “Ecology” is based on the study of the inseparable relationship between man and nature aimed at forming environmental culture and it promotes awareness of man's place in the natural world.

The knowledge gained in the classroom about healthy lifestyles becomes a structural component of the conscious culture of healthy lifestyles.

THE SPIRITUAL AND MORAL DEVELOPMENT OF PERSONALITY AS A FUNDAMENTAL BASIS FOR LIFELONG EDUCATION

L. V. Zagrekova

Lifelong education is considered in modern theory and educational practice as an intentional lifelong process of acquiring knowledge, skills and abilities by a person at educational establishments and by means of organized self-education. Its motto is "Education throughout one's life". The main objective of lifelong education is support for the socially and individually required level of culture, general educational and professional training, and adaptation to changing social and economic conditions. Lifelong education provides an opportunity to constantly meet the developing needs of a person and a society in education, helps everyone to implement a personal path of study, regardless of one's previously obtained profession, place of residence, or age. Lifelong education has the following functions: diagnostic, compensatory, cognitive, developmental, adaptive, and cultural.

The deeper revelation of the essence of the notion "lifelong education" implies considering another, more special, yet closely connected notion – that of "education". An analysis of scientific literature and educational practice has shown that the term "education" (in its pedagogical meaning) is related to human activity. This term was firstly put into scientific practice by J. H. Pestalozzi, and into Russian literature - by N. I. Novikov. In that period of time "education" was interpreted to be the formation of an image (spiritual and physical). The term "education" by its origins, according to V. M. Polonsky, meant first of all, "sign", "essence" and only then - "reflection", or "reproduction". In this context "to educate" meant first of all "to impart an image or an essence to a thing", and only afterward "to copy or to reproduce the initial image". "Education" also meant "creation", or "production". The meaning of the word "education" changed in the middle of the 18th century from the designation of an appearance of a person (and a living creature in general) to the idea of "inner education of a person", or self education. The human soul, by means of upbringing, is amenable to education as a kind of body [4, pp. 33].

The new accent was attached to the definition of this term by pedagogical activity: it has been interpreted since then as an educational process, implemented in educational establishments by means of set objectives, special programs and methods in the frameworks of a certain educational content. We have to note that nowadays there is no unified approach in pedagogy to the definition of this notion. This notion has a multi-aspect nature: in pedagogy it is considered in the cultural, anthropological, socio-

logical, educational, economic and other aspects. In this respect the new dictionaries on pedagogy define this term considering the aspect of the analysis of its content. The definition of the notion “education” implying a process and a result of the development of a person’s image is of particular theoretical and practical interest in the course of the mentioned problem. Let us prove it by the number of examples. G. M. Kodjaspirova and A.Y. Kodjaspirov write that education is “a development, formation, growth of a personality as such; an acquisition of image, the development of the way of thinking and actions of a person in society” [2, pp. 208]. According to V. A. Mizherikov and P. I. Pidkasisty, education is “a unified process of physical and spiritual formation of a personality, the process of socialization, intentionally oriented towards certain ideal images, on the historically-determined more or less accurately fixed cliché in the social mind” [6, pp. 230]. In the opinion of V. I. Zagvyazinsky and A. F. Zakirova, education is a “process and result of the development of an “image” of a person, i.e. individuality on the basis of acquisition of culture and knowledge, accumulated by mankind, regarding nature, society, human beings and human activity in a specifically organized pedagogical process or independently (self-education)...” [5, pp. 28].

To define the essence of the notion of “education” in the specified context will help, from our point of view, to clarify and develop the content of the notion of “lifelong education”, and attach a new meaning to it; on the other hand, it will activate the necessity to comprehend the content of the term “education” as a process and a result of the “development” of a person’s image. To solve this problem is possible, in our opinion, on the basis of such a methodological approach to consideration of the facts of pedagogical reality as a principle of the organic unity of succession and innovativeness, traditions and innovations. This idea was proved in the study of the Russian scholars in the end of the 90s of the 20th century (A. V. Lorensov, M. M. Potashnik, O. G. Khomeriki, etc.) [7, pp. 8] and in the first decade of the 21 century (A. M. Kondakov, A. A. Kuznetsov, etc.). A. M. Kondakov and A. A. Kuznetsov note, for example, that for the development of the second generation federal state educational standard of the general curriculum, the principle of organic unity of succession and innovativeness is considered as a methodological orientation [3, pp.10].

In this context it is very important to consider the content of the notion of “education” from the perspective of Russian pedagogy, which, in turn, is possible in the context of its methodological bases. Study has shown that the methodological foundation for Russian pedagogy is Christian anthropology, a Christian conception of the appearance and development of the

world. Christian anthropology is underlain by the idea of an image of God in human beings. This is a central and main thought. In the context of Christian anthropology the true person is a saint person; the process of human development covers the whole structure of a person – one's spirit, body and soul, it is an acceptance of God, a restoration of the image and likeness of God. From the perspective of Christian anthropology, the formation of personality is considered as a physical, mental and spiritual development. At the same time, Christian anthropology recognizes the priority of the spiritual principle as a universal fact of human life. It is the spirit that constitutes a spine, a system-developing component that forms a personality, created in the image and likeness of God. The spiritual principle penetrates a person and makes it possible to perceive him\her as a personality created in the image and likeness of God and, hence, the human being has a great value in the eyes of God. These views reflect the reverent relations between people. Love for one's neighbor, repentance for one's sins, visible through other people, constitute a foundation of social communication in the Orthodox tradition. This ensured to a certain extent unity of all Russians (all people converted into Christianity were considered as Russians, not only the ethnic Russians) as one people. From the perspective of Orthodox pedagogical theory, education is the "restoration of an integrated personality, implying the development of all of one's powers, all of one's sides, following the hierarchical principle in the structure of a person. The hierarchical principle requires such a structure of a person where the image of God can be revealed in all its power, in all its entirety" [8, pp. 31].

In the context of the above-mentioned, sainthood is the ideal given to a person in life. Sainthood creates a specific norm of life for every person. People strive not only for development, but for spiritual formation. One's life is perceived as a constant development in the process of spiritual formation. Let us call this process a "lifelong education", as E. Shestun states [8, pp. 25]. Lifelong education, according to E. Shestun, is a system that contains a process of development, a process of spiritual formation, and the conditions under which they take place (the content of a process; the forms of its behavior; the intentional pedagogical impacts).

On the basis of the above-mentioned, the essence of education can be defined as an integral process of physical and spiritual formation of a personality, socialization, intentionally oriented towards the achievement of an ideal (a person's image), the structuring basis of which is spirituality as the highest level of development and self-regulation of a mature person who adopts the highest human values as the main principles in life. The modern educational ideal (an image of a person which is a priority for the

society) is a highly moral, creative, competent citizen of Russia, perceiving the Motherland's destiny as his\her own, recognizing responsibility for the present and the future of the country, educated in the spiritual and cultural traditions of the multinational people of the Russian Federation [1, pp.11]. Among the highest spiritual values in the context of the Orthodox tradition, an ontological religion of Russian people, and the cultural approach, which is one of the leading methodological principles of modern pedagogy, are the human being, human life, health and wealth, Motherland, love, family, labor, creativity, peace, happiness, and faith. Spiritual and moral values are the basic foundation and an objective of lifelong education. The process of constant spiritual and moral development and upbringing of a citizen of Russia (spiritual growth of a person) at all stages of lifelong education (pre-school, school, professional, additional, and retraining) supplemented by constant self-education, provides close interconnection between these stages, as well as consistency and integrity of lifelong education, and its quality and effectiveness.

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MORAL AND SPIRITUAL EDUCATION AS PART OF LIFELONG LEARNING IN KAZAKHSTAN

A.K. Kusainov

One of the prime challenges for Kazakhstan at this time is to modernize its lifelong education system in order to create a successful education system recognized by the international community for its unique features, a system that would develop the intellectual and spiritual potential of the young generation to the utmost. Kazakhstan's lifelong education system, according to its strategic and regulatory guidelines, is also supposed to actualize certain spiritual and moral educational parameters in the national lifelong education model on each level, and especially at the preschool and general secondary school levels. The content of moral and spiritual education as defined by the fundamental national values will acquire a specific shape and direction depending on the values shared by society and how those values are transmitted from one generation to the next. Moral and spiritual education is an inseparable part of every person's life in its fullness with all of its contradictions. It is inseparable from family, society, culture, all of mankind, the country where you live, and the historic epoch you live in, which shapes the way people live and the way they think.

The writings of such Oriental thinkers from the Middle Ages as Al-Farabi, Y. Balasaguni, M. Kashgari and A. Yassawi are filled with thoughts on moral and spiritual education. The history and national worldview of the Kazakh people are reflected in the oral folk tradition, which has a special place in every Kazakh's heart. For a very long time, the oral tradition was the only way for Kazakh people to express how they felt and what they dreamed about. The Kazakh "Zhyrau," or thinkers, philosophers such as Akhtamberdy, Bukhar-zhyrau or Shal-akyn, sang about peace and equality. They stressed the value of knowledge and education as the requisite components of the intellectual and cultural maturation of man. Abai Kunanbaev, a Kazakh philosopher from the late 19th century, came to the conclusion that the mainsprings of humanity are Love and Justice. Kunanbaev based humanity on moral education, the purpose of which is to raise the child to be a hard worker, a patriot, a multi-faceted, highly moral person who truly shares the values, thoughts and aspirations of his people [1]. Pondering the methods and means of moral education, Kunanbaev praised the virtues of tact, patience, attention and parental love [2]. S. Kudaiberdiev, another Kazakh philosopher from the early 20th century, claimed that the human soul is immortal and possesses specific properties and a potential to grow and improve. He maintained that conscience is the fuel for an upward, progressive trajectory of the soul [3]. The advent of Islam contributed immensely to the

spiritual identity of the Kazakh people. In all ages, Muslim preachers preached Islam as a religion based upon epiphany.

In the legacy of those thinkers, the central place belongs not to the invocation of a superior Being, but to what people do on Earth, their acts, the communal morals and ethics. It is important for a human being to do good works, set an example of honesty and tolerance and meaningfully contribute to the spiritual health of the nation, society and the individual.

In recent years (and particularly since 1991), many Kazakh researchers have devoted a great deal of attention to the different aspects of “folk” education. S.A. Uzakbaeva, K.Z. Kozhakhmetova, K.B. Zharykbaeva, A. Urazbekova, K. Boleeva and others have explored the ways and methods of “grassroots” pedagogy extensively in their works. Vocational training based on the ethnic cultural tradition of Kazakhstan has been discussed in detail by A.A. Zholtaeva, M.E. Erzhanov, M.S. Nurmakova, S.S. Kulmagambetova, A.K. Kulbekova and others. They all stress morality as the key to development and progress in Kazakhstan’s society, viewed as the sum total of its norms, customs and habits. Moral education, according to these thinkers, is the translation of moral codes, rules and commandments into the knowledge, skills, habits and behavior patterns of individuals, who are expected to consistently observe them.

The well-known psychologists, Richard Mayer and Lawrence Kohlberg examined the three prevailing approaches that teachers can use when searching for the best way to inculcate moral judgment: the “romantic” approach, “cultural transmission” and the “evolutionary” or “progressivist” approach. They conceptualized the aims of moral education on the foundation of those three approaches: (1) fostering in students an understanding of the values and skills that will contribute to living a morally wholesome and personally satisfying life; (2) training the students in the behaviors and judgments that reflect the traditional spiritual values of their society; (3) teaching students the skills that will help them live a productive, successful life as members of their society.

In our view, the essence of moral and spiritual education is best manifested in the child’s activity as a fully-fledged actor. Moral development thrives when socialization and individualization processes are united in the educational environment, shaping the conscious, meaningful formation in schoolchildren of socially relevant values, of recognition and acceptance of society’s priorities and culture, and so forth.

This is how the President of Kazakhstan, Nursultan Nazarbaev, defined the mission of secondary schooling for the whole nation in his annual Address to the Nation on 28 February 2007 (“A New Kazakhstan in a New

World”): secondary education should “promote the formation of competent, intellectually advanced and spiritually developed people who are prepared to productively contribute to the social, economic and political life of the Republic of Kazakhstan.»

The purpose of moral and spiritual education is to preserve the best historical and cultural traditions of the Kazak people and give the young generation—in addition to knowledge—a system of moral and spiritual standards and values, but most importantly, to raise people who are able to resist *evil* and build their life according to the laws of *good*. The first (basic) level of moral and spiritual education is about absorption of the cultural values inherited from past generations. The second level is where the person learns to consciously apply the absorbed cultural values to real life. The third (and highest) level is the discovery of new cultural values as the person begins to realize the purpose and meaning of human life on Earth. The dynamic of moral and spiritual education in secondary school calls for the expansion of moral horizons, rethinking of values and attitudes, and developing the ability to build value-based relationships with other people.

In our view, at the core of moral and spiritual education lies an action-based approach that promotes the development of personality in schoolchildren by making them privy to the world of culture and inspiring them to seek and find fulfillment in culture. It is also important to bear in mind that folk culture, being an integrated crystallization of the entire multiplicity of manifestations and higher forms of human *being*, serves as a source of moral and spiritual development. The pedagogical rationale of folk culture is entreaured in, and manifests itself through its essential characteristics: the organization of labor and communal life, worldview, the system of values and motivations, and the nuanced means of personal fulfillment. And finally, we view the folk cultural tradition as a code that keeps stability in the conservation and advancement of culture, and in the transmission of the cultural behavioral models and values that regulate interpersonal relations.

It is in general secondary schools that moral and spiritual education is actualized in a deep, consistent and systemic way. The entire school life is devoted to development and education. And it is general secondary schooling, which is a part of lifelong education, that is destined to become the prime mover of socio-cultural modernization in Kazakh society.

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CHANGES IN THE ATTITUDES OF ADOPTIVE PARENTS TOWARD THE ADOPTED CHILD AND HIS/HER BIOLOGICAL PARENTS: PSYCHOLOGICAL ASPECT

M.Y. Lobanova

Each adopted child has his/her own past and history of joining the adoptive family. The child's past is associated with his/her biological parents who influence the entire course of his/her future life one way or another. One of the sections of the program for adoptive parents «An Adoptive Family: Psychological Support and Training» is about developing in adoptive parents positive attitudes toward biological parents, which is a prerequisite for developing a secondary attachment figure for the child.

An adoptive family is a special type of family which has an adopting family as a basis (with their outstanding problems) and an adopted child (with his/her difficulties in development, outstanding problems and the trauma of abandon). When a family adopts a child, the nature of their relationships, structure and usual distribution of roles change. Therefore, the issue of changing relationships in an adoptive family, which arises spontaneously, requires a conceptual understanding and controlled support from consulting psychologists.

Summarizing the counseling experience, it can be noted that under stress people tend to show negative attitudes to marginal groups. Hence, under the stress of new roles and the child's adaptation into the family and educational institutions, adoptive parents develop resentment toward the biological parents of their adopted child regarding them as people who have committed socially disapproved behavior (abandoning a child). This resentment extends to the child («Like mother, like child!») and at the level of perception, the adopted child is encapsulated from the main family system and associates him/herself with his/her biological parents. An adoptive parent thus enters into a «struggle» between his/her family system and that of the adopted child's biological parents, with shouting at children and the use of physical force against them being condoned.

We propose that the continuous education of specialists for adoptive family support (psychologists, teachers and guardianship officers) should include a dedicated discipline studying changes in attitudes of adoptive parents toward the biological parents of an adopted child in the framework of an approach that brings together several conceptions as follows: (a) V.N. Myasishev (1995) identified three aspects of attitudes (emotional, cognitive and behavioral). It is well known that the cognitive elaboration of a problem develops willingness to abandon obstructive stereotypes of behav-

iors toward biological parents («Judge not, lest ye be judged!») and therapeutic work helps achieve active experiencing of emotions regarding their role in child's life and that of his/her biological parents; (b) Bert Hellinger argues that it is necessary to distinguish between the magic of giving life as performed by biological parents (adoptive parents cannot do that) and the personality of the biological parents (a child should not communicate with his/her alcoholic mother because it is harmful for his/her development, but he/she must respect her as the person who gave him/her life). In order to resolve cognitive dissonance, Bert Hellinger suggests using the following phrases: «Thank you Mom (Dad) for giving me life! All the rest I will do myself!»; (c) A. Hartman and G. Lard (1990) list the following problems typical of adoptive parents: frustration; frequent appeals to the «bad family background» (to explain emotional and behavioral problems of a child); contradictions between the official story of the child's background and the one they have invented for him/her, relatives and neighbors; the sense of guilt and stress experienced by parents due to the need to meet certain expectations.

We recommend adoptive parents not to speak ill of the biological parents because they have given life to the child and thereby expressed their love. This logic will help a secondary attachment figure appear peacefully and free the child from the sense of guilt and betrayal of his own family system.

Respecting child's feelings, his/her biological parents and their destiny as a matter of choice is a prerequisite for helping adopted children. Only through understanding the context of child's previous life with all accompanying nuances can an adoptive parent change his/her attitude toward the adopted child. An adoptive parent stops striving to become a “superparent” by «defeating» the biological parent but takes the role of an intermediary between the world and the child, helping him/her to adapt to society effectively while keeping a connection with his/her roots.

SELF-EDUCATION AS THE BASIS OF LIFELONG LEARNING

G. Marchenko

A new perspective on the concept of “self-education” has only recently emerged as a new pedagogical imperative, although the concept itself goes back a long time. The theory and, in particular, the practice of self-education was much enriched by the lives of such universally acclaimed thinkers as Wolfgang Goethe, Charles Darwin, Aleksander Suvorov, Leo Tolstoy, Konstantin Ushinsky, Anton Chekhov and many other, no less renowned, figures, who set an example showing how important self-education is for personal development.

The role of self-education in contemporary life was highlighted by the works of B.G. Ananiev, L.S. Vygotsky, O.M. Montiev and S.L. Rubinstein, who all agreed that self-education cannot be conceptualized separately from the outside world, or as a mere process of adaptation to it. Indeed, self-education is about active interaction with the world, a process that takes personal growth to a whole new level. In his book *A Person Brings Himself Up*, A.G. Kovalev defines the conditions and methods of personal self-education, citing numerous examples of successful self-improvement work by people of consequence from the past and the present. Equally worthy of note are the works of A.I. Kochetov, who devoted 25 years to the study of self-education. In his book *How to Proceed in Self-Education*, he expounded his theory of self-education, its goals, priorities, techniques and methods of self-improvement. He offered advice on how to improve one’s intellect, memory, analytical thinking, ability and verbal expression. In his other book, *Educate Yourself*, Kochetov offers advice on how to evaluate one’s strength and ability, plan self-improvement action, how to eliminate one’s weaknesses and discipline oneself. His special focus is on forms of self-improvement, the links between education and self-education, and the organizational aspects of self-improvement work. Today’s youth would also benefit immensely from V.M. Yakobson’s research on emotional self-development; T.U. Agafonov’s studies on the role of self-analysis in the awakening of willpower; and the works of V.A. Krutetsky, L.I. Ruvinsky, S.I. Khokhlov *et al* on the self-awakening of character and will. Still relevant are the works of P.F. Kapterev, A.S. Makarenko, V.A. Sukhomlinsky, V.M. Orzhekhovskaya, and other authors.

Schooling plays a large role in self-education. The task of school education is to inspire students to learn on their own. Schools are to provide an organizational framework for students in their independent learning activity. It would not be an exaggeration to say that the entire mission of school education should be to take students to a place where they would

be motivated to keep learning on their own. But schools these days are manifestly amiss of this particular point. Despite the declared preeminence of a “personalized” learning paradigm, schools continue to cling on to the outmoded “mechanical” approach, where students are merely required to absorb a certain amount of information, knowledge and skills within the scope of their curriculum.

A.M. Kovalev, a psychologist, defined “self-education” as “a conscious, planned effort to improve oneself, an effort to develop in oneself such qualities and properties that are in harmony with what society wants and what the person wishes for in his or her vision of personal growth.” This definition is echoed by A.I. Kochetov, who wrote: “Self-education is conscious, self-controlled personal development where the person strives to foster in him- or herself certain powers and abilities, programmed by that person, which meet society’s needs and the goals and aspirations of that person.”

It would, therefore, be fair to say that self-education is a critical part of education and the ultimate step in learning. Self-education is a conscious effort by a person who knows where he or she is going. It is meaningful self-change, the propelling of oneself to a higher level of functioning and self-improvement. It is a process of conscious transformation by the person of his/her physical abilities, spiritual qualities and social features in order for that person to realize his/her true vocation in life. And this process should rest upon a symbiosis of education and self-education.

FORMATION OF THE SPIRITUAL FOUNDATIONS OF SOCIAL PROTECTION OF YOUTH I IN THE PROCESS OF PROFESSIONAL EDUCATION

A. Musurmanova

Social protection has received firm legal provision, which is set down in the Constitution of the Republic of Uzbekistan, the Laws “On state pension provision of citizens”, “On social protection of invalids in the Republic of Uzbekistan”, “On protection of citizens’ health”, “On guarantees of children’s rights”, “On protection of labor”, and other important documents passed by the government of the Republic of Uzbekistan; this is shown by the ratification of the UN convention “On children’s rights”, the Decree of the President of the Republic of Uzbekistan “On the program of events dedicated to the 60th anniversary of passing the International declaration on human rights”, and clearly shows the enormous volume of work that is being carried out on social legal protection of representatives of the numerous ethnic groups living in our country, different social groups, children and young people.

It must be particularly emphasized that social protection may be truly effective only if its material and spiritual sides are simultaneously taken into account, and their systematic unity. The wide-ranging spiritual aspects of social protection are among the highest values, and have profound national roots. According to historical sources, as early as the period of Amir Timur’s rule, people who need social assistance were given social benefits. Unfortunately, at present in the majority of cases, the spiritual and educational aspects of social protection are left to the side. In our opinion, three components of the culture of social protection should be singled out, and namely: (1) the culture of social protection of the physical and legal persons that organize it; (2) the culture of social protection of the people who need it, including young people; (3) the culture of social protection for those who act as an intermediary link between the people who need it, and those who organize it.

The formation in the consciousness and behavior of the culture of social protection among young people who are particularly in need of social protection is a vitally important task. Based on the level of mastery and realization of the culture of social protection of young people, and their age, physical and psychological features, this culture may be classified as follows: (a) social protection of young people; (b) social protection of children who are under 18 (adult age); (c) social protection for children who require it (who are invalid, have physical or psychiatric disabilities, lack parental guardianship, are homeless, reside at specialized children’s institutions, are

from poor families, have faced criminal charges and are in correctional facilities, who have suffered from violence and exploitation, are in military conflicts and natural disasters, or are being brought up by relatives). This classification may serve as the basis for providing young people with social protection, which is determined according to the following categories: (a) an understanding by young people of the content and essence of state policy on social protection of the population, its spiritual and educational capabilities for correctly determining the place and importance of young people in the life of society; (b) organizing social protection by its subjects, such as state, sponsoring and humanitarian non-governmental organizations, philanthropists, family members, relatives, work colleagues etc.; (c) realization of social protection in accordance with historical and national traditions, the spiritual values of our people, and the achievements of world culture, and other criteria.

The level of the cultural condition of young people is considered to be an important criterion of their social position. Therefore, we have tried to develop criteria of an all-round and harmoniously developed person, in the center of which an all-round, socially and spiritually protected personality is located. Spiritual and cultural young people, are above all capable of protecting themselves socially and spiritually, i.e. they can control their world view, behavior and social condition, as: firstly, these young people, even if they required social protection, are not ashamed of their position, and look for effective paths to overcome this themselves, and only afterwards do they use the help of others; secondly, they have a good understanding of psychology, inner feelings, the state of the population groups that need social protection, and so they strive to support their peers from these groups; thirdly, these young people have strongly developed creative thinking, which is a pedagogical process directed towards nurturing and forming such qualities as an ability for intellectual anticipation, swift decisions, the ability to take independent decisions, a lack of fear in taking non-standard decisions, devotion to one's sphere of work and its task, flexibility of mind, non-traditional thinking, the ability to see the future of all areas of development of consciousness, thinking, the mind, studying, predicting; fourthly, these young people and subjects of social protection have formed thinking based on an affirmation of love, charity, generosity and tolerance.

These provisions formed the basis of seminar training sessions for pupils of specialized colleges with restricted abilities, the topics of which including holdings sessions directed towards raising their social and legal knowledge. For the assistance of young people, the manual "Social protection of young people and women with limited abilities" was prepared.

ON THE QUESTION OF THE SPIRITUAL ESSENCE OF TEACHER LABOR

N. I. Nekrasova

Introduction. Throughout the 18th, 19th and most of the 20th century an objective of the educational system in Russia was not just to transmit formal knowledge, but also to give a moral upbringing. The situation drastically changed in the 1990s of the former century, when an extremely false approach was declared, according to which school and high school were not meant to bring up the growing generation, but just to transmit knowledge. Reduced attention paid by the state and society to the questions of upbringing led to the break-up of a system of ethical principles, having been established through the centuries, and to the distortion of life directions and to the spiritual disintegration of the society. The consequences of this break are still being felt, when against the background of the global economic crisis in our country an even more dangerous crisis has emerged – a moral crisis, in the center of which are the young people.

1. It is impossible to understand the phenomenon of Russian culture outside of Orthodoxy, a part of which is pedagogy as well. The adoption of Christianity was the starting point from which the local spiritual tradition of following the examples of an Orthodox upbringing in pedagogy were derived. Teaching in Rus genetically originated from monasteries and from such phenomenon as spiritual eldership. The main component of the process of teaching and upbringing in the monasteries was the transmission of the living experience of an ascent to the spiritual heights, while the truth was interpreted, first of all, as a “correctness of the inner state of the thinking spirit” [1, pp. 274]. The central place in the system of monastery teaching belonged to a spiritual father, who had personal experience of the long, hard self-creation, and the transformation of his own nature in the image and likeness of Christ. The relationships between a teacher and a pupil were interpreted as spiritual mentoring, which underlay the development in the Russian Orthodox culture of the conception that teaching was a mentoring on righteousness. Therefore, one of the main ideas of Orthodox education and upbringing implies the fact that a teacher must, first of all, reach a certain level of his own spiritual perfection.

2. Special attention was paid to the question of the personality of a modern teacher in the welcome address of His Holiness Patriarch of Moscow and All Russia, Kirill, to the participants and guests of the 14th World Russian People's Council. He noted, in particular: “Pedagogy is a sphere of ascetics ... People devote themselves, their energy, their power, if required – their life, raising the next generation of people. That is why the moral lev-

el, the personal life of our teachers and professors is not just their personal life. When people enter the path of teaching, they have to take a vow, as the monks do, not the vow of celibacy, but the vow of keeping high morality, purity of life, sanctity of marriage, and being an example for the younger generation. This should be a sort of Hippocratic Oath, because this example is the most important factor of pedagogical impact". Self-creation as an experience of the Christian Lovers of Wisdom can be used as a basis by today's teachers, who have always been and still remain the spiritual helmsmen and the educators for their people. In this respect a study of facts, phenomena, names of spiritual, historically-cultural legacy and edificatory practice of the fathers and teachers of the Russian Orthodox Church is particularly topical.

3. Many saints and devotees of the Russian Orthodox Church accomplished their spiritual feats in the Belgorod Oblast: St. Ioasaf, the Bishop of Belgorod and Oboyan, the New Martyrs of Russia, Bishop Nicodemus (Kononov) and the Archbishop Onuphrios (Gagalyuk), the Archbishop Luka (Voyno-Yasenetsky) and the Archimandrite Seraphim Rakityansky. In September 2011 the Orthodox are celebrating the 100-anniversary of canonization of St. Ioasaf, the outstanding enlightener, mentor and preacher. St. Ioasaf started his ascent up the ladder of spiritual improvement at a young age, being a student of the Kiev Theological Academy. The president of the Academy at the time of the future saint's entrance to the Academy in 1712 was the famous preacher and statesman Feofan Prokopovich. A whole generation of students came out of the Academy, who in the future proved themselves at socially-educating activities. Among them was also the Bishop Ioasaf, the zealous disseminator of spiritual light and education among the clergy and its congregation. Ioakim Gorlenko, a student of philosophy and theology who was destined in future to become Ioasaf, the Bishop of Belgorod, took his monastic vows on the feast of the Presentation of the Blessed Virgin Mary already in school (21 November 1727), and was named Ioasaf, and in August 1729 the Hierodeacon Ioasaf was assigned as a teacher of the lower class of the Academy, the class of analogy, without yet finishing his theological studies. The Hierodeacon Ioasaf considered his teaching duties as moral duties, as obedience. In his autobiographic notes about that period of his life the saint wrote: "I had labored in that obedience for three years" [2, pp. 172]. The Archbishop of Kiev Rafail (Zabrovsky) noticed the outstanding abilities of the young devotee and assigned him to be an examiner at the Kiev department. It was while performing his first duty that the future saint faced the unawareness, ignorance and moral imperfections of the parish clergy of that time. The rise of moral life became

one of the major challenges to the solution of which he applied great efforts. The spiritual enlightenment, the establishment of the people's life on evangelic principles, and concern about the moral conditions of the congregation entrusted to him were the main directions of the pastoral service of the Bishop Ioasaf, who headed the vast Belgorod-Oboyan eparchy from 1748 to 1754. The whole life of His Holiness was pierced with ascetic spirit. The constant work on his spiritual personality, fast and prayer, alms and charity – these were the major steps of his ascent up the ladder of spiritual improvement.

4. Today, when Russian pedagogy, developing its spiritual traditions, strives for using the experience of the Orthodox patristic pedagogy, the study of spiritual and educational activities of the zealots of piety, particularly, of St. Ioasaf can show the way of spiritual renovation in education. At present many call for turning education into a kind of commercial service, which is absolutely alien to the traditions of Russian pedagogy and the people's mentality. After all, the Russian word “образование” – “obrazovaniye” (meaning: education) derives from the word “образ” – “obraz” (meaning: image), which reflects its major task – to cultivate the image of God in every student. Education can not be reduced to a transmission of the sum of knowledge, skills and abilities; its major mission is to educate the members of the society in the spirit of moral norms and fundamental values corresponding to our spiritual cultural tradition. That is why education can not be one of the services offered on market. This is what His Holiness Patriarch Kirill reminded us of in his welcome address: “The mission of the cultural code transmission is too important to leave it to the will of element, to the will of the free market choice or to transfer it to the people, morally unworthy of the great mission of a teacher”.

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AXIOLOGICAL VALUES WITHIN THE CONTEXT OF GLOBAL AND REGIONAL SOCIAL PROBLEMS

A. A. Petrenko

Russian education is changing within the context of global educational trends. The state educational standards in Russia are currently being reviewed in this regard, criteria for education quality comparable to European ones are being developed, and innovations are being introduced to assess education quality (the uniform state exam, the module and rating evaluation system, etc.), while the management of education systems is also being reformed. Thus, "our education system has significant advantages over many foreign analogs but we have not learned how to benefit from these advantages" [2, pp. 3]. Consequently, Russia should develop the domestic education system, improve it, and reach a competitive level for it in the global educational space.

The developing regional and municipal education system and the change of life patterns clearly indicate that the prospects for the development of modern education depend on the work of a particular teacher and the head of a particular institution. Well-defined spiritual and moral values allow a person to preserve integrity and stability in various living conditions in a particular location, region and district among the people creating circumstances for the development or suppression of these values. E. P. Belozertsev, E. V. Bondarevskaya, B. S. Gershunsky, V. A. Slastenin, V. I. Slobodchikov and other researchers admit the demand for the development of axiological ambitions of the teacher's personality through the humanistic educational model. The problem of general cultural and vocational training of a teacher becomes a relevant educational task for the modern system of lifelong education in teaching. The focus on domestic educational values (preservation and development of traditions in the national educational culture, dedication to professional duty) is of particular importance within the development of the uniform approaches of the European educational space in the innovative reform of the Russian educational system.

Referring to the national educational culture and the ideas of philosophers and educators, it is apparent that the educational goal aimed at the integrity of the educational and training processes and training is the right way. It promotes not only the intellectual inclusion of teachers to the life values, but also the personal acceptance of them in the teacher's inner world, and manifests itself as a moral stand in various situations. For example, K. D. Ushinsky associated education with the highest human arts. The educational ideas of the philosopher and teacher I. A. Ilyin are extremely relevant in modern educational culture. Currently, educators accept

the demand to follow axiological principles in mentoring and development of a personality, but generally do not declare the absolute and unalterable spiritual values for everyone, and the social and professional values represented by them do not have the proper axiological form on the spiritual level. Thus, in modern education science self-determination and self-development are only valuable in terms of the human adaptation to the outside world and the ability to find the right career path; this indicates that attention is solely given to the external forms of personality, but does not affect the deep internal processes of spiritual self-improvement and self-education which have their own long way to penetrate into the person's soul.

Love for one's neighbor as a spiritual and moral value in educational concepts of domestic philosophers and educators determines the profound level of understanding by a person of the significance of another person as well as the importance of his / her profession for others. The development trend for an educational institution chosen by its head should be determined not only by the external conditions but also by his / her attitude to spiritual and moral life values. Modern living often promotes axiological attitudes from the prospective of immediate profit. In the early 20th century A. I. Ilyin wrote in this connection: "People are rivals or competitors to each other and everyone is afraid of the other's malevolent eye and critical talk. They care about each other either to the extent of expected material or office profit, or the extent of their vanity, or even to the extent of erotic desire... And being aware of that, they speak of humanity for the sake of decency and prudence once in a while, with obsessive advertising, organizing the "humanistic institutions" [3, pp. 390-391]. The choice of proper views and coping with the formal attitude to professional responsibilities, as well as with lies and hypocrisy are impossible to imagine without the inner readiness of a teacher for dedication to professional duty and the homeland. This situation requires the educational process in the system of lifelong education to be oriented at the knowledge of the national educational culture rendering the spiritual values of educational concepts of the leading Russian researchers. It can be noted that the aim of development of the professional educator has always been associated in their works with elaboration of the values and ideals that motivate a person to "organize himself / herself" as a spiritual and moral, independent and creative personality.

It is currently apparent that the domestic teaching experience and the spiritual and moral values of Russian culture should contribute to a professional teacher's work in the system of lifelong education.

The analysis of the present practice in the region and areas of the city of Ryazan (advanced training centers, teaching centers, educational institutions) indicates that the municipal education system has excellent design of educational content oriented at the experience of national and patriotic education and the renewal of spiritual and moral values of national culture. The educational content in the municipal educational institutions is refined thanks to courses and subjects introducing the crafts, ceremonies, traditions and regional folk festivals which mark the features of the history, culture, nature, economics and information environment in the Ryazan region. In the town of Kasimov, a unique regional and municipal textbook “Kasimov as a City and Person” was created, orienting students at the top values of the culture-forming environment in a small town and respect for man as the primary life value. All the above mentioned stipulates that the refinement of educational content in curricula and programs of educational institutions facilitating the assimilation of national values of educational culture and integration of anthropological, educational and philosophical knowledge form students’ motivation and the basis for self-education and self-development.

Coincidentally, the developing regional and municipal education being firstly modernized at the state level indicates the conceptual and philosophical development of education which does not disclose the axiological meaning of innovative reforms. What are the solutions for the identified professional and personal development of a teacher with respect to axiological values? The answer to this question is difficult since there is no significant experience in integration of cultural and professional and educational knowledge in the system of lifelong education.

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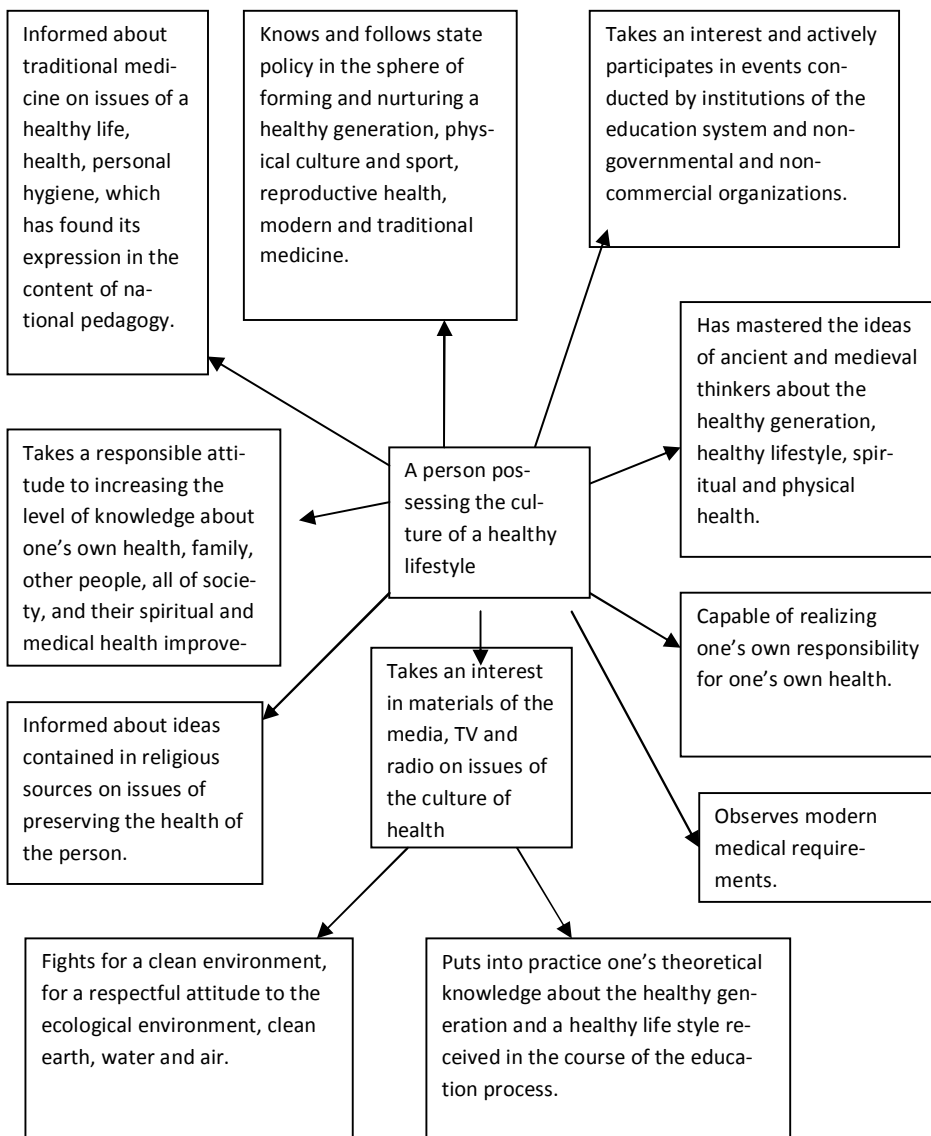
THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS IN FORMING THE CULTURE OF A HEALTHY LIFESTYLE FOR WOMEN

K. Riskulova

In the years of independence, the increase of political and public activity of women became one of the priority aspects of state policy in Uzbekistan. Realization of this problem requires an active attitude towards it from all organizations existing in society. Along with state organizations, non-governmental organizations play a major role in forming a culture of a healthy lifestyle among women, broadening their world view, preparing them for motherhood, strengthening their reproductive health, acquiring in-depth knowledge and professions, and also solving other relevant issues.

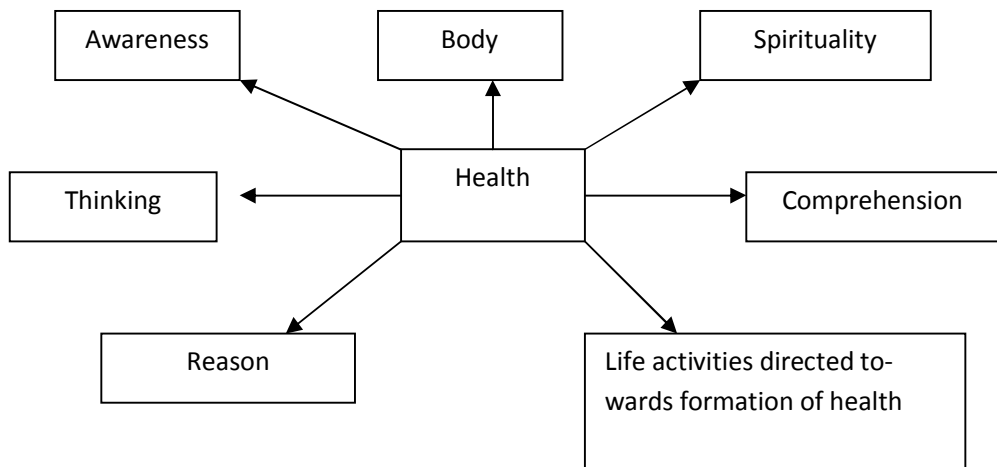
By the beginning of the 21st century, there were 177 non-governmental organizations (hereinafter NGOs) that dealt with women's problems functioning in the country. The main areas of their activity are connected with raising legal, medical and political knowledge among women, and promoting knowledge among them about the prevention of the HIV infection, the battle for gender equality and gender protection, stopping human trafficking in the gender sphere etc. In Uzbekistan, 14 NGOs work in the field of science, 49 work on issues of increasing legal knowledge, 54 on problems of social protection of the population, 44 on medicine and development of sport, 11 on supporting entrepreneurship, and 4 on issues of the Aral Sea and ecology. If in 1996 only 10 NGOs were registered in Uzbekistan, at the end of 2004 their number reached 200. Thanks to the activity of NGOS, many women have acquired professions or upgraded their skills.

The activity of NGOs in Uzbekistan has firm legal provision, which is shown by the 32nd and 34th articles of the Constitution of the Republic of Uzbekistan and other legal documents. There are 5 political parties, 2 social and public movements, 46 societies, 4 committees, 24 associations, 18 specialized professional associations, 35 foundations, 15 unions, 32 federations, and another 31 non-government organizations. It should be noted that their activity to strengthen the cultural and education sphere, and the culture of a health lifestyle and reproductive health of women has proved to be extremely effective. On the basis of a study of the activity of NGOs, we detected the personality criteria of the formation of a culture of a healthy lifestyle for the person (see fig. 1).



The content, goals and tasks realized by NGOs in the course of such events as seminars, round table talks, disputes, conferences, demonstrational competitions, meetings, excursions, role-playing games and others,

are directed towards formation of the following mutually connected ingredients contained in the concept “women’s health” (see fig. 2).



In the activity of NGOs connected with forming a culture of a healthy life style for the people, the following aids become important: (a) study materials, education work conducted outside the classroom and the school (conferences, seminars, competitions, tourist excursions, meetings, disputes, training seminars); (b) the media: (c) imaginative, scientific and mass literature; (d) the family; (e) society; (f) national customs, rituals and traditions; (g) institutions of further education .At the same time, studies conducted show that interaction of NGOs in forming a culture of a healthy life-style among women does not yet meet the necessary requirements to a sufficient degree. Therefore, education work on forming a culture of a healthy lifestyle of women should be brought into accordance with special plans and programs, study manuals should be created which meet the age and psychological nature of women, and also carry out systematic monitoring of the effectiveness of work carried out in this direction.

In general, it should be noted that the active participation of NGOs in forming the culture of a healthy lifestyle of women fulfills an important social function.

THE SPIRITUAL AND MORAL FOUNDATIONS OF LIFELONG EDUCATION IN THE REPUBLIC OF UZBEKISTAN

U. K. Tolipov

Spirituality is integral to a personality. It manifests itself in the need to live and create in accordance with ideals of truth, goodness and beauty. The components of spiritual culture include intellectual, artistic, aesthetic, moral, environmental, legal and political culture in human relationships. Great thinkers of the past classified love for children, devotion to family, respecting the memory of ancestors, industriousness, patriotism, humanness, a sense of justice and mutual tolerance, mercy, and a love of one's native language as living sources of the spirituality of a nation. Additionally, taking care of the next generation is seen as an expression of eternal spiritual, moral and pedagogical values that are common to human nature while being based on national and ethnic foundations.

In order to initiate the next generation into the spiritual and moral foundations of their nation and an understanding of the national idea of independence at all stages of lifelong education in Uzbekistan, the curriculum includes subjects that reveal the essence of the basic concepts of national and international values. The curriculum provides for the following series of disciplines studying the basics of spirituality:

a) in all institutions of general education: grades 1-4: The A to Z of Ethics (Culture of Behavior); grades 5-6: The Sense of Homeland; grades 7-9: The National Independence Idea and Basics of Spirituality;

b) in academic lyceums and vocational colleges: The National Independence Idea: Basic Concepts and Principles; The National Independence Idea and Basics of Spirituality;

c) in higher education institutions: Bachelor's program: The National Independence Idea and Basics of Spirituality; Master's program: The National Independence Idea and Basics of Spirituality;

d) in teachers' advanced training and retraining institutions: The National Idea; The Communication Culture; The Topical Subjects.

One of the major objectives of upbringing and education in multinational Uzbekistan is to develop in the young generation a sense of patriotism as a basis for inter-ethnic communication, and as a spiritual and social value. The president of Uzbekistan, I. A. Karimov, emphasizes that «our holy duty is to give our precious children knowledge meeting modern requirements, to bring up and raise real patriots» (I. A. Karimov, vol. 7, p. 168). In the modern context, patriotism is understood as love for the homeland, willingness to fulfill one's constitutional duty, show patriotic feelings,

have a patriotic outlook and practice social tolerance in communication with other nations. Patriotism is an interest in one's homeland, Motherland, the country, its past, present and future, respect to parents and relatives, an attitude of care towards the symbols of the state and an understanding of their meaning. Furthermore, patriotism is a responsibility for everything happening in the country, willingness to live the interests of society, realizing the need to be useful to society, etc. The modern, young generation has mainly a patriotic mindset, believing in «the great future of Uzbekistan». Young people want to live in a highly developed country that provides decent life to its citizens and respects their rights and freedoms. The State Program «The Year of the Harmoniously Developed Generation» (2010) provides for the improvement of the quality of education in all sectors of the educational system.

In the modern world, education becomes increasingly multifunctional and, to some degree, it is a tool of consolidating an ethnically diverse population at the crossing of two vectors: the global education space and the historical and cultural layer of traditions and rites that help achieve values that are important to everyone but necessarily linked to universal values.

«The people's state of mind is influenced by the climate created in society, where the human qualities inherent in our nation from the earliest days, such as mutual understanding, mutual tolerance, openness and tolerance, kindness, hospitality and emotional generosity, are exhibited to the fullest extent,» the President of the Republic of Uzbekistan I. A. Karimov underlines. (I. A. Karimov, "Uzbekistan: 16 Years of Independent Development" – T.: 2007, p. 21).

Consequently, each teacher must have a clear understanding of the objectives set before him/her from the perspective of the national idea, take into account history with its «challenges» and bring up the young generation in the spirit of true patriotism on the basis of inter-ethnic communication, which will promote the self-consciousness of peoples and friendship between them, ultimately leading to the sustainable development of global civilization.

FOSTERING STUDENTS' INTEREST IN HEALTH-SAVING KNOWLEDGE IN HIGH SCHOOL

G. S. Turdieva

The state policy implemented in Uzbekistan is designed to help students of higher educational institutions develop an interest in acquiring health-saving knowledge in order to implement this knowledge in their future activities. That is why the training of bachelors and masters in higher education involves, inter alia, the acquisition of health-saving knowledge in biomedical science programmes.

Interstate and interpersonal communication is being increasingly expanded, which actualizes the need for the initiation of the achievements of world civilization, science, culture, industry and other spheres of national economic and spiritual life, including the intensifying interest in the problem of development of knowledge of biomedical sciences, and its active acquisition. It must be emphasized that there is rich historical multinational experience to attract youth to the advancement of knowledge in biomedical sciences. For a long time Uzbekistan has evolved a strong tradition in this regard: Ibn Sina (Avicenna), Abu Rayhan Biruni, Alisher Navoiy and many other contemporaries contributed enormously to the development of this area. The necessity of studying this problem becomes significant as world pedagogy including Uzbek pedagogy actively addresses the problem motion students' interest in acquiring health-saving knowledge. In this regard, the problem is put forward to be worked on and the scientifically based system of educational measures and conditions for the formation of students' interest in the study of biomedical sciences is promoted as an important aspect of education and the formation of a fully developed personality.

Through health we understand the activity of an individual with the aim of studying general characteristics of health, the relationship of physical, mental and social health and preserving and enhancing your health and that of others. As a result, through health-saving activities the students form the need for an organized process of preserving and strengthening their health and that of others. In this context, we should pay more attention to the influence of teachers of biomedical sciences in developing students' interest in health issues and a healthy lifestyle.

We have developed guidelines designed for teaching university staff based on the following provisions: (a) establishing the students' interest in biomedical subjects in relation to health-saving education, (b) understanding the pedagogical process, in particular, as a prerequisite for the development of students' interest in biomedical sciences, (c) the use of optional training in connection with educational work, aimed at developing the students' interest in biomedical subjects, (d) making full use of educational technologies and innovative methods for fostering students' interest in biomedical subjects, etc.

THE ROLE OF PHYSICAL AND HEALTH TECHNOLOGIES IN IMPROVEMENT OF EFFICIENCY OF LIFELONG EDUCATION PROCESSES

A. Yu. Tyulicheva

The success of any work, as well as the success of education is closely related to the physical condition of the body. Educational activity requires coping with a lot of physical and emotional efforts which only physically healthy and active people are able to do. In addition, targeted sports and recreational activities are an important prerequisite in cultivating constant acquisition of new knowledge and skills. In our opinion, sports and health technology should be seamlessly incorporated into the process of lifelong education. There is a close connection with specific training and professional activities in direct correlation with health and fitness events, which is why it is so important for a student to develop the habit of participating in physical activities and in particular learning the types of physical activity that will meet the needs of a particular professional group.

People employed in intellectual work tend to lack physical activity, which results in limited body capability. Physical activities for representatives of these professions should not engage in significant physical activity. The duration and intensity of training effects should be managed in terms of heart rate and duration. Technically demanding and challenging physical sports are also not recommended since the lack of general physical preparation greatly increases the risk of injury. As mental work usually takes place indoors and lack of oxygen-saturated air causes a weakening of immunity, it is advisable for most students and staff members to participate in outdoor sports.

Furthermore, the type of sport or activity should be specific to a person's profession. For example, if a person works in a man-machine type of profession, physical training should fulfill the human need for communication, and this can be achieved through team sports (volleyball, badminton, and tennis), tourism activities, boating, etc. If the predominant interaction is "person-to-person" one should relax and participate in individual sports such as swimming, biking, cross country skiing, cross-over running, Scandinavian walking, etc. Fitness activity for men, increasing their education in the field of mental work (dominated by hypo-dynamic processes of assimilation of new knowledge) must be aimed at achieving the following objectives: improving the overall health of the body, reducing fatigue and increasing reserves and general vitality, psychological relief and increasing resistance to infectious diseases.

The success of training in skills of physical labor that require daily physical activity depends on the physical condition of the body. The role of physical culture in this case is also to increase efficiency and reduce fatigue, but the method used to achieve this should then be ongoing and the intensity of the work out should exceed regular daily physical activity to achieve a training effect. It was observed that “movement for movement” for people, who are studying professions of mostly physical labor, is often not as appealing as it is for representatives of mental labor. Therefore, these types of physical activity should have a more emotional component. Initial physical ability in this group is higher due to their access to a number of sports that involve significant physical exertion.

It appears that over time there will be a variety of techniques, “athletic support” for education, taking into account the peculiarities of the human body, its age, type of training loads and their effects on the body. And just as a person creates his or her own educational route, specific programmes will be developed to support the learning process and help maintain good physical shape.

EDUCATING CHILDREN WITH SPECIAL NEEDS WITHIN THE SYSTEM OF LIFELONG EDUCATION

E.P. Fureeva

Preschool childhood is a time of general development for a child. It is the time when a foundation is built for further development, the fundamentals of the child's personality are formed, the scope of activity broadens, cognitive growth accelerates and language skills are perfected. The first stage of lifelong learning (i.e. preschool education) is, therefore, the time when any speech defects, learning disabilities and other irregularities should be corrected in order to pave the way for the psychological readiness of the child for school, to make sure the child has what it takes to continue his or her education successfully. However, this process is impeded by several negative factors which cannot be overlooked. Kindergarten placements are not easily available, so not all kids can enroll. There is a bracket of low-income or families in crisis which cannot or won't place their children in a preschool institution. As a result, some children's education is neglected, and quite a few children are in poor health, some with chronic health conditions. Speech correction services are becoming more difficult to obtain as more of them go commercial, and not all parents can afford them. In the end, this means that children go to school with different levels of preparedness. There is a high percentage of kids coming to school with speech defects or learning disabilities, because they did not receive correctional assistance in preschool.

Children with special needs come with a great variety of clinical and psychological profiles, so no wonder schoolteachers often have difficulty teaching them. Children with special needs display emotions, willpower and cognitive skills that are not adequately formed. Many researchers have noted that language skills develop in peculiar ways in these children, pointing out various speech defect complexes and combined speech irregularities that are typical for this cohort of children. The majority of children with special needs have both "impressive" and "expressive" speech defects, verbal and written speech irregularities, and flaws in both their spontaneous and "reflected" speech. Speech defects in children with special needs are multifarious, characterized by a combination of different symptoms that manifest themselves in impaired speech. Many scholars have attempted to classify these children by the nature of their speech defects.

Most children with special needs are characterized by an inadequate speech apparatus. This is manifested in unnecessary muscular tension of the tongue, difficulty in keeping the tongue in a specific position, or difficulty in changing the position of the articulation organs. A study of their phone-

mic perception reveals that, in addition to articulation difficulties, these children may also have difficulty recognizing sounds. The children in this cohort are unable to properly analyze the sound composition of words. They make mistakes distinguishing sounds in a word, because they tend to confuse sounds. Their vocabulary is poor and inaccurate. There are many words these kids don't know, and not only abstract words, but also very common words that occur in everyday conversations. They cannot distinguish lexical units correctly by their grammatical properties. They will call a "frame" "window" or a "dress" – "clothing." They will often substitute name-words with descriptions of a situation or act relating to the object they are trying to name. Their lexical poverty strongly manifests itself when these children are asked to build a sentence from key words or around a key word. Sentence-building skills are an essential indicator of grammatical literacy. It is a well-known fact that most children with special needs have difficulty building a sentence from a set of words to describe a picture. In syntax, these children often make mistakes confusing the word order, putting the predicate in the wrong place, usually at the end of the sentence. Inferior vocabulary and grammatical irregularities also come to the fore when these children are asked to build or change words. It is hard for them to build new words with suffixes, prepositions or endings. For example, they will say "hopgrasser" instead of "grasshopper," or "mistaked" instead of "mistaken."

The majority of speech therapists dealing with these children believe that their speech defects are coupled with underdeveloped cognitive skills and certain psychophysical developmental irregularities. As a result, these children may not be able to master their native language or other subjects successfully in elementary school. The corollary is that speech therapy for children with learning disabilities, while focusing on their respective specific speech defects, must also focus on the fostering of cognitive skills and correcting any psychomotor irregularities. The positive outcome of correctional work, and success in teaching special needs children require a comfortable learning environment. The child's social environment is also very important. The transition to lifelong education will bring about some major changes. The new general education standards stress the fostering of independent learning skills in children. Children with learning disabilities are unable to learn independently, and only a systemic, dedicated corrective effort may promise a positive outcome. Special (corrective) kindergartens are organized with the needs of these children in mind. Their activity is dedicated to corrective, developmental training and education. At the same time, the teachers of such a kindergarten must take care of the conventional pre-schooling and developmental training. From this springs another challenge:

kindergarten teachers need an upgrade of their professional competence. A teacher working with children with special needs must possess the fundamentals of all the related professional skills, and should be able to correctly assess his/her ability and have a strong command of the necessary tools of professional development.

READINESS OF THE PEDAGOGUE TO REALIZE HEALTH-SAVING KNOWLEDGE AND FORMATION OF A HEALTHY LIFESTYLE IN THE SYSTEM OF LIFELONG EDUCATION

D. Sharipova

A. Sharipov

G. Shakhmurova

In the process of realizing the education process, the educator must perform the following functions: education, instruction, development, recreation, and also preparation for life in the social medium.

In this light, at all stages of lifelong education, first of all, that the pedagogue understands the value of health, and secondly what their attitude is to preserving the health of the pupils, as the educational institution is an important link in the socialization of the growing generation. The teacher, being prepared for health-saving activity, thoroughly assists development of the motivation of students, directed towards raising the potential of health and forming a healthy lifestyle. And depending on how responsibly the educator feels towards health, the effectiveness of his work in raising the health potential of young students is affected. The pedagogue should remember that in the study process, it is important to nurture a lifestyle among students, a type of a behavior in various life situations, which would make it possible to raise the level of health at all periods of life. Thus, the discrepancy will be overcome that can be observed at present between the demands of society for the state of health of the growing generation and the work that is carried out by medico-pedagogical teams of educational institutions for the acquisition of health-saving knowledge by the students, with application of modern pedagogical technologies. Acquisition of health-saving knowledge in the system of lifelong education at each educational institution should be carried out in three mutually connected directions: (a) formation of health-saving knowledge; (b) introduction of health-saving educational technologies and conditions of study; (c) organization of formation of a health life style, and health work during study and extracurricular time.

Health-saving education is a constant process of study, nurture and protection of the child's health, directed towards forming a system of scientifically grounded knowledge and practical skills, behavior and activity, which provides a value attitude to one's own health and the health of others. Health-saving study is the process of forming knowledge about the processes of establishing, strengthening and multiplying a person's health, mastering skills directed towards preserving and improving personal health, raising the importance of the factors that form it: mastering knowledge about a health way of life and the ability to organize it; mastering methods

and means for advocating a healthy lifestyle. Health-saving education is the process of forming value-oriented attitudes towards health and a healthy lifestyle, which are an integral part of vitally important values and general cultural world view.

Development of pedagogical health-saving technologies of education oriented towards strengthening the health of children and creating a stable potential for health in them should be based on a calculation of the intellectual, emotional, motor and active spheres of life activity of children. From this position, the education system should give a set of knowledge about various aspects of health, help to develop an individual strategy and tactics of development and preservation of one's own health, as only on this basis can a need for health form among pupils. A lack of understanding of the importance of hygienic education of this global direction of educational activity may lead to a situation when the knowledge of fundamental sciences that children are given in the study process remains unwanted.

In the structure of the pedagogue's activity, three components should constantly be present: theoretical, practical and personal. The theoretical component is the determined degree of the formation of theoretical knowledge about health-saving activity, which determines the methodological basis of the teacher's readiness for health-saving activity. The practical component is a mastery of method for realizing theoretical knowledge about a healthy way of life, and although methods for organizing health-saving activity. The personal component involves individual readiness for health-saving activity. Each of the above-named components of health-saving activity have according criteria for an evaluation of the level of their formation. The fullness of a realization of the theoretical component, including a transfer of theoretical knowledge about health preservation and a healthy lifestyle contains a cognitive criterion. Of no less importance is the motivation and will criterion. The third criterion is the instrumental activity criterion, which involves an acquisition of theoretical knowledge about strategies of health-saving behavior. And finally, the adaptive-resource criterion determines the presence of theoretical knowledge about functional reserves of the organism, regulator mechanisms, and also methods of psycho-physiological regulation of the state of the body. These criteria also relate to the practical component of health-saving activity. By analogy with the theoretical component, the personal component includes: the level of formation of cognitive indicators of the personality; the level of formation of motivation towards a healthy lifestyle; the presence of one's own plan for strengthening health and health-saving behavior; the degree of psychologi-

cal well-being, level of emotional comfort; level of tension of functional reserves of the body, and level of resistance to stress.

In the course of the pedagogical experiment, we used the following main methods for measuring these components: a questionnaire, pedagogical observation, an expert assessment; methods for assessing the IQ, the dominant type of thinking; methods for studying motivation towards a healthy lifestyle; methods for assessing anxiety, aggression, empathy, degree of socialization, and also methods for assessing the psychophysiological status, functional state of the body etc.

The results of the studies carried out show the need for: (a) observing correct organization of work regime and rest of pedagogues; (b) creation of comfortable sanitary and hygiene conditions for pupils in the process of their study and nurturing; (c) creation of an optimal psychological microclimate; observation of requirements of mental health; (d) develop psychological-pedagogical and medical-hygiene competence; (e) form personality quality that comprise the basis of professional competence (communication, creativity); (f) mastery modern innovative pedagogical and health-saving technologies.

CONTINUOUS EDUCATION AS A FACTOR OF INNOVATIVE DEVELOPMENT AND INNOVATIVE ENVIRONMENT AS A PREREQUISITE OF LIFELONG LEARNING DEVELOPMENT

AN INNOVATION APPROACH TO THE EDUCATIONAL PROCESS IN HIGH SCHOOLS

N. N. Azizkhodzhayeva

The changes occurring in society at present influence improvement of the learning process in higher education. Research has identified the main directions of development of higher education. They include: (a) training in a rapidly changing environment, (b) the transition to an information society, expansion of intercultural communication and tolerance (c) establishment of current thinking with students, and (d) intensive and accelerated development of higher education, due to the increasing importance of human capital.

The major direction of improvement of higher education is to implement a competency approach to learning. This direction ensures the development of professional competence. Professional competence includes the integral characteristic of an expert and his ability to solve professional problems and common professional problems that arise in real situations, professional work. Professional competence is a set of key, basic and special competencies.

Improvement of higher education at the present stage is associated with its modernization. This modernization is aimed at overcoming the stagnation of higher education, and transformation of its content, forms and methods of organization. The process of modernization helps to create fundamentally new technologies in the educational process. Education is becoming a real resource of development.

The conceptual meaning of modernization is poorly developed. The literal translation of the Latin word "modern" means "new". The meaningful applications and semantic interpretations of modernization are rather broad. The most common are the notions of "innovation", "novelty" and "new". Effectiveness of professional instructors in higher education makes it necessary to search for new technologies of modernization.

Modernization of higher education is a complex and holistic process. Its modernization is not confined to innovations. Modernization of higher

education means a qualitative change in the system, incorporating innovation and new technologies. Content modernization of higher education requires improvement of professional skills and psychological and educational readiness of high school teachers.

Innovative approaches to learning are generally divided into two main types. They are the reproductive and problem orientation of the educational process. Innovation, modernization, and transformation of the training process are aimed at achieving guaranteed results under the traditional reproductive orientation. Their underlying technological approach to training is aimed at transferring knowledge to students and development of action patterns focused on highly reproductive studies. Innovation and transformations redevelop the traditional training process. They aim at ensuring its research nature, organizing a search of educational-cognitive activity. Reproductive and problem orientations of the educational process are embodied in two major innovative approaches to transforming training in higher education. They are technological and research approaches.

A technological approach modernizes traditional teaching on the basis of the prevailing reproductive activity among students, and determines the development of models of education as organization for students to achieve clearly defined training standards. This approach to the training process is focused on the traditional didactic teaching reproductive problems. It is developed as a "technological", conveyor process with clearly defined, detailed expected results. The research approach transforms traditional training on the basis of productive activity of students, and determines the development of training models as initiated by students to master a new experience. The goal of this approach to training is to develop the opportunity for students to explore new experiences; the aim of the teacher and students is to generate new knowledge and methods of action and personal meanings.

An innovative approach to teaching in higher education involves, primarily, student activity. Students' activity is a broad concept. This is a stable personality feature formed in the process of the active, evolving nature of learning and is manifested in the pursuit of continuous intellectual development and an active attitude to the environment. Education on the individual level implies that the student actively takes on the role of partner, performer and instigator of his or her own education. Any value will be important for the student, if it is presented as a problem that can be solved in the course of a training dialogue. The highest creative level of activity is required in order to participate in the dialogue, which will cause the student to enter catch on to the essence of the phenomenon, introducing an element

of novelty in the way of solving a scientific problem. Focusing the educational process on gaining a profession is an effective means of enhancing learning activities of students. This requires activation of self-cognition. A special role belongs to pretend situations, under which the trainees' personality features become important. This gives the opportunity to develop creative forms of active learning activities of a student and develop his or her cognitive activity.

One of the forms of cognitive activity of students is problem-solving training. Problem-solving training is a technology for developing education. The function of problem-based learning is to stimulate the active cognitive process, to form a research style of thinking. Motivation of students is achieved through the use of a game method. The technology that activates creative thinking and helps to develop skills to solve new problems that contribute to a conscious search for a solution is applied to the development of creative activity by students.

The following methods are applied when using the technology for group solving of creative problems: the Delphi technique, the "Black Box" method, the method of diaries, the 6-6 method, the direct group brainstorming method, the mass brainstorming method, "shadow brainstorm," the cynectic method, and others. Efficient innovative approaches to teaching technology refer to technologies of critical thinking.

Interactive learning in higher education is based on the teaching of cooperation, which is implemented in four main areas: human and personal approaches to identity, the dialectical activation and development complex, the concept of education, and a pedagogic approach to environment. Forms and methods of interactive learning can be divided into discussion, games and training. Interactive training technologies include collective intellectual activity, discussion, business games, case method, design and training.

Thus, an innovative approach to training in high schools can solve the problem of training highly skilled specialists.

CHILDREN, ICT AND THE EVERYDAY NATURE OF SOCIAL EXCLUSION

S. S. Veselinovska

Introduction. For most of human existence, children spent a great deal of their childhood's outdoors, connecting with nature on a regular basis as they explored fields, farms or wild areas close to their homes. During the last part of the twentieth century, children's environments became increasingly urbanized at a rapid rate. Gradually, children's access to the natural world has been shrinking, with alarming results. Researchers have found that a number of societal factors have resulted in a profound change in the way today's children experience the natural world. The lives of children have radically changed over the course of the past century. No longer is free time spent outdoors inventing games with neighborhood friends or exploring the pockets of nature that existed in backyards or empty lots. A growing body of research has demonstrated that the natural world holds numerous benefits for both children and adults, alike. While it is still mysterious just how the mind, body and spirit gain from exposure to and experiences with nature, empirical evidence forces us to reexamine and rethink the lives of today's children.

Nature deficit suggests that children are suffering from a lack of exposure to and experience with the natural world around them. Historically, humans have had an intimate connection with the flora and fauna around them. Ironically, though, the modern lifestyle is deficient of meaningful contact with plants and animals in our immediate surroundings. Unfortunately, the rate at which our lifestyles have changed has far outpaced the evolution of our cognitive, psychological, and physiological hard wiring.

Conversely, exposure to nature is the means by which this connection is established and fortified. The natural environments in which children are immersed need not be areas referred to as 'wild spaces' or even the wilderness found in state or national parks. Nature, in this context, can refer to the small (if not tiny) pockets of plant and animal life that can be found in urbanized areas, the green spaces in suburban developments, or the landscapes of rural areas, essentially, nature is everywhere though we often fail to attend to its presence in our daily lives. Despite its omnipresence, our children are just not connected to the natural world.

What are the reasons for the disconnection of children with nature. Today's youth have been dubbed "digital generation" and "indoor children." However society refers to them, this generation of children is unlike any other. Children have never been more technologically savvy than they are today. Nor has any other generation of children been more linked to the

world around them, so long as that world is mediated by technology made possible by the internet. Facebook and YouTube unite them in ways we couldn't have imagined when we were ourselves children. But all of this technological interaction has come at a price. The everyday lives of children have moved indoors and inside of a handheld device. This shift in lifestyle trickles down from adults to even the youngest children. A recent article in the pedagogical journal "An educational crossroads" reported that one-third of Macedonia children aged 3 to 6 years has a television in their bedroom. The ways in which children once connected with the natural world – curious exploration, free play outdoors, experiences with nature – have quietly faded into the background, if not disappeared altogether from the lives of our plugged-in youngsters.

But the open spaces have become foreign to most. Life and all that it entails for today's children is represented by the urban. In the mind's eye of the modern parent, free time possesses many dangers. Many feel that time spent unsupervised by an adult invites 'stranger danger' and threats from within the larger community (including violence/crime and exposure to drugs). A media frenzy in the 1980s surrounding rising rates of childhood abductions sparked parents' fears that their child was unsafe playing unsupervised outdoors. This fear altered unstructured free time once spent playing on neighborhood streets as children were brought inside into private homes and play took on a new face. Even today, this fear remains exaggerated – true kidnappings are rare in the Macedonia, though incidences are highly publicized. A Macedonian survey of parents found that one in five parents keep their children indoors as much as possible out of fear of the world outside their front door (Stavreva Veselinovska, 2010). A "culture of fear" has parents afraid for their children's safety. Due to "stranger danger", many children are no longer free to roam their neighborhoods or even their own yards unless accompanied by adults. Many working families can't supervise their children after school, giving rise to latchkey children who stay indoors or attend supervised afterschool activities. Furthermore, children's lives have become structured and scheduled by adults, who hold the mistaken belief that this sport or that lesson will make their children more successful adults. The culture of childhood that played outside is gone and children's everyday life has shifted to the indoors. As a result, children's direct and spontaneous contact with nature is a vanishing experience of childhood. One researcher has gone so far as to refer to this sudden shift in children's lives and their loss of free play in the outdoors as a "childhood of imprisonment" (Francis 1991). Research shows a dramatic decline in the amount of time children spend in the out-ofdoors.

Parents are not the only ones that have become more afraid of “nature”. Children once had rich and diverse experiences in the natural world immediately surrounding their homes. Today, the media produces 15 second sound bites about close encounters between nature life and people. The sensationalized details permeate urban legend lore which, in turn, intensifies people’s perceptions of the dangers of the natural world. This is despite statistics which repeatedly show children are more likely to be harmed by objects of modernity – the gun is exponentially riskier than the spider. Summarizing the profound influence fear has had on altering the fundamental shape of childhood - “fear is the emotion that separates a developing child from the full, essential benefits of nature. Fear of traffic, of crime, of stranger-danger and of nature itself”.

Parents’ role in scheduling the lives of children has also changed. Today’s parents are much more involved in the minute-to-minute details of youngsters – a change that delimits the unstructured, creative play that was once a hallmark of childhood. What had previously been inextricably linked with experiences in and with the natural world, ‘free play’ no longer involves fort building, tree climbing and picking cherries or peeking under rocks next to the back steps (Stavreva Veselinovska, 2010), all elements that tap into a child’s imagination and sense of wonder.

School Reforms. In a piece dedicated to deconstructing the ways our schools of today exacerbate the child - nature divide, points out that schools have turned up the thermostat on an already super hot technology driven Macedonian culture. As the counterbalance to the overly plugged in world, schools should “unplug” and focus their efforts on developing the health of children’s inner lives by giving them experiences with the real world, as well as the symbolic world. This federal education policy includes no direct mention of any form of environmental education. In fact, on the national level, environmental education is not even under the jurisdiction of the Ministry of Education in Macedonia. Matters of learning in and about the natural world are overseen by the Environmental Protection Agency, as mandated by the Environmental Education. Standardized tests that measure students’ proficiency in prescribed areas (also referred to as content standards, usually focused on literacy and math) rarely include topics defined as ‘environmental science’ and are, therefore, often excluded from a school’s curriculum. Above and beyond changes in standards and curriculum, school schedules have also changed. In a recent study of public elementary schools across the nation, nearly 15 percent of upper elementary children no longer have any recess time at all during the academic day (Stavreva Veselinovska, S., 2010). Even when playtime is permitted, air

quality often forces children indoors. One of the last holdouts of childhood outdoor free play is being downsized or eliminated. Contact with the world outside of the built environment has been pared down, reorganized, reconfigured, and digitized.

The positive benefits of the relation of the children with nature.

In my best-selling text, captures the positive benefits of nature for children noting, “healing the broken bond between our young and nature is in our self interest not only because aesthetics or justice demands it, but also because our mental, physical, and spiritual health depend upon it and so does the health of the earth” Stavreva Veselinovska, S., (2009). Some claim that the benefits human reap from being connected to the natural world are hard-wired we’re evolutionarily predisposed to operating in a world filled with natural kinds. This affinity is referred to as the biophilia hypothesis and has been forwarded by such scholars as Kellert, Wilson, and Kahn (Kahn and Kellert, 2002; Kellert and Wilson, 1993). If warranted, this claim might lead to the connection between nature and human well being, both physiologically and emotionally. When we look more closely at these possible benefits, especially for children, we find empirical evidence that supports the child - nature connection. Several significant positive outcomes for connecting children to the natural world will be discussed physical and psychological well-being, inter and intrapersonal skills, and cognitive functioning.

Interpersonal and intrapersonal skills of children’s. The lives of today’s children are complex. They’re much more connected with the global community, yet this complexity demands greater skills in terms of both inter- and intrapersonal relations. And while the academic world has long been interested in investigating the social and emotional lives of children, it only recently took up the issue how the natural world might influence children’s socio-emotional wellbeing. Emerging evidence demonstrates a link between experiences in the natural world and children’s conflict resolution skills, their motivation and self efficacy.

Macedonia’s children in nature campaign. All Macedonia children will be inspired to actively and creatively engage with and appreciate the natural environment. Such is the vision statement of the Macedonia children in nature –a campaign for action, a state-wide initiative of Macedonia parks. A primary goal of the Campaign is to make the child - nature connection issue accessible to all segments of Macedonia society. The initiative will coordinate and promote State Park programs that connect children with nature, provide resources to raise awareness and understanding of the critical need for this effort, work with partners to facilitate regional collaborations, and work directly with communities to bolster capacity and promote

sustainability of efforts. The “Macedonia children’s outdoor bill of rights” is one of the campaign’s initiatives, outlining a list of activities and corroborating research that child should experience before the age of 14. The goal of the campaign is to focus on awareness and action, and to expand the scope and number of entities that can play an important role in overcoming barriers and/or providing direct services. Macedonia State Parks will also develop a best-practices evaluation mechanism to promote and assess programmatic outcomes at both the local and state-wide levels. By engaging diverse partners in the children in nature campaign, Macedonia state parks aims to raise awareness of the ‘children in nature’ issue at all levels of Macedonia society and to facilitate the actions necessary to bring about change.

Our Mission. To provide for the health, inspiration and education of the people of R. Macedonia by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high-quality outdoor recreation.

Summary. Early experiences with the natural world have also been positively linked with the sense of wonder. This way of knowing, if recognized and honored, can serve as a life-long source of joy and enrichment, as well as an impetus, or motivation, for further learning. Sadly, the ability to experience the world...as a source of wonder tends to diminish over time. This seems to be especially true in Western cultures, where for the sake of objective understandings; children are encouraged to focus their learning on cognitive models, rather than on first-hand investigations of the natural environment.” Without continuous hands-on experience, it is impossible for children to acquire a deep intuitive understanding of the natural world that is the foundation of sustainable development. A critical aspect of the present-day crisis in education is that children are becoming separated from daily experience of the natural world.” How then, can parents and teachers help children develop a love for the natural world in a more intentional and appropriate way? Maria Montessori in her book, *To Educate the Human Potential*, says that only when the child is able to identify its own center with the center of the universe does education really begin. Such a comprehensive context enables “the mind of the child to become centered, to stop wandering in an aimless quest for knowledge.” The child needs to build a foundation of how all things are related and how the relationship of things to one another is so close that “no matter what we touch, an atom, or a cell, we cannot explain it without knowledge of the wide universe.” Children need to hear the “voices of the rivers, the mountains, the sea, the trees, the meadows,” water fountains, dirt, and all the other innumerable

mysteries of the earth available to them in their native and natural locales. The purpose of this paper is to explore how we can support the beginning of this important journey in a child's life, as we plan learning activities throughout the day and implement our curricula for every child. We have a unique opportunity to infuse young children with an appreciation for and enjoyment of the natural world, to connect them to nature, and to immerse them in the mysteries of the great outdoors. The childhood obesity crisis has brought much needed attention to the importance of outdoor physical activity in the lives of young children, but little focus has been given to the outdoors as a learning environment on par with the indoor environment. "Never before in history have children been...so out of touch with the natural world." Saving our children from nature-deficit disorder. He helps us to see what is so apparent - that this generation of children is in danger of being completely detached from nature and missing the value of experiences found in being outdoors.

All of us can look at our outdoor environments through a new lens and begin to assess our outdoor play areas and activities and how they support children's learning and development. Everything you do inside can be done outside. But the opposite is not true. There are many activities that can be offered outside that cannot be offered inside. Let us all commit to moving our children outside and connecting them with the naturalized world.

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EXPERIMENTAL WORK IN A COLLEGE AS AN EVALUATION TOOL FOR INNOVATIONS IN VOCATIONAL TRAINING

G. S. Grenov

Currently, the practice of professional colleges is actively developing a way of forming a new educational environment and determining the place and role of experimental work. Actual conditions require a prompt solution of the issues involved in developing a framework for the organization and management development of experimental activity in the field of educational services, as well as tools for its implementation.

The development of an organization pattern and of experimental activities in a professional college and instruments for its implementation requires, in our opinion, the following tasks: (a) determining the nature and forms of educational services in a socially oriented market economy, (b) studying the role and place of experimental education activity in human capital development, (c) identifying specific organization of experimental work in a professional college, (d) the study of international experience in this field, (e) determining the conditions for the efficient operation of experimental areas in a vocational college, etc.

As part of the trial in new approaches to educational activities, educational projects and technologies are being developed that can be replicated and take the form of traditional educational services. Experimental work has a number of specific features. An imperative for organizing and managing the trial is the creative nature of personality, the ability to generate original ideas, formulate the concept of the experiment and implement it. However, creative activity alone is not enough to conduct the experiment; a creative team of associates is required. The feature of the development of innovations in educational services is characterized by the fact that they are not always initiated by the state, but by the professionals in the field of education.

Analysis of the economic nature and forms of educational services on a socially oriented market economy reveals the growing role of experimental activities of professional educational institutions in the development of human capital. It also defines the specifics of experimental work in a professional college and identifies the particular methodology for managing the development of experimental activities. Educational services in their socio-economic entity can act both as a form of public and personal benefit, and contribute to society and the individual. The essence of educational services is of a dual nature and is fully illustrated in two equivalent forms: as public, including public and social, and as private benefit. Such an approach is defined by the

difference in patterns of consumer behavior in choosing one or another form of educational service, depending on their level of well-being of future expectations in a professional activity and other factors. The generic signs of educational service, which aim for an individual to be capable of adapting to our evolving society, define the mission of the educational field as providing improved human capital. In this context, it is reasonable to separate education into traditional and innovative. Services of the first kind of education, the so-called traditional, relate to the mass education sector, providing its simple reproduction (without accumulation of innovative elements). The services of innovative education are created and implemented in the sector of experimental educational activities, providing the heuristic, creative and innovative potential of an individual, and newly acquired knowledge and skills. They are the basis for forming and developing education.

Depending on the scale of coverage, needs that should and can meet the educational institutions in the course of experimental work, divides innovative educational services into those with demand from the market, and those with demand generated by the development needs of the human personality, as well as those whose development is motivated both by the needs of the market and social demand. Experimental work in educational services is a tool for creating, developing and testing innovations in the field of education. As part of an experimental form of new approaches in the content of educational activities, educational projects and technologies are being developed, which upon validation can be reproduced in the educational area and take the form of traditional educational services.

Features of modern development in experimental work in vocational education are manifested in the tendency to shorten the period of the experiment and reduce the number of participants in the discussion of the results and problems of the experiment, which, of course, leads to a situation where an innovative project is both approved and allowed to be reproduced, but in practice the expected result is not obtained. Such a situation is unacceptable, since errors in educational and training activities are irreversible and lead to the reduction in the quality of educational services.

The role of the government in the development of experimental activities in the field of educational services is vital. It should be noted that the emerging national model of innovation support of experimental sites focuses on applied research in education. For example, the results of the national project "Education" showed that educational institutions introduced to their framework the improvement of technical and computer databases, the training of teaching staff, as well as the publication of educational, methodical, and monographic literature on currently studied professions and educa-

tional programs. The success of experimental activities in the field of education is largely determined by the conditions in which it is carried out today, and namely: (a) the establishment of a modern legal framework for defining the institutional environment outside the organization and management of experimental work, (b) the choice of an optimal organizational structure, taking into account the specific nature of this activity, and (c) the development of scientific-methodical and experimental materials, and (d) the formulation of requirements for the examination of the experiment and the teaching and learning facilities applied, (e) the determining of tools and documentation, applied by teachers of experimental programs; (f) the development of techniques for evaluating the efficiency of different sides of an experimental site.

PROBLEMS OF THE ADOPTION OF EDUCATIONAL INNOVATIONS IN HIGHER EDUCATIONAL ESTABLISHMENTS

Yu. P. Golubev

The formation of the innovative system given that the economics of knowledge determines the competitiveness of goods and services, requires special attention to be drawn to education. Information and knowledge become the main operating resources, therefore scientific research and development activities, new technologies and innovations assume great importance as a driving force of economic growth. A high level of education, professionalism, the ability to learn and creativity, are the most valuable qualities of the staff. Consequently, the contemporary higher education institutions should train competent, flexible and competitive specialists. All of that requires a well-balanced systematic approach to the solution of education quality assurance matters, introducing innovative educational technologies into the academic process, and reinforcing the practice-oriented aspect of gained knowledge. Under these circumstances the implementation of “Lifelong education” concept is a high-priority goal.

Nowadays the requirements regarding students' results in mastering their education program are formulated in a different way. These requirements are presented in the form of general (academic), social and professional competencies. The accent has been shifted from the amount of the knowledge obtained to the development of systematic thinking skills, and the ability to process relevant information; the development of the need for continuous learning and ability for self-education, the ability to work in a team. This approach places an emphasis not on the content, but on the results of education [1]. We proceed on the assumption that the formation and development of the graduate's competency can not be executed just by means of teaching certain disciplines. For these purposes an intensive activity aimed at the adoption of the respective organizational forms of the educational process, which we refer to as educational innovations, is carried out in Polotsk State University (Republic of Belarus). That is, modern pedagogical systems and technologies, methods of active training, methods and technologies of current and final diagnostics of the graduates' social and professional training results. Therewith, special attention is paid to organizing students' independent work [2]. The following elements of the educational technology can be pointed out [3]: (a) technology of the structure of educational process, (b) technology of teaching (conducting classes), (c) technologies of educational quality control, (d) self-education tech-

nologies. Managing education technology should be the key element of the quality assurance system of higher education establishments.

In order to provide an effective academic, organizational, scientific and methodic support for implementing the innovative approach in the process of education, the following activities are carried out in the university: (1) large-scale advanced training of the teaching staff, academic and methodic staff of the university (over the last 5 years 6 advanced training programs have been put into practice, covering different topics connected with designing and developing models of students' guided independent work, academic and methodic complexes in the system of higher education, using modern informational technologies of students training); (2) improvement of academic and methodic supply maintenance in all specialties and educational forms (so far more than 500 academic and methodic complexes on disciplines were published, their content makes solid an interrelated structure, which represents theoretical materials, methodic recommendations on preparation for practice and seminars, methodic instructions for term papers, diagnostic materials etc); (3) "mediatechs" are established at each department of the university on the basis of computer classes. All necessary academic, methodic and reference materials needed for students' independent work are available there; (4) the educational process is being reoriented from the traditional passive form of knowledge acquisition to active forms and methods, intended to develop the ability to independently analyze given tasks, to choose the means of tasks completion etc.

The following tasks can be formulated for a short-term perspective: (a) raising the importance of students' independent work, (b) formulating all types of learning tasks in a problematic way and increasing the number of forms of students' participation in scientific and research activities, (c) enhancement of interdisciplinary aspects, (d) using the whole range of resources and capacities of informational and communicational technologies, (e) implementation of new methods for determining the level of the formation of competencies.

The results achieved make it possible to conclude that large scale implementation of educational innovations is a reasonable and worthwhile step towards the main goal – improvement of the training quality of specialists, who will be able to carry out relevant projects, demonstrate the best personal qualities and a lifelong educational aptitude.

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THE INNOVATION ECONOMY AND THE MODERN RUSSIAN UNIVERSITY: A PROBLEM OF EDUCATION QUALITY

I. V. Gordeyeva

The economies of modern highly developed countries in the East and the West are the economies of societies based on knowledge, high-intellectual potential and high-technology industries. It is obvious that the potential of the natural resources that a nation possesses does not guarantee its successful development if the exploitation of those natural resources is not accompanied by the introduction of innovative technologies for the mining and processing of raw materials. The problem of the replaceability of natural resources by knowledge, performing the function of the reduction of the entropy of complex natural systems, is currently being researched in scientific literature [4]. All this creates the demand for knowledge and establishment of the “class of intellectuals” which further stimulates the development of higher education because the level of intellectual development starts to immediately determine the material welfare of individuals.

In this regard, there is a necessity in Russia to transfer from a raw material to an innovation economy, as its modernization is impossible without the organization of science (and education) and business. Among measures for stimulating this interaction there is a proposal to introduce entrepreneurship courses for students in scientific and technical fields. However, such efforts cannot succeed without counter measures. The latter implies the establishment of an interest in innovation by representatives of entrepreneurs which is impossible without stimulating interest in science itself and its specific achievements, especially in the field of science. Such a problem becomes even more relevant in the light of opinion polls by the All-Russia Public Opinion Research Center that show that only between 1 and 2% of the Russian population consider the profession of scientist as prestigious [3].

The leading role in the national education system belongs to the high school, serving as a factor of improvement of the quality of human resources and the enhancement of the innovation capacity of society. The center of reproduction of intellectual potential is the university, the social and economic role of which is only beginning to be evaluated. Universities are playing an increasingly substantial role in the development of modern humanitarian and production technologies, and the implementation of scientific-technical and socio-cultural projects. Higher education, recently only accessible to an elite, is acquiring a mass character, is professionally orientated and now almost mandatory for a successful career in any field. The

existence of the university in the cultural context of postmodernist society helps to re-evaluate the function of higher education in the light of new realities. If the conditions of modernity considered as universal scientific values, with the producer and curator being the university, were characterized by transcendent character in relation to most areas of life, it is now, as far as the role of knowledge in society is expanding, that they acquire completely new functions. Accordingly, the requirements for the level and nature of the educational services on offer are changing: from “fundamental”, education is transformed into “applied”, aimed at solving specific practical tasks. The priority is not “loading with information” (which is often excessive), but learning to work with it and making one's own decisions. The key task of education in the context of globalization is bringing up future citizens of the free, integrated, and diverse world, that are responsible, active in the public sphere, professionally successful, etc. Obviously, all this requires gradual reorganization of the educational sphere. For higher education it creates a number of problems and challenges, in particular, the growth of utility, the introduction of highly specific and highly specialized programs, reducing the research component of education exclusively to specific applications and types of scientific research and the underestimation of the value of the theoretical disciplines and fundamental research, a decrease of interest in basic humanities and natural education, the market tendency toward “fashionable” programs and specializations, etc.

It is no secret that at present there is a tendency to lower the intellectual level for a significant number of Russian students at the expense of basic training in the majority of secondary schools. In this respect the results of the research by PISA (Programme for International Student Assessment) of 2000 are very meaningful. They were held in a number of EEC countries, the CIS, North America and Southeast Asia, which showed a lack of mathematical and natural science literacy between 15-year-old Russian students as compared to their peers from other countries. The emphasis in the research is identification of interdisciplinary competence, critical thinking skills and usage of knowledge in different situations, analysis of visual information in the form of diagrams, charts, graphs, etc. It is a diverse range of illustrative material and the presence of several well-argued points of view on the same issues caused the greatest difficulties with most Russian schoolchildren [2]. These results confirm the thesis not only about “overloaded” training programs, but about excessive “theorization” of Russian education, detachment from specific life problems, such as environmental ones, issues of healthy lifestyles, science and technology, and others, which indicates an unwillingness to successfully adapt to the

dynamic society. Obviously, it is no exaggeration to extrapolate these data for university applicants.

According to a report prepared by the Analytical Center "Expert" [1], among the factors impeding the quality of the training of graduates in Russian universities are the following: (a) "the condition of teaching staff", i.e. lack of teachers with advanced practical knowledge and experience, low inflow of young specialists, and the isolation of teaching from modern business; (b) lack of communication between employers and universities with regard to the specific needs of employers or the inability to specifically formulate the requirements, (c) obsolete and non-relevant to contemporary needs of business education standards and curricula, (d) lack of purposeful activities to form students' communication skills; (e) non-uniform and low level of control over the quality of university graduates. These factors are closely interrelated; the fundamental changes are possible only with united efforts of all stakeholders - higher education, employers, public authorities and the students themselves.

Education is one of the absolute national priorities in all civilized countries. It is obvious that it must comply with radical changes in world technology, socio-economic and political spheres, forming a new type of thinking for 21st century citizens. If until the middle of the last century natural sciences played the main role in forming of the views, we have now come to the point that science must "turn its face to the human being" with the priority of knowledge about the individual and society. The economy of the modern world, based on high-technology, requires new types of professionals with high intellectual potential. There forms the need to integrate the traditional technology of education with modern approaches and methodologies aimed at accelerated development, development of students' ability to work with information, communication skills and innovation activities, i.e. professional competence required of a specialist in the new, unstable and increasingly globalized world.

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ADVANCED TRAINING AS A INNOVATION IN DEMAND

I.A. Greshilova

What does the modern model of advanced training and professional retraining of teachers look like? It should certainly be built according to the logic of long-proven traditions. At the same time, working with educators should be activity-based and only then it can be efficient. In order to provide effective assistance to teachers, the trainers and training specialists at an advanced training institute (hereinafter referred to as the «Institute») should be highly professional, because «to teach is to learn twice» (J. Joubert). That is why the Institute should implement a program of in-house training in andragogy, geared to meet the relevant needs of the modern teacher. A socio-professional portrait of the modern teacher includes a new characteristic for the educator which defines he/she as a designer, tutor and consultant. In this case it is very important to put it into a new perspective a reliance on existing traditions and preserving and upgrading the best practices in the system of advanced training. Therefore, the Institute's development program aims to reach both new institutional positions in the regional education space and develop the technology and practice of scientific and methodical support of innovative processes.

The main objectives of the development of a regional system of additional professional education are implemented through methodical, consultative-methodical and informational- methodical activities. This poly-functionality helps improve the professional competence of teachers in mastering innovative teaching methods. The Institute's priority activities include a renewal of the content and extension of the range of education programs for additional and professional education to take into account forthcoming changes in general and professional education standards, and also the prospective needs of the regional education system. Organizing advanced training in innovative areas of education includes the teaching, expert and analytical activities in the Institute's structural units. Working with gifted children and children with special needs plays a special role in the Institute's activities.

What is interesting about our experience in advanced training? The Institute monitors the socio-educational situation and forecasts the development of teachers' research work using the standard-based and search-based methods. Involvement of Institute's employees in the summer school for young education researchers makes a considerable contribution to the development of research skills. This form of work helps organize teacher training on the basis of cooperative interaction in the environment, enabling

the implementation of received knowledge in practice and with an opportunity to receive an immediate consultation from a trainer.

Integration of the Institute with Russia's leading research institutions, and the active involvement of teachers in the professional community of andragogues, facilitates the renewal of the advanced training model in many respects. The learning process is based on the principles of professional and creative development and self-development of teachers, where the major role is given to the students' self-guided work on the basis of available experience. The content and range of education programs for additional professional education are modified to take into account changes in the standards of general and professional education, current and prospective needs of the regional education system and target groups of teachers. Programs for advanced training and professional retraining are geared to accommodate individual demands of teachers. Among these, programs such as ICT Competency as a Basis of Modern Teacher Education, Family Tutor (Home Education), Innovative Approaches in Teacher's Working with Gifted Children, etc., have a special place.

Proficiency competitions play a special role in the educational space of the region that represents an important link in the system of the Institute's research and methodical activities. The principal areas of competition are as follows: (a) strategic (general trends in the development of the education system in the region); (b) social (relevant trends associated with the penetration of different competitions into all spheres of human activity), (c) professional (the need for expert teachers to meet other experts, which may be regarded as a prerequisite of professional and personal growth. The Teacher of the Year in Zabaikalie, a competition of cultural and educational initiatives, a competition of internal systems of education quality assurance, a competition of public reports — all these, subject to a particular form of competition, facilitate the accomplishment of an important task of unconventional advanced training, with self-education being a determinant factor).

The above described forms of advanced training of educators render this process continuous and forward-looking.

LIFELONG EDUCATION OF THE TEACHING STAFF AS A STRATEGY FOR MODERNIZING THE HIGHER EDUCATION SYSTEM

V. G. Ivanov

V. N. Kuzmenkova

The mechanism of advanced training and lifelong education of the teaching staff in all higher education establishments is put into practice in full compliance with the Federal Law "On Higher and Post-graduate Professional Education". It is prescribed by law that teachers should go through advanced training at least once every five years, which is the major criterion of the continuity of this process. The law stipulates the following types of mandatory lifelong education: postgraduate studies, doctoral studies, pedagogical internship in the leading educational institutions, full-time off-site professional internship, etc. We believe that it is reasonable to extend the list of these types of lifelong education offered by law by including such forms as "Schools for improvement of pedagogical skills", "Schools for young teachers", participation in all-Russia inter-academic conferences and seminars, and participation in intra-academic conferences and seminars within the home university into the system of lifelong education. It is known that the above mentioned types of activities of higher education institutions are hardly financed through the federal budget, therefore the teachers choose one or another form of lifelong education themselves, finding unconventional innovative forms where, as they believe, they receive a different quality of the informational and educational system of knowledge and practical skills for their professional activity.

Nowadays a fixed list of the main forms of lifelong education of teaching staffs has taken shape: (a) participation in inter-academic conferences and seminars; (b) participation in intra-academic conferences and seminars; (c) participation in innovative pedagogical projects; (d) full-time off-site courses of advanced training; (e) sabbatical leave; (f) business trips to training facilities and scientific centers; (g) curriculum development, etc. However, the variety of lifelong education forms can not be regarded as proof of their efficacy, because on the one hand this variety does not reflect teachers' real demand for improving their pedagogical skills, and on the other hand the performance and adaptation of these forms are uncertain. Consequently, for many higher education institutions the main problem is to determine the institution's demand for lifelong education of its teaching staff, and advanced training of teachers as a particular case of it.

Teachers' opinion polls (held once or twice a year) can provide information about the need for advanced training. We offer a brief but profound questionnaire structure for determining the needs and preferences regarding the system of lifelong education and advanced training. In particular the following questions were introduced¹: "Last time period of advanced training?"; "Preference for on-site or off-site advanced training?"; "Preference for international or national systems of lifelong education and advanced training?"; "Preference for traditional types of academic studies in the system of lifelong education and advanced training (lectures, tutorials)?"; "Drive for active methods of conducting classes (trainings, role playing, situational pedagogical tasks, pedagogical cases etc)?"; "Drive for information technologies of teaching (electronic cases, "project management", electronic presentations, creating an electronic manual, etc.)"; "Intensity of studies in the system of lifelong education and advanced training?". Apart from the above-mentioned indicators of the demand for lifelong education, it is worthwhile to analyze the potential contingent according to the following criteria: gender and age (difference in age and gender groups); qualification (groups representing different academic degrees and ranks); and subject (based on groups of academic disciplines – liberal arts, information systems, mathematics, general professional disciplines etc). An expanded model of demand for lifelong education can be implemented as per all proposed criteria considering the following factors: firstly, an evaluation of the estimated level of required qualification (in terms of departments and specializations); secondly, an evaluation of the achieved level and required level of pedagogical skills of the teaching staff; thirdly, an evaluation of the level of professional (methodical and pedagogical) qualification of the teaching staff. Apart from the direct methods of determining the demand for lifelong education, there are also indirect methods which can display it accurately.

Two major ways (schemes) of determining the demand for lifelong education of the teaching staff were empirically developed and tested in many higher education institutions: the first one is monitoring students' opinions about the quality of teaching, and monitoring teachers' opinions about the quality of the studies in the Schools for improvement of pedagogical skills.

¹ The authors of the questionnaire are: V.G. Ivanov, Associate Professor of the Human Recourses Department, PhD in Economics (Leningrad State University named after A.S. Pushkin) and I.A. Sijalova, Associate Professor, Director of the Advanced Training Center (Leningrad State University named after A.S. Pushkin), PhD in Pedagogics. The questionnaire was developed for students of the Advanced Training Center and was tested in the branches of the University in the towns of Volosovo and Slantsy.

The questionnaire “Teachers as viewed by students”¹ was modernized for implementation of the first scheme. The main feature of the new survey technique (the author is V. G. Ivanov, Associate Professor of the Human Resources Department) is taking a multi-criteria approach to the assessment of the quality of teaching². The assessment system suggests that the following quality factors are rated on a scale from one to ten: (a) comprehensible and logical delivery; (b) culture of speech; (c) ability to arouse interest in the subject; (d) creative approach; (e) respect towards students; (f) general education. These indicators reflect the quality of teaching to the full extent. Processing the survey results suggests calculating the average index for every individual factor, and also the calculation of the integral average score (average index on a scale from one to five) for all six factors together. Such a system of factors makes it possible: firstly – to determine the strengths and weaknesses in the pedagogical activity of each particular teacher and exert every effort to improve different aspects of this activity (pedagogical, methodological, socio-cultural); secondly – to range the departments according to the cumulative (joint) teaching quality indexes and perform a comparative analysis of “strong” and “weak” departments; thirdly – evaluation of the results of the survey on students’ opinion about the quality of teaching will help to outline the “problem” groups of teachers, i.e. those who have low level of teaching quality; fourthly – short listing teachers according to their teaching quality level gives grounds for obligatory (but not mandatory) enrollment in groups of advanced training.

The second way of determining the demand for lifelong education of teaching staff reveals the profound characteristics of lifelong education programs. For implementation of this scheme it is necessary to monitor teachers’ opinion about the needs for choosing the training topics of the academic program in the system of lifelong education. Schools for improvement of pedagogical skills can be a specific component of the University lifelong education program.

All the training topics in the system of lifelong education offered in the selective poll were grouped into informative sections, which according to the ideologists of lifelong education can become a sound foundation for Schools for improvement of pedagogical skills. Moreover, these sections can be presented in the form of modules so that teachers can choose

¹ The questionnaire structure was worked out by the Federal Education Agency for practical use in higher education institutions of Russia.

² As a mechanism of evaluating the quality of teaching, the questionnaire is used in many higher education institutions of Saint-Petersburg, including Saint-Petersburg State University of Economics and Finance.

themselves. The following five sections turned out to be the most in-demand: (1) technologies of professionally-oriented education; (2) informational technologies in science and education; (3) high school psychology; (4) high school pedagogy; (5) professionally-oriented training. Each section can be developed using certain training topics of the lifelong education program.

Initiation of such system for Schools for improvement of pedagogical skills in a higher education institution would show on the one hand the feasibility of the modernization strategy of a higher education institution, and on the other hand would be a great experience for putting the idea of lifelong education into practice. There is also a third aspect of the issue: if implemented, the idea of Schools for improvement of pedagogical skills could become a great stimulus motivating the teaching staff of the university to improve their professional competency. All in all studying at such a School can be focused on the following areas of university teachers' professional activity in terms of lifelong education: (a) improving the professional competency of university teachers with regard to methodological, psychological, pedagogical, and professional knowledge, skills and abilities; (b) mastering modern technologies, forms and methods of teaching; (c) mastering forms and methods of mentoring university students; (d) developing the speech culture as a constituent of the general education of a teacher; (e) development of teacher's informational culture as an element of professional competency; (f) development of professional skills for personal, business and professional communication, etc.

DOES CREDIT-BASED SYSTEM PROMOTE LIFELONG LEARNING? INSIGHTS FROM THE EXPERIENCE OF KIMEP

M. Kainazarova, A. Berniyazova

V. Krasnikova, M. Berniyazova

The article is devoted to the influence of credit-based system on forming of attitudes and aims in the sphere of lifelong learning by example of students and graduates of Kazakhstan Institute of Management, Economics and Strategic Research (KIMEP). Established in 1992 by the decree of President Nazarbayev, KIMEP has served as a testing ground for country's endeavors devoted to educational change: the Institute was the first to establish Western-style master and bachelor programs, fully implement credit-based system, introduce English as the language of instruction and invite qualified international professors. KIMEP credit-based system provided a new-paradigm environment allowing students to individually structure own curriculum and fostering their personal motivation for studies and responsibility for own academic decisions.

Supportive process. The spectrum of KIMEP programs contains standard credit-based degree studies (bachelor's, master's and doctoral) and a number of other forms of professional training. This structure allows students to plan own educational experience and manage its pace parallel to professional career. KIMEP uses the system that promotes students' self-reliance in own academic progress: student independently determines the subjects and number of courses to take in a given semester. Continuous academic advising by specially designated Center and faculty members provides the students with necessary information for making informed decisions. According to a recent survey, students choose to enroll at the Institute because they seek both good career prospects (3.32 out of maximum 4.00) and personal development (3.26). Students appreciate support from instructors (3.07) and believe credit-based education stimulates their interest in studying foreign languages and culture (3.22). After graduation, a variety of activities help maintain KIMEP-alumni relations: alumni surveys, KIMEP Newsletter, the work of Alumni Association, reunions, alumni access to Institute facilities (e.g. Library, Sports Center), alumni participation in academic events and conferences, their presentations as guest lecturers and etc. The results of regular KIMEP Alumni Survey confirm graduates' interest in keeping professional and career development ties with Alma Mater: over 55% visit campus after graduation mostly for professional semi-

nars/open lectures (~30%), interaction with classmates (~20%) and career networking (~15%).

Development of capability and motivation to learn. KIMEP aims at instilling a questioning spirit and the ability and desire to learn throughout life (KIMEP 2010). In the frames of Institute's credit-based system, students not only acquire specialized knowledge, but also develop abilities to learn many important skills: (a) professional - during field internships, participation in work/study programs and student organizations; (b) career-related - through seminars on business etiquette, interview / job search techniques and networking; (c) intercultural communication and tolerance – by studying in multicultural environment, as well as in the frames of KIMEP exchange programs with international counterparts. Each year, over 10% of them decide to study further. They are most motivated by desire to study at an advanced level (~30%), to stimulate career growth (~25%) or to continue personal development (~15%). To illustrate this aspiration for continuing own education the following alumni could be quoted (KIMEP 2011a): (a) “KIMEP gave me a good start: it provided me with an extraordinary opportunity for international academic career discovery” (Dana Minbayeva). (b) “After studying in USA and the Netherlands, I can assure that education level that KIMEP offers is at the international standards” (Azat Abdibekov). Employers of KIMEP graduates also stress their intellectual curiosity and the drive to learn. Employers value alumni's ability and willingness to learn (4.29 out of maximum 5.00), problem definition skills (4.15), creativity (4.15) and flexibility in adjusting to new job demands (4.15; KIMEP 2008).

Development of human potential. The supportive credit-based study environment, learning skills and motivation acquired at KIMEP help its graduates to seek and obtain new knowledge and apply it with confidence in various spheres of life. In professional terms, alumni believe education they receive has granted them valuable abilities and approaches toward work performance (KIMEP 2011a): (a) “KIMEP did open the world full of opportunities to me and gave me confidence and skills to pursue my career ahead” (Duisen Kopabayev, MA 2001, General Manager in Maersk Sealand Kazakhstan); (b) “Projects, deadlines, teamwork and presentations made me organized, responsible and target-oriented person” (Gulmara Rysbekova MBA 2007, Head of Homebank.kz Services Progression Management in Kazkommertsbank). Generally, the graduates see their academic experience as contributing to their overall personal development: (a) “KIMEP gives a big push to development in different spheres of life, both professional and personal, motivating and encouraging active life standing” (Venera Jussupova BSc 2008, Account Manager in BTL, TTL, Events in

Progression CA); (b) “KIMEP is actually much more than an institute providing high quality education: it is a market teaching how to survive a strong competition; it is a life school, giving lessons how to overcome various challenges and get a desirable result; and it is a society where you meet and build relationships with many interesting and very different people” (Zemfira Shamileva BSc 2008, Senior Financial Analyst in Tengizchevroil LLP).

The reviewed experience of KIMEP – first Kazakhstani Institute employing a credit-based system – has demonstrated the beneficial influence of credit-based higher education on students in providing them with the ability and motivation to learn throughout life, which goes in line with realization of lifelong learning concept. The article confirms mentioned interrelation by drawing on initial hands-on materials - employers’ assessment, results of regular surveys of students and graduates, and opinions of prominent alumni.

THE INFORMATIONAL AND EDUCATIONAL ENVIRONMENT FOR PROFESSIONAL EDUCATION

K. A. Karimov

The concept of the “information environment” has many definitions and different perspectives, as well as having a co-relation between these notions and the term “educational space”. If we consider the notion of “information”, it should be noted that there are at least two approaches to the analysis of the information environment: the resource and the communication method. From the perspective of supporters of the resource approach in order to acquire information, it must be stored on different media, and learn to look for and transfer opportunities quickly, accurately and completely. The resource concept is based on representation of the information environment primarily as a technical system that allows storing information that enables objective knowledge (not depending on personal opinions) about the world, and effectively enough extract this knowledge and to provide its users with a communicational environment. In contrast, the communication concept of considers the information environment, and included in it, components of information systems as a means of transferring knowledge and general messaging of a different status, i.e. as a means to carry out socio-cultural functions.

The most popular term of recent years is the “educational environment”, which is understood as a systematically organized set of data, information resources, interaction protocols, hardware and software, organizational and methodological support that is focused on meeting the educational needs of users [1]. In a narrow sense the educational environment is understood as educational institutions which are in terms of information exchange organized by special software tools [2]. In terms of technology, the information and educational environment can be represented as a software and telecoms environment providing a single technological tool for the educational process, its information support and documentation in the Internet environment for any number of educational institutions, regardless of their professional expertise and level.

The subject of educational technology is the creation of a system of education and training, i.e. the technology of training process. A technological approach to learning aims at developing the learning process, starting from specified source systems (social order, educational guidance, objectives and content of training). The key to understanding the process of constructing the educational process is a consistent focus on clearly defined objectives. Therefore, first of all, let us consider the central problem of teaching goal setting and task orientation training. The structural compo-

ment of any activity is a task-goal, given in certain circumstances, and which forms a closed cycle of knowledge in operation. To set the goal of learning means to identify and formulate a system of skills that students should master and then select the knowledge required for these skills. The main criterion for achieving the goal of learning is the successful solution of assigned tasks by the students, the updating of knowledge and, above all, the overall structure of the content of the discipline. It stresses the inadmissibility of information of training tasks only to master the subject knowledge and skills. The system of objectives should include the ability to learn based on logical and methodological knowledge and knowledge about knowledge and action in general [3].

An important feature of modern information technologies is that their widespread use not only ensures the active involvement of students in the training process, but also allows the management of this process, unlike most traditional learning environments. The integration of text, animation and sound create a new, rich training environment, the development of which increases the degree of involvement of students in the training process. The interactive capabilities of distance learning used in this case provide stimulated feedback and dialog, which is impossible in almost all traditional systems of education. This is a form of acquiring knowledge and skills, which is based on the achievements of pedagogy, psychology, traditional educational and new information and communication technology, conditions for self-improvement of their capacity and autonomy, improvements in overall, cultural and professional levels when the learning process does not depend on the time, location, and most importantly, the choice of a particular educational institution.

To sum up, we can state that with the development of information and communication resources and the increasing demand for educational services has become a relevant question for the educational environment based on modern telecommunications technology, which opens wide possibilities for applying the latest psychological and educational methodologies. The creation and development of an educational environment based on the use of information and communication technologies should be based on general didactic principles and take into account the psychological and pedagogical features of informational communication, as well as the pedagogical potential of information.

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LIFELONG EDUCATION: A CONDITION FOR INNOVATIVE DEVELOPMENT IN INDUSTRY

E. Kaukonen

A. Sarno

In the 2000–2001 period (first phase) and the years that followed, on the instruction of the Central Commission for the Organization of the Training of Administrative Personnel under the Government of the RF, a study of the effectiveness of the “Program for the Training of Administrative Personnel” (Presidential Program) was carried out. The study was carried out in St. Petersburg and the Leningrad region. One of the authors of this article (A. Sarno) participated directly in the study. The analysis of the data collected provided the basis for a number of conclusions, some of which are discussed below.

The growth in innovative opportunities of industrial firms is inconceivable without the activation of the educational potential of these firms’ personnel. The managerial staff of many firms is right to point out that serious improvements to the educative process are necessary if the Russian industry is to achieve its goal of creating an economy of innovation. What is needed here is the engagement of personnel in innovation in each place of work, workers’ complete understanding of their roles in the production process, and their understanding of the role of their own subdivision in the overall cycle of production.

A number of social scientists have remarked the surprising fact that many of the institutional and organizational structures characteristic of the Soviet system have remained relatively viable in the contemporary Russian market, despite the fairly dramatic changes engendered by reforms (Clark, 1995; Мелин, 2003; Радаев, 2007). Within the planned economy, industrial firms were denied any autonomy; their actions were dictated by sectoral ministries. Certain economists have referred to the situation as a system of ‘soft budget constraint’ (Kormai, 1959). The ministries regulated material, financial, and human resources of businesses, and defined the parameters of their ‘educational politics’. Improvements to levels of education, qualifications of members of staff, and retraining did not constitute areas of initiative for either industrial companies or their management. Thus, it is not surprising that this sort of activity was understood by managers at the time as being imposed from outside and failed to incite any real enthusiasm. One might have expected the reforms which allowed managers and owners of companies greater scope for initiative to have fundamentally changed their attitudes towards in-

creasing the professional qualifications of their workers. Indeed, the level of education of workers and their professional qualifications is directly correlated with the success of the company on the market and on the survival of companies in the international marketplace. In spite of these factors, there was no perceptible improvement in managers' attitudes towards the intensification of the educative process.

This tendency is confirmed by three representative survey studies that were carried out in the St. Petersburg industrial sector in the 1999 to 2008 period. Three 'internal strategies' of a firm, which can be understood as the investment of resources into the improvement of the professional qualifications of personnel, were examined in the course of the study: 1) workers' experience of study abroad; 2) distance learning; 3) work experience sharing between staff members. By means of comparison, we also examined what might be referred to in the context of educational politics as a 'passive' means of improving the level of personnel qualification - the recruitment of better-qualified managers from the West with greater experience of managerial culture. The data pertaining to these factors is presented in Table 1. Unfortunately, levels of activity in this area were extremely low both in 1999 and in 2008.

Table 1.

**Increase in levels of personnel qualification
(weighted average rating)**

Strategies employed	1999	2004	2008	Activity dynamic 1999–2008
Active use of systems of distance learning for workers	1.39	1.68	2.26	0.87
Worker study and improvement of levels of qualification abroad	1.52	1.38	1.80	0.28
Organisation of regular work experience sharing between staff members	3.05	2.98	3.15	0.10
Success achieved based on the recruitment of managers from the West	0.93	0.89	1.19	0.26
Weighted average evaluation	1.72	1.73	2.10	0.37

There is no manager who is not aware that the higher the level of personnel qualification, the more effective the firm. However, during the economic slump that characterized the reform period, managers have not made a serious effort to increase levels of personnel qualification, considering this an impermissible extravagance. Clearly, many Russian firms simply cannot afford to recruit managers from the West. In 1999, only 0.7% of firms had been able to implement this measure 'to a full extent', while 4% of firms implemented it 'to a significant degree'. These firms were almost entirely under foreign ownership. In 2008, the situation had hardly changed at all: 1.5% of regional firms had engaged in the recruitment of foreign managers 'to a full extent', while 3.1% had engaged in this process 'to a significant degree'. This improvement can be explained by the fact that the number of firms under foreign management grew slightly during this period. Sending workers abroad to study is also expensive. In 1999, only 3.3% of firms had been able to implement this measure 'to a full extent', while by 2008 this number had grown to 6.1%. Yet even the relatively cheap resource of distance learning systems for workers was only being used by Russian firms to a limited extent in 1999. Only 4.2% of firms were using these systems 'to a full extent', while 4.9% were using them 'to a significant degree'. In 2008, the situation had improved somewhat: 6.9% of the firms were using the systems 'to a full extent', and 12.2% were using them 'to a significant degree'. Clearly, the activation of resources for distance learning by Russian firms is a sign of the constructive influence of the global information society on the Russian economy. One can expect to see a marked intensification of this sort of international activity in the near future.

The most popular learning system in crisis conditions was, as might be expected, the improvement of the competency of individual workers (work experience exchanges) through direct participation in the everyday activity of organizations. The implementation of this strategy did not involve any significant costs for the firms. But even this practice is far from what you might call widespread. In 1999, 17.7% of firms were using this form of informal training 'to a full extent', while 23.8% of firms were implementing it 'to a significant degree'. In 2008, there was an almost imperceptible growth in the implementation of this strategy, not on the part of those firms that already had high levels of implementation (where practices remained almost unchanged), but on the part of those firms which had almost never used the practice in the past, where the strategy began to be implemented 'to a limited' and 'moderate extent'.

The current orientation of Russian industry towards the creation of an innovation economy constitutes the most serious opportunity to date for the activation of processes of education. This requires the engagement of workers in innovation in each place of work, their full understanding of their role in the production process, and their understanding of the role of their subdivisions within the general cycle of production. These three factors were also reflected in our analysis. The data pertaining to their activation is presented in Table 2.

Table 2.

Worker motivation for innovative activity
(weighted average rating)

Methods employed	1999	2004	2008	Activity dynamic 1999 - 2008
Increase in workers' levels of individual reflexivity – workers' understanding of their own roles	2.60	2.82	3.05	0.45
Increase in workers' structural reflexivity – their understanding of the role of the company's subdivisions	2.26	2.70	2.85	0.59
Systematic collection of suggestions for innovation from members of staff	2.34	2.23	2.46	0.12
Weighted average evaluation	2.46	2.47	2.67	0.21

With regret, it must be noted that at the present moment in time the engagement of workers in innovation and workers' interest in widening their knowledge about their place in the innovation process remains at a relatively low level. The indicators for 1999 and 2008 are almost identical.

Of particular interest for this study was the survey question: 'In what way do firm managers resolve the problems of: 1) increasing levels of individual reflexivity among workers; 2) increasing individual workers' understanding of their role in the organization; 3) understanding of their possible life strategies within the organization?'. Such reflexivity can provide the most effective means of motivating workers to try to achieve

more favorable role positions within the firm.¹ In Russian management culture the 'progenitor' of this requirement is A. Suvorov's famous instruction that each soldier 'know their maneuver' in battle. In contemporary Russian scholarship on management, this stipulation is understood to be the advisability of enhancing the subjective understanding of the personnel as a whole and of each worker individually. The higher the workers' competency and their level of information about the role they play within the firm as a systematic whole, the more effective the firm's activity. In 2008, 9.2% of firms were engaged 'to a full extent' in the process of increasing the level of subjective understanding of the personnel as a whole and of each worker individually. Moreover, 21.4% of firms were engaged in this process 'to a significant degree'. This is of course a very low indicator. If workers catch on that the firm has no interest in improving their role position, they will (quite rightly) interpret this as neglect for them as individuals. In order for workers' understanding of their role in their firms to be more effective, it is also essential for workers to understand the role and function of other subdivisions of the firms. In other words, there is a need to improve workers' levels of structural reflexivity, to increase workers' understanding of the contribution of different organizational departments to the success of the firm as a whole. Russian managers are less inclined to adopt this approach. In 2008, only 4.6% of firms were engaged in the implementation of this principle 'to a full extent', with 13.1% implementing it 'to a significant degree'.

In the course of the survey work, interviewers frequently encountered cases of management hostility towards the strategies discussed above. Moreover, in some cases the judgment was categorical: it was considered inadvisable for management to provide ordinary workers with information concerning the function of different subdivisions of their firms. In the opinion of these managers, too much information encourages excessive curiosity and distracts workers from the jobs they are supposed to be doing. It should be noted that in statistical terms, the group advocating this position is still relatively small. Only 12.1% of firms fall into the category of those whose managers prefer not sufficiently to inform their personnel about the firm's structural subdivisions and the functional connections between these departments. The systematic collection of suggestions for innovation from members of staff is not only useful in 'direct' terms, i.e. when the suggestions that are put into practice generate profit for the firm. According to a relatively large part of

¹ Sarno A. Social partnership as a gear of improvement of labor motivation, In: Humanitarian sciences, № 3-4, 98 (13-14). – SPb.: ISEP RAN, 1998. P. 33–40.

managers, this practice also increases workers' feelings of belonging to the firm. Regrettably, in 2008, only 0.8% of firms were implementing this measure 'to a full extent', while 16.8% were implementing it 'to a significant degree'.

Empirical data shows that contemporary Russian industrial firms tend to treat their workforces as naturally self-generating resources. Most managers are oriented towards the generation of profit in shortest timeframe possible. For this reason, investment in the development of personnel appears to them an unjustifiably generous act of philanthropy. This sort of behavior is to some extent justified in cases when the survival of the firm is in question. But there is no way that this can be understood as the sort of long-term strategy for development that the Russian government has promoted for the transition of the economy towards an innovative path of development. The growth in innovative opportunities of an industrial firm is inconceivable without the activation of the creative potential of its staff. Regrettably, the data reveals that the management sector in Russia today continues to ignore this creative potential.

The implication is that state educational policy must place particular emphasis on activating the processes of formal and informal learning in industrial firms. If the current management sector has not yet grasped the need for drastic improvements in personnel qualifications, then the state must take that responsibility onto itself. Without this, the creation of an innovation economy will quite simply be impossible.

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THE DEVELOPMENT OF METHODOLOGICAL APPROACHES FOR THE SELECTION AND STRUCTURING OF THE CONTENT OF PROFESSIONAL EDUCATION

A. A. Kiva, A.V. Kapitonov

T. A.Vasilkova, E. E. Kapitonova

A top priority for the Russian educational establishment is to move from the current main educational programs, implement the requirements of the state educational standards toward the new generation of the main educational programs, and meet the federal state educational standards. The conceptual core of the federal state educational standards is competency, which underlies the selection and structuring of the content of professional education and the development of appropriate educational programs. At the same time, the leading principle in the development of a new generation of the main educational programs is a principle of succession, according to which the main professional educational programs are not developed from the very beginning, but “readjusted” in accordance with the new competency format of the federal state educational standards. An implementation of this principle requires investigating the succession of the methodological approaches to the selection and structuring of the content of professional education that play the leading parts at the different stages.

The genesis of approaches to a determination of objectives and content in theory and practice of professional education can practically be reduced to the three successive stages: the knowledge stage, the activity stage and the competency stage. Each of them has its specificity regarding selection and structuring of the content of professional education. So, in the case of the knowledge stage – knowledge, skills and abilities act as a main objective of education and underlie the development and assessment of the content of education. An implementation of the activity approach is connected with the comprehension of the necessity to estimate the quality of training not in a form of knowledge, skills and abilities, but in the form of the ability to perform certain professional activities. In the frameworks of the activity approach the objective and the content of professional education were determined, based on a real manufacturing activity, represented in a form of a range of functions (work operations, methods, activities, motions). In accordance with these functions the content of education was determined – the amount of skills and knowledge which are necessary for a worker in order to implement each function. The ideas of the competency approach started

developing when the labor market demanded, with the employers' requirements, for absolutely new results of the educational process: readiness for teamwork and lifelong self-learning, abilities to solve various problems and to work in both typical and nonstandard situations, etc. Therefore, the competency approach is an attempt to bring education into accordance with the requirements of the labor market. Ideas of an open order for the content of education from the side of the developing labor market and potential employers are associated with this approach. The system of knowledge, skills and abilities in the frameworks of the competency approach is considered as a basis for various competencies. In connection with this, there is a visible reorientation of the educational result assessment from the terms "knowledge, skills, abilities" towards the terms "competence/competency" of the students.

Competence is a general, integral characteristic of a person, describing the level of a person's development in terms of "readiness" and "ability". In order to have competence, one has to acquire the number of competencies, enabling one to perform both non-professional and professional tasks. The competencies, in their turn, are also described in terms of "readiness" and "ability". In a person's activity, different aspects and sides can be specified. The acquisition of any aspect or side of activity means the acquisition of a corresponding competency.

An analysis of the psychological-pedagogical literature has shown ambiguous opinions about the structure of graduates' competencies in pedagogical science. The two most commonly identified groups of competencies are those associated with a successful implementation of professional activities and those that enable the performance of tasks common to many kinds of non-professional and professional activity. The differences between the approaches to structuring the competencies occur when their further components are determined. The competencies enabling the successful implementation of professional tasks include technical, general, multi-professional, general professional, special and specialized competencies. The competencies enabling successful implementation of tasks common to different types of professional activity, include extraprofessional, key, universal and basic competencies. In the context of our investigation it is necessary to specify the two types of competencies – professional and common that are officially approved by the federal state educational standards.

Therefore, professional competency is a readiness to successfully carry out tasks and solve the problems of professional activity on the basis of knowledge, skills and experience. The common competency is

an ability to successfully carry out tasks common to many types of professional and non professional activity on the basis of knowledge, skills and experience.

To organize an educational process on the competency basis, when the objective of study is an acquisition of a set of certain competencies, leads to the specification of independent units of a program that serve as a tool for the development of competencies. Such a program unit is a module. The definition “module” includes completeness, independence, and complexity as to the necessary components. Subsequently, the comprehension of module also includes such semantic components as didactic purpose, a logically complete unit of teaching material, methodical guidelines and a system of control – all combined in one organizational-methodical structure. Following P. A. Yutsiavicene, we specify in the module teaching of cognitive (gnoseological) and operational (functional) purposes. Therefore, the module programs can be divided into two types: cognitive and operational. The module programs of the cognitive type are developed with an objective to form the students’ system of knowledge. The content of modules is composed according to agnoseological principle, i.e. around the basic notions and methods of teaching discipline.

Module programs of the operational type are developed most often for professional education. The content of a module is formed according to a functional principle, i.e. around certain functions of professional activity. Considering competency as an indicator of successful implementation of certain work, one can say that in the case of the application of the competency approach to the organization of educational process, we deal with the module programs of the operational type. Besides, the set of modules in a program enables the formation of a set of professional competencies which are defined as the meaningful results of education in a certain profession. Therefore, in the pedagogy of professional education the competency approach is transformed to a module-competency one.

OVERCOMING FUNCTIONAL ILLITERACY IN THE PROCESS OF LIFELONG PROFESSIONAL EDUCATION¹

T. N. Klochkova

How do we identify a functionally illiterate person? First, let's provide a definition of a literate person. In various dictionaries "literate" stands for an educated person, skilled and knowledgeable in some area. Literacy is initially understood as the ability to read, write and count. The Russian Dictionary of Synonyms gives the following versions of the word "literacy" (*translated from Russian to English. ed*): «educated, knowledgeable, experienced, competent, informed and skilled». What is a literate person like? To be educated means being a diversified person with broad, deep, versatile, accurate and authentic knowledge who is able to think critically and has the ability to understand life, as well as being highly cultured and enlightened.

There are even such notions as "environmental literacy", "information literacy" and its synonym "information culture", i.e. the literacy and culture of a person are further defined. The term «literacy» has thus been applied in relation to activity and the term "functional literacy" has been formed. Who can be called functionally literate? Dmitriev's dictionary refers to it as something practical, with a specific use for any object or phenomenon. A functionally literate person can be called educated and trained, and as one who can skillfully apply these skills in practice. Therefore, functional literacy stands for the human ability to apply the skills trained earlier in actual operation, enter into relationships with the external environment and quickly adapt and function in it. In contrast to elementary literacy, which means the ability to read, understand and make simple short texts and perform simple arithmetic actions, functional literacy is an elementary level of knowledge in addition to skills that allow for the normal functioning of an individual in a system of social relations that is considered the minimum necessary for implementation of human life activity in a specific cultural environment.

Functional literacy is manifested in the process of human activity, or rather, when its absence is noticed, it is called functional illiteracy, semi-literacy, or secondary illiteracy. This means a lack of erudition and education, and not just to the simple inability to read and write. The concept of "functional illiteracy" emerged relatively recently, in the early 1980s in some developed countries, and was traditionally regarded as a cultural phenom-

¹ The report was prepared as part of scientific research work on the issue "Development of innovation system of lifelong education of governmental and municipal employees in Russia" as part of the realization of the Federal Special Purpose Program "Scientific and pedagogical staff of innovative Russia" for 2009-2013.

enon. The term “functional illiteracy” applies to any person who has lost reading and writing skills to a great extent, and is not capable of perceiving short and simple texts, as determined by UNESCO experts. Functional illiteracy is not equivalent to the traditional view of literacy. It does not help a person to lead a complete life.. All this is aggravated by the fact that such people are not aware of their functional illiteracy, attributing it to a lack of memory, their own stupidity, and their slow wits. Functional illiteracy can explain man-made disasters. Catastrophes with numerous casualties and devastating consequences can be attributed to untimely unprofessional actions or omissions of an employee. The highest level of functional illiteracy, which is called professional incompetence, has been identified in the scientific literature.

Indeed, people cannot be proficient in everything. But it is necessary to be expert in general spheres. There are different classifications of such spheres of activity. In the scientific literature, this classification is given on various grounds. Following L.A. Zelenov, we will accept the following division of work in key areas of society based on 8 activities divided into social spheres: the economic sphere, the environmental sector, academia, the artistic field, the medical field, the sports field, the educational field, and the managerial sphere.

Literacy is a valuable concept that is closely connected with education, and they have been allied at all stages of historical and scientific development. Modern educational standards include the notion of competence and competency, the first is understood as a person's ability to acquire knowledge, skills in certain areas, the second stands for the authority in a particular area. There is some conceptual confusion in the use of these terms in connection with the translation from English by the word competence, and that is translated as ability and as authority. We see that when it comes to credentials, it is necessary to use the word competency when it comes to the ability of people to do anything, but when we talk about the opportunities that are present in all humans, then you need to talk about competence. Nevertheless, in educational standards there is the concept of key (core) competencies, which it is more likely correct to call competence. Among them we would like to distinguish the following (according to A. V. Khutorskoy): value-semantic competence, general cultural competence training and cognitive competence, informational competence, communicative competence, social and labor competencies, and the competence of personal self-improvement. There is a definite correlation of core competencies with the division of activities in key areas (according to L.A. Zelenov). Since the concept of “literate” and “cultured” are used interchange-

ably, a functionally illiterate person can therefore not apply culture to these activities, while in professional activities, where they learn to form professional culture specialists, functional literacy may be a measure of the formation of a professional culture. Functionally illiterate people in their professional field are not capable of self-education or professional development. It is only logical to assume that functional literacy is not only a measure of formation, but also the basic condition for the development and formation of a professional culture.

If all the above relate to the concept of competency, functional literacy is a measure of the indicators of the formation of certain competencies required for the profession and the condition of their development and formation.

The formation and development of competences starts in the process of education. Due to the increasing amount of information in the modern world today, knowledge cannot be obtained once and for all. This actualizes the issue of lifelong education. Maximum competence in selected areas is the life-affirming purpose of an individual. Functional literacy is a tool to achieve maximum competence in selected areas of skills training in lifelong education.

The problem of functional illiteracy is furthermore most urgent when it comes to state and municipal civil servants, whose professional activities largely affect the life of the country as a whole and of each of us in particular.

CONTINUITY AS A SYSTEMIC APPROACH TO MANPOWER TRAINING AND DEVELOPMENT OF OPERATIONAL CONDITIONS OF ITS USE

N.E. Kolesnikov

The professional qualification potential of regional and national manpower and its continuous build-up and qualitative growth, in particular through the operation of the system of lifelong professional education, is the key driver of the economic and social development in the country. At the same time, serious problems existing both at the stage of its creation (in education institutions within the system of professional education) and, to a greater degree, in the context of its implementation in the spheres of production and labor, prevent it from being effective to the fullest extent possible. Let us consider some of the aspects of the complex mechanism of creation and implementation of the professional qualification potential of manpower.

The efficiency of implementation of knowledge, skills and abilities acquired in a professional education institution depends, primarily and to a great, if not decisive, extent, on the choice of the sphere of employment and future occupation of school leavers.

The causes of serious mismatches between the needs of regions and the country as a whole for a certain professional structure of skilled workers and specialists and the existing structure of professions offered by regional professional education institutions and national education centers and ways of overcoming them have been the subject of discussion in this country and society for a few decades. School leavers, and hence their parents, in the overwhelming majority of cases give preference to professions taught within the system of higher professional education. According to annual research into occupational intentions among school leavers, conducted by the Higher School of Economics (VShE) together with the Russian Statistics Committee (Rosstat), the Public Opinion Foundation and Levada Center, about 88% of households prefer their children to have higher education, with 57.4% of them being ready to pay for this. Upon the completion of the 9th grade, 62% of students are ready to continue studying in secondary schools; 11% are ready to enter technical colleges and only 5% would agree to enter a vocational school or lyceum. It is from among the remaining undecided 20% that vocational schools and specialized secondary schools recruit their students [1]. When generalized, these proportions fit a well-known 30% to 70% ratio, where the former is the percentage of graduating skilled workers (primary and secondary vocational education) and the latter is the percentage of graduating

specialists (higher professional education). What would be more preferable for the national economy is a reverse ratio, with 70% being accounted for by skilled workers and 30% by specialists.

As a result of the existing misalignment in the system of training staff with different qualifications, regional economies and industries get workers and specialists who are poorly motivated to work efficiently and build up and develop their professional qualification potential. Moreover, there are lot of graduates from technical schools and colleges who do not intend to work in their occupation at all, but regard their studies as a step toward entering a higher education institution. Hence, the deficit of skilled manpower, mainly of skilled staff of the lower and middle level (workers, technicians, junior specialists) which has been experienced acutely by the national economy in recent years. The professional structure of admission and graduation of skilled workers and specialists with the middle and higher qualification levels is expected to be optimized in a number of dimensions, being driven by a number of factors. First of all, the current reform and modernization of higher education will, definitely, raise requirements to the status of higher education institutions, mainly with respect to the quality of their core activity — training specialists with appropriate level of qualification. Many higher education institutions are expected not to be able to meet the new requirements and their number will be significantly reduced, leaving fewer competitors to secondary and primary vocational education institutions in the competition for students. The choice of professions and higher education institutions available to school leavers will be less rich but, on the other hand, more realistic and reliable in terms of future career perspectives. This will help solve the current problem of the mass under-utilization of knowledge gained in higher education institutions, whereas the opportunity to select a desired profession (provided necessary personal characteristics are in place) will always be available.

We believe that an occupational consultation and guidance service should improve its practical assistance to school leavers and their parents in selecting a profession (subject to one's interests, abilities and capabilities). To this end, occupational guidance specialists should have access to forecasts for the development of their respective regions, including indicators of the development of the labor market for at least 10 years going forward, so that a graduate of any vocational school would be able to work in the projected operational and employment environment in the future. With all the importance of the role played by an occupational consultation and guidance service, some specialists, employers and experts believe that the major cause of the current distortions in the

professional structure of graduating skilled workers and specialists is associated with inappropriate operation of occupational guidance services [2], and this statement cannot be deemed groundless. Today, you do not hear many say seriously that school leavers mainly enter higher rather than secondary and, still less, primary vocational education institutions, only because they have received bad recommendations from occupational guidance specialists. There are many reasons for this, the main ones being work itself, which differs considerably in terms of content and conditions between workers, engineers and, even more so, office workers; and second, remuneration, which plays by no means the least role here and often differs considerably between workers and specialists with high education, with the difference being not in favor of the former, etc. Only radical transformations, mainly in the content and conditions of work at industrial enterprises, will help improve not only the content and conditions but also the culture of work, rendering skilled blue-collar occupations intellectually intensive, and so on. Young people will be more enthusiastic about mastering such occupations and skills. But these efforts, which are quite time and money consuming, should involve the reconstruction of production, technology and work management, and upgrading of all skilled blue-collar jobs in their entirety. Renewal of the content of blue-collar occupations, skilled blue-collar jobs and the entire sphere of production and labor will be a determinative factor for promoting interest in this type of socially necessary work and related occupations among young people.

So far, we can only trust in occupational guidance specialists, but there is little they can change in the current situation where jobs are hardly renewed and the process of their evaluation for working conditions and occupational health, as required by the Labor Code of the Russian Federation, is very slow. These efforts are undertaken by the regional offices of the State Labor Inspectorate at the expense of employers. Only a small percentage of jobs in the region are examined and evaluated every year due to a limited number of human resources. For example, only 2.85% of jobs existing in business entities in St. Petersburg were evaluated in 2009 (2008: 3.1%). Although the evaluation is required by labor laws, employers are very reluctant about it. This is understandable, because these efforts are, among other things, costly (evaluation costs amount to about 3,000 rubles per job). But this concerns job evaluation for working conditions and occupational health. Another task — to examine and describe jobs in order to upgrade them (and efforts to complete it) — will be even more complicated. But without all this the modernization of industry may turn out to be inefficient.

In order to improve performance of primary and secondary vocational education institutions in the regions, new organizational forms are currently created and developed. Innovative educational and professional clusters based on a corporation of regional secondary vocational education institutions are becoming widely popular. Regional systems of manpower training on the basis of integration between institutes of primary, secondary, higher and post-higher professional education are developed in the framework of the socio-economic development programs in the constituent entities of the Russian Federation. It is our opinion that in the future, the professional education system should expand its integration links beyond its boundaries to reach the sphere of production, i.e. the area where the professional qualification potential of graduates is realized. This is about creating a sort of cluster, which will rely on the logically operating and objectively necessary integration links and corporate relations between the sphere of professional education on the one hand and the sphere of production on the other. Each region can create relevant cluster associations between the professional education and production spheres, subject to the scope and structure of its economy and available education potential. Their key task is to build, maintain and continuously develop interactions between the spheres of production and manpower training. Not only education should take into account demands of the sphere of production, but also production should take into account requirements of graduates from professional education institutions both as professionals and personalities with their own socio-cultural demands.

The most important characteristic of the operation of such an education and production cluster is the continuity of the flow of mutual information about the existing and future (expected) processes, their changes and development. This continuity means a certain unity and integrity of an operating system which is composed of discrete elements (components, such as vocational education and business entities). The complexity of the problem is associated with eliminating misalignment between all elements of the education and production cluster, in the absence of which it is impossible to achieve efficiency of this cluster as one of the most productive forms of preparing for work and performing it.

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THE DEMOGRAPHIC SITUATION AND THE TRAINING OF PROFESSIONAL PERSONNEL

T. Yu. Lomakina

An analysis of the current demographic situation shows that in the coming two decades the world's population will increase by almost 1.5 times. According to experts, the Earth's population in 2075 will total 9 billion people. The demographic situation in Russia is characterized by the decline since 2006 of the most economically active segment of the population. In addition, the age composition of the population shows a significant gender imbalance: the numerical excess of women over men has been noted after the age of 28 and increases with age. Russia's population annually decreases by up to 1 million people. The population decline and aging is due to unfavorable dynamics of birth and mortality. Among the dead, almost 30% are people of working age (over 600,000 people per year), of which 80% are men. Among the causes of death for the working-age population, 50% are external: suicide, traffic accidents, alcohol poisoning, and murder. These same factors are the major causes of death of working-age men. With women of working age the most prevalent cause of death, unlike men, is blood circulation disease, with external causes ranking second (among these, the predominate cause is traffic accidents).

The overall population decline, and a density reduction as far as parameters that are nearly three times less than the global average, would create the danger of weakening the political, economic and military influence of Russia, and even the possibility of additional claims on the territory of the Russian Federation. The reduction of the number of young people of working age will cause problems in the recruitment of men to the armed forces, the police and other law enforcement bodies, representing a threat to the country's defense capability, protection of state borders and the carrying out of other activities related to national security. The reduction of the number of children and adolescents will lead to problems in human resources, the ability to reproduce and develop the material and intellectual potential of the country, a reduction in volumes of trained qualified personnel in comprehensive, vocational and higher educational institutions, and the destruction of the training system that could threaten Russia's external technological dependence. Today the number of students in higher educational establishments is virtually identical to the number of graduates of educational institutions.

Demographic policy in Russia today is aimed at the gradual stabilization of population growth and the subsequent establishment of the prereq-

uisites of population growth. It aims to solves the problem in the following areas:

Health promotion and life expectancy: (a) by improving the quality of life, and reducing premature, especially preventable, mortality, primarily among infants, adolescents and people of working age; (b) by improving reproductive health; (c) by increasing healthy (active) lifestyles by reducing morbidity, injury and disability; (d) by improving the quality of life of the chronically ill and disabled, by providing conditions for the implementation of the existing (residual) capacity of health.

Stimulating the birth rate and strengthening the family values: (a) by creating a background against which the birth rate can be increased by a gradual transition from a generalized childlessness to an average type of reproductive behavior in families; (b) by comprehensively strengthening family values; (c) by creating conditions for self-realization among youth; (d) by introducing social protection and the material encouragement of responsible parenthood.

Migration and resettlement: (a) by regulating immigration in order to create an effective mechanism for replacing that which is being lost in the decline of the population of the Russian Federation; (b) by improving the efficiency of migration by achieving compliance with their volume, trends and prospects in the socio-economic development in the Russian Federation; (c) by ensuring integration of migrants into Russian society and developing tolerance towards migrants.

It is possible to solve these matters while improving the lives of the Russians, which is preconditioned by the increased quality and level of education of the workforce. Therefore, the matter of learning throughout life for personal and professional development is essential. The system of life-long education, focused on the strategic directions of economic development and social policy, can create the necessary conditions for people of all ages to update, expand and apply previously acquired knowledge and skills to continually expand their horizons, enhance culture, develop skills, gain skills and improve them. A significant incentive for the development of this system is the possibility of providing educational services on a payment basis. On the one hand, this expands the students' choice of levels and types of education, on the other and it helps to form a system of multi-channel financing of education, which enables the educational institutions to partially compensate for the lack of government funding.

The demographic decline serves as a litmus test and shows the ability of individual educational institutions to correctly determine development priorities and concentrate resources on the most important areas that will

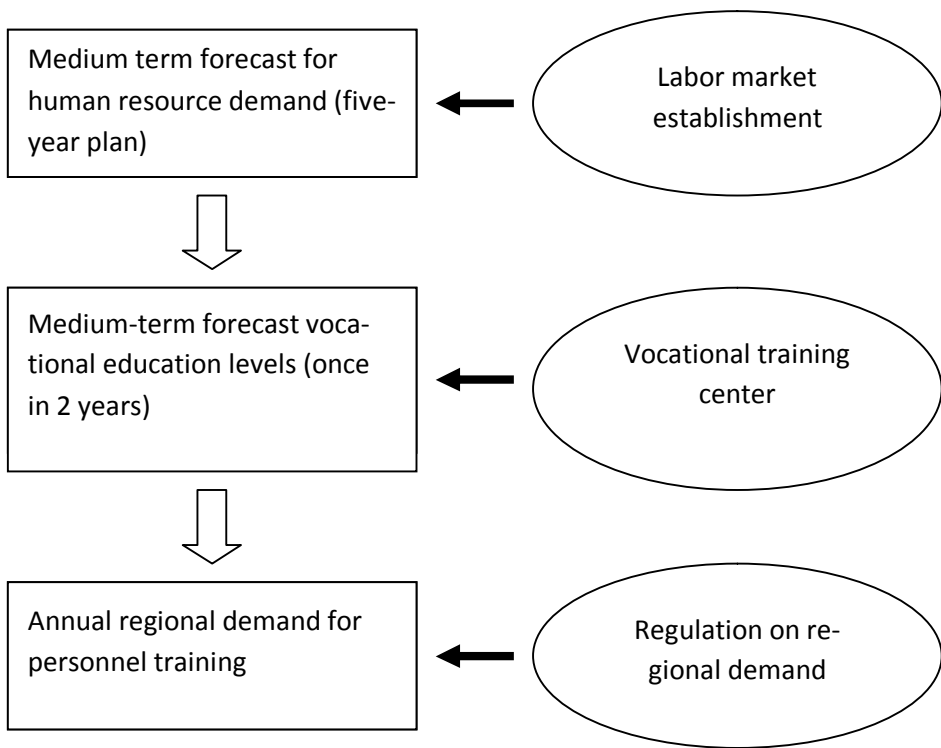
satisfy both the personal needs of students in acquiring a profession, as well as labor market demand for necessary expertise. Unfortunately, the capabilities of government departments and analytical services to anticipate future economic needs for workers of separate professions (even highly aggregated) in the medium term is extremely limited, due both to significant methodological problems, as well as purely informational limitations, as delineated by the following:

1) the demand for labor derives from the demand for products and services, and the forecast period has to be in some way synchronized with the duration of training, which depends on the number of years of training and the time needed for changes in vocational education in training for a particular profession;

2) the occupational structure of labor demand depends on an inter-professional wage differential, which varies with time, reflecting changes in the relative demand for different types of labor. These processes at the given development level of labor market institutions and employment statistics are almost impossible to predict;

3) there is a gap between the declaration of the needs of employees with specific skills and the willingness of employers to employ them in a full-time job. The cause of the declared shortage of professionals can be both a lack of offers on the part of the training system and the inability (unwillingness) of the enterprises to pay competitive (market) wages.

Each region addresses the issue of establishing a demand for training in vocational education in many ways. On the whole, we can provide the following range of organizational forms for the personnel training: on the regional level there is a permanent Commission for initial vocational education within the Coordination Council on Education (Sverdlovsk Oblast). The Advisory Council on Vocational Education at the Administration Region (Novgorod Oblast) and others; on the municipal level there is an Advisory Board on Vocational Training (Novgorod Oblast), local coordination councils for training of skilled workers (Kemerovo Oblast), etc. The figure shows one of the models of establishing a demand for the training of personnel at the regional level of professional education.



Research conducted within the framework of the project by the Russian Humanitarian Science Foundation shows that there are three kinds of models of establishing a regional order for training: the model that focuses on the needs of the population, the model based on medium-term forecast of staffing needs of enterprises/organizations, taking into account the socio-economic development of the region; and, the model based on data from the bodies of social partnership on the municipal level. This approach in terms of demographic decline helps many institutions of vocational education to prove its efficiency and viability, transfer to the training of workers and experts, master new market specialties, and change into a multi-level, multi-disciplinary and multi-purpose educational complex. At the same time the educational institutions in terms of restructuring the network are not only economic but also social establishments, centers of lifelong education and cultural centers at the local level.

PERSON-CENTERED MODEL FOR TRAINING ENGINEERS WITH PROFESSIONAL TEACHING QUALIFICATIONS

M. K. Nikolova

The term «engineer with professional teaching qualifications» can be viewed from two perspectives: firstly as an engineer specializing in a certain field and secondly as a teacher with knowledge and skills in psychology, pedagogy and teaching methodology. Training in each of these professions involves a package of knowledge and skills of different professional dimensions. The scope and content of the profession «engineer with professional teaching qualifications» should be regarded as a combination of a comprehensive set of engineering, psychological, pedagogical and methodological components, the mastering of which will enable an individual to perform his or her role to the fullest extent possible. Equally important questions in this context are; what is the pedagogical nature of this profession and which teaching skills relevant to it?

When discussing the issue of teaching skills, many authors define teaching activities as solving certain tasks related to training and upbringing. This requires that the qualities of a teacher are developed in students learning this profession. These are determined by a «higher level teacher psychogram» and include: pedagogical creativity, pedagogical sociability (communication skills), emotional robustness and pedagogical oversight (Zhekova, 1992). The teaching activity of an engineering teacher can be described as a system of ever changing tasks, with the quality of solving them being dependant on the level of professional skills. Some scholars (N.I. Boldyrev, S. Kiselgof, etc.) indicate that a system of teaching skills should be developed in students learning the profession of engineering teacher before they proceed with self-reliant teaching activities in an educational institution.

The formation and development of teaching skills in future engineering teachers are driven by the following factors: (a) a particular social order: needs and opportunities of society in the training of engineering teachers; (b) the key education models and models of a university graduate with teaching qualifications as defined by a national strategy; (c) the capabilities of our education system for achieving the desired goals both in academic and practical terms; (d) specific features of teaching in general education and vocational schools and requirements for professionally significant and personal qualities of their students (Gavazov, 1996).

Training of students in the profession of engineer with professional teaching qualifications is delivered on the basis of a person-centered model (Fig. 1). It includes activities involving both students and their key teacher.

The first group of activities includes: (a) raising awareness (involves activities undertaken prior to students entering the Sliven Engineering and Pedagogy Faculty (hereinafter «EPF»), such as advertising the Faculty in media and schools aiming to attract willing enrollees); (b) adaptation to teaching communication (implemented in three dimensions: information about forthcoming training in teaching, psychological and pedagogical disciplines, and practical training in teaching in a base school); (c) implementation of teaching activity (students acquire pedagogical knowledge and develop skills and qualities of their teacher throughout their studies at the EPF).

The second group of activities involving the key teacher includes: (a) pre-briefing. This is delivered prior to internship in teaching to clarify the students' responsibilities as intern teachers and criteria for the evaluation of their knowledge and skills. Special focus is placed on the «key teacher – student» interaction and more importantly on the assistance which should be provided to a student; (b) ongoing activity (implemented during teaching activities of students (delivering lessons in the base school)); (c) final activity (training in teaching is concluded by a state examination).

A case-based learning environment is a prerequisite for developing appropriate attitudes among students to become engineers with professional teaching qualifications. Both pedagogical knowledge and the skills of students and their pedagogical needs are developed and met in a particular environment — in school. Otherwise, this would be impossible. The more teaching cases students are involved in during their teaching internship, the more they learn about the teaching environment - school.

Students' attitudes toward teaching activities are developed through theoretical training in psychosocial and pedagogical disciplines and practical training in the base school. Psychosocial and pedagogical courses are both compulsory and elective. The former include disciplines that build the basis for pedagogical training of students (psychology, pedagogy, methodology of teaching disciplines in engineering and application of audiovisual technology in teaching); the latter include compulsory elective courses (there are two options of choice: between pedagogical rhetoric and psychology of communication; and between pedagogical sociology and pedagogical ethics).

Pedagogical training is both theoretical (through academic work at the EPF) and practical (in a real school environment). Psychological and peda-

gological knowledge is mastered following the «practice — theory — practice» logic. First, students identify and review a subject-specific pedagogical case in a given real environment. Then they enrich their knowledge with theoretical information before they «return» to the teaching reality to apply new knowledge to further analysis and new situations. Practical pedagogical training includes observations, current and pre-graduation internships. The implementation of the person-centered model in building attitudes toward teaching activities involves intensive teaching practice with a greater involvement of students during day hours. In the course of teaching internships, students not only develop certain teaching skills related to studying individual typological characteristics of learners, their behaviors and actions in the course of communication, but also acquire organizational and pedagogical skills, which contribute to the comprehensive implementation of the educational process.

The profession of an engineer with professional teaching qualifications smoothly combines training in both engineering and teaching. It is a modern profession which is designed to meet the needs of society.

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INNOVATION ACTIVITY AS A DEVELOPMENTAL RESOURCE IN PROFESSIONAL EDUCATION

I. S. Ortikov

Policies pursued by independent Uzbekistan have helped to attract significant foreign and domestic investment that are ensuring the restructuring of its economy and, above all, the upgrading of its technical and technological production base. Meanwhile, this dynamic transformation of the production sphere requires the dynamic modernization of Uzbekistan's training structure. It follows that the issue of finding resources will lead to sufficient dynamic development in vocational education. First and foremost, the active participation of teachers in systematic innovation is aimed at improving the content of vocational education and introduction of the most effective pedagogical techniques into this field.

The quality of innovative activity in any educational system is defined by the ratio between necessary changes, potential changes and implemented changes [1]. The condition for innovative educational activity is the broadening of the scope of the responsibilities of teachers for content and results, and ensuring the balance of personal and social goals. This condition can be realized through the development of personal and socio-economic incentives to ensure the participation of teachers in improving the efficiency of the educational institution [2]. The efficiency of innovation depends not only on the number and creativity of teachers involved in it, but also on the degree of organization of this work. This problem can be solved by the creation of a permanent system of organizational and methodological support for innovation within an educational institution. Objectively, such a system would be aimed at ensuring the adaptation of the basic components of the educational system toward the specific conditions of a formation that takes into account the essential features of the aforementioned institution.

The organizational and methodological support of innovation contains a contradiction between the normative and creative components in the educational institution and the individual teacher. Pedagogical science and practice has not allowed the optimal combination of these two components. Improvement of the content and structure of education, the development and introduction of new teaching technologies, and the compilation and dissemination of the best teaching experience, are realized in two ways: (a) through various official educational governing bodies, or those that are engaged in systematic research and teaching work, and through the actions of individual teachers, (these are traditionally the first line of the normative

component of the educational system that provide participants with the educational process stable criteria for evaluating its results); (b) on the basis of creative, self-teaching activities that require a sufficiently high motivation of individual teachers. Such innovative activity on the part of the teacher can become systematic and effective if the institutional and economic conditions that normalize and encourage this activity sequence are created. Such a tool that provides an optimum combination of creative and regulatory components of pedagogical activity is the author's pedagogical program, by which we mean: firstly, a pedagogical concept of the teacher, i.e., own "vision" of actions, attitudes, evaluations of professional activity; secondly, a way of describing the content of courses on the subject, the demand for learning outcomes, teaching methods and other elements of educational technology; and thirdly, how to set the social, organizational, psychological and pedagogical conditions necessary and sufficient for the effective functioning of the educational process. In other words, the author's pedagogical program is a detailed description of the organizational, pedagogical and didactic activities in which the results of educational activities can be objectively evaluated, including the concept of the teacher in the subject area, as well as the educational technology that is available to the author.

Additional sections to educational programs may include the educational development of special types of educational activity: psychological and pedagogical diagnostics, the professional selection of students, the correction of the level of training and educating students, and the building of institutional student project teams, etc. Teachers who develop their own educational program often suggest that it will be implemented by itself. However, the level of development of the program or its individual sections may be such that it will obtain the quality of teaching products. Separate sections of the pedagogical program may be self-developed and not be associated with other parts.

The participation of a teacher in implementing his/her own process of developing and implementing the author's pedagogical program, and the professional and creative potential therein, allows us to consider the professional experience of the teacher, generalized in a specific form which is based on the principles of pedagogical development.

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INFORMATION AND COMMUNICATION TECHNOLOGIES AND THE ENGLISH LANGUAGE AS AN INNOVATION VECTOR IN LIFELONG EDUCATION

L. V. Sabirova

L. A. Sabirova

Information Infrastructure of the 21st century, promoting the concept of “Lifelong Education” (“Education over one’s whole life”), initiates the use of information and communications technology (hereinafter - ICT) in an interdisciplinary way of related sciences, and in particular, ICT for language learning. The new paradigm of education is positioned as “open education”, “education for the future”, and “advanced education”. The results of the European summit in Lisbon and contemporary cognitive perspectives of the Bologna process emphasize that the focus is on-self development and professional development of a new type in the system of lifelong professional education. In this case, English is regarded as the language of academic mobility, intercultural communication and business communication. In our view, the alliance of ICT and English is an innovative tool that will strengthen international contacts and constructive achievement of optimal results in industrial and professional fields. Innovative approaches to organizing and conducting training sessions in English with the use of ICT fill their own niche in education, in accordance with two main principles of education: “the teacher teaches how to learn” and “the teacher teaches the student so that there is someone to learn from”. From our point of view, the first principle helps to motivate students for knowledge and professional self-improvement, in agreement with the concept of “lifelong education”, emphasizing the time factor of lifelong education. The second principle of modern education helps to create professionally-oriented dialogue on an equal basis, in agreement with the concept of “lifelong learning”, emphasizing the continuity of the learning process with a variety of forms. Innovative approaches integrate ICT into English classes, making the teaching and methodical process interactive. Interactivity helps the user to interact with the data carrier, select it and optimize the rate at which this data is provided.

The English term “innovation” means improvement, novelty, and pioneer work. Innovations are related to the development of innovative culture in English classes. Innovative media technology makes teachers and students use the language of audio-visual communication with their own “orthographic” rules. Advanced students are characterized by typical pragmatism; they take into account the dynamics of the education market. A

teacher, using ICT, is learning himself, being with the student in a single tandem. Unfortunately, the difficulty in teaching English is that for most students it has a potential rather than real value, which is especially manifested at non-language departments of universities. A teacher is capable of changing students' attitude to the language, to some extent. The teacher is the mediator and the bearer of national and multi-cultural awareness between the society and the student. The teacher of the 21st century is a tutor (teacher, supervisor). A lesson on English is a "tutor – student" dialogue with the use of ICT for knowledge sharing. The teacher focuses on multimedia English language in the right perspective, and the lesson has a great cultural and informative background, emotionally affecting the student. Using ICT can develop educational standards and norms of the school portfolio. For non-language departments of universities we have developed a thematic portfolio in the English language "Innovation and the predecessors of computer technology". The aim of this professionally-oriented portfolio is to enable every student to follow his "incentive to growth" in the study of English. Students were given the opportunity to develop a portfolio for "English" with a choice of four headings: active grammar in schemes, vocational-oriented vocabulary, new items for their future profession, and my presentation. The material of the portfolio "Innovation and precursors of computer technology" was tested on a number of lessons. Professionally-oriented texts are difficult to understand, translate, paraphrase and discuss, although they cause genuine interest in students to write reports, summaries, abstracts and presentations at conferences in their specialization. Professionally-oriented texts on the topic of innovation create their own environment of professional subcultures, their own professional sublanguage for intercultural cooperation. It's noteworthy that electronic dictionaries, encyclopedias, multimedia courses, including audio and video materials, electronic editions of books, newspapers and magazines in their original language, educational sites, and forums provide an opportunity to see more fully the features of the object being studied and to obtain updated information on vital issues. At the same time, materials from Internet resources are often biased and require selective sampling and analysis. Computer technologies provide tremendous opportunities for remote and home schooling.

In conclusion, we would like to mention that modern individualization of education makes the teacher's status a key and significant one, and the educational system in the information society should be advanced, i.e. innovative.

THE NEW MANAGEMENT METHODS IN EDUCATION

V. A. Sedov

Presently one of the new instruments in the sphere of management that has been recognized to integrate various methods and techniques and provide new opportunities is coaching, an important instrument of managing personal and company results. Modern management in the style of coaching features the perception of personnel as a huge additional resource for a school, where every worker is a unique creative person, capable of autonomously addressing various tasks, taking initiative, making choices, accepting responsibility, and making decisions. A transition to a New school [1] requires a deliberately established system of innovation development management.

Most coach-consultants define coaching not only as a method of direct training, but as a philosophy, a system of methods and techniques, aimed at setting and reaching goals as fast as possible. The paradigm of coaching, as a specific style of training interaction, was developed on the basis of reflection on the leading approaches in the field of mentoring, business consulting, psychological counseling and even psychotherapy. This method helps people to develop, to acquire new skills and to achieve greater success. Personal and corporate goals become more conscious and coherent. The coaching method is intended for the expansion of the abilities of people who have realized their needs in changing and have set objectives of professional and personal growth. It can be aimed at implementing plans in various spheres of life: career, education, interpersonal communications and family. To characterize shortly the spheres of application of coaching, we have to note that personal coaching helps: (a) to determine objectives and reasonable steps of implementation, (b) to increase independence and responsibility of the coachee, (c) to learn to find new ways of effective partnership, (d) to coordinate individual goals with those of an organization, etc.

Coaching uses the methods and techniques of personal growth. It is a process of independent development that enables teachers to find a clear idea of what they are doing, what they are striving for, and why they are striving for that. There is no other method of training that takes into account personal human history, which allows relying on a person's best qualities [2]. Coaching increases self-motivation and responsibility of personnel and concentrates the efforts of people on implementing the tasks that expand the opportunities of an organization. Depending on what results have to be achieved, coaching can help to raise productivity and the quality of work of

employees and of the whole organization. Improved relationships and team building are an unquestionable outcome of coaching. Achievement of these results is explained by the following: coaching encourages a greater number of constructive ideas (through revelation of the creative potential of the team), better usage of human skills and resources (coaching releases hidden resources, enables more effective usage of them), etc.

Coaching is a means of support and assistance to a person in search for decisions or actions in any hard situation. The most important thing is that coaching helps a person to find a solution him or herself, rather than solving the problem for that person. A coach does not teach the client what to do, but creates such conditions whereby a coachee can understand on his\her own what to do, define the way of achievement of the desired results and choose the most convenient (effective, reasonable, acceptable) method of problem solving [4]. Coaching can be considered to be a method of planning of personal life and managing its development and transformations. For a teacher it is a real way of getting professional competency that provides development of conditions for internal growth as well as for successful growth of the pupils.

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THE EDUCATIONAL TECHNIQUE OF PRACTICAL CASE STUDIES FOR LIFELONG EDUCATION

O. A. Semenova

Current teaching vocabulary has firmly established the concept of “educational technique”. However, there are large discrepancies in its understanding and usage. Based on the analysis of scientific and educational literature, the concept of “educational technology” can be represented by three aspects: (a) scientific (educational technology is the part of teaching science which facilitates the development of objectives, content, learning methods and designed pedagogical processes); (b) process and descriptive (description of the process, a set of objectives, contents, methods and tools for achieving the planned training results), (c) process and efficient (implementation of technological (teaching) process, as well as functioning of all personal, methodological and instrumental pedagogical means). Thus, educational technology operates both as a science that studies the most rational ways of learning, and as a system of methods, principles, and regulators used in training, and as a real part of the training process.

The Case Study technique, widely used in the teaching of economics and business sciences abroad, as well training courses for graduate students of MBA programs, has been applied in Russia since the 1980s, first at Moscow State University and then in academic and industrial institutions, and later at special qualification improvement courses. The cultural basis of the case study technique is the principle of “precedent” or “event” that allows you to develop the following skills: (a) *analytical*, i.e. the ability to distinguish details on the information classified, to provide essential and non-essential information, analyze, report and extract it, find the missing information and be able to restore the facts, etc., (b) *practical*, i.e. develop the habit of using theoretical knowledge, its methods and principles, (c) *creative*, i.e. the generation of alternative solutions, which cannot be found in a logical way, (d) *communicational*, i.e. the ability to lead a discussion, using visual aids and other media facilities, collaborate in groups to defend one’s own point of view, to persuade opponents, to form concise and convincing reports, (d) *social*, i.e. to evaluate the behavior of people, possess good listening skills, to support the debate or argue the opposite view, self-control, etc. (e) *self-analysis*.

A distinctive feature of the CASE STUDY technique is to create a problematic situation based on facts from real life. In order to arrange an efficient training process based on CASE STUDY two important things should be taken into consideration: a good CASE and certain methods of its use in the educational process. A good CASE must meet the following

requirements: meet the clear goal of its creation, have an appropriate level of difficulty, illustrate several aspects of economic life, must not become outdated too quickly, have a national pattern, be relevant to illustrate typical situations in business, should develop analytical thinking, provoke discussion, and have several solutions. The technology of working on a case in the learning process includes the following steps: (1) individual self-guided work with case study materials (identification of problems, formulation of key alternatives, offering solutions or recommended action), (2) small group work to adjust the views on the key problem and its solutions, (3) presentation and examination of the results of small groups through discussion (within the training group).

In training based on case studies a minimum of six forms of debate can be applied.

1. Teacher vs. student or cross-examination: discussion between teacher and students.

2. Teacher vs. student or "Devil's Advocate". Usually, this is a discussion between a teacher and a student, but sometimes other students can participate in it. The teacher pleads an inadequate case and asks you (and possibly others) to take the position of a counsel. You have to actively think and reason, arrange the facts and any conceptual or theoretical information, as well as your personal experience.

3. Teacher vs. student or a hypothetical form. This technique is similar to the previous one, but there is one difference: the teacher will express a hypothetical situation which is beyond your position or recommendation. You will be asked to evaluate this hypothetical situation. During the discussion you must be open to the possibility of modifying your position.

4. *Student vs. student* or a *confrontation and / or cooperation*. In this form the debate takes place between students. There is both cooperation and confrontation. For example, a student may challenge your position by providing new information. You or another student will try to fend off the challenge. The spirit of cooperation and positive confrontation will allow you to learn more (as opposed to individual efforts).

5. *Student vs. student* or *playing a role*. Within this form the teacher may ask you to act a role and interact with other students.

6. *Teacher vs. class* or *silent* form. The teacher can raise the issue, which was originally directed to an individual, and then to the whole group (because no one can answer).

Applying cases in the training process is usually based on two methods. The first of these is called the traditional Harvard method and takes the form of an open discussion. An alternative method is the method asso-

ciated with individual or group interviews, during which students make a formal oral assessment of the situation and offer analysis of the case, its solution and recommendations. This method facilitates the process of monitoring for the teacher, though it allows some students to minimize their training efforts (each student is interrogated once or twice per session). The method develops students' communication skills, teaches them to express their ideas. However, this method is less dynamic than the Harvard method.

Any CASE offers the opportunity to be used at various stages of the educational process. Recently, use of CASES has become increasingly popular not only in teaching students, but in exams too. Students receive a CASE before the exam, they must analyze it and bring a report to the examiner and respond to the questions on it. Of course, we can offer students CASES at the exam, but then it should be fairly short and simple, in order to meet the limited deadline.

The strategy of the teacher in Case Study suggests three options: (1) the teacher gives clues in the form of additional questions or (additional) information, (2) in certain circumstances, the teacher gave the answer, (3) the teacher can do nothing, (remain silent) while someone is working on the problem. Thus, in analyzing the learning situation the teacher can take an "active" or "passive" role. Sometimes he "conducts" the analysis, and sometimes will summarize the discussion with closing remarks. The teacher can support an interesting line of evidence, or even insist that it becomes a priority, removing other ideas from the field of discussion.

Increasingly cases are used not only for teaching but also as a method of evaluating candidates for employment.

IMPLEMENTING INNOVATIVE ACTIVITIES IN VOCATIONAL EDUCATIONAL ESTABLISHMENTS

I. Z. Skovorodkina

Features of pedagogical innovation include: phasing; expediency, initiators, translators, opponents (of subjects of innovation); breaking stereotypes traditions, emergence of new, stable elements (rules, requirements, standards, goals, values, etc.); change the microenvironment of the educational institution; changes in the state educational system, the division of opinion of the teaching staff; varied assessments of pedagogical activity; transformation over time into a stereotype of thinking and action; controllability; regeneration in the new conditions.

Currently there are several classifications of innovation. Based on their radical features there are three types: (a) radical (for example, restructuring of the learning process in educational institutions with the help of computer technology); (b) combinatorial (e.g. new types of lessons); (c) modifying (e.g. development and implementation of national regional component in the content of education at all levels of education). On the basis of the relationship to previously applied methods, all innovation is differentiated into: (a) substituting (e.g. replacing an oral exam with a written one); (b) opening (for example, introduction of a new subject "World Art Culture"); (c) canceling (for example, in the absence of homework, of the subject "Ethics and psychology of family life"); (d) retro innovations (for example, appearance of gymnasiums and lyceums). Most often, researchers consider the introduction of innovation as a multistage process (normally from three to six stages). In particular, according to V. A. Slastenin and L. S. Podymova (1997) there are six phases: opening (the birth of a new idea), invention (the creation of the innovation), practical application (innovation), implementation (dissemination of the innovation), the implementation of the innovation in a specific area, reducing the application (fading, rebirth of innovation, new ideas).

It is important for the teaching staff to be guided by conditions and causes that help (and sometimes hinder) innovation in the development of educational systems. Such conditions include: (a) economic (typically a weak material and technical basis of educational institutions, as well as the irregular and weak financing of educational institutions for innovative activities); (b) social (typically a poor distribution system and lack of support for pedagogical innovation in the Russian regions); (c) psychological (different treatment of subjects by the educational institution toward innovation, professional conservatism, nihilism, pessimism, etc.); (d) teacher training (the

specific training and educational goals of an educational institution, the relevant educational content requirements of national standards, the traditions of the educational institution, the use of inefficiency of teaching methods and forms, etc.). All ongoing innovation in educational institutions can be roughly represented at several levels: methodological, institutional, content-related, and technological. To successfully implement innovation the following information and processes should be identified: (1) the address of an educational establishment; (2) the problem (methodological topic) that the teaching staff of an educational establishment want to address; (3) the direction of the innovation (and research); (4) the existence of the concept and development programs in an educational establishment; (5) the name of the form (type) of innovation; (6) the scientific and methodological support stages of the innovative process (pedagogical experiment); (7) monitoring by professionals (doctors, physiologists, psychologists, social workers, etc.), recommendations; (8) monitoring of the progress and results of innovative activities; (9) definition of problems in the process of innovation; (10) reasons for problems; (11) forms and methods for targeted training and retraining of teachers to implement innovative projects; (12) the presence of the author's programs, training, manuals, collections of synthesis teaching experience; (13) the results of innovative activities; (14) support of the innovation system; (15) prospective directions of further activities.

In describing the features of innovation in a vocational education institution, we would like to draw attention to the following areas: (a) the model of the teacher (this is a question of competence with increasing emphasis placed on cultural components); (b) the organization of the educational process; (c) the contents of education (along with poly-subject characteristics we have observed the emergence of integrated courses, elective courses, etc.); (d) the use of traditional and new educational technologies; (e) the model of the graduate (here we mean not only the formation of the key competencies, but also professional ones). Currently, in pursuit of novelty, teachers sometimes present traditional forms of activity (typical in the mid-1980s, for example) as innovations, but the novelty here is only the content of the activity.

There are difficulties in the practice of professional educational institutions. They relate to the teacher, the student (parents), the state educational system and the socio-cultural environment. In connection with this important aspects are the training and retraining of all the participants in innovation. One of the difficult questions is the verification of innovation. The verification of innovation in vocational education institutions may take different forms: as a system of the entire educational institution, as a system

of activities at a certain location (for example, a model of research by pedagogical staff), or as an analysis of specific teaching techniques (e.g. techniques, methods, forms of an individual teacher and researcher). Experts often use the following criteria for innovation: (a) novelty (the effective application of the achievements of pedagogical science, optimization of individual aspects of teaching activities, etc.); (b) the effectiveness (quality of knowledge, success in education, the manifestation of self-reliance, initiative and creativity of students and others); (c) representativeness (conclusiveness of the teaching experience, sufficient testing time, obtaining evidence in the work of other teachers, other educational institutions); (d) stability (the similarity of results, acquired under general and modified trends of functioning in educational institutions); (e) continuity (developing of new teaching ideas, consistency of general trends in educational activities, development and improvement of pedagogical reality); (f) the predicted nature (expected positive result, the vision due to progressive trends in educational theory and practice); (g) dynamic character (vision of the positive trends in pedagogical reality).

In order to consolidate the processes of innovation in educational institutions it is desirable to develop and implement a program to support innovations on the regional level (there is such an experience of the Rostov region), which includes: information support for educational institutions (the continuously expanding data bank of innovative activities of educational institutions in the region), collaboration with the leading research institutions of the Russian Academy of Education, universities, the monitoring of innovations (development of criteria for examination of innovations, their representation of the pedagogical community), the systemic training of teachers (experimenters, researchers, experts); the updating of educational content and pedagogical (educational) technology (development and experimental testing of new training plans, programs, manuals, etc.); the creation of a network of additional services (pedagogical marketing), financial incentives for teachers of successful innovation results.

Thus, the organization of innovation activities in vocational schools is an important prerequisite for the development of local educational systems.

E-PORTFOLIO IN THE SYSTEM OF LIFELONG EDUCATION OF TEACHERS

O. G. Smolyaninova

Introduction. A modern teacher has to be able to solve many different problems connected to the educative process, interactions with learners, adaptation of syllabuses to current requirements, and effective selection of a method of their professional activity, etc. Despite various innovative changes in the system of teacher training for the “New School” and development of a new generation of education standards geared towards a competency-based approach, and the transition to the Bologna system of teacher training within a multilevel model of Bachelor’s and Master’s degrees, the system of evaluation of academic and professional achievements of students in pedagogical specialties in Russian higher education institutions still relies overwhelmingly on a point-based (and in some cases point and rating-based) system of evaluation of particular knowledge and skills.

E-portfolio technique in lifelong education. The E-portfolio is an innovative technique in pedagogy which allows for demonstrating individual progress, making a reflective evaluation of professional resources and shortfalls, demonstrating individual achievements to the professional community, and efficient use of an authentic evaluation technique. In modern international practice, an e-portfolio is understood to be a lifelong learning technique. An E-portfolio creates space for educative and assessment activities and personal development of students, and is considered to be a powerful tool capable of influencing three extensive dimensions: education, evaluation and personal development of a student.

E-portfolio in teacher training in the Siberian Federal University. The Siberian Federal University (hereinafter referred to as SFU) uses the e-portfolio technique in training teachers at different levels and stages on the basis of the concept of continuous lifelong education. This concept is based on the model of education continuity, which includes: (a) self-understanding and reflection, (b) self-organization and self-management of learning processes, (c) meta-cognitive learning styles and self-direction, and (d) focus on the development of core and professional competencies. The E-portfolio serves as an educative tool in the system of lifelong learning of teachers. Research on the use of an e-portfolio in lifelong education of teachers has identified the most significant drivers of students’ reflexivity and training focus on professional achievements. Based on the methodological basis of lifelong learning and specific requirements in the hands-on context, the SFU has tested five models of e-portfolio application in training of teachers

as follows: (1) portfolio in training of elementary school teachers for the system of developing teaching using Elkonin-Davydov's method within the framework of the applied Bachelor's degree program in psychology and pedagogy; (2) E-portfolio of Bachelor's degree students in different specialty academic programs in pedagogy; (3) E-portfolio in training of teachers in the framework of Master's degree programs in Education Management and Higher Education; (4) E-portfolio in the system of training of students in different specialties in natural sciences and humanities with additional qualifications of teacher and students of the educative program Higher Education Teacher; (5) E-portfolio for teachers of the Pedagogy, Psychology and Sociology Institute.

One of the bases for the use of the e-portfolio technique in training teachers under the Bachelor's degree programs is the focus on developing universal techniques of self-learning which help shape one's own learning goals, realize own resources and shortfalls, and means of achieving goals. The e-portfolio technique is basically used for the Bachelor's degree program in order to visualize one's personal goal setting process and the effectiveness of teacher training. We believe that the ability to set goals that meet the SMART criteria is necessary for successful teaching activity in the future.

The use of the e-portfolio technique in shaping one's individual education path helps overcome a lack of understanding and competency in the student's goal setting efforts at the initial stage of designing his or her education path. Usually, students are not always able to define their personal education goals, reflect on the outcomes of their own performance and use goal setting for building effective contact with a teacher. Thus, the e-portfolio technique is used at the Bachelor's degree level (in models 1-2) for the clarification of personal and professional goals of future teachers, identification of problems associated with professional shortfalls during teaching internship, and reflecting on results.

The portfolio is necessary for a comprehensive systematic review by a teacher of his or her research and teaching activities in the University. It enables a teacher to track changes in research publications and the efficiency of teaching by means of self-evaluation of his or her teaching activities. It is a personal plan for the fulfillment of one's professional capabilities and improvement of research and teaching activities.

Conclusion. The main areas of E-portfolio use in the education process of the SFU are associated with the deployment of E-learning technique and support of the paradigm of effective interaction and development in the course of lifelong learning. The SFU uses E-portfolios for different

levels of teachers training for various purposes. More than 200 portfolios of Bachelor's degree students in pedagogy, Master's degree students, students in different specialties acquiring additional teaching qualification, and students of the educative program Higher Education Teacher, etc. can be found on the website of the Pedagogy, Psychology and Sociology Institute. Moreover, this website offers a prototype of a social network for effective education interaction and development of teachers.

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The Development of a Systemic Model of Performance Indicators for Applied Bachelor's Programs.

LIFELONG EDUCATION: FORMS AND METHODS

K. Spirov

Introduction. Theoretical substantiation for lifelong education as a relatively new form of acquiring education or qualifications is still to be found. Without engaging in a scientific dispute regarding what lifelong learning is, but basing it on the fact that we are speaking about learning, I believe that it would be logical to look for its theoretical basics in didactics — the science of teaching. The report discusses the components of a didactic system and makes an attempt to propose methods and aids that would best facilitate the management of this type of learning. It should be noted that we are speaking about a system of formal lifelong education which is offered and delivered by educational institutions and organizations. Non-formal forms of lifelong learning are only touched upon in connection with forms of formal legalization and recognition of such education.

I. Formal lifelong education. Formal lifelong education (lifelong learning) implies that learning is managed and provided by training institutions. With the help of the education system a person can acquire a certain profession or qualification, thereby being enabled to start his or her professional career (work). In the course of their work, everyone has to be able to maintain or enhance their qualifications and be retrained in a different profession, if necessary or personally desired. Possible places of learning include a training institution, the place of work or at home. Forms of learning may include corporate courses, distance learning courses, off-job courses, etc. For cases where a person studies non-formally (informally), it is necessary to develop a system of recognition of acquired qualifications or specialities. The same system is necessary for formal lifelong learning. It should be developed using a module-based principle and the process of formal acquisition of an education degree or qualification should be developed and defined very clearly. The European Qualification Frameworks can serve as a model for such a system in any professional field (see Table 1).

Table 1

Degree	Knowledge	Skills	Personal and professional competencies			
			Self-reliance and responsibility	Learning skills	Communication and social skills	Professional skills

The model may be kept the same, albeit the number of degrees and qualification levels in different professions does not necessarily have to be eight. Tasks, skills and personal and professional competencies are incremented for each higher degree. The model of European Qualification Frameworks is also a means for recognition of qualifications or specialties in different countries which contributes to workforce mobility. In the social context, a possibility to learn and work wherever you want is a prerequisite for crossing borders for every person.

II. Interactive methods as a prerequisite for efficient lifelong education. Efficiency of learning depends on many factors, one of which is the involvement of learners in learning-related activities. Traditional didactics states that knowledge is something that can be transferred by a teacher to a learner. Consequently, traditional teaching methods are not suitable for lifelong education, because, even if managed formally and delivered by an educational institution, it can be pursued without the direct involvement of a teacher (on-job, at home, etc.). Moreover, lack of verbal communication with a teacher poses issues of motivation, self-organization and self-direction of learners. The latter should become an integral part of the process of planning, management and delivery of education to render it more efficient. For every person who wants to achieve both spiritual and financial prosperity, lifelong learning should first of all be a conscious need. It is the conscious need for knowledge (information) that is lacking in the traditional education model. This is why it is not suitable for managing lifelong learning. Table 2 shows the basic characteristics of the traditional and interactive education models (Ivanov, 2008).

The traditional education model is based on building knowledge and skills under the guidance of a teacher, whereas the interactive education model is based on the conscious need for knowledge. In this model, the teacher's goal is to teach the learner to search for and retrieve knowledge for solving problems. Moreover, interactive teaching is similar to behavior in the workplace. Each person, regardless of his or her position, has to handle certain problems on a daily basis and uses literature, references books,

documentation, flowcharts, guidelines and other support aids in order to do so. The credo of interactivity (dialogue) in learning is shaped by the following basic principles: (a) what I hear, I forget completely; (b) what I hear and see, I remember to some degree; (c) what I hear, see and ask or discuss with somebody, I begin to understand; (d) what I hear, see, discuss and do enables me to acquire knowledge and skills; (e) what I teach others makes me proficient. The interactive education model better suits for managing lifelong education, because it is based on identification and solving of problems in an uncertain and dynamic environment — this is the type of environment in which learners work and learn nowadays.

Table 2

Traditional education model	Interactive education model
Learning information required for a successful examination	The need for knowledge is conscious
Problems are identified and solved in a structured and static environment	Problems are identified and solved in an uncertain and dynamic environment
Knowledge and skills are applied in specific cases and situations	Adaptation to information resources. Information becomes a usable resource
Is based on the «learner – teacher» interaction	Is based on the «learner – teacher» interaction and teamwork
Teacher makes evaluations and attestations on an individual basis and provides feedback	Teacher and learners make individual evaluations and attestations cooperatively and exchange feedback

III. Self-guided work as the main form of lifelong education. Self-guided work is a relatively new problem in didactics. It emerged and manifested itself in the late 19th – 20th century when representatives of different schools under the umbrella of so called «Reform Pedagogy» became sharply critical about the class- and subject-based system developed by Jan Komensky and refined by I. Gerbart. Reformer educators believed that the traditional teaching model restricted independence and activity of learners and formed their own pedagogy schools in which a learner and a teacher had equal positions. This is aimed at taking into account the individual characteristics of every learner in the learning process to the greatest extent possible, which contributes to the development of valuable personal qualities, such as self-reliance, activity, initiative and striving for vigorous action. Didactics does not offer a uniform understanding (definition) of this notion. Different points of view can be combined in several dimensions. Self-guided work of learners is viewed as: (a) a kind of activity of learners where they exhibit maximum activity, creativity, initiative and independent thinking; (b) work performed without direct involvement but on the instruction of a teacher within specified timeframes; (c) practice (a series of

learning practices) which is implemented through specific actions of a teacher and a learner; (d) a means of organization and performance of a certain activity by learners in line with desired goals.

The fact that self-guided work has emerged as an alternative to the class-based system renders it, perhaps, the only form suitable for lifelong learning. Organization of self-guided work in formal forms of lifelong learning requires aids that will replace a teacher in a significant part of the training process. An Individual Learning Plan can become one of these aids. This plan is designed to provide self-organization and self-direction. The proposed structure of an individual plan is functional since it may be regarded from the perspective of a problem (input) and its solution (output). This is critical for self-guided learning because it motivates a learner to tackle a problem. In the traditional training system, the goal is to attend at a certain number of classes (lectures, hands-ons), prepare for and successfully pass an examination. This certainly does not mean that such forms of learning process management will not be present in the system of lifelong learning, but virtual lectures, hands-ons and seminars will serve as a means of achieving a goal and will be used by learners as and when required.

The content of individual elements of an Individual Plan should be universal. The «Learning Goals» section provides a description of the ultimate outcome to be achieved in the context of Bloom's taxonomy (Spirov, 2007). The «Learning Content» section contains tasks to be solved by the learner in order to achieve the goals set. The «Learning Management» section refers to capabilities that the learner can rely on when solving problems and achieving goals. The «Learning Control» section includes evaluation.

IV. Conclusions: (1) The traditional education model with its class-based learning process is not suitable for lifelong learning; (2) the interactive education model can be used for lifelong learning; (3) self-guided work of learners supported by a teacher is the only possible form, method and means of lifelong learning.

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THE IMPACT OF KNOWLEDGE ON ORGANIZATIONAL DEVELOPMENT

A.E. Suleimankadieva

E.N. Kalinina

As recently as three decades ago, there were only three leading drivers of economic growth: land, labor and capital. Now there are four, and the fourth one, knowledge,¹ is at the top. The authors of this paper examine the role and significance of organizational knowledge in the livelihood of an organization at different stages of its lifecycle.

Analyzing the social context of knowledge, Blacker and Kennedy² identified four principal phases in how the role of knowledge changes: 1. Knowledge as wisdom (new knowledge is sought solely for the sake of education); 2. Knowledge as know-how (more is expected of knowledge: it has to be organized, systematized and purposeful. Historically, this phase began in the 18th century concurrently with the first wave of the “technological revolution”); 3. Knowledge as know-how for the organization of labor (this phase is linked to the work of Taylor³ and the emergence of “management science” in the early 1900s, when knowledge stopped being a purely “technological” concept and became an organizational asset informing system management); 4. Knowledge as applied to knowledge itself (knowledge becomes a reference point in organizational development; system management and knowledge management become synonymous at this stage. This phase emerged in the 1930s, but did not become quite obvious until the early 1970s, when the term “organizational learning” was coined and knowledge gradually came to be perceived as a product, a means of production and a strategic corporate competency in its own right. Despite the high relevance of our object of study, there is to this day no final, unambiguous definition of “knowledge” in organizational knowledge theory – no definition that would reflect all the nuances of knowledge as an object of study).

Analyzing the definitional aspect of the subject at hand, we see the need to distinguish between “information” and “knowledge,” which behooves us to examine the composition of knowledge and how it affects or-

¹ Kluge J., Stein W. Licht th. Knowledge unplugged. The mckinsey&company global survey on knowledge management. Great Britain by bath press, BATH. 2001. P. 4.

² Blackler, F., Kennedy A. The design and evaluation of a leadership programme for experienced chief executives from the public sector, management learning, VOL. 35 (2). 2004. P. 185.

³ Allee, V., The knowledge evolution: expanding organizational intelligence, butterworth-heinemann. 1997, P. 6.

ganizational development. According to the model posited by Rowley¹, building organizational knowledge is like building a “three-level pyramid”: the bottom level provides the facts (data flow); the second level of the organizational knowledge pyramid is made up of information (this is the part of the date which becomes information through contextualization, categorization, computer processing, correction and compression); on level three, information becomes organizational knowledge by means of comparison, evaluation, cross-linking and definition of the area of application. No information or data coming into an organization can in itself be viewed as knowledge. For the data or information to become knowledge, it should have value to the organization--it should be viable and applicable. The organization’s lifecycle will determine whether the organization can use the knowledge effectively. Both the composition of the available knowledge, and the specifics of corporate learning are determined by the lifecycle stage of the organization. One of the most widespread concepts on this in the western world is the one by I. Adizes².

We will now attempt to define the “application value” of knowledge in organizational development. In the early stages of an organization’s lifecycle, it will benefit the most from basic knowledge which will help it get a foothold in the marketplace and set its business in motion in an uncompetitive or growing market, but this kind of knowledge will not give the organization any competitive edge. As the organization scales up, it will increasingly require other, more discriminating, kinds of knowledge, which will enable the organization to stake out its market niche and hold it long-term. This knowledge will enable the organization, among other things, to keep its costs low, find the best terms on loans and offer the best solutions to its clientele. But this knowledge alone will not keep the organization among the market leaders forever. The organization will need new, pioneering knowledge (cutting edge ideas) as it goes through its lifecycle to stay ahead of the competition long-term. The organization needs such innovative know-how that will take its rivals too much financial and time investment to replicate.

¹ Rowley, J. The wisdom hierarchy: representations of the dikw hierarchy, journal of information science, no. 33. 2007. P. 164.

² Adizes I. Organizational passages – diagnosing and treating lifecycle problems of organization. Organizational dynamics, vol. 8 issue 1, 1979. P. 3-14.

INTEGRATION IS ONE OF THE DEVELOPMENTAL CONDITIONS OF LIFELONG VOCATIONAL EDUCATION

Yu. A. Chitaeva

Lifelong education is a combination of public, private and other forms of educational institutions that provide organizational and comprehensive unity, continuity and interconnection of all parts of primary, secondary higher vocational training and retraining and takes into account the present and future social and economic needs, personal educational goals and opportunities of each person

In Russia, the process of developing the theory and practice of lifelong education has its own specific features, but at the same time, it has features common with other countries. Currently, no country in the world has a complete system of lifelong education, but the cumulative experience of countries that are guided by the idea of lifelong education helps to determine some essential features in the patterns of the new educational system, which is qualitatively different from the current one. The idea of lifelong education and training throughout life was put forward in the 1920s, and the concept of lifelong education began to take shape in the seventies as awareness of the importance of knowledge and its larger role in the education community. In the second half of 1980 Western European countries formed the conceptual basis of models of lifelong education. They studied the whole range of social, economic, political and institutional conditions under which it becomes possible to implement lifelong education. The structure, functions, goals and objectives of individual units and elements of the system and their interaction were also identified.

In the works of local scientists there are different views on the idea of lifelong education and its essence. In some cases, lifelong education is identified as continuous training when contradictions in the existing education system can be eliminated by the mechanical integration of all stages of the educational process. In other instances there is an idea of the possibility of establishing a system of lifelong education by supplementing existing educational system with new links of the chain.

Currently in Russia the development of lifelong education has a fundamentally different quality. This is due not only to the constantly updated social demands for professional skills of qualified workers and specialists, but also to the need to consider apparent individual personal motives for constant improvement of knowledge, skills and competencies to acquire new skills and professions in order to achieve one's creative potential.

This requires reforming primary, secondary and higher vocational education, the establishment of integrated educational institutions, and the

introduction of multi-level education. The lifelong nature of education involves integration of both leading trends in contemporary professional education. The most promising area of integration is the integration of primary and secondary vocational education and the creation of multi-level vocational education institutions that train skilled workers and specialists in a wide range of professions.

The introduction of federal state educational standards for professional education allows: (a) comprehensive and organizational integration in the formulation of vocational education of basic educational programs, (b) development of a variety of educational pathways for students in primary and secondary vocational establishments, etc.

REFORMING RUSSIAN EDUCATION: A TRANSITION TO THE PRINCIPLES OF CONTINUITY, OR DESTRUCTION?

N. N. Shestakova

It is a commonly known fact that Russian education has been in a permanent state of shock over the last decade, undergoing one reform after another. Let us indicate the main milestones of the most general reforms in the period from 2000 in chronological order:

Adoption of the “Conception of the Structure and Content of General Secondary Education (in the Twelve-Year School)” by the All-Russian Conference of Workers in Education that took place on January 14-15, 2000, which initiated secondary school reform for the next 20-30 years;

Decree of the Russian government № 751 dated 04.10.2000 on the “National Doctrine of Education in the Russian Federation” for the period until 2025¹;

Conception for Russian Education Modernization for the period until 2010 (Appendix to the Decree of Ministry of Education №393 from 11.02.2002)²;

Federal Target Program of Educational Development for 2006-2010 (Order of the Russian Government № 1340-p dated 03.09.2005)³;

Declaration of the President of the Russian Federation (05.09.2005) on the start of the four priority national projects, (including the “Education” project), implementation of which is considered one of the top priorities for social and economic development of the Russian Federation in the medium-term period⁴;

¹ The National Doctrine of Education defines the goals of education and upbringing, the ways to achieve them by means of state policy in the sphere of education, and the anticipated results of development of the educational system.

² The conception is associated with the main directions of the social and economic policy of the Russian Federation Government for the long-term period and sets the priorities and measures of the implementation of the general, strategic course in the following decade – the modernization of education.

³ The main strategic objective of the Program is providing conditions to satisfy the needs of citizens, society and the labor market for quality education by means of creating new institutional regulating mechanisms in the sphere of education, renovation of the structure and content of education, development of the fundamentality and practical orientation of educational programs, and establishment of a lifelong educational system. <http://www.fcpro.ru/content/view/12/77/>

⁴ The Priority National Project “Education” stipulates the following directions in education modernization: 1) support and development of the best examples of national education; 2) introduction of modern educational methods; 3) establishment of two national universities and two business-schools which are world class; 4) improvement of work on children’s up-

Formation of the transition period for the introduction and implementation of the Unified State Exam (USE) (the Federal Law “On Introducing Amendments in the Law of the Russian Federation “On education” and the Federal Law “On higher and post graduate professional education” in the section concerning the Unified State Exam” from 9th February 2007 # 17-Ф3) with its obligatory introduction from 01.01.2009;

Formulation of the main directions of education development in the Presidential Address to the Federal Assembly of the Russian Federation (05.11.2008¹);

Implementation in 14 federal subjects of experimental projects on improving organization of catering for students of state educational establishments and municipal educational establishments within the frameworks of the Priority National Project “Education” in 2008-2009.

Education reform (on the basis of the Federal Law “On improvement of the legal status of the state (municipal) institutions” (signed by the President on 08.05.2010), etc.

The given list (far from complete) of varied and different level normative documents in the sphere of education consists of only legal and regulatory acts adopted on the federal level. At the same time, regional authorities also have the right (and use it) to adopt documents that regulate relations in the educational sphere as a whole and in certain directions and fields within these territories. In general, the inconsistency and contradictions of the legislative and regulatory acts of the federal and regional levels prevent achieving the set objectives.

bringing in schools; 5) expansion of the opportunities of higher education for the military personnel; 6) development of the professional training system in the army. <http://www.mon.gov.ru/pro/pnpo/4156/>. The structure of the Priority National Project “Education”: State support for higher educational establishments and schools, actively applying innovational educational programs; A program of support for the best teachers; The informatization of education; Establishment of new university centers of interregional development on the basis of working higher educational establishments in the Southern and Siberian Federal Districts; Support for talented youth; Development of professional training in the army; Support for regional integrated modernization projects in education.

¹ <http://www.kremlin.ru/transcripts/1968>

PROBLEMS OF EDUCATIONAL ACTIVITY IN THE CONTEXT OF MODERNIAZATION

A. L. Shestakov, V. I. Mayorov

L. A. Shefer, E. V. Gichkina

In the context of the issues indicated in the report it is possible to remark that the analysis of students' academic progress within last five years clearly showed a pronounced downward trend in the quality of students' knowledge, especially among those in the first and second year. For example according to the winter exam session results in 2011 among first and second year students of the South-Ural State Innovation University (Chelyabinsk) the percentage of those who failed the exams in different departments is ranges from 20% to 80%. Among the senior students this index is slightly lower, but still accounts for 10%-60%. Comparing the data on the exam sessions of the previous five years it is possible to remark that the number of students who were not allowed to sit their examinations increased every year. The analysis shows that over the last five years the level of university graduates has dropped both in terms of quantity and quality of training, which we believe is closely connected with series of factors which have a negative impact on the levels of education.

First of all it is necessary to mention pedagogical factors external in relation to university, such as: (a) inadequate level of school training in basic subjects, especially the ones such as mathematics, physics, chemistry; (b) poor profession-oriented activity in schools; (c) inadequate working knowledge of the key educational competencies; (d) the absence of unified regulations and requirements for the system of certifying examination in schools and higher education establishments; (e) the absence of applicants' entrance certification to higher education establishments and understated requirements.

Apart form pedagogical factors, the quality of education is also influenced by: (a) a decrease in the social significance and motivation of education; (b) a discrepancy between the level of higher education and labor market requirements; (c) the non-participation of students, employers, non-commercial organizations in the planning of educational processes; (d) poor communication between higher education establishments and future employers of graduates; (e) the absence of students' personal values of education and as a result an absence of interest in studies; (f) subconscious selection of a future profession; (g) an inert way of overcoming difficulties.

The quality of education is also greatly affected by intra-university factors, which are peculiar to education in general: (a) an absence of teachers'

motivation to improve the quality of education; (b) an absence of positive motivation of the teachers and assistant staff to engage in educational activity; (c) a reluctance of the teaching and assistant staff to develop personal resources; (d) a decreasing level of subject qualification of the teaching staff; (e) a disinclination of the teaching staff to carry out instructional research; (f) an absence or low-level of teaching staff pedagogical education.

Unfortunately nowadays the above mentioned problems in educational activity keep progressing and can cause serious negative consequences in staff training for different fields of state activity. In order to decrease the level of the defined negative factors in the university students are subjected to go through tests on some disciplines at the beginning of the year (one week after classes begin), which are aimed at assessing the knowledge of particular subject. Based on the information obtained students are advised to take additional training on specially arranged courses using specific programs. Such a solution makes it possible to bring down the index of low grades. Apart from special courses the groups' facilitators practice an individual approach to their students, in the context of educational and psychological factors, which allows tackling a number of internal problems connected with education, though dealing with the problem of activity motivation in the field of education for one thing is the function of the state.

NATIONAL AND REGIONAL FEATURES OF CONTINUOUS EDUCATION SYSTEM FORMATION

APPROACHES TO AND SPECIFIC ASPECTS OF LIFELONG EDUCATION DEVELOPMENT IN UKRAINE (EXPERIENCE FROM THE KHARKOV REGION)

E.V. Astakhova

The establishment of the new Ukrainian state with all its inherent components is about to be completed. In the context of the final stage of transformation, it is extremely important to make it clear what strategy underlies the development of education as a binding agent of any society and to what degree it is calibrated and consistent with current needs. The education reform taking place in Ukraine has notably changed the education sector, irrespective of any mishaps and contradictions. A legal framework for the system has been established; multilevel education has been introduced; educational institutions of different forms of business ownership and accreditation levels have emerged; Ukraine has signed and contributed much to the implementation of the famous Bologna Declaration. However, the rate and depth of change for the most part leave much to be desired. What concerns us is that the content and philosophy of education and, most importantly, the integrated nature of its approaches are left «behind the scenes».

The lifelong learning concept has become one of the key ideas at the turn of the 21st Century. Put simply, it suggests that everyone learns throughout their life and society has to provide them with an opportunity to do so, since it is only a knowledgeable person who can act creatively. The concept of lifelong learning in its modern form was put forward by UNESCO in 1972. Even back then, the lifelong model was considered from the perspective of developing a holistic education system, which enables us to approach it with the method of self-developing and self-organizing systems. The global education community had good reasons to turn to the model of lifelong education. In addition to such well-known factors as the dynamism and impermanence pervading everything in the 21st Century, the rapid obsolescence of knowledge, skills and professions, and the collapse-like accumulation of information, there are other problems and contradictions which can be overcome through the continuity of the processes of learning, training and professional retraining.

The lifelong education system is also aimed at overcoming the contradiction between the long-term and short-term goals of social development. In the context of the dominance of ephemeral instantaneousness and the oversupply of information, a person's efforts are inevitably focused on solving current problems. A higher education qualification, which is continuously maintained and updated, can create a balance between «today» and «always». The list of contradictions and conflicts that education is designed to solve — again, throughout one's life — could be extended. But quantity is not the point. The point is that the system of education, understood and interpreted in modern terms, has indeed unlimited capabilities.

The lifelong education model is known as a distinctive and very important step towards the creation of new education institutes in society. It is still difficult to say definitely what they will look like, which objectively enhances the importance of experiments and explorations. This general theory of the problem can be most vividly illustrated by the experience of the development and implementation of a lifelong education system in the Kharkov Region. Selecting Kharkov as a benchmark is not a matter of patriotism, but is explained by historical and socioeconomic reasons. As for the first group of reasons, the following well-known facts may be cited: Kharkov is the largest center of higher education in Eastern Europe and has deep traditions in science and education. A powerful higher education community was formed in Kharkov during the development of higher education in Soviet period (1920s-1930s), which was distinguished by the «multidisciplinary nature» of higher education institutions (engineering, natural science, humanities, etc.). Today, the Kharkov Region leads the development of lifelong education. It is here that university complexes appeared and the famous system of developing training emerged. The People's Ukrainian Academy (hereafter the PUA) was one of the first in Kharkov to implement the lifelong education model in practice. The PUA was founded in 1991 and initially was strategically oriented toward experiments and explorations in the framework of implementing the concept of lifelong education. The experiment went beyond the regional context after the PUA was awarded, by Ukraine's Ministry of Education and Science, the status of an experimental site for testing a module of continuous humanities education in 1997 (which was prolonged in 2003 and 2007).

What does the PUA offer in terms of the problem in question? It has four main structural units: the children's early development school, the specialized law and business school with advanced foreign language learning, the humanities university and the institute for additional education (previously known as advanced training and retraining). We could have de-

scribed the conceptual principles of the lifelong humanities education module in the framework of the PUA, but taking into account the context of the problem in question it seems to be reasonable to discuss only those aspects that show the truly «advanced nature» of this model of lifelong education. It can be stated that there is an integrated research and education facility in place, which has already undergone organizational and functional integration and entered the content-specific integration stage. The PUA has integrated departments which represent a proven form of implementation of the lifelong education model in practice. Integrated training programs in a number of disciplines (mathematics, economics, IT, history, law, ecology, etc.) have been devised, approved and are being implemented in the education process to encompass all education levels: from pre-school to post-higher education.

It is certainly too early to say that the integrated departments and integrated programs are completely developed as elements of the education module. Perhaps, we are at the beginning of the journey toward an effective and sustainable system of lifelong education. But what has been already achieved provides the most interesting material for analysis and comparison, enabling us to advance toward the development of the lifelong education system within the realities of the Ukrainian state.

A LIFELONG EDUCATION SYSTEM IN THE CONTEXT OF A REGIONAL INNOVATIVE EDUCATION TECHNOPARK

Y.A. Boyarkina

The education environment as a combination of conditions for the implementation of learning can only be modern and innovative if it provides full-fledged support to the self-guided work of learners (both teachers and students), offers modern logistical support in the educational process, interacts with society and takes into account the mandate of the production sector.

In the forecast period up to 2020, the Tyumen Region will remain the main source of hydrocarbon raw materials in Russia. The fuel and energy industry currently generates the major proportion of innovation in the region. Other industries that will develop in the forthcoming period include the integrated industries of oil and gas processing and oil and gas chemistry, oil machine building and new clusters, such as forestry, construction and the construction materials industries. This is why engineering and technical professions are currently in demand in the regional industrial sector.

We are currently observing a phenomenon where staff employed by the production sector lack required qualifications, and cross-disciplinary and multi-level training programs developed within the education system do not take into account the needs of the production industry. The creation of the proposed innovative education environment is focused on raising a personality who meets the requirements of the innovative development of the economy by providing the continuity of the professional education process. For this objective to be achieved, the following tasks need to be accomplished: (a) ensure the continuity and succession of education programs at different levels in the context of the variability and standardization of school education; (b) create a system of networking between education institutions and professional education institutions which would extend the capabilities of the professional training of students in natural and mathematical sciences; (c) create conditions for the implementation of lifelong education modules oriented toward the regional labor market in terms of organization, procurement, human resources and methodology; (d) introduce mechanisms for the interaction between professional education institutions and the production sector to ensure that additional material, and intellectual and other resources, are allocated to education.

An educational environment built subject to the above-listed tasks will provide the opportunity to train highly qualified specialists in a single educational environment that will develop their skills, starting from kindergarten

and ending with the training of qualified specialists to work in the production sector. In essence, we propose creating a new form of the territorial integration of educational institutions, science and production by combining their resources to provide shared access to the research activity of young people and innovative training equipment in order to secure the principle of continuity and succession in education.

Региональный инновационный...	REGIONAL INNOVATIVE EDUCATION TECHNOPARK
Взрослые	Adults
Дети, молодежь	Children, young people
Нормативно-правовое...	Legal support:
Методическое...	Methodical and methodological support for teachers:
Естественно научные...	Natural science resource centers:
Техническое...	Engineering dimension (developing a technical product):
Художественно-эстетическое...	Art, aesthetics and design dimension
Разработка программ...	Development of programs, teaching materials and program support
- обучение, стажировки	- training and internships
- социальные пробы,...	- social approbations and practices
Детский сад	Kindergarten Primary school
Старшая школа...	Senior school Resource Center on the basis of primary professional education, secondary professional education and higher education
Конструирование....	Design, programming elements, introduction to robotics
Применение в технике...	Engineering applications, robotics technology, Robotics, Inventions
Научные лаборатории...	Scientific laboratories, programming of equipment
НПО, СПО, ВУЗ	Primary professional education, secondary professional education, higher education
Производство...	Production sector (develops a social mandate)
Рис. 1	Fig. 1

One of the drivers of interest in the engineering professions among students is to develop an informed professional choice by involving them in scientific and technical creative work, natural scientific research and robotics design from childhood. The system of step-by-step involvement of children in inventive work will not only promote the quality of general education in disciplines of natural science but also effectively improve professional

training of specialists in professional educational institutions for engineering. This approach to the education of children and young people in the Tyumen Region can be implemented through the creation of a *Regional Innovative Education Technopark*, an innovative educational environment combining all levels of education.

The “education technopark” is a technology of the future, a model of pedagogical interaction (see Fig. 1). The innovative educational environment is intended for both young people and adults (teachers) on the basis of the following modules: Natural Science Resource Centers, Engineering Dimension, and Art, Aesthetics and Design Dimension (for children); Process Legal Support and Methodical and Methodological Support of Teachers (for adults). The modules may be implemented either on an integrated or individual basis. Each subsequent module extends the capabilities of the system. Modules, in their turn, vary in terms of teaching aids applied, rendering them more accessible to teachers and students in the region.

The Natural Science Resource Centers module brings together institutions of pre-school, general (primary, basic and secondary), professional and additional education linked through partnerships with production enterprises in the region.

The Engineering Dimension module is a structural unit of a secondary or higher educational institution and ensures the implementation of the innovative education principle. The module forms the basis for training students, retraining technology engineers and workers and creating prototypes for high-technology industries, which ensures the integration of primary and secondary professional education and industrial enterprises in the region and interaction with general education institutions.

The Art, Aesthetics and Design Dimension module is a structural unit of the *Engineering Dimension*. It ensures that students who do not have an aptitude for engineering but are interested in and demonstrate an aptitude for the arrangement and design of technical structures are involved in engineering activities.

As for the modules intended for adults (*Process Legal Support* and *Methodical and Methodological Support of Teachers*), they both provide support for teachers working with young people at the level of advanced training and mastering modern digital equipment on the basis of publicly available resource centers and govern legal and regulatory relationships between all structural elements of the innovative education environment — *the Regional Innovative Education Technopark*.

The implementation of this innovative education environment in the educational practices of the region will help achieve the following out-

comes: first, increased interest from school leavers in the engineering professions of knowledge-intensive production sectors; second, an increase in the number of students enrolled in engineering majors; third, an increase in the number of participants and winners of competitions in engineering and natural sciences; fourth, an improvement in the level of training of highly professional staff for working in modern production by implementing the principle of continuity and succession of education, which, correspondingly, will contribute to producing competitive graduates of professional education institutions in the engineering professions and occupations that are in demand in the region.

FEATURES OF THE UZBEK MODEL OF LIFELONG EDUCATION

N. G. Karimov

The main idea of the reforms being carried out in the education sphere is ensuring continuity and succession between the main levels of education.

In accordance with the National program for staff training, the new model of education includes the following levels of education: pre-school – general secondary – secondary specialized professional – higher education (bachelor's and master's degrees) – post-university education (the institutional structure of “trainee researcher” and “senior scientific researcher”), skills upgrade and retraining of staff. Out-of-school education is presented separately.

This model of education allows a person not only to maintain the necessary level of professional knowledge and competencies, but to raise their professional level throughout the course of their life. The model creates an effective mechanism of an education system in which the main components include respect for the person, necessary conditions for developing their abilities, creative potential and spiritual development. The following principles are contained in the model of lifelong education: priority, democratization, humanization, humanitarization, national focus, inseparableness of education and upbringing, and the discovery of gifted and talented young people. The subjects of activity of this model are: the personality, the state, society, lifelong education, science and production.

A distinguishing feature of the National program for training staff is the introduction into the system of lifelong education of both independent and compulsory stages of education: nine-year general secondary and three-year secondary specialized and professional education, which provides continuity in the transition from general educational to professional study programs. In higher education, there is a full transition to a two-level system: the bachelor's program and the master's program.

Since 1998, a fundamentally new type of education has begun to form in the republic – secondary specialized and professional education, which is realized at two types of educational institutions: at academic lycées and professional colleges. Professional colleges differ radically from former vocational colleges by their implementation and content of education. Graduates of both types of educational institutions have the opportunity of continuing study at university.

Taking into account the results of realization of the National program for training staff, and the prospects of socio-economic development of the

republic, the following priority areas have been established for the development of secondary specialized and professional education, and higher professional education in the medium-term perspective:

first priority – development of the system for nurturing morality, spirituality, patriotism and culture of children and young students on the basis of the national idea;

second priority – improving the contents and organization of the educational process, ensuring the continuity and succession of professional educational programs and the stipulated quality of education;

third priority – development of a system of training, retraining and skills upgrade of pedagogical, engineering-pedagogical and management staff;

fourth priority – improving the economy and management of the education system.

Higher education in Uzbekistan, as it becomes integrated into the international educational space, undoubtedly feels the influence of the development of international higher education, which manifests itself in the following ways:

firstly, today the most serious world problems are closely linked with national and regional problems. Therefore, it is necessary to examine the role of professional education and each educational establishment in the dynamics of their development at national and global levels;

secondly, integration processes in education must preserve national features, traditions and spiritual values;

thirdly, higher education must be capable of opposing external threats and risks which may be faced by the younger generation;

fourthly, higher education must become an effective social institution of inter-governmental, inter-ethnic and inter-religious dialogue, and dialogue between different cultures in the name of progress and the well-being of the nation and civilization as a whole;

fifthly, constant improvement of the study process and providing quality of education in accordance with the requirements of the state educational standard.

LIFELONG EDUCATION AS A PREREQUISITE FOR THE ESTABLISHMENT OF A SOCIAL STATE IN RUSSIA

O. I. Kosenko

World experience has convincingly shown that a social state is a regular result of the evolutionary development of social relationships. A social state recognizes that man is its most valuable asset and sees its historic mission in achieving the socioeconomic development of the country to such level that is sufficient to provide a decent life to each person living in the state. However, reaching this goal is a long, very complicated and even contradictory process, which is evidenced by the actual experience of developed countries. Each country that embarks upon this path goes through it in its own way, but in accordance with the general regularities of building and further developing a social state.

Today, knowledge-intensive industries in developed countries, which are, for the most part, social states, undergo an intensive process of transition from machine-based and mainly automated production to a new technological mode which is based on biotechnology, nanotechnology, technology of new materials with predefined properties and information technology. According to experts, the specific weight of the new technological mode in the economy of developed countries so far does not exceed 2% of the global GDP¹. A qualitative leap is expected to take place only after the restructuring of the world's leading economies is complete.

Let us describe characteristic features of this process. Experience has shown that developed countries actively build innovative, knowledge-based economies. Science, both fundamental and applied, becomes a major source of technical and social progress. An overall and all-pervading information and communication system is emerging and developing. The structure of public production undergoes radical shifts in favor of high-technology and knowledge-intensive industries. Society gets an opportunity to allocate an increasing volume and share of resources to build up intangible wealth, expand and improve various services, develop and expand human potential without prejudice toward meeting the material needs of people. In this context, full and complete exercise of the right to education becomes one of the major harmonizing and stabilizing factors of the progressive development of a personality, society and the state that provides proper social mobility of different social strata and sustainability of their economic, political, spiritual and cultural status.

¹ Rossiyskaya Federatsiya Segodnya. 2009, No. 3, p. 19–20.

Let's look at Russian reality. According to the Constitution of the Russian Federation (Article 7), Russia is a social state, but in fact it is just building a foundation to become one. According to many studies, typical characteristics of the current stage of the Russian economy development include a raw material-based development model, obsolescence of fixed assets, the broad use of outdated technology, a deficit of skilled labor¹, low labor costs, an inefficient system of staff training and advanced training, and an imperfect legal framework. At the same time, experts believe that Russian science has sufficient potential for the forward-looking assimilation and development of a new technological mode in the country. Russia has facilities to produce necessary unique equipment for the development of the nanotechnology industry. Russian scientists have priority in discovering technologies for cloning, stem cells, and optical and electronic measurements. Other resources are also available that according to experts give Russia a chance to outrun developed countries in the restructuring of the economy, even in the context of the global economic and financial downturn.

The "Concept of Long-Term Socioeconomic Development of the Russian Federation for the Period Until 2020" defines strategic priorities for building an innovative economy in the country². The share of the innovation sector in Gross Domestic Product will increase to 18% in 2020 (in 2007 prices), with the share of the oil and gas industry decreasing from 18.7% to 11%. This development in the structure of the economy will be provided by increasing expenses for research and development (from all financial sources) up to 2.2% of GDP in 2015 and 3% of GDP in 2020, and for education up to 6.4% of GDP in 2015 and 7% of GDP in 2020. It can be expected that the attitude of the government and society as a whole to education will change in the course of building an innovative economy in Russia.

The following steps seem to be necessary for the development and improvement of the professional education system: (a) create an occupational guidance system for students of general education institutions in order to raise their motivation toward careers in the professions and occupations that are in demand on the labor market; (b) provide seamless interaction between the labor market and the education sector and economic incentives for involving employers in the organization of professional training of staff and the development of training facilities and the physical infrastructure of professional educational institutions; (c) exempt educational institu-

¹ During the period of reform, about 5 million specialists left Russia for other countries. – cited from: Rossiyskaya Federatsiya Segodnya, 2009, No. 3, p. 20.

² The Concept is approved by the Order of the Government of the Russian Federation of November 17, 2008, No. 1662-r.

tions from all taxes; (d) maintain state support of educational institutions, irrespective of their forms of business ownership, provided they strictly comply with the state education standards and deliver training, research and education work of high quality.

In our opinion, in order to improve the quality of professional training, it is necessary to actively develop partnerships between Russia's Ministry of Education and Science and Russian employers' associations in order to:

a) create and develop a national system of qualifications, professional standards and state education standards for professional education, and also a system of independent assessment of the quality of education and certification of qualifications, and;

b) create databases for the objective evaluation of the labor market's demands and development of a forward-looking forecast for demand in the regular labor force and specialists.

What is also necessary is: first, to amend tax laws to allow companies including in education costs not only direct expenses for paying tuition fees but also related expenses, such as investments in the physical infrastructure of education institutions, teacher retraining, etc.; second, to develop and adopt a federal law «On the Status of Education Workers» to provide for an average wage rate, and official salary, of employees in education institutions to become equal to at least 100% of the average wage of an industry worker in the Russian Federation in the near future and introduce monthly teaching service allowances of 10% to 30% in addition to wage rates and official salaries.

The law outlined above should grant education workers: (a) the right to receive advanced training at least once every five years under education programs to be determined by the employer subject to the specific aspects of the professional activity of an education worker; (b) the right to early retirement with pension; (c) the right to receive an interest-free government loan to buy accommodation or build a house of their own for those who have worked in educational institutions for at least 10 years.¹

Taking into account the above, lifelong education in Russia could and should become a key social function of the state, the implementation of which would provide every member of society with a real opportunity to receive the education they need throughout their life.

¹ For more detail see: O.I. Kosenko. Scientific Paper: Proposals on the Implementation of the Concept of Social State in the Russian Federation. M.: ID ATISO, 2009.

PROBLEMS OF ORGANIZING A MODEL OF LIFELONG EDUCATION OF STATE AND MUNICIPAL EMPLOYEES IN THE SVERDLOVSK OBLAST

S. N. Kostina
G. A. Bannykh

The effectiveness state managements and local self-administration depends directly on the level of education of state and municipal employees. In this context, it is necessary to create a holistic model of education of officials, which should be built on principles of lifelong education.

At present, there are several main problems in the sphere of education of officials, which is connected with a toughening of requirements for the level of training of officials. These problems are as follows: (a) non-core education of the majority of officials, especially municipal employees; (b) basic professional education of the majority of officials was received back in the Soviet period; (c) the need for new knowledge in connection with reformation of the system of state and municipal management, and the appearance of new technologies, including information technologies. We see a way to overcome these problems by including state and municipal officials in the system of lifelong education. Traditionally, only formal education is included in the system of lifelong professional education of state and municipal employees: training, additional training, and skills upgrades.

Training of officials includes educational programs of different levels: secondary and higher professional education. The transition to a two-level system of higher professional education led to a situation where there are now specialist and master's programs in the field of "State and municipal management". At the same time, the state standard of bachelor's degree of the 2nd generation was not passed, and the state standard of bachelor's degree of the 3rd generation is currently in the process of approval. This is a sign of the unformed public order for the content of training for state and municipal employees.

Professional additional training is conducted for state and municipal officials to carry out a new type of professional activity, and also for receiving additional skills. The independent type of additional professional educational of civil servants is on-the-job training, which involves the officials studying leading experience, including foreign experience, and also

strengthening of theoretical knowledge received in mastering programs of professional re-training or skills upgrade.¹

In the Sverdlovsk Oblast, in 2009 additional professional education was received by 20.1% of municipal officials, and of them, 95.9% took part in skills upgrade programs, 3.5% in retraining, and 0.6% in on-the-job training. Among state civil servants, 17.5% studied programs of additional professional education in 2009, and of them 98.5% of officials upgraded their skills, 1.4% underwent retraining, and 0.1% on-the-job training. Legislation on state civil and municipal service established requirements for skills upgrades for officials not less than once every 3 years. Based on this, annually around 30% of officials should undergo skill upgrades every year. As we can see from statistical data, this requirement is not being met.

In our opinion, we may single out the following shortcomings of the existing model of lifelong education for state and municipal officials:

1. the system for training state and municipal officials is cut off from the real activity of bodies of state power and local self-administration. Annually, institutions of higher education in Yekaterinburg train several hundred specialists and masters in the sphere of state and municipal managements under programs of different levels of intramural and extramural forms of study, but only a small percentage of graduates go to work in civil and municipal service.

2. despite the diversity of forms of additional education of officials, the system of lifelong education is focused on short-term, costly, and as a consequence ineffective form of skills upgrades (18-hour and 72-hour programs). The average length of programs is 3-5 days, and therefore officials, as a rule, only learn about the main changes in the regulatory system which affect their activity;

3. The system of state order for retraining of officials only includes programs of additional professional education of a length of 500 and 1000 hours, but it does not take into account such forms as receiving a second higher education under bachelor's and master's programs. As a result of this, a low interest is seen in retraining as such both among officials and the clients of the programs. At the same time, officials feel a need to take part in programs of higher education, and study them at their own expense.

4. The system of lifelong education does not include forms of informal and formal education of officials, and accordingly there is no organization

¹ Государственные требования к профессиональной переподготовке, повышению квалификации и стажировке государственных гражданских служащих РФ. Утверждены Постановлением Правительства Российской Федерации от 6 мая 2008 г. N 362

and control of them. They are also poorly studied. The enormous potential of self-education of officials, tutorship in the workplace etc. is not used;

5. the system of lifelong education is not directly connected with the career growth of the official, including reserve personnel;

6. the features of the category of officials as young specialists are not taken into account;

7. The existing model of lifelong education of officials does not completely satisfy the professional educational requirements of officials. The system of lifelong education of officials is primarily oriented towards satisfying episodic educational requirements of officials. Studies have shown that officials primarily require social and management knowledge, and feel that they are poorly prepared for research and innovative activity¹. At the same time, according to statistical data², in 2009 in the Russian Federation as a whole, programs of additional professional education of officials took place in the following areas: 23.3% organizational-economical; 22.4% legal, 13.2% management, 11.4% information-analytical, 10.7% financial planning, 19% other;

8. the following were not applied in organizing the system of lifelong education: (a) model of anticipatory education, (b) adaptation model (which examines education as a factor of permanent adaptation of the individual to the changing conditions of their life activity), (c) human-centric model (focused on «lifetime» enrichment of the creative potential of the person).

In our opinion, overcoming the problems examined above will help to construct a model of lifelong education of state and municipal employees which would satisfy both the educational requirements of the officials themselves, and society's requirements for them.

¹ Парунина Л.Д. Особенности становления и развития профессиональной культуры муниципальных служащих в современной России: социологический анализ. Диссертация на соискание ученой степени кандидата социол. н. На правах рукописи. – Екатеринбург, 2010, с. 162.

² Дополнительное профессиональное образование работников гражданской и муниципальной службы в 2009 г. (методологические пояснения) // http://www.gks.ru/free_doc/2010/dopobr/dopobr09.htm

RUSSIAN TRADITION AND THE ANGLO-SAXON MODEL: ADVANTAGES AND DRAWBACKS

A.I. Kugai

1) Recent discussions about the future of the higher education system in Russia have revealed two extreme approaches to the selection of an education process model. Supporters of the first approach adhere to the traditionalist position and follow the motto: “Back to the future — toward the Soviet system of education!” The opposite approach is demonstrated by zealous supporters of the Bologna System, who take it as a benchmark model in the modern system of higher education. At the same time, the approving tone toward the Bologna Process has changed to relentless criticism in European intellectual circles. A book by Christian de Montlibert, *“The Ravages of University ‘Modernization’ in Europe”* (“Les ravages de la ‘modernization’ universitaire en Europe”), has become a milestone in this respect, arguing that European education reform has in reality turned out to be a “verbal reform” and its basic characteristics (such as “transparency”, “mobility”, “flexibility”, “perfection”, “competitiveness”, “cross-disciplinary nature”) are declarations that have not been filled with real content.

2) Let us mention the strengths of the old Soviet five-year higher education system: (a) the polytechnic and universal nature of education; (b) the fundamental nature of education; (c) high status of higher education; (d) state support of education; (e) strict discipline of the training process based on the German organizational principles, including a system of continuous control; (f) high level of teaching, etc.

3) Since Russia's joining of the Bologna Process is an accomplished fact, the most effective and painless way to transition to the European education model would be to adapt to it on a step-by-step basis while preserving the obvious achievements of the Soviet education system. While appreciating the evident advantages of the Bologna System, it is still necessary to see its drawbacks and the challenges that it brings to Russia.

CONTINUITY OF EDUCATION AS THE MAJOR PRINCIPLE OF DEVELOPING THE LABOR POTENTIAL IN THE REGIONS

L.K. Kuzmina

The key task of lifelong education is to develop human resources and provide the economy with a labor force. The condition of lifelong education in the regional socio-economic subsystems that are responsible for supplying manpower to the economy is an indicator of the efficiency of developing and realizing labor potential. Moreover, failure to adhere to the principle of continuity jeopardizes the preservation and enhancement of the potential of labor.

A comprehensive approach to the development of labor potential will require substantial reconstruction of the entire system of training highly qualified staff. What has become evident in this connection is the need for restructuring the network of education institutions and transforming them into various forms: amalgamate through mergers or affiliations, create new types of education institutions (multi-level training and production complexes, centers for staff training and retraining, centers for adults training and lifelong education, etc.). A continuing trend of unemployment among school leavers remains a serious issue for creating and developing labor potential and has an adverse impact on the status of manpower in the regions. There is a need for special programs for employment of young people who have no specialized professional training.

Creating modern infrastructures is relevant to all spheres of activity related to the processes of creation and realization of labor potential. They should encompass all the levels and forms of learning, professional training and education using new models and trends of innovative development, with orientation toward continuous improvement.

Managing the realization of the potential of labor is based on certain principles which represent objectively reasonable requirements and standards that determine the operation of a system and have to be adhered to. A prescribed set of principles will help give necessary properties to a project being designed and select acceptable methods for achieving the desired goals. Such principles include: (a) coordination of interests between providers and consumers of education services in business and society; (b) productive interaction within the "science-education-investment" system; (c) continuity in education; (d) continuity in knowledge transfer; (e) a coordinated approach to solving economic and social issues; (f) affordability of education in the broad sense, in particular overcoming financial barriers; (g)

development of motivations toward lifelong education and advanced training; (h) transparency of management actions. Adherence to these principles will help establish clearer limits and structure of regional and national labor potential as a management target, which will facilitate achieving a uniformity of approaches to its evaluation.

When developing a policy for the creation and realization of labor potential, the principle of sustainability should be observed. Labor potential represents a unity of both stable and volatile conditions. The stable condition of labor potential is maintained in the context of the socio-economic development. When labor potential is not realized, its ability for self-development is impaired. At the same time, labor potential cannot be «perpetuated». A stagnant atmosphere is harmful to it and it can only develop when it is in demand socially and economically. The continuity of education helps considerably offset the impact of emerging negative factors.

THE IMPORTANCE OF PRESCHOOL EDUCATION FOR LIFELONG EDUCATION (THE POLISH EXPERIENCE)

E. Kula

The first stage of school learning that provides all children with an opportunity to acquire basic skills and integrate new achievements in culture and technology is a part of the education policy of European Union member states. Cooperation in this field was a subject of a European Council summit in Lisbon in March 2000. As a result of the process that started then, which was later called the Lisbon process, a program of implementation of future objectives in education was established. Since 2002, many actions have been undertaken aimed at realizing lifelong education and an understanding of it in a global perspective. These actions have had an effect, first of all, on the EU member states and all round Europe, for example, on basic skills, like numeracy, writing and reading. The acquisition of the mentioned skills, necessary in the educational process, to a large extent depends on the quality of education. In the Communiqué of 17 February 2011, «Early Childhood Education and Care: Providing all our children with the best start for the world of tomorrow» the European Commission underlined that early childhood education and care is an essential foundation for successful lifelong learning. Preschool education is, therefore, important for social integration, personal development and professional careers.

Up to now EU countries have focused on promoting early childhood education and increasing its accessibility. The European Commission declares that the next step has to be a systematic improvement of quality of the preschool education. The cooperation, which the Commission calls for in its communiqué, should work on both psychological and pedagogical issues of the **education of young children**, as well as administrative problems associated with financing, management and teaching staff. For example, the Commission proposes development of effective policy frameworks according to the general conception of the future preschool education: defining the qualifications required to perform certain functions of personnel, to ensure appropriate salaries and working conditions, to improve gender balance among the personnel, and to help preservation of the correct proportions between teaching knowledge and social skills on the level, appropriate to this age group. Actions of this kind have to change the community perception of kindergartens and the early stages of education, for which the disproportionately small financing is still allocated in comparison with the subsequent stages of education.

The importance of preschool education is that it has to be the cornerstone of education, strengthening the historical process of accessibility to education for everyone, including those from the most disadvantaged backgrounds. The tendency of widening the educational system is clearly visible in the age group of 3-6 years. Most European countries have agreed that for this group the different forms of education and care are the first level of education. Some common trends can be noted. In all European countries there are programs of early childhood education and care for the children aged 3-6 years, and on this level the educational mission is clearly defined and is more important than the function of child care, related to parents. The purpose everywhere is to stimulate cognitive and social development as well as cultural knowledge - to prepare children for preschool education (reading, writing and mathematics.) Teaching staff working on this level have pedagogical education and their training includes professional practice and theoretical studies, aimed at training of qualified teachers or tutors.

Kindergartens in Europe cover large but not maximal percentage of children (87% - 4 year olds and 93% - 5 year olds). It may seem that such percentages are a positive sign, because it is not obligatory for the children to go to kindergarten before 5 or 6 years, but there is still the question of children who are not covered by this organized education and the reasons for this phenomenon. One can say with a high degree of probability that these children are often from the disadvantaged families, and if so, then supply of educational services for this age group is not yet sufficient in all of Europe.

Against this background, preschool education in Poland appears to be a neglected sphere of social policy in general and of education policy in particular. Even the amount of data on the situation with young children and the activities of the preschool educational institutions is minimal. We have to remember that the rate of promotion of preschool education in Poland is the lowest in the EU (41% of children aged 3-5 years according to 2006 data, 59.7% according to 2010 data). From September 1, 2011 the right of children at the age of 5 to one year of preschool care will be changed to obligatory preschool training for one year. A key aspect of inequality in terms of preschool education is the difference between the city and the countryside. The less educated people with smaller income live in the countryside. They convey modest demands toward the education of their children. There is smaller access to cultural products, and psychological and speech therapy care in the countryside. If in the cities there were 62% of the children aged 3-5 years in kindergarten in 2006, in the countryside

there were only 19%. Thus, villagers need a significant improvement in the conditions of their development, one of which is high quality preschool education. By not providing them with high quality preschool education, we deprive them of opportunities and waste the human capital. This phenomenon also exists because Poland is one of few EU countries where preschool education is not funded by the state. However, it should be noted that insufficient funding is not the only reason for the low proportion of 3-5-year-olds in the preschool education. Of great importance is also the wrong stereotypes of education at the early stage, according to which it is thought that preschool children have limited abilities of abstract thinking and learning of complex concepts. At the same time, the results of the latest research have verified the existing knowledge about the early childhood development and have confirmed that the years between birth and the 4th year of life are crucial for the quality of a start in public life, for the formation of cognitive skills, for developing basic principles, as well as for developing the foundations of personality, individuality and identity. That is why, preschool education is so important when it uses information and communication technology; it gives children a chance to learn modern technologies that will become their primary tool in their studies and professional work in the future (in Poland in 2002-2010 the KidSmart program was introduced in more than 600 kindergartens). The problem to be solved in Poland is a greater involvement of parents in the learning process of children at the preschool stage, and the improved training of the teachers of preschool education.

The earliest experience of a child creates a foundation for all the subsequent stages of study. If in the first years a solid foundation is laid, all further studies will be effective, and probably will continue throughout life. According to the American economist, mathematician and Nobel Prize winner in economics, James Heckman: investment in human capital brings the highest return – there are gains not only for children but for society.

THE EVOLUTION OF LIFELONG EDUCATION AND DEMOCRATIC PROCESSES IN SWEDEN

Y.V. Poliakova

This report analyzes the evolution of lifelong education in Sweden and examines certain issues related to it. Lifelong learning covers many different areas of formal education, stretching beyond the competence of the National Education Agency. In what way the concept of “lifelong and life-wide learning” is actualized in real life will depend on personal motivation and ability to use what the learning environment has to offer. The “lifelong” element implies that one’s education lasts as long as one’s life. The “life-wide” element covers formal, informal and non-formalized learning.

Sweden currently faces a number of major challenges with lifelong education. It is not clear which financing principles and models should be used and how the educational environment should be evaluated outside the formal training. Information and guidance are two major issues alongside evaluation and follow-up. Equivalency and gender equality are a constant focus of educational policy, but the government increasingly has trouble making it work. Lifelong learning requires coordination, infrastructure, cooperation and an appropriate national vision.

From a historic perspective, adult education has seen three periods in Sweden. The earliest one, from the late 19th century to the early 1960s, was when adult education helped modernize Swedish society. That period was exemplified by self-education, study groups and people’s schools. The second period began in the late 1960s and continued for about two decades. It was the period when Sweden’s lifelong learning matrix shaped up. The emphasis shifted from adult education to what is called “recurrent learning.” Numerous political steps were taken in the 1970s, including the 1977 reform of higher education, the purpose of which was to diversify education opportunities for adults.

The latest period began in the mid-1980s, when Sweden’s economy was in crisis and unemployment was high. The country had to step up investment in education to facilitate the technological and structural renewal of its economy. This is when the lifelong learning concept was practically “reborn.” The Swedish Parliament passed a huge number of political decisions, many of them to streamline the financing and make the education system more flexible. The 1991 Education Law made two tiers of education at the municipal level a part of formal education for adults: adult education corresponding to full nine-year schooling (*grundskolan*), and basic Swedish for immigrants to bring them up to a level where they could continue their education and/or get jobs in Sweden. The 1990s reforms decentralized the

school system, previously run by the national government. When unemployment began rising again in 1995, the government came up with a nationwide adult education program.

At a meeting of education ministers in 1996, the Organization for Economic Cooperation and Development in Europe (OECD) defined the four cornerstones of lifelong learning: (1) easier access to education (pre-school, compulsory personalized secondary schooling and high schooling for all) and a wide diversity of different kinds of formal and informal training; (2) better mechanisms to link education to the job market (flexible transition from one education level to another, work-and-study, sponsored retraining, creation and improvement of competencies and evaluation tools); (3) incentives for employers to invest in lifelong training; (4) revision of the roles and of the division of responsibility between all the parties of the education system, including employers and government institutions.

The next year, 1997, the OECD labor ministers agreed on a strategic vision for lifelong education, based on the following premises: (a) a broader labor policy to respond to the needs of numerous target beneficiaries, including the unemployed, people with a low education level and people in “risk” groups; (b) a long-term commitment to providing easy access to the constantly renewed options for continuing education; (c) new policies on assuring education quality wherever the education is delivered; (d) a training evaluation system that would keep education in touch with the job market. The Swedish government administered a large-scale adult education program in 1997-2002, branded the “Adult Education Initiative” or “Knowledge Lift”. The idea was to upgrade the education level of all adults in the country—those who needed it—to the third year of high school, in order to improve their chances of finding a job. In another initiative, the government set up “personal education accounts” to subsidize lifelong learning, but this program was never implemented in full.

Lifelong education is closely linked to democratic processes in Swedish society. The lingering image of Sweden as a homogenous country with equal opportunity for all no longer corresponds with reality. Sweden today is characterized by cultural diversity, pluralistic values and a growing gap between various social cohorts. Fewer people take part in youth movements, associations or political parties. The political activism of citizens is on the wane. The most alarming trend is that some social groups are marginalized or excluded from society, most notably, the unemployed, immigrants and people with a low level of formal education. At the other end of the spectrum, highly educated, high-income families tend to ignore political and social life. The Council on Democracy has reported that Swedish peo-

ple believe they have powerful ways to effectuate change in a variety of social roles, but they never use them. Sweden's democracy seems to have encountered a brand new challenge. The majority of high income-earning citizens prefer to stay away from politics. Young, educated people want to live their life outside the traditional democratic "avenues of influence," which are no longer considered effective. High-income families believe they can be just as successful, or even better off not taking any part in political life. Political involvement no longer looks attractive. There is a growing trend in favor of "individualism," where every person is viewed as the architect of his/her own success.

In Swedish society, the education gap has widened in the past decades, particularly between native Swedes and immigrants. Swedish citizens of foreign extraction find themselves barred from democratic institutions, not having political representation at the national, regional or municipal level. Swedish people with different levels of income feel differently about democracy. Non-government associations and movements are traditionally considered to be "schools of democracy" in Sweden. It is as members of these groups that citizens learn to apply democratic principles, practice decision-making, acquire confidence in democracy and learn to trust their fellow countrymen. Most Swedish people are members of several such associations at the same time, but their membership is becoming increasingly formal and passive. This only vindicates the idea that lifelong learning has a growing role in conserving and strengthening democracy. Both formal and informal education acquires a new meaning for the reproduction of democratic social norms and values. It is through formal and informal education that people acquire the knowledge, skills and experience and learn the standards and values demanded by a democratic society.

From the perspective of state governance, improved knowledge alone is not enough; the state should invest more in competency-building. But all the above remarks notwithstanding, Sweden is still, globally, in the vanguard of lifelong education for adults.

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NON-GOVERNMENT SECTOR OF HIGHER EDUCATION: TYPES OF INSTITUTIONS AND THEIR ROLE IN LIFELONG PROFESSIONAL TRAINING

T.V. Prok

The most recent history of non-government higher education in Russia has run concurrently with the emergence of a system of lifelong vocational education. Since then, public and private higher educational institutions have developed concurrently, and recently marked the 20th anniversary of their joint existence in 2010. It has been a long enough history to justify some reflection. In this report, we will try to classify the existing higher educational institutions in the non-government sector and examine their role in the system of lifelong vocational education.

We have identified five types or groups of institutions in the non-government sector of higher education by analyzing the initial conditions that accompanied their entry into the lifelong vocational training system.

The first type is represented by “heirs” to the Soviet education system. These schools arose from institutions that had existed in Soviet times, when they were affiliated with the Communist Party, the Komsomol or the trade unions. Some of these schools used to be retraining or requalification institutions for specific industries, or regional lecturing centers of Znanie Society, or something else. In the Soviet Union, this sector of vocational education was the closest thing the country had to a system of lifelong vocational education. These were the schools that quickly restyled themselves and became some of the first non-government educational institutions in Russia in the early 1990s following the collapse of the Soviet Union. They had inherited more than just buildings and qualified teachers; they were experienced in teaching adults. There were hardly any retraining or re-skilling opportunities for adults in the public higher education system in the early 1990s. So, the newly emerging non-government institutions stepped into the niche successfully with all their vast experience from the previous decades, offering people second degree programs, retraining and re-skilling for the new qualifications that were in demand in the nascent market economy. Thus began the history of Russia’s earliest post-Soviet non-government higher educational institutions. The Moscow University of Humanities harks back to the Central School of Komsomol, established in 1944. The Academy of Labor and Social Relations in Moscow goes back to Instructors’ School, founded in 1919 and subsequently re-subordinated to the All-Union Central Board of the Trade Unions. St. Petersburg’s Humanities University of the Trade Unions, the largest non-government university in Russia, traces its history back to 1926. Russia’s best private universities

have by now developed sprawling institutional networks with great numbers of students. They lead both the non-government sector of higher education and Russia's higher education overall. These schools boast the broadest coverage in lifelong education and supplementary informal training, from preschool level to education for seniors. They are worthy rivals for public schools on all the levels of lifelong vocational education.

The second type of schools are, so to say, "schools *d'auteur*," established by educators, scholars or education administrators with their own vision and philosophy of higher schooling. Schools *d'auteur* may be dedicated to teaching, engineering, medicine, environment or arts, but most focus on humanities. Unlike the first group of institutions, which are mostly based in Moscow or St. Petersburg, many schools *d'auteur* are located in the provinces. The best of them have staked out the place they deserve in the vanguard of regional higher education, and their very existence smoothes out various regional disparities in higher education. By the way they enter into the system of lifelong vocational training, schools *d'auteur* are close to their peers in the first group in that they cover all the stages of schooling: from preschool to post-graduate. What sets them apart is their "designer" take on the university aspect of lifelong learning. The leaders in this group were from the very beginning strategically committed to searching and experimenting with lifelong education concepts.

The third group is represented by the filial institutions of renowned public universities. These schools were founded by many well-known public universities to respond to the immediate needs of the educational services market by teaching such disciplines as Economics, Law and others. In most cases, they share their infrastructure, departments, teaching staff and other resources with their parent institutions. While this concept of a non-government institution is pretty solid in the educational services market, schools of this type usually follow in the footsteps of their parent public institutions.

The fourth group are "corporate schools," representing a "second wave" of private educational institutions which emerged in the late 1990s or early 2000s. By that time, the labor market had become saturated with humanities professionals trained in the 1990s for jobs that were then much needed, but there was an acute shortage of engineers in the provinces. The new breed of schools filled the gap by offering degree programs in a variety of engineering fields: power, construction, automotive and so on. Private schools in this group offer "Specialist," Bachelors and Masters degrees along with retraining courses for the engineering staff of regional corporations. In the system of lifelong vocational training, many corporate

schools operate as multi-subject, multilevel educational institutions covering all the levels of professional training. But unlike their counterparts in the other three groups of non-government institutions, they enter into the life-long vocational education system with a more narrow, more specialized spectrum of subjects.

In the fifth group, we find institutions frequently described as “commercial,” meaning that they were a product of the “higher education boom” established strictly for profit (which often meant that massive numbers of students were enrolled while the institutions lacked the facilities or resources to deliver quality education). During a time when supervision by education regulators was lax, many of these schools used unsuitable premises and had no appropriate resources or qualified teachers. That notwithstanding, they typically enrolled massive numbers of students through aggressive advertising. The management of these schools put profit at the top. Education strategy and quality were secondary in importance. The existence of schools like these was an embarrassment for the entire non-government sector of higher education. These institutions did not and do not have a high degree of inclusion in the overall system of lifelong vocational education.

As the non-government sector of public schooling arose and rapidly expanded on the cusp of the Twentieth and Twenty-first centuries, a few “teething” problems sprung up along the way—one of them being a growing gap between non-public schools and their relative education quality. Inequality among non-government higher educational institutions has further deteriorated in the past few years due to higher competition due to worsening demographics and the aftermath of the economic downturn.

A look at the key quantitative trends at present in the non-government sector of higher education suggests that active emergence of new non-government or private educational institutions is now a thing of the past.

DOES GENERAL EDUCATION SCHOOLING IN LATVIA MEET THE ASPIRATIONS OF ADOLESCENTS FOR LIFELONG LEARNING?

L. Stramkale

A. Vanaga

The education system in Latvia is governed by the “Law on Education”. It is “classified in accordance with and comparable to the International Standard Classification of Education (ISCED-97)”, and is compatible with the European Qualifications Framework (EQF). In school, learners not only develop their knowledge, improve skills and abilities as part of one of curriculum subjects, but also learn to understand new things on their own and think critically. Already at the level of basic education, the content of a lesson should “provide satisfaction from learning, encourage thirst for knowledge and thereby foster an aspiration for lifelong learning”.

The population, and hence general education learners (and schools), are both growing smaller in numbers in Latvia due to economic problems and globalization. In the 1997/98 academic year, there were 1,074 general education schools with 347,254 pupils in Latvia. By the academic year 2007/08, the number of schools had decreased to 958 and has continued to decline since then. In the beginning of 2011, there were 830 general education schools in Latvia with only 216,307 pupils. The number of pupils is expected to decrease in the future.

The problem of lifelong learning has been widely discussed in Latvia since the mid-'90s. This is a form of education driven by the “requirements of continuous professional improvement” and regular changes in different areas of science and society as a whole. The lifelong education system places much focus on adult education; however, we should keep in mind that the fundamental principle of lifelong learning is that personal growth and the self-improvement of individuals should be supported during any period of his or her life, and in particular by general education schooling. In this connection, it would be fair to ask: Does general education schooling meet the aspirations of adolescents for lifelong learning?

A questionnaire-based survey was conducted in order to answer this question. The survey involved 74 respondents (62 females and 12 males), of whom 21 percent were 15 to 16 years of age; 18 percent – 17 to 18 years of age; 29 percent – 19 to 20 years of age; 21 percent – 21 to 25 years of age; 8 percent – 26 to 30 years of age; and 3 percent were older than 30 years of age. The survey encompassed three groups of respondents: pupils of general education schools (39 percent), students of graduate schools (43 percent), and graduates from graduate schools (18 percent).

A few criteria were adhered to in developing the questionnaire: First, the questionnaire began with outlining the survey's purpose and emphasized its anonymous nature, explaining that the answers would be summarized before their use; second, the language of the questions and answers was designed to facilitate the receipt of both quantitative and qualitative information using content analysis, mathematical and statistical data processing methods; third, the questionnaire included ten questions aimed at collecting more complete and informative answers. The questionnaire used closed questions which helped to determine a correlation between the aspirations of adolescents for lifelong learning and the quality of education gained through general education schooling. Semi-closed questions, where respondents could not only choose from a set of specific answer options but also provide their own answers, were used in order to find out the respondents' opinion as to whether it is necessary to learn throughout one's life and what it takes to do this. Respondents used a ranking method to determine what knowledge and skills would be helpful to a person in his or her future life. Open questions were used in the questionnaire to reveal the respondents' understanding of qualitative education.

The survey showed that a person needs lifelong learning in order to "be competitive" (33 percent), to "successfully integrate into society" (21 percent), to "be socially secure" (18 percent) and "economically independent" (12 percent). Sixteen percent of the respondents provided their own reasons. By summarizing all alternative answers, it was revealed that one group of the respondents associates lifelong learning with the process of personality development, believing that lifelong learning helps a person to develop in different areas, assert himself or herself and learn something new. In the answers of the other group of the respondents, personality development was regarded as a prerequisite for the improvement in status and quality of life. In this respect, lifelong learning helps an individual to be a full member of society, makes life more interesting, and imparts a feeling of stability, security and satisfaction with achievements. Ergo, continuous self-education is the only way to be confident in oneself.

An important aim of the survey was to identify the respondents' opinion as to whether general education schooling facilitates lifelong learning for them. Affirmative answers were given by 15 percent of the respondents and 8 percent answered negatively. Twenty-five percent of the respondents believe that general education schooling is more likely to develop a motivation toward lifelong education than not, while 29 percent had the opposite opinion. Nearly one-fourth (23 percent) of the respondents had no specific opinion on the matter. Some of the general education school pupils admit-

ted that they have not yet considered this issue. The survey revealed that 20 percent of the respondents believe that motivation toward lifelong learning depends on the quality of education received at general education school. Thirty-eight percent of the respondents think that the answer is more yes than no and 22 percent believe that it is more no than yes. Only 10 percent of the respondents think that the quality of education received during general education schooling is not at all connected with their wish to learn throughout their life.

The respondents understood “qualitative education” as a well-organized, consistent and systematic mastering of knowledge and skills, and also the ability to use what they learned in their future activities. This, in turn, they understood, enables an individual to reach desired goals, achieve success and be competitive on the labor market. The Lifelong Learning Memorandum says that “employability is a key outcome of successful learning”. Qualitative education is combined with the recognition of the balance between learners’ needs, theory and practice, the development of self-reliance and abilities to find and use necessary information. Respondents believe that qualitative education requires qualified teachers.

The most important factor, for general education school leavers to be able to learn throughout their life, was to improve their skills and develop abilities. This opinion was supported by 42 percent of the respondents. Twenty percent thought that acquired knowledge was the most important factor and 28 percent found that the spiritual and physical development of person was a significant factor for lifelong learning. Ten percent of the respondents provided alternative answers (good financial standing, relevant interests, realization of the importance of learning for personal development, a wish to continue learning and the availability of opportunities in governmental and non-governmental institutions). Respondents named foreign languages as the most important subject to be taught in general education schooling. Housekeeping and physical training were recognized as the least important. Other subjects are equally important for lifelong education.

The answer to the question as to whether general education schooling supports the aspirations of adolescents for lifelong learning is ambiguous because one group (25 percent) tended to give a positive answer, while another group of a similar size (29 percent) tended to give the opposite answer. This is explained by the quality of education provided by general education schools and personal understanding of the need for lifelong learning. The prerequisites of qualitative education require further detailed investigation.

FEATURES OF DISTANCE EDUCATION IN RUSSIA

M. A. Tappaskhanova

Since the early 1990s, the Russian educational and scientific community has started to pay attention to distance education, especially after the adoption in 1995 of the concept "On the Creation and Development of a Unified System of Distance Education in Russia".

1). Distance education is a system that implements the process of distance learning for achievement and validation by the student of certain educational qualifications, which become the basis of further creative and/or work activities. Thus, distance education can be mentioned only as a recognized part of the educational system in this country.

A potential education system must be able not only to equip the student with knowledge, but due to constant and rapid updating of knowledge in our era, form the need for its continuous self-acquiring, the skills of self-education, as well as independent and creative approach to knowledge during the active years of the human lifespan. Education should eventually become such a social institution being able to provide a diverse set of individual educational services that enable continuous learning, and provide wider population with the possibility of post-graduate and further education. According to specialists at the UNESCO Institute for Information Technologies in Education, the most important directions in advanced education include: (a) improvement of the quality of education through a fundamental approach and various approaches applying new information technologies; (b) providing the advanced nature of entire education system, its focus on the problems of the future post-industrial civilization; (c) ensuring greater access to education via full-scale use of opportunities of distance learning and self-using of information and telecommunication technologies; (d) increase of creativity in education to prepare people for life in different social environments (providing of developing education).

In current socio-economic conditions, one of the tasks facing the Russian education system is to provide the general population with high quality and affordable education. Research into the labor market in Russia shows that there is a layer of people who essentially need educational services that the traditional system of education cannot provide. They are, for example: (a) people of all ages living in scarcely populated regions far from educational centers; (b) people who are not able to combine training with work and other specific conditions; (c) handicapped people who can acquire education from home; (d) employees who have been made redundant and are registered with the appropriate employment services; (e) foreign citizens wishing to study in Russia, but not having the opportunity to study

in the country for various reasons, and other groups of citizens. It is obvious that there must be some alternative form of education, adequate to the prevailing needs in the educational market, which would firstly, make higher and other levels of education available to the general population regardless of the place of residence, age, living conditions and certain economic and social features, secondly, realize the important and constructive ideas of advanced and lifelong education, be able to respond to the ever changing demands of the labor market, and thirdly, compensate for reductions in public funding, to strengthen international integration, and ease social tensions, increase social and professional mobility, etc. This form of education may be distance education.

2). Distance education is a universal humanistic form of education, based on the use of a wide range of traditional and new information and telecommunication technologies and facilities that create conditions for free choice of educational disciplines, compliant with standards, interactive exchange with the teacher, and the learning process does not depend on the location of the student in space and time. The characteristic features of distance education that distinguish it from traditional education are as follows: (a) flexibility (this is especially handy for working students); (b) modular structure (distance education is based on a modular principle which allows for the study of particular disciplinary units and modules); (c) economic efficiency (distance education is much cheaper than traditional education systems); (d) the new role of the teacher (co-ordinates the process of learning, counseling students, i.e. assigned the role of a tutor); (e) special forms of monitoring (including remote examinations, testing, etc.); and, (f) the use of specialized computer technologies.

The main feature of distance education is that it is based on independent learning. Students should be able to work independently with information provided to them, and at a convenient time. Features of distance education can be traced in the learning process. In acquiring this form of education both teachers and students should be able to use Internet technologies. There is no need for students to travel to universities; they can be trained in every city, region and even country.

The report includes materials from scientific research conducted as part as of the Russian Humanitarian Science Foundation grant program.

DEVELOPMENT OF PRESCHOOL EDUCATION IN ALBANIA AFTER 90 YEARS AND HIS CONTRIBUTION TO THE EDUCATION SYSTEM

M. Tase

M. Xhaferri

Albania 90 years marked the fall of the communist system as it was in all Eastern European countries. Albania faced with radical changes not only in economic social field but also in the education field. Problems inherited from the past were very deeply. So the issue needs deep reforms in this area. Should be liquidated structure, management methods models form the hardness stencil, rusty that we had last time and should be built lesson plans, curriculum texts with Western democratic face. Another view was required for the organization of learning and education, a modern vision for cooperation between school and family community. The more so in a postcommunist society carries along the direction dictatorial mentalities and practices, where everyone walked around the one unit, or a small group of evil social, but the beginnings of pluralism in the education sector and in sectors others were «inspired» the worst of the street and with significant implications today in the first decade of the new millennium.

So today we are working hard in this field to eliminate as much these errors and especially in the preschool system that is the important first step in educating the younger generation.

Historically seen, the Albanians consider education a precious inheritance. Following the tradition of the previous generations, not only for years not also for centuries, education continues to be one of basic values of Albanian society and one of the keys to its future. The first Albanian school opened on the March 7 1887. From that day on, in the history of Albanian education, a number of meaningful facts have been registered. They testify to the desire and the achievements in the area of education. A number of distinguished personalities have emerged, the efforts of who have been focused on the enrichment of Albanian mind and further perfection of the values of the Albanian nation. During World War II, for 46 years in Albanian dictatorship of the proletariat ruled. In 1946 first educational reform of this power approved. It consisted of the creation of a educational system, built on socialist principles and of radical changes in the ideological scientific, pedagogical and teaching and educational process on the basic of the principles of Marxist –Leninist ideology. In the 1980s, efforts were undertaken for the scientific modernisation of teaching plans and programs of pre-university education, in the spirit of changes occurring on an interna-

tional scale. Work was mainly concentrated on the natural science subjects. The content and the teaching methods of these subjects were modernised and in the some of them the changes were preceded by pilot projects on a national scale.

In the last decade of the 20th century, in Albania had a national system of education completed educational institutions at all levels from pre-school to educational institutions graduate. Quantitative indicators of development of university education in 1990 estimated that followed, education 56% of preschool children 3-5 years old, compulsory education 96-98% 8-year students, who included educational requirement, secondary education 70% of students who completed the 8-grade. During the transition period one negative phenomena, which appeared in education, was the fact that, different age groups of children significantly reduced the opportunity to benefit particularly from education. Secondary school and he, even in compulsory education 8-year low number of students. After the 1990s a new epoch began for Albanian society. The democratic changes, which swept all fields of life, were reflected in education as well. The changes which brought about the market economy and the emergence of, new social phenomena, made it necessary to carry out emergent changes in the educational system, such as: (1) elimination of the political and ideological dimensions of the one-party system from the curricula of pre-school education; (2) inclusion of new components in the structure of the pre-school curricula; (3) modernisation of the teaching methodology projects on the basis of regions or the schools by having as its student and the development of the independent and creative thinking.

Pre-school education is offered for children of age group 3-6 years. But from 5-6 years old pre-school education it is compulsory. The institutions through which it is offered are the kindergartens and the school. Through its activities, the pre-school education aims at: (a) developing the pre-school child's personality and preparing him/her for school; (b) ensuring for every child equal educational chances; (c) educating the child as a social being able to strike up relations with others; (d) extending the experience, cognition, sensory, abilities and the ability to speak, act and think through continuous exercises. The evaluation of pre-school children is descriptive and serves to encourage and support their further development. For each child there is an evaluation note-book which contains periodical observations made by teacher on the assimilation of knowledge, conduct the interaction with hi/her peers and adults. It serves as a connecting means between the teacher and the parents.

Table 1

Registered children in the public kindergartens	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2005-2010
	81734	80337	80443	78473	76165	75569	74000

According to data obtained from the National Education file, the number of kindergartens for children has been reduced year after year. Thus, if in 1990 there were gardens full 3174 now has only half of them, and consequently the number of preschool children in institutions has been reduced to the maximum. According to the Directorate of Curricula at the Ministry of Education, the number of kindergartens has been reduced for several reasons and the situation remains problematic, especially in remote areas where there are these gardens. Until 90 years across the country was a widespread network of gardens on every corner, where the number of children from 3-6 years of settled in to catch up to 130 thousand children and obviously, that this service was the only state. While today the figures speak for another reality. «In our country, currently has 1574 gardens and accommodate the number of children is around 74 thousand», - file disclosure in National Education, conducted by the Center for Democratic Education and UNICEF. Political, economic cultural and social 20 recent years' reassessment process dictated the entire educational system and reconstruct his order to ensure the formation of the individual able to live in a democratic society to recognize and adopt the basic values of democracy that rely on the respect for human rights, the democracy, tolerance and human solidarity, capable of exercising the rights and responsibilities. In this framework is designed project strategy and long-term development objectives of education which orient in 4 main directions: (a) return to normal education system; (b) Increased internal efficiency of the system; (c) provide ongoing and increasing quality; (d) gradual integration of the system and its levels in regional developments and in the context European.

The table 2 below from the Institute of Statistics - INSTAT, give a complete picture of the pre-school Republic of Albania for the period 1990 to 2000.

Table 2

Year	School				
	Total	Town	Village	Town	In the countryside
1990-91	130007	61192	68815	31820	5342
1991-92	108889	54573	54316	23823	1088
1992-93	81117	38055	43062	9047	162
1993-94	80395	32274	48121	4290	-
1994-95	80394	32650	47734	5448	-
1995-96	84536	34495	50041	6846	-
1996-97	84232	34389	49843	8726	-
1997-98	80418	33741	46677	8370	-
1998-99	81734	37013	44721	9173	-
1999-2000	80337	36600	43737	10185	-

In the academic year 2000-2001 have been operating pre-school 2002 institutions (kindergartens) with 80,443 children and 3,749 pre-school teachers, from 80,337 children in school year 1999 - 2000. It increased the involvement of children 5000. Given the above data we see that declining participation in preschool children, especially in the countryside for many reasons: migration of families to ensure better living conditions; lack of facilities which provide comfortable conditions for the education of children; problem of unemployment that accompanies Albanian family today and especially in the countryside Starting from these reasons and many other socially government has developed a strategy that will help increase the number of children who will attend these institutions. Strategies emphasizing: (a) consolidation and renovation of quality public education system and free education levels; (b) preschool education compulsory and secondary education and increasing the private options in education all levels; (c) promotion of interactive methodologies at the center and integrate child actively in the way of knowledge through research and discovery process of individual and group; (d) development of new curricula and improve existing ones in the whole education system university; (e) provide didactic material base and the research at all levels of university education, to promote and increase the level of research, the effectiveness of the acquisition of educational curricula; (f) provide a functional network of educational institutions across the country, particularly in areas remote rural areas, through concentration of schools, to increase teaching quality children; (g) in the context of overall government strategy for poverty alleviation, medium-term strategy education for students coming from poor families will aim to ensure: free textbooks and school materials as well as clothing, food and treatment for a meal.

Ministry of Education, which occupies a leading ZHKFH weight for age 3-6 years old, provides objective of hers include 100% of children aged 5-6 years and 50-70% of those aged 3-5 in preschool through 2015. It has the objective to the extent of methodologies that put the focus of educational activity the child, reforming the curricula of teacher branch school system, establishment of training system for teachers and improving the legal framework that will support the decentralization of school system. This sector has the objective functioning of preschool institutions by age 0-3 years, improving infrastructure through increased investment in preschool infrastructure (kindergartens). In the context of decentralization are the focus areas of poor and marginalized, where there is a need of establishing services for this age group and training and training of employees of local government in implementing policies of social services.

Recommendations: (1) State to invest more in creating these institutions as well as restoration of existing ones; (2) to increase the number of educators and training them in accordance with modern methods that work in this educational level; (3) to promote social policies that support families in need; (4) to develop programs to include in the education and Roma families and those families who have problems revenge; (5) have a genuine institutional cooperation both at central and local; (6) legal mechanisms act; (7) increase the number of preschool education experts particularly at local level;

Preschool education is the cornerstone for the education of young generations. Therefore to be a society of educated and competitive in the labor market have to invest today in such a way as to be part of EU integration

ESTABLISHMENT OF THE NATIONAL CERTIFICATION SYSTEM OF PROFESSIONAL ENGINEERING COMPETENCES: THEORETICAL AND PRACTICAL ISSUES

A. S. Fadeyev

G. A. Tsoy

Following the transition to the two-level training system of engineers, Russia is currently facing the problem of a shortage in experts who hold diplomas in engineering. Another shortfall in the training of engineers is the disparity in high school conditions for future engineers to acquire practical skills and for enterprises to participate passively in the learning process, as well as the absence of independent and objective assessment of graduate competency in engineering skills required for professional activities. All this has resulted in the need for the development of postgraduate management of the engineering profession.

In developed countries, the level-based system of higher education that has existed for several decades has a two-level system of quality assurance training in engineering and technology: Firstly accreditation of engineering training programs that are implemented in universities and secondly certification and registration of professional engineers, as well as independent, as a rule, non-governmental public professional organizations (ABET in the U.S., ECUK in the UK, JABEE in Japan, etc.) that apply appropriate criteria and procedures.

One of the leading mechanisms for international recognition of competences and qualifications of professional engineers is implemented on the basis of *international APEC Engineer Register*, an international organization created by the Asia-Pacific Economic Cooperation (APEC) to provide professional mobility of engineers in participating countries (U.S. Canada, China, Japan, Australia, New Zealand, etc.).

To date, Russia has accumulated some experience in the construction of systems of certification and registration of professionals and developed professional standards for different areas. Great progress in this area was achieved with state support and close cooperation with the Russian Union of Industrialists and Entrepreneurs, the National Development Agency, Qualifications and the Chamber of Commerce and Industry of the Russian Federation. Particularly noteworthy are the results of the Russian Union of scientific and engineering community organizations (hereinafter - RosSNIO) and the Association of Engineering Education of Russia (hereinafter - RAEE) on construction and testing in Russia of certification and registration systems of professional engineers, formed on the basis of international standards regulating the engineering profession of the International

Engineering Alliance *IEA*. At the initiative of RosSNIO and with the agreement of RAEE the Center on Certification and Registration of Professional Engineers of APEC was launched in 2010 at Tomsk Polytechnic University (TPU) corresponding in function to the modern international system of registration and certification, such as *NCEES* (USA), *IPENZ* (New Zealand), *Engineers Canada* (Canada) and other. RAEE's activities in the field of certification and registration at the Centre in 2010 was accredited by the International Engineering Alliance *IEA*, which made it possible to include Russia as a full member of the *APEC Engineer Register*, along with thirteen APEC countries. Currently, the scope of the Russian Register of APEC Engineers covers the following areas of professional engineering: aerospace engineering, biotechnology, chemical technology, civil engineering, environmental engineering, electronics, electrical and power engineering, geotechnology, computer science, mechanical engineering, mining, oil and gas business and transportation equipment.

The certification and registration system of professional engineers in the Russian register of APEC Engineers and international *APEC Engineer Register* is aimed at: (a) the development of engineering education and the engineering profession in the country; (b) improving the quality of graduates of educational programs in engineering and technology universities in our country; (c) the promotion of continuous professional development and improving professional competence of practicing engineers; (d) the formation of a highly skilled engineering corps in our country to further production and boost the national economy, (d) increasing international prestige, competitiveness and the mobility of Russian engineers. A set of normative and organizational documents has been developed for methodological support of the system, in accordance with the requirements of *APEC Engineer Manual 2009*, which regulates the functioning of the system in Russia certification and registration of professional engineers in the Russian Register of APEC Engineers and international *APEC Engineer Register*.

The first results of the Center for certification and registration of professional APEC engineers were presented at conferences and meetings with representatives of companies and showed low awareness of society in general, and engineering staff in particular, on Russian and international systems of certification of professional engineers, requirements for applicants and the benefits for a certified engineer and the employer. This served as a catalyst to develop training programs for the "International Certification and registration of professional engineers in Russia". The purpose of the program was to acquire theoretical knowledge and practical skills in vocational engineers of various specialties as well as an understanding of

world expertise in engineering practice, regulations of the engineering profession, professional development and universal competence of practicing engineers to the level required for international certification and registration systems in *APEC Engineer Register* (Asia Pacific) and the *FEANI Register* (European Region).

A trial operation of the Centre during 2010 allowed more than 30 professional engineers of Russian enterprises to certify, meeting the criteria of the International Registry of Professional APEC Engineers (APEC Engineer Register). To organize and conduct a full-time examination for applicants for the title of “APEC Engineer”, representatives of companies such as directors, production managers and engineers were invited as experts. The exam materials, such as tasks on the twelve practice areas of APEC Engineers were developed under the methodological control of the department of engineering pedagogy, together with specialists of the enterprises.

The developed and tested system of registration and certification was awarded the Grand Prix in the competition of scientific research, innovative solutions and programs in higher education All-Russian Forum “Education Week – 2010” held at the All-Russian Exhibition Center in Moscow. Thus, the national system of certification and registration of Russian engineers in the APEC Engineer Register is an incentive for constant and continuous professional development and improvement of the professional competence of practicing engineers, generating a highly qualified engineering corps for the country to further develop production and the national economy.

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DEVELOPMENT OF PROFESSIONAL EDUCATION AND THE PROBLEMS OF YOUTH EMPLOYMENT IN UZBEKISTAN

**Z. Ya. Khudoyberdiyev
K. Z. Khomitov**

The feature of the development of the market economy is the national model of social policy, focused on the interests of rights, its addressed character and record of the demographic specifics of present-day Uzbekistan. Representing the most populous country in Central Asia (more than 28.2 million people), Uzbekistan has a relatively “young” population (children, teenagers and young people under 30 make about 64.0% of the population). The structure of the population of Uzbekistan occupies a high proportion of working age citizens (54.0%).

In recent years, the mutual influence of the educational market and the labor market have increasingly manifested themselves. Well-designed measures in education and training have provided positive results for the following three areas: reduction of the share of unemployed in terms of well-oriented, professionally trained young staff and retraining of redundant workers, provision of economic and social growth through the development of competitive areas of entrepreneurship, job creation, and oriented and highly skilled labor. The issue of human capital formation is essential for Uzbekistan in modern terms, dictated by our country’s integration into the world community to improve the competitiveness of goods and the economy as a whole. The prospects for socio-economic development that are associated with the strategy of transition to innovation-oriented economies are actively discussed on the governmental level, as well as in business and academic circles. Creating a large high-tech sector, as well as innovation in traditional sectors of the national economy, which in the future will concentrate production of competitive goods and services, the bulk of employment and up-moves, of course, will require a labor force of a qualitatively new level.

In this regard, further improvement of the education system becomes important for the production of qualified personnel. In terms of scientific and technological progress, growth, adaptability and productivity, a particularly heavy load of unemployment will fall on unskilled labor. Therefore, a rational organization of general and vocational education for young people that conforms with the development of the national economy and global trends in the labor market is required. In recent years, increasing numbers of young people consider getting a full education prerequisite for achieving their desired social status and higher material status, and as a guarantee against unemployment. Vocational training is an essential element of the

labor market infrastructure, promoting support for balancing supply and demand in the labor market. This largely determines the effectiveness of the implementation of youth employment policy. Therefore, the training of skilled personnel in specialized secondary and vocational educational institutions is increasing year after year.

The strong economic growth achieved by the country is over 8% a year, which creates the necessary preconditions for the creation of new jobs in all sectors of the economy, primarily in small businesses. These rates cover the needs of young people in employment, formed by the increase in human resources, expansion of layoffs during restructuring, and unemployed youth. In this regard, particular attention should be paid to creating real opportunities for young people involved in business. One of the most effective anti-crisis measures was the development of the "Program for creation of jobs and secure employment for 2010", with the result of 950 thousand jobs, with more than 600 thousand people (65.0%) of small businesses and farms, and more than 210 thousand jobs of home-based work.

The youth labor market is very mobile and dynamic. Due to realization of integrated measures to prevent and neutralize the effects of the global economic crisis, the measures outlined in the anti-crisis program for 2009-2012 for employment and social security, 566,300 people were employed in 2009, including 312,300 young people. Particular emphasis was put on employment of college graduates and persons transferred from military service, and returning migrant workers. During this period, 21,400 people out of 26,600 transferred military servicemen were employed, while 4,600 enrolled in educational institutions. Labor authority implemented specific measures for employment of more than 60 thousand citizens who have returned from migration, mainly in construction, industry, upgrading and services.

An important role among the measures of active youth employment policy should encourage employers, preserving and creating new and better jobs for young people in promising activities and production. Analysis showed that small and private business is a major source of job creation, providing up to 56.0-60.0% of employment. This trend will continue in the future. In accordance with the State program "Year of small business and entrepreneurship", more than 956 thousand new jobs were provided in 2011, including 520 thousand only for youth.

An important area of job creation for youth is the development of in-house work and crafts, as well as family business. According to the State program, more than 100 thousand new jobs in these areas will be created for young people in 2011. Moreover, the program provides thorough introduction of new facilities, development of production, transport, social and environmental infrastructure of over 70 thousand new jobs for young people.

CULTUROLOGICAL ASPECTS OF LIFELONG LEARNING. SOME FEATURES OF ADULTS' EDUCATION

TEACHING TRANSLATION (BASED ON PHRASEOLOGICAL UNITS) IN THE CONTEXT OF LIFELONG EDUCATION

F. S. Azizova

Teaching linguists to translate phraseological units is an important component in the educational system. In our opinion, phraseological units are the most difficult to translate. Students should not only study the language, but also be aware both of their own cultural values, customs and traditions and of the ones of the language being studied. That is why a translator's work requires the continuous improvement of professional knowledge and skills which can be mastered in the translation of phraseological units.

Translation is a rather complex verbal and intellectual activity that requires special knowledge and skills and is carried out mostly intuitively. As a result of acquiring necessary knowledge and skills (in the course of studies or by means of long-term practice), students develop an intuitive ability to master translation tasks. Naturally, the success of creating such an ability and level of it achieved depends considerably on the individual abilities of the student. It is probable that the most outstanding results can be achieved only by students who have a congenital predisposition specifically for this type of activity (talent). However, experience shows that translation is not a privileged skill for a just few talented people and that most students can achieve a necessary professional level in this area of activity. Of course, success in training considerably depends on the arrangement of the training process, the curriculum and the teaching methodology.

The basis of the methodical principle is the notion that human beings have a congenital predisposition for translation as well as the ability to study foreign languages, though people have a different level of this ability which at the same time can be developed and improved to reach a professional level. The main task for a teacher is the training of highly-skilled professionals capable of performing translations on a professional level. The organization and the training techniques for teaching the translation of phraseological units are stipulated by a number of initial conditions: (a) translation of phraseological units is considered as a complex and multi-level type of mental activity; (b) as in any activity, the translation of phra-

seological units requires special knowledge and skills for its performance to be formed with a student in the course of training; (c) realization of a translator's competence presupposes that a student has comprehensive cognitive and linguistic knowledge, broad cultural erudition (expertise) and the necessary psychological features and literary skills. All these features should be developed and encouraged while training a translator; (d) the task of training the translation of phraseological units is not in learning some norms and rules that can be automatically applied in all cases, but in mastering special principles, methods and skills in translation, the skill to choose and apply them in certain contexts; (e) and although the phraseological units that comprise a text are not the object of translation themselves, it is through them that we understand the discourse, etc.

The most important condition for successful development of future translators is the constant improvement of the training process and development of the teaching methodology.

EDUCATIONAL ENVIRONMENT AS FRAMEWORK FOR THE HARMONIOUS INTELLECTUAL AND EMOTIONAL DEVELOPMENT OF FUTURE EDUCATORS

E.S. Belous

In recent time, researchers have been increasingly concerned with the educational environment, defined as a space in which personal development occurs. In higher education, the environment encompasses those factors that shape the content and direction of educational processes and the student's personal development as a cultural and professional actor and a responsible human being. The study of the principles and contents of educational practice, the connections and relations between the parties to the educational process, and the tools of self-organization and personal development has led to the addition of a new concept to the pedagogical science, that of a "common educational environment." The educational environment is not a constant, static environment. The dynamic of the learning environment sustains the development of the immediate participants of the pedagogical process.

Y. Afanasiev defines the educational environment as a "diverse, multilevel world of learning materials, organized in such a way as to enable students to gain an insight into the essence of different subject areas, and discover the meaning of the theoretical constructs of influential thinkers." V. Yasvin views the educational environment as a system of influences and conditions that shape personal development. Within that environment he distinguishes the spatial/architectural, social and psychological/didactic elements. V. Vachkov believes that the educational environment is an integrative interactive process between the teacher and the student, in which individuality is regarded as the foremost value. Despite their different views on the meaning of the educational environment, all scholars concur that it is a synergistic mechanism that propels the independent development of the parties to the educational process. One of the definitive characteristics of the learning environment of a higher educational institution is its "human value," i.e. the general cultural and human relevance, universality and fundamental nature of education.

The mainsprings of the educational environment reflect the actual development patterns of the personality of a future educator, namely: (1) the basic needs (the need for physical activity, communication, learning, esthetic growth) of future educators as manifested in that environment; and (2) the person's areas of competence corresponding to the "realms" of the real life of a person who is part of higher pedagogical education.

In a professionally organized and directed educational environment, the students are always the “actors,” they are active participants and managers of the work that proceeds in that environment, and their active involvement promotes their own personal growth. This is a phased process. During phase one, the future teacher masters the methods of educational work and the professional standards, growing professionally in the process. Phase two is when the future educator’s professional needs are crystallized and the professional traits of the future teacher firm up. The organic need to be creative, to tackle professional challenges in unconventional ways, arises during phase three. Creativity is nurtured at all stages as a critical component of pedagogical professionalism. The degree of commitment of future educators will, to a great extent, depend on how well the educational environment allows the links to develop between professional learning and positive emotions about it. Organic connection between the awareness of professional and personal meaningfulness and the students’ emotional state or mood is an important element of the educational environment. The emotional component of the learning environment contains incentives that may inspire in students a thirst for knowledge, skills and competencies, a need to experience new circumstances, an ability to imbue their work with personal, emotional meaning and generally to sustain a fully comfortable psychological climate in class. In an emotionally meaningful learning environment, educational information will be received as a thing of value, a method of personal growth and fulfillment, if the intellectual and emotional experiences are processed consciously in full awareness of the value acquired and of a meaningful emotional outlook on the world around.

A pedagogical educational environment must achieve the following: (a) inspire psychological comfort and readiness to act and interact within the learning process; (b) place the right emphases on information to highlight meaningful values; (c) focused perception in harmony with the pedagogical objectives; (d) a changing situational context; (e) changing relations between the parties to the learning process; and (f) increased likelihood of new ideas, views and standpoints being born.

The mainsprings of an educational environment reflect the real development patterns of the personality of a future teacher. In higher educational institutions, the learning environment should be designed so as to nurture a morally sound climate and provide each student with psychological comfort, freedom of action and the conducive premises for success.

THE CONCEPTUAL EXPERIENCE OF A PERSON AS A HUMANITARIAN COMPONENT OF MODERN EDUCATION

E. G. Belyakova

The central role of a conceptual element in the development of cultural experience is proved in some philosophical, cultural, psychological researches. It is now recognized that an integral worldview is the result of the understanding of the world by a person through a cultural lens. The culture, in its turn, acts as a form of existence, generated by human activity, and as a source of human development. Culture is an entire system of concepts of human existence, both - ideal and materialized. A. A. Pelipenko [1999, 2001], notes that there is always a mediating prism of culture between people and the world, hence the problem of meaning is not to be formulated in a way that there is a world, a man or an object, but in a way, how some or other things function in the space of meanings. Meaning, arising and functioning in the structure of consciousness is a universal self-organizing form of culture. At the level of individual consciousness, meaning is a discrete state, experienced by consciousness, capable of being objectified by expression in codified systems of culture. In terms of cultural concepts (values) «sense - is an experienced value, expressed in codes (signs and images), which is implemented in the context of culture, transmitting socially», while value is a semantic component of meaning [2001]. Thus, cultural space as a space of concepts always involves the conscious attitude of a subject to reality.

The human being, according to A. Y. Agafonov is a conceptual model of the world, the combination of «the four conceptual spheres (biosphere, cognitive sphere, social sphere, spiritual sphere) [2000]. According to the theory of psychological systems (V. E. Klochko, A. A. Veryaev), a person is a multidimensional world, arising in a process of interaction between the person and reality as a «humanized» space, emerging as a result of the integration between objective and subjective dimensions. The human being combines an «image of the world» (the subjective component), the “lifestyle” (the activity component) and the reality itself - a multidimensional world of a person as an ontological foundation of his/her life that determines lifestyle and is determined by it. At the same time, the person, due to an understanding of the world in terms of meaning and value, stands not in opposition to the objective world, but in unity with it. Meaning as the most important post non-classical category allows the establishment of the most important interrelations that arise in a process of growth and creative self-development of a person in culture. The conceptual experience of an indi-

vidual in the context of the educational process is a central integration component that provides an access for a student into the cultural field, his\her self-identity and further self-development. We share the point of view of A. A. Veryaev [2000], who considers the content of education as a small semiosphere that, acts as a means of developing the internal culture of a person on the basis of personal-conceptual integration processes.

Developed in the process of understanding reality, the method of comprehending the world and oneself in the world is unique to a person, including not only the acquired knowledge and ways of changing the world, but primarily the conceptual attitude of the person to the world, mediated by the cultural values. The conceptual experience of a person as a major humanitarian component of the content of education is organically connected with an experience of knowledge, activity and practice, but has a special status for it defines a system of personal-conceptual relations, organized in accordance with the specific meanings that a person attaches to knowledge, activities, events and reality. The development of the conceptual experience of a person is provided by a number of special conditions in the educational process. First of all, the conceptual experience of a person, including conceptual knowledge, is a result of special activity – “work of understanding» as defined by V. P. Zinchenko [1997]. In a broader interpretation of understanding as a process of developing concepts one can state that human activity in the creation of concepts is that a person, based on cultural content, builds his\her own personal experience of knowledge, skills and understanding of the world, its problems, controversies and prospects, including his\her own life project.

The opportunities for understanding educational content by students at the level of conceptual personal valuable knowledge are provided upon condition of the organization of educational interaction in a form of a dialogue, actualizing concepts, the expansion of a humanitarian component of the content of education, the promotion of concept creation in the pedagogical situation through some special procedures, the formation of a value developing environment of a specific educational establishment. The general conditions of concept creation are the productive value-significant context of the class that includes dialogical communication, the unity of the teaching staff, the humanistic ideas of a teacher, determining the style of pedagogical communication, the definition of meaning and the purposefulness in the context of socially personally-relevant situations, the use of humanitarian text potential, the interdisciplinary integration of the content of education, the use of procedures promoting awareness and acceptance of the personal value-significant position by the students. The specific conditions of

concept creation are determined by the interpretation potential of educational texts, the degree of readiness of the interaction participants to be included into the dialogue of concepts, their actual needs and conceptual ideas.

The distinctive features of professional-pedagogical tasks in implementing the model of conceptual-oriented education, in their turn, determine the content of a special training for teachers, which should ensure their ability and readiness for conscious, environment-friendly work with a value-significant sphere of students, the methodological knowledge about the principles of organization of concept-generating dialogue, the developed skills of creating productive value-significant context of learning educational content. An integrative aspect of concept-oriented competency of a teacher is his/her specific teaching position, which contains a concentrated system of pedagogical concepts. The teaching position arises in a process of perception, understanding and creative reinterpretation of the values in pedagogical culture, adoption of them by the teacher as a basis for professional and pedagogical activity.

A value developing educational environment as a prerequisite for the implementation of a model of conceptual orientation provides greater involvement of the cultural experience in the content of education in a unity of object and value components as well as the possibilities of its comprehension and creative development on the basis of various forms of conceptualization-actualization. The core component of conceptualization-actualization is the «culture of understanding», which includes conceptual values, goals and means of educational activities, value-significant unity of the teaching staff, revealed at the level of mentality and supported by normative nature of the declared values, their actual operation in the conditions of a specific educational establishment.

The result of the educational process, based on the formation and development of the conceptual experience of a person is the development among students of a multidimensional value-mediated understanding of situations, events, phenomena, self-perception, the development of an ability to consciously make a value-mediated choice on the basis of the acquired object knowledge, an increased level of learning and cognitive motivation and emotional involvement in learning activities, an activation of creativeness on the basis of acquired knowledge.

HIGHER EDUCATION INSTITUTIONS (HEIS) FOR CULTURE AND THE ARTS IN INTEGRATED EDUCATIONAL SPACE

I. G. Vasilyev

Lifelong education in culture and especially the arts is the most “life-long” of all types of vocational education. Generally, it starts in the family environment prior to the entrance to regular art schools and ends when a particular specialist obtains the professional skills of the highest level provided that (among other things) the person has been continuously studying in the three-stage system of vocational education (an art school specialized in a particular field of arts, a vocational school, a higher education institution) that has been formed in our country for decades.

“The Development Policy for HEIs of the Russian Federation through 2015” was adopted at the International Symposium for “Higher Education Institutions for Culture and Arts in the Global Integrated Educational Space” (Moscow-Khimki, May 17th-18th, 2007).¹ The symposium participants noted in their reports and summary documents the following key reasons of the problematic situation in the domestic cultural sphere: (a) economic imbalance which causes the disproportional development of information and resource elements of education in the field of culture and changes in demand for staffing in the innovation economics of the knowledge society; (b) the absence of targeted financing of research activities carried out by staffs of HEIs for culture and arts; (c) the reorganization of management systems in the institutions for culture and arts, the formation of new procedures of state and public and municipal administration, the development of non-governmental cultural institutions; (d) the diversification of educational programs introduced at HEIs for culture and arts which is not adequately represented in the current list of specialties and fields, etc. The underestimated significance of the existing capabilities of HEIs for culture and arts as well as of their resources in the development of a new Russian national identity, and the lack of a regulatory environment specifying the training of staff in these HEIs reduce their role.

The chronic underdevelopment of material and technical resources for scientific and creative work of HEIs for culture and arts as well as the acquisition of libraries and information centers, along with outdated identification of job positions for cultural workers which does not represent the real diversity of occupations in the field of culture, are the most essential tasks

¹ Order № 1244-p of the Government of the Russian Federation dated August 25, 2008

to ensure the continuity of education in the field of culture and arts and innovation based on the fundamental and applied research within the humanities. The academic mobility program for HEIs for culture and the arts could encourage the preservation of folk arts, traditional and innovative forms of social and cultural work, and sharing management experiences between HEIs for culture and the arts under market conditions and dynamic international work of vocational education institutions, searching for new forms of collaboration between universities.

Another discussion of the integrated educational space for culture and arts was launched under the initiative of the Moscow University for Culture and the Arts on October 3rd – 10th, 2010 in Paris. The project is exclusive since it allows experts from different countries to share their educational experiences in the art field. In particular, Russia has wide practice in this sphere; however, Russia's educational system considerably differs from the one in Europe. Therefore, having joined the Bologna process in 2003, the country's teaching community has not still agreed whether to abandon their own traditions in favor of integration. Anyway, Ramazan Abdulatipov, the rector of Moscow University for Culture and Arts, made a very reserved comment on the situation in his interview with the radio station "Golos Rossii": "The Bologna process... should be accepted by Russia primarily for Russia to join the European educational space. However, we should clearly realize that it we are also talking about the preservation of Russia's cultural identity. This is the basic problem. It is important that we adapt to the European standards and yet retain our identity without destroying the achievements of the Russian educational system."¹

For example, musical education in Russia is characterized by the following stages: children's music school, music college, music conservatory; the educational chain covers 16 years of continuous learning for a professional musician in Russia. "We've gotten accustomed to this system, professor Sergey Stadler emphasized in his interview with "Golos Rossii", since it prepares musicians of different specialties and is designed for continuous learning. We've always had good results. To discontinue the learning process in musical occupations is illogical. A conductor or a composer with a Bachelor's degree is absurd! On the other hand, we can make it possible for a person wishing to continue education after the Bachelor's degree to pass to the graduate level without examinations. Generally, this will be lifelong education. I believe we can reach the middle ground if Rus-

¹ Cultural cooperation between France and Russia. R.G. Abdulatipov's interview. Link: <http://ucawe.ru/index/php/newsru>.

sian HEIs need the Bologna process so much.”¹ However, the Bologna process is not a law which, as is well known, is the same for all. The principal institutions of the country were given the possibility to choose.

The achievements of the professional musical education system adopted in Russia are widely recognized in the world. The high level of musicians’ training in Russian schools is the result of promotion and development of traditional practice, including educational program contents and the continuity of different stages in musical education: (a) multi-staged system of music schools; (b) successive methods of vocational and music training; (c) combined professional and fundamental music education.

This develops a strong successive relation between three structural links: a primary musical school, a specialized secondary school, and a HEI, each of them being an important stage of the whole process of vocational training: a school — a college — a HEI. Consequently, in view of available primary musical education, students’ vocational guidance and the system of continuous selection by the student body of music colleges and HEIs is formed.

The Russian system of multi-level training was formed in the 20s of the 20th century when all music-oriented schools were divided into music schools of three levels: first level (schools), second level (music colleges) and third level (conservatories).² The educational model including aims, objectives, forms, methods, means of instruction and control, and the learning environment was formed for each level of education. Finally, musicians with secondary vocational music education, basic professional knowledge and skills, considerable experience in concert training and public recitals, who are often the winners of Russian and international contests enter HEIs with majors in music. Under these conditions, the task of the HEI is to improve vocational training and to educate highlyqualified professionals (that is exactly how the learning problems in HEIs are formulated by teachers on major specialties). The range of specialties increases at first for the secondary

¹ Quotation: Елена Андрусенко, Наталья Викторова. Творческие вузы в Болонском процессе. Link: <http://rus.ruvr.ru/2010/09/30>.

² The school-college-HEI system close to the modern one was formed in 1922, primarily as the generalization of practical experience in music education schools (5 conservatories, 25 music colleges and 25 music classes), and, secondly, as the work product of a very special distinguished committee of marked musicians. This committee included Ippolitov-Ivanov, Igumnov, Goldenweiser, Gnesin, Yavorsky, Kozolupov, etc. The principles formulated by Yavorsky in 1921 were not incidental, and the first music college curriculums for 1922—1927 created with his direct participation are yet in effect at the current stage of the country’s music education development. Notably, many aspects of musicians’ training lost today are still relevant and meaningful.

vocational education (singing, music theory), then for the HEI level (opera and symphony conducting, music composition, musical sound engineering, music studies). The highest level of the musician's education is postgraduate studies in creative and performing occupations.

Our country has an exclusive, well-developed network of children's music schools including children's music and art schools (over 6,000), music colleges (over 200), and specialized music schools (over 20) which gradually implement the vocational training of young musicians, and music-oriented HEIs. Fundamental and vocational training are simultaneously carried out as parts of the learning process. As early as within the primary education level, unlike in many American and European private schools and music lessons, the learning process is not limited to just playing a musical instrument. A set of problems is solved at the school level: general musical training (music theory, music literature), ear training development, and training of skills for playing a musical instrument.

Another feature of the musician's training is the absolute priority of the practical knowledge over the theoretical one. The only field with theoretical training of crucial importance is the education of musicologists in HEIs and teachers of music theory (history of music) at colleges. Otherwise, the learning process is primarily carried out in the class as the development of individual skills in the musical art field. Thus, the volume of the student's independent work is many times greater than the number of hours of in-class learning, which is also essential.¹

Through many decades of its existence, the sector of vocational musical education has gained unique experience at training musicians. It is hard to imagine that it is possible to reform vocational music education and improve the musicians' training quality at different education levels without regard to their specific character and the established traditions of music education. In these circumstances, the task of principal vocational schools is to preserve a highly skilled tradition of music studies, learning and performance, as well as current academic and creative capabilities. The Draft Law on Education published in 2010 provoked a new wave of debates in the wider educational environment.

¹ Казурова А.С. Проблемы государственного образовательного стандарта высшего профессионального музыкального образования: опыт и перспективы. — М.: Исследовательский центр проблем качества подготовки специалистов. М., 2005. — р. 93

FEATURES OF CORPORATE CULTURE IN A VOCATIONAL COLLEGE

G. V. Gerasimova

The corporate cultural phenomenon in Russian education has been recently researched. Most research works consider the corporate culture with regard to high school. Universities and academies are regarded as specific corporations in these studies. However, in our opinion, such an understanding can be applied to colleges as well, and thus consider the corporate culture of college as a component in the functioning of educational institutions, which facilitates the development of their own values.

Within the framework of our study we conducted comparative analysis of educational institutions of secondary and higher vocational education (see table).

Comparative characteristics of educational institutions of higher and secondary vocational education

Features	Higher education	Secondary vocational education
Range of specialties studied	At least 7 strong groups and professions	Certified basic and advanced professional programs in subjects
The teaching staff	As a rule, professors, teachers with advanced degrees and academic qualifications	Teachers and masters vocational training, usually having higher education
Composition and status of students	Students aged 16-25	Students aged 15-20
Availability of educational work	Accreditation is a prerequisite	Accreditation is a prerequisite
Research work	functioning with the resource base available is a prerequisite	Is not a prerequisite, but if available, shows the high level of a college's performance

The results testify that;

The corporate culture of the college can also be defined as a unique combination of norms, values, beliefs, behavior patterns that are characteristic of an alliance of teachers, students, administrators and individuals of an educational organization with the aim of achieving its goals and objectives. The formation and development of corporate culture is affected by the specialization of the college, the personality of its leader, the style of lead-

ership and management team, the decision-making process, the motivation, the team, the individual characteristics of each employee, and in particular the distribution and exchange of information, the nature of inter staff relationships, and the nature of socialization.

In this context, it becomes important to identify the indicators of a corporate culture typical for a college, which can be divided into two types: external and internal ones. Corporate style and image refers to external indicators of corporate culture. The internal indicators include myths, customs and traditions, patterns of behavior, language, and values. These indicators are individual and change under the influence of external and internal environment. The minor changes are subject to internal performance indicators, since they are more stable. Changes in the external indicators of the corporate culture of a college happen under the influence of public opinion, or situations in the educational environment.

Analysis of internal performance of the corporate culture of a college showed the range of most significant characteristics, which include the following;

The mythology of the college's history and personalities who achieved socially significant heights.; myths, legends, and stories of people that in visual form bring general corporate values to the staff and students and inspire personal motivation for the staff and a sense of loyalty;

Customs, which usually serve as a means of familiarizing the staff with a particular social and cultural experience, transfer from generation to generation, regulate individual behavior, support team spirit, and facilitate social relations;

Traditions that are often formed out of planned or unexpectedly successful events (New Year performances for employees' children with student participation, organization of tourism activities, etc.);

Patterns of behavior, or behavioral practices prescribed by the school policy and general teaching requirements, which include common examples in any situation that may arise in the life of the organization;

The language of communication with employees of the college within the organization itself or with the consumers of educational services, target audiences, the public, competitors, etc; Language is reflected in promotions and advertising, sound and visual symbols (now all educational institutions have their own motto, which reflects the positive attitude towards the college and the profession acquired, and showcase the college to candidates through video and audio media, etc.);

The organization's values are the core of corporate culture for cultivating norms and behavior in a college. It is the values shared and declared

by founders and the most influential members of the organization that often become a key element in establishing the unity of employees and the unity of views and actions, and, therefore, uphold the goals of the organization.

The process of forming corporate values is related to the organizational life cycle and may include: (a) quality indicators (high level of education, quality of knowledge, leadership within the industry, dedication to the spirit of the profession, innovation, etc.), (b) rules of labor regulations and discipline (voluntarily or obligational discipline, the use of new forms of work organization, etc.), (c) management processes (individual or collective decision-making, the need for consent, the ability to compromise, etc.), (d) information exchange, (e) evaluation of work efficiency (real or formal, candid or open, people in charge, results achieved), etc.

The visible manifestations of external indicators of corporate culture are the college's image and corporate identity. Colleges strive not only to maintain a positive image, but also try to strengthen the position of the image in the educational and social environment. Corporate style is less dependent on social and educational environment but conversely needs to be changed in accordance with the development of technical and technological progress. The main factors that form the image of a college include: work experience and education, distinction in professional circles and among the public, the reputation of the head of the organization, professionalism, leadership, prospects for professional development of the educational institution, demand for graduates in the labor market, the level of their salaries and career promotion, the level of professionalism and reputation of the teachers, students' opinion on the organization of the educational process, the level of teaching; location, exterior and interior design. In this case, the college may have multiple images which are constantly updated depending on the current goals pursued in the educational establishment. A successful and effective image of a college increases the satisfaction of its employees and helps to attract qualified personnel.

THE MUSICAL PEDAGOGICAL HERITAGE AS A FACTOR OF LIFELONG EDUCATION (ON THE EXAMPLE OF THE WORK OF P.G. CHESNOKOV)

V. I. Goncharova

Musical pedagogical education, just like the entire education sphere, requires conceptually new approaches capable of answering the demands of the times. In the search for new forms and methods of study, a vital role may be played by studying the musical pedagogical heritage, and in fact the entire history of musical pedagogy as well. The main goal is to place the experience accumulated throughout the course of many historical periods at the service of modern musical culture, and the modern musical and pedagogical practice, and take everything valuable from it. This will make it possible for students to follow the links of musical pedagogy with the development of musical art and musical culture in general, determine its dependence on the conditions of the material and spiritual life of society, and on the socio-political and cultural situation of a certain time.

Turning to the achievements of the past is one of the effective reserves that ensures the succession and continuity of the cultural and historical process. The legacy of Pavel Grigorievich Chesnokov may become one of these significant factors, as his ideas and works belong to the great phenomena of national culture, the preservation of which may assist many positive trends for its development.

P. G. Chesnokov (1877-1944) is one of the most important representatives of Russian choral culture of the late 19th – first half of the 20th century, a multi-faceted choral figure, composer, conductor, chorister, pedagogue, one of the founders of professional choir conducting in Russia, a professor of the Moscow conservatory, and the author of a number of scholarly works on issues of musical pedagogy. He is among the most outstanding representatives of the so-called “new movement” in Russian religious music, and was a member of the group of outstanding church musicians and the pre-revolutionary period. The creative legacy of Chesnokov is extensive and covers many genres: he wrote both secular and church music, but primarily gained renown as an Orthodox Church composer. He wrote over 500 works, but unfortunately a great deal of Chesnokov’s legacy remains unknown to this day. He worked as a chorister throughout the course of his life. As the head of the choir of the Moscow conservatory, Chesnokov created a choir masters’ school with his authority, knowledge and experience, and formed important professional fields. He did so with conviction, with great pedagogical mastery, with complete commitment, for choral art in all its manifestations was the meaning of his entire life. Today,

Chesnokov's pedagogical principles coincide with the ideas of developing and problem study; the style of his pedagogical dialogue is also interesting. This makes a study of his experience relevant. Many generations of choral conductors are obliged to him for their theoretical knowledge and practical skills. His boundless love for the choir, illuminated by his large and bright gift, his honesty and principles in life and work remain an example of service to Russian art and education.

This paper does not have the aim of giving an exhaustive account of the entire life and creative biography of the composer, but it is hoped that every musician who has come into contact with the spiritual world of the Master, has gently and cautiously approached an interpretation of his works, realizing the majesty of the composer's musical gift, and the profundity of his human humility. A study of the musical and pedagogical heritage is not possible today without an axiological approach, because nurturing an awareness of values – this primarily means nurturing a creative personality. The axiological view of the development of the art of music over many centuries is a new approach towards studying music as a process of the birth, formation and functioning of musical values, in which an axiological analysis acts an important tool for gaining a value-based understanding of the content of the art of music.

In the context of new transformation, another problem should be noted. In modern methods of musical education, there is less and less place for sense perception, the enormous emotional potential that the geniuses of the past had such a fine grasp of. In this sense, in musical pedagogy, conveying the direct "living" experience of generations is truly invaluable, where there is a wonderful harmony of empirical and rational approaches of study, reason and feeling, and one is not to the detriment of the other. Creativity is a complex process. However, it is clear that to a decisive measure, creative potential is determined by the degree of reproduction of culture as a value phenomenon at the level of the individual. This claim forces us to look quite differently at didactic models of the study process, which in this case can no longer be reduced to a transmission of knowledge, skills and abilities. Complete different forms of didactic interaction are required, which are focused on a transmission of culture, and only in this context on the mastery of knowledge, skills and ability.

ON THE CRITERIA OF EDUCATIONAL QUALITY FOR SENIOR CITIZENS WITHIN THE CONTEXT OF THE HIGHER PUBLIC SCHOOL

O. V. Gordina

The mission of modern education is to create conditions for the formation and further development of the vital activity of human beings regardless of their age. All the more evident is the need for education at all age stages, since it largely determines the quality of life. At the same time each age corresponds to certain social expectations. If a young man concerned with career opportunities has a family, raising children seems obvious as a social actor and represents an important resource for society, then the elderly person in the mythological consciousness is “waste material”, doomed to offensive poverty, disease and loneliness. His fate is living his last years instead of actually living. The retirement age is a critical milestone in human life. Retirement is accompanied by an identity crisis, changing of social roles, physical changes that take place at the background of a difficult situation due to financial problems. Elderly people are experiencing this situation differently. There are two alternative positions: the first involves social activity, ways to achieve self-realization at a new stage of life; the second is a passive experience of exclusion and loneliness, as if bearing a cross (S. G. Vershlovsky, “Lifelong Education: Historical and theoretical analysis of the phenomenon”, 2008).

The space that self-actualization for elderly people occupies is non-formal adult education. Social practices create different models of bringing people together for educational activities. A stable trend for the last decade is the creation of social organizations and social institutions engaged in non-formal adult education. Typically, this activity is cyclical in nature and involves conducting short courses, seminars and training courses. They define and solve purely pragmatic problems. The product of this activity should be tangible. The quality of education is determined by the degree of satisfaction with the actual application of knowledge acquired. These educational services are usually paid and they are not available to the vast number of adults, especially for people of retirement age. Meanwhile, this is the category of adult population that needs sustained social contact in acquiring new knowledge and a large amount of time.

It seems that amid these concerns and suggestions, imposed by the challenges of our time, higher public schools occupy a special place, which scarcely but still consolidates their position in the Russian educational space. The higher public school as a distinctive model of pedagogical interaction, focused on the self-development of the adult personality along with

purely pragmatic tasks (e.g., mastering computer literacy, conversational English, etc.) focuses primarily on the process of cognition as a permanent feature and on the social welfare of the students. The higher public school is a space of synthesis of scientific knowledge and social experience. This is, in fact, a socially-oriented project, with free and available training for everyone. Higher public schools implement collective, group, individual forms of work. The motivation of higher public school students is not survival. But for senior citizens higher public school is a unique chance to do things they love which they lacked during their working lives.

Since we are talking about the process of education, the question of criteria for determining its quality naturally arises. And here it seems appropriate to cite one example. During a period of probation in the Nordic countries on the issue of adult education in one of Stockholm's higher public school, we asked our colleagues the question of criteria for assessing the quality of their work. And we got an extremely concise and at the same time totally convincing answer: "Because our education is voluntary, students will 'vote with their feet'. They will not attend low-quality classes". One of the key criteria of quality of non-formal education in higher public schools is the existence of a stable core of listeners. Of course, there will always be movement: someone will leave the school, someone will join it. In any case, if there are a steady number of listeners, it speaks to their satisfaction and, consequently, the high quality of the educational process at higher public schools. The following criterion for the quality of education should be the level of the social well-being of listeners. This is an integrative concept whose content is the emotionally evaluative attitude of people towards their position in society. Social well-being should be assessed by a number of indicators, for which students must answer several questions: "Are you satisfied with your position in society on the whole?", "To what extent are you satisfied with what you get from society?", "To what extent are you satisfied with what you give to society?". To measure the level of social well-being and obtain "an integral index of social well-being", a test has been developed (for details see works by E. I. Golovakh, N. V. Panin, and A. P. Gorbachik).

Research into the level of social well-being of higher public school students and a re-examination at the end of their first academic year will reveal the dynamics in the emotional evaluation of the elderly people to their position in society. Since the objective of higher public school is to give people a second chance in life, positive changes in the level of social well-being could be a convincing proof of the high quality of education. And another criterion to which we would like to draw attention is public recogni-

tion of higher public schools. Every practitioner working in the higher public school area knows that the school is a volunteer project and lives through social networks, so the role of partnerships is difficult to overestimate. The successfully implemented activities of the school and its reputation in the educational area, attract interesting, talented teachers of science, culture and art. Thus, if there is attention to the activities of higher public schools from the general public and the desire for constructive cooperation, we can draw conclusions about the high quality of education in higher public schools.

Trying to determine the criteria for the quality of education in higher public school, you can enter the details of the psychological state of the students, and determine the level of assimilation of the training of information. Why not? These criteria are universal for education in general. While the criteria mentioned in this paper are typical for non-formal adult education and, hence, higher public schools, providing opportunities for the conscious promotion of older people on the way to their acquiring new knowledge, creating new communication networks and creative self-realization, and, as a result, positive changes in the quality of life.

INFORMATIZATION OF EDUCATION FOR SENIOR CITIZENS IN THE SOCIO-CULTURAL DIMENSION

**E. I. Dobrinskaya
S. P. Chernysheva**

Over the past decade Russia has faced the issue of information and communication technology in education. “The Strategy for the Development of the Information Society in Russia” was adopted at the highest political level and is being highly promoted. Much attention is paid to teaching of senior citizens to use ICT technologies. Today, the demand from older people to study IT-based technologies already exceeds supply, and we can even say there is an ICT boom.

In developed countries, senior citizens are considered to be the most active and most rapidly growing segment of web users. However, the number of elderly users of the World Wide Web in our country still remains low. Besides the obvious economic barriers affecting the lack of basic computer literacy, there are infrastructural problems, lack of educational programs and consistency. With the modernization of the country, this process will develop gradually. Our main problem is that there are no quantitative indicators. The basic question is how to direct this innovation so that it is necessary and useful for both society and the individual. In other words, the question is “How can we achieve practical, pragmatic, and also socio-cultural effects with its help?”

This is related to the inefficiency of the reforms carried out during the last twenty years (today called “modernization”) of our education system. In our view the problems lie not only in financial, management, and proper pedagogical issues, but primarily in cultural (or rather – ‘anti-cultural”) reform policies, as well as an inadequate understanding of the socially and culturally specific nature of the country (its mentality, spiritual and educational tradition, and the “human material” that is subject not only to retraining, but also to “re-education” in the new environment). In recent years, basic energy and resources in education have been thrown at solving strategic, pragmatic and utilitarian tasks to the prejudice of strategic objectives, such as cultural objectives, contributing not only to “survival”, but to the progressive development of society and the personalities that it is composed of.

What happened in reality? If we ignore the fancy declarations, taken as the basis for a Western technocratic paradigm, education is an institution of modern civilization, with its emphasis on pragmatism, specialization and adaptability. And the thing is not that this paradigm is bad: perhaps it is good for the Americans (noting that the Americans fairly often criticize it). It

is just that it is strange, different, and culturally inconsistent with Russian educational traditions, according to which education as a cultural institution solves primarily humanitarian, philosophical, spiritual problems; it is the institution that performs initially economic functions, functions of social adjustment, occupational mobility and so on, but it is aimed primarily at meeting the existential, essential needs of people, and cultural functions. Therefore, it is meaningless, in our view, to “follow progress” with quantity indicators and talk about “the need for more ICT opportunities for the elderly”, and “the need for more education”. What education? For the sake of what purpose? Cultural and educational progress is not a simple increase in technology, information and consumption. This progress is, rather, a conscious response to the questions: “Where?”, “Why?”, “What for?”

“Telegraph to pass what? Railways to go where?” Leo Tolstoy asked. These are very Russian questions. But they need a response, including with respect to the issue of ICT in education.

An attempt at such a meaningful answer is the creation of the St. Petersburg University of the Third Age, initiated by the Scientific and Research State University of Information Technologies, Mechanics and Optics. As a practice-oriented project at the University, it aims to develop ICT-based education for senior citizens and the needs of the target group to balance tradition and innovation in the development and use of various contemporary models and practices, which are formed mostly spontaneously. Informatization of education for the elderly is not a goal in itself, but a method and mechanism of the regulation of their social existence, which is based on re-socialization as a specific motivation for the target group of this type, overcoming social and cultural exclusion, enhancing the identity and authenticity of older people, and their spiritual and moral imperatives. In this sense, ICT education for senior citizens is an important civilized (non-violent, humanist and democratic) way of reforming their consciousness (not by breaking it or attempting a “perestroika” on it), as well as an alternative to a technocratic approach to education and technology to human beings.

Our model of the University is Russia's first university structure aimed at overcoming social and cultural ageism against the elderly through ICT-education and a systematic solution to a number of topical issues, in particular: (a) creation of an infrastructure for high quality and affordable ICT-education for the citizens “of the third age” as an integrated factor in the improvement of their quality of life; (b) overcoming the digital divide not only in practical and pragmatic senses, but also through implementation of socio-cultural rather than compensatory and adaptive functions, and develop-

ing a (general cultural) and social-integrative function of education for the elderly; (c) the formation and development of an information culture for older people. However, the mastering by the elderly citizens of information technology is necessary not only for the creation of comfortable conditions for interaction with governments at various levels, and accessible and user-friendly technologies for various services. Access to the Internet and open distance learning systems are both important modern ways to meet the diverse spiritual and educational needs of senior citizens in various spheres.

The University of the Third Age operates in three key areas:

1) as an online university, that provides distance learning for the elderly. In 2010 an open socio-educational internet web portal for the elderly people was established. The content of the portal includes educational and methodical complexes, developed in accordance with the diverse needs of the target audience, i.e. senior citizens. The main features of the online courses are educational, popular science materials, comprehensible to adults with no special education. The portal has already deployed the distance courses “Elderly People in Modern Society” and “The Spiritual Foundations of Russian Culture”.

2) as an educational center (the development and implementation of training programs, professional development in ICT-education of managers and professionals working in social protection with elderly people, coordination of training activities in the district social centers for the elderly, etc.);

3) as a national resource center for ICT-education for older people (partnerships with foreign and Russian centers and replication of innovative practices in regions of the Russian Federation).

High quality and affordable education with the use of ICT will contribute to enriching the intellectual, spiritual and emotional lives of senior citizens, improving their quality of life in general and, consequently, stabilizing and harmonizing social relations in our country in the context of the welfare state.

ANTHROPOCENTRISM AS A IDEOLOGICAL BASIS FOR TRAINING FUTURE TEACHERS IN HIGHER EDUCATION

I. I. Drach

The understanding of human nature has always been a topical issue for philosophy, education science and psychology. An analysis of this understanding indicates that almost every philosopher associated a human essence to a particular feature. For example, Aristotle defined man as a political animal revealing its nature only in the state. Thomas Aquinas emphasized the divine nature of man marking the unity of body and soul common for humans. According to Thomas Aquinas, man is a creature existing between the worlds of animals and angels. M. Montaigne raised the idea of people's equality in society. He believed that the souls of emperors and shoemakers were made the same way. R. Descartes bounded the man's essence with the thinking: "Cogito ergo sum". According to La Mettrie, a man is a machine with engine, relevant mechanisms, etc. Kant remarked the moral aspect of human nature, whereas Hegel considered man to be a spiritual being and the product of logos. According to I. Fichte, man is mainly characterized by his work. L. Feuerbach supposed man to be a natural being whose essence is defined by a loving attitude to one's neighbor. Marx described a person as a set of social relations, while Berdyaev regarded humans to be spiritual beings whose nature is determined by the level of one's freedom.

The biased understanding of man, world and society (rationalism) broke their unity and balanced development. According to researchers (N. Busova, A. Kuraev, K. Voytyla), a person deprived of moral and ethical foundations of existence loses integrity and disintegrates into multiple social roles, being their source. Thus, the flexibility of internal relationships describing "open" society induces the mobile person's social roles and behavioral norms. A negative consequence of this is the uncertainty of moral values and, eventually, a spiritual crisis, the loss of reason for being, the deformation of individuality, and its socialization dysfunction. The solution is to shift to a new development model, in which neither technology nor economics, but a person with a new essence is the purpose and meaning of the progress. Anthropocentrism is a new strategy for development, which fundamentally approves that society should be focused not on the accumulation of material goods, but on spiritual values — knowledge, culture, science — without which life loses its meaning and future. Anthropocentrism entirely accepts and interacts with philosophy oriented at the search for in-

ternal foundations of human existence. In particular, this concerns the Ukrainian “philosophy of heart”, or cordocentrism, of G. S. Skovoroda, P. D. Yurkevich, and D. Chizhevsky characterized by the existential and anthropological concept common for national thinking. Anthropocentrism declares humanistic trends and refusal from the rationalized pragmatic imperatives as central ideas for a modern age.

As observed by the president and the member of the National Academy of Education Sciences, V. Kremen, anthropocentrism is not an ordinary philosophical and anthropological teaching, but a conversion of philosophy of humanistic thoughts to a new type of metaphilosophy and mindset closely related to the higher meaning of life applied through life and true thinking. Speaking about spiritual issues, ethics and the integrity of a person’s inner life, it shall be noted that anthropocentrism as the ideology of integral understanding of the personality entirely complies with current social and philosophical concepts. It suggests the understanding of human phenomenon in the universe — an equal philosophical interpretation for freedom and social and individual responsibility of a person for the decisions and their impacts on the present and future generations as well as the philosophical understanding of axiological concepts of human existence. Anthropocentrism meets the demands of the modern post-industrial civilization requiring for an educated, creative and proactive person with innovative thinking. The relevance of anthropocentrism is stipulated by the need of creating the concept for a new democratic state and society based on self-organization and self-development of its elements and the feedback between a person and the state. Anthropocentrism is characterized by the urge to specify a trend in which the relation between man and society is provided by the integrity of the person’s inner life.

The philosophy of teaching education in Ukraine as well as the educational philosophy in general should be defined by the general philosophical and ideological issues, especially within the current establishment of national traditions in education, science and culture. Due to the relevance of anthropocentrism, we believe that it should be the design foundation for the educational environment within the training of masters in Education Science for higher institutions since it will ensure the conditions for a person’s self-development, self-organization and self-fulfillment. Thus, the process of teaching undergraduates can be considered to be development of the personal existential views, conceptual work patterns, intention and ability to learn, and readiness to work in a rapidly changing environment. The specific and unique diversity of training future teachers in the field of higher education is defined, firstly, by the fact that their training is always based on their previously acquired vocational education, and, secondly, by the teach-

ing experience gained which is a prerequisite admission requirement (according to the higher education standard this takes no less than two years for an applicant with a degree in Higher Education Science). Therefore, the preferences in contents, forms and instruction methods, as well as the organization of the educational process, should correspond to the ideas of self-education and self-organization.

Proceeding from everything mentioned above, within the frames of anthropocentrism the creation of an educational environment qualifying the master students for a professional career should not manipulate a person but involve him or her as an active player into the work and cultural environment of the group and the higher education institution through values, rules and regulations. In our opinion, education should be humanized both with methods of subjects and with organization of the academic process which stipulates the mandatory use of the person's self-organization work and reform of formal "teacher — student" relations into a partnership based on collaboration. In our view, adjusting the processes in the higher education system with the new conditions and trends sets a strategic orientation towards compliance with the current global issues and focuses on anthropocentrism and, in particular, student centrism. Thus, a competence approach which provides more profound, personally and socially integrated results of education is implemented within the educational process. In many respects, the education using a competence-based approach will determine a person's ability to work in new conditions, the desire to coexist with others in multicultural and ambiguous environment, and to efficiently cope with life's problems. The simulation of training for masters in Higher Education Science should be bound to the "culture — social contract — personal contract — education" link, and the main elements of its contents are to be: cognitive and information experience (theoretical knowledge in system); vocational experience and its classified representation (skills and competence); experience in emotional control and value correction; experience in creative activities (ability to work in the self-development mode).

Consequently, the effective solution of the higher education tasks depends on the quality of staffing in the higher education institutions, and the level of professional competence of the teachers who train a person for social and professional life. A sound ideological foundation for the future teachers of higher education institutions which meets the demands of modern post-industrial civilization requiring an educated, creative and proactive person is a philosophy of anthropocentrism which provides a new philosophical and educational understanding of man responsible for present and future life.

EDUCATION OF SENIOR CITIZENS AS A METHOD OF PRESERVING THE COGNITIVE CAPITAL OF THE POPULATION

L. N. Dunaeva

M. K. Kremenchutskaya

V. A. Rozanov

In the recent years the aging of the population has been observed on a global scale. Among the reasons are extended lifespans, the reduction in infectious diseases and the chronic non-infectious disease mortality rate, as well as reductions in external causes of mortality. According to a forecast by the World Health Organisation, the proportion of people at the age of 50 and older will reach 32% of the entire population of Europe by 2025. These factors challenge society and are making it pay more attention to the older people (based on recommendations of the International Labor Organization, this category includes all people older than 45 years old).

Despite the fact that Ukraine is among countries with a low life expectancy (64 years for men and 72 years for women), older people in our country already account for 22% of the population. Changes in the labor market and an economy being redirected toward a post-industrial reality involve significant groups of people in re-education and re-training. Higher educational establishments, and in particular, specialized ones – institutions of post-graduate education - must react flexibly to all these changes, in our opinion. The situation is challenged by corresponding changes in the demographic situation – a decrease in the number of children and youngsters, subsequently, a decrease in the number of potential students and a decline in the potential of the educational market segment.

The matter of the creative performance and learning ability of older people is to be questioned. Indeed, some intellectual and special skills worsen with age and, in particular, some difficulties occur during the acquisition of new knowledge and ideas, and in adaptation to unforeseen circumstances. On the other hand, there is no strict correlation between the age and a decrease in creative skills and knowledge acquisition skills. Outstanding scientists and artists often preserve productivity not only in the “third age”, but in old age. Aging, however, has its laws. The most threatening changes for a person and his/her relatives are those affecting brain and nervous system activity. With age, the brain as a physiological organ starts functioning less intensively, while intelligence, abstract reasoning, associative thinking and individual traits may still be clearly expressed. The quality of thought is largely determined by the level of its complexity and by how accurately it interprets reality. An older person will probably process infor-

mation more slowly and have a less retentive memory, but still he/she may remain unmistakable and profound in his/her judgments.

In a significant number of cases, as old age comes, intellectual abilities may even improve. In terms of IQ test indicators, the relative position of a person remains practically unchanged among the people of the same age. But an essential condition of the preservation and improvement of the intelligence of older people is their activity in social and practical spheres. Research has revealed that the mental faculties of a person increase as a result of intellectual exercises, similar to physical performance. People are capable of learning at any age and their intelligence is not necessarily exposed to destruction. It must be noted, however, that there can be considered two parts of intelligence: "flexible" and "crystallized" parts. The first part functions when one must react to unforeseen situations and quickly find an unconventional solution. This ability develops with constant use and decreases if it is unused. The second constituent is responsible for data analysis, and oral and written expression of thoughts and feelings. This does not decrease with age, but quite the opposite; it is able to improve with age, and this can be illustrated with numerous examples. Regarding cases of senile dementia, it has to be considered as a result of disease or an extremely negative environmental effect. For example, the risk of Alzheimer's disease, on the one hand, depends on the presence of certain genes, and on the other, on brain injuries. Atherosclerotic senile dementia is a result of a brain nutrition disorder caused by a whole complex of atherosclerosis risk factors (genetics, stress, diet, alcohol abuse, smoking, etc.). All these syndromes certainly happen more often among the elderly, and yet it is not an inevitable aspect of the "normal" aging. Epidemiological studies held in recent years argue in favor of this and convincingly demonstrate that active older people who use their cognitive functions (in any form, up to and including crossword puzzles, let alone involvement in a fascinating educational process) are the least likely to suffer early senility, and in particular, Alzheimer's disease.

In view of this, we put forward, as a promising idea, the creation in our country, in particular, in the city of Odessa (which is, by the way, is well known for its intellectual potential and optimism of the population) of an elaborate educational system for older people, based on the model popular in many European countries and on the system of on-going education in the USA. We would like to underline that the creation of such a system will be aimed at addressing many social and economic problems, and will definitely contribute to the extension of the active life of older people, the elderly and pensioners. When older people appear within the walls of a higher

educational establishment, for them it will become an important factor of re-socialization, social inclusion, and improvement of their quality of life and personal health. We are quite confident that with a help of a thought-out approach to education for older people, it will be possible to freeze the negative trends of lifespan reduction and to move towards active longevity and productive aging.

The American psychologist Eric Ericson described the eight crises that a person experiences in a lifespan. The crisis experienced by an older person indicates an end of a way of life and a solution to this crisis depends on how the life was spent. Some people take a look back and feel either satisfaction or disappointment. During this period many people stop pursuing the goals they set at an early age, but they switch to the new interesting activities, are inclined to make new acquaintances and keep their ability to control their environment. Such lifestyles help older people experience a feeling of satisfaction in life and extends their lifespans.

One of the most important elements of a proposed educational system is the provision of older people with new opportunities to apply their skills so that they can again be in demand by the labor market. Computer technology has substantially modified the nature of work, and it can transform older people (who have spare time and reduced mobility) into an important segment of the changing system of work relations. A majority of functioning pensioners-homeworkers could be involved in manufacturing, which will impact their economic position and self-esteem. But this should be preceded by a process of re-education and retraining with the elements of psychological education.

Education in old age is an instrument of preserving the ability of social adaptation and integration through the acquisition on a systematic basis of information about the changing world. The right of education - one of the main human rights – can not be limited by age. Adult education in retirement is not meant for a profession acquisition, it is informal education, aimed at personal development, social adaptation and communication of people, and maintenance of a positive attitude to life. The training of adults is an international task. As noted by the Hamburg Declaration on Adult Learning (UNESCO, 1997) “elderly people will have to make a significant contribution to the development of the society. In this respect, it is vital that they have an opportunity to study on equal terms and adequately. Their skills and abilities have to be appreciated and used.” In view of this, we suggest that the following directions may be followed in the education of older people within educational institutions: (a) computer skills and knowledge acquisition; (b) introduction to the key chapters of psychological

science; (c) healthy lifestyle training; (d) teaching needed professions relating to computer technology.

In this report we wanted to draw attention to the fact that there has been for many years a slogan in gerontology: "Add life to years and years to life". Moreover, as the era of total computerization has started, the number of opportunities to realize this slogan has grown. Education of older people is a step towards active longevity and an improvement in the health of the whole of society. The moral aspect of the issue is that, taking care of the elderly, we ultimately take care of our relatives - and ourselves.

FORMING A CREATIVE INDIVIDUAL IN CONTEMPORARY ART IN THE CONTEXT OF INFORMAL EDUCATION

Kh. T. Zagladina

The role of contemporary art in the socialization of young people is extremely relevant today. It requires serious consideration by teachers, psychologists, sociologists and specialists in other fields of knowledge.

Getting acquainted with the world of contemporary culture, with the main trends in its development and the development of new non-standard techniques in art is very important for socialization of teenagers and young people. Experience shows that education and training by means of modern art not only leads to the development of cultural knowledge and the mastery of practical skills, but also promotes positive the socialization of personalities. Modern art is a new kind of creativity, which is impossible without high-tech, decisive artistic experiments with non-standard topics, shapes and materials. In this sense we can say that modern art is very close to those creative principles, which pervade the main directions of modern scientific and technological development. It highlights the role and place of human beings in the modern world with all its problems and contradictions. In modern art, like in no other form of creativity, there is creative practice and search for unconventional solutions to interpret the intent of the artist in life, critical thinking, an ability to express and defend their point of view. In this sense we can speak of the enormous educational potential of contemporary art, which, unfortunately, is in full scale use.

In secondary schools in this country, with rare exceptions, an innovative cultural environment does not exist. There is also little research into cultural life; there is a lack of educational programs and special courses on contemporary art for leading educational institutions in Russia. The research into the available textbooks on humanities (history books, social science, world culture) shows a lack, with very few exceptions, of sections devoted to contemporary art. The next problem is that schools have no expertise on the subjects. Most teachers have no adequate knowledge in this area and are not willing to engage in dialogue with students about contemporary art processes. There is no doubt that these gaps can be filled today with the development of non-formal education.

The term “non-formal education” is gradually being recognized in Russian pedagogy. It is fairly obvious that there is a reduction in efficiency of traditional educational establishments that do not keep up with rapid changes in the information world. In these conditions, informal education is acquiring importance not only among adults but also for the younger gen-

eration. Modern art is a dynamically developing area of cultural life. Creative activity involves an increasing number of students and young people. Exhibitions of contemporary art attract huge audiences and cultural exchange is currently growing. Due to the development of the Internet and the appearance of new artistic practices, Russian art has quickly become part of the global information space which largely carries out cultural communication among young people. Currently, the establishment of a new cultural landscape is impossible without large-scale exhibitions of contemporary and local art, film festivals, forums, etc. In the summer of 2010, the Moscow Biennale of Contemporary Art "Stop! Who goes there?" was held; hundreds of thousands of people including many young people visited its expositions. It widely presented media art, based on the use of modern digital technology, video art, performances, installations, photography, etc. Thus, the introduction and development of adolescents and youth into new forms and artistic practices is a major component of socialization and it plays an important role in finding one's identity. Thanks to non-formal education establishments, the efforts of nonprofit organizations, their training and practice and tremendous work to promote contemporary art, a whole generation of Russian current artists, curators and art projects has appeared. Many of them work successfully in the structures of formal and informal further education in Moscow and a number of Russian cities, with enrollment of both children and adults.

The development of lifelong education is one of the top priorities of education development. Therefore, the increasing role belongs to the establishments of non-formal education, non-profit organizations representing a variety of educational programs, courses, training sessions, which may be offered at any stage of education or a professional career. The essence of non-formal education in modern art is withdrawal from centralized and strictly organized forms of education, the transition to a free offer of educational services that would satisfy the diverse needs in improving skills, acquire new knowledge and technologies. Taking into consideration the experience of nonprofit organizations, including public-private partnership, they can establish healthy competition for educational institutions, working in additional professional education. Thus, the presence of a competitive environment objectively helps to improve the quality of educational programs. All this applies to the establishments of formal education, working in the field of contemporary art.

Back in the 1990s, institutions actively maintaining education and exhibition work with youth appeared. Preeminent among these is the Institute of Contemporary Art (Joseph Backstein), School of Contemporary Art "Free

Workshops” (Vera Dazhina) at the Moscow Museum of Modern Art, the Alexander Rodchenko School of Photography and Multimedia (Olga Sviblova, Elena Lungina and Irina Uspenskaya) at the Moscow Photography Centre, and others. In 1992, the National Center for Contemporary Arts, whose great achievement was to develop theoretical and conceptual problems in modern art in its lectures and educational work in different regions in the Russian Federation for all categories of citizens, was founded.

The establishments of non-formal education in the field of culture contribute to the development of new knowledge, improve skills of young artists and support their initiatives, use non-standard innovative and creative practices in working with young people. Adolescents and youth are involved in carrying out socially significant projects, exhibitions, festivals, etc. The involvement of youth in contemporary artistic processes contributes to its successful socialization, creative self-realization and personal growth.

THE USE OF NATURAL VEGETATION COMMUNITIES OF THE NORTH-WEST OF RUSSIA IN LANDSCAPING OF PUBLIC BUILDINGS AS A MEANS OF ENHANCING ENVIRONMENTAL SUSTAINABILITY AND ENVIRONMENTAL EDUCATION OF THE PUBLIC

N.A. Kerimova

This report deals with some of the results of a study devoted to the development of new landscapes for public buildings and facilities in St. Petersburg and their influence on the environmental education of the city's residents. Large shopping and entertainment malls, business centers, office and administrative buildings, hotels and exhibition halls have been actively erected in St. Petersburg in the last decade, with the number of such facilities growing rapidly. These facilities are not only highly attractive to investors but also become centers of attraction for a significant number of people.

Our study of twenty selected facilities (class A business centers) has shown that open areas adjacent to them are intensively utilized to accommodate pedestrian zones, driveways and open parking lots. With rare exceptions, these areas have green plantations and dedicated recreation areas that are protected from harmful impacts of the motor traffic and adverse climatic factors. In general these open areas have an aesthetically poor appearance, lack comfort and in some cases are unsafe. Much cash is invested in seasonal flower decorations that are costly, labor-intensive to maintain and perform no environmental function in the city environment. Moreover, urban plantations use a limited range of plants, most of which are not typical of the natural ecotopes of the dark coniferous forests of the North-West of Russia. As a result gardens, mini-parks and other green spaces in the city do not reflect the natural appearance and beauty of the southern taiga region, nor do they enable the residents of the most northern metropolis in the world to identify with the natural environment.

One of the ways to solve this problem may be to integrate the natural vegetation of the North-West Region into the city's architectural environment. Modern innovative technology allows increasing the scope of green plantations both by integrating plants into the design of architectural projects and by placing them in the surrounding areas. «Green roof» and «green wall» technologies can compensate for the space lost under the building projection and create a green vegetation layer in the context of limited spaces in the city center. Construction of underground parking lots allows placing full-fledged and spacious gardens and mini-parks on top of

them. Different types of shaped green fencing in special parapets will operate to structure the space and provide protected pedestrian zones.

Our study is focused on the possibilities of using the reference natural habitats and vegetation communities for creating green spaces and fragments around buildings and within their structure. The scientifically validated approach to selecting vegetation communities relevant to the growth conditions in the wild and urban environment in the North-West region will in general help increase environmental sustainability of the urban environment. For instance, we suggest using coastal (littoral) vegetation communities for artificial water bodies that serve to dispose of and accumulate storm runoff from roofs and large parking areas or using typical upland vegetation communities for planting extensive green roofs. Selecting and developing conditions in the design of architectural projects to render them as much as possible close to the relevant natural living (growth and development) conditions of the vegetation communities will help create sustainable green areas and maintain and upkeep them with minimum costs. In order to promote interest to and knowledge of the natural vegetation of this region among the public, we find it important to provide these «natural landscapes» with special specifications including Russian and Latin names of plants and traditional and geobotanical names of habitats, such as pine forests, dry lands, lowland swamps, etc., and bilberry pine forests, wood sorrel spruce forests, dry grass meadows, and fens. The recreation of fragments of natural vegetation in the center of the megalopolis will help the public develop a clearer idea of the features and the beauty of nature of the North-West region, draw their attention to species and forms of vegetation in their region, improve their self-identification with the natural environment of their region and in general create a conceptual model of an urban natural environment for creating stable landscapes within other elements of the urban infrastructure (in streets, squares, residential districts and countryside townships).

In order to provide a wider conceptualization of the process of integration between the natural environment and the urban environment and place of man in this integrated environment, we suggest introducing the concept “a buffer area of an architectural project” as a space created with the use of landscaping architecture and design techniques within the structure of an architectural project and around it to bring a building and its environment together functionally and compositionally.

In general, this approach helps not only integrate natural components into the architectural environment of the city but also establish a stable green framework, create a healthier habitat and promote a feeling of unity with nature in people.

ON THE ISSUE OF LIFELONG EDUCATION OF ADULTS AS AN INSTITUTION OF STABLE DEVELOPMENT

N. N. Koshel

Widening the influence of educational practice in the course of socio-economic, political and cultural development of the international community makes it system-forming in providing for these processes. A key issue of the present day is the choice of the most effective model for each country in the CIS of an education system for adults, which is designed to ensure the constant development of human capital in CIS countries. In this light, it seems to be productive to have a dialogue between representatives of the scientific community and practicing workers in the adult education system on priority areas of stable development of lifelong education of adults.

1. On the functions of adult education. According to authoritative researchers, “adult education is a special social institution, the main functions of which are: (a) cultural-historical (adjustment, adaptation and transfer to new generations of adults of accumulated social experience), (b) the social function (involving individuals in public / community life and consolidation of the social milieu). (c) socio-economy (training of functionally competent employees for the constant changing labor market, and as a consequence, a reduction in increasing social polarization)” [1]/ Among these functions, the function of development is not singled out as key (cultural creation, social planning, individual-personal development), a discussion of which would make it possible to speak of adult education as a mechanism of the stable development of the person, groups of people and society, and through them all spheres of social practice as well.

2. Systematic concept of the essence of lifelong education in the context of socio-cultural development. Lifelong education has aspects that are coordinated with one another of social, individual-personal and organization-educational focuses of examination. From the position of the person, lifelong education is equivalent to the length of his life, and this is why it is called lifelong education. From the sociocultural position, it is seen as social practice that is coordinated with trends of cultural-historical and socio-economic development. From the position of the educational sphere, it is education which provides access to educational services, satisfying both personal-individual and social educational requirements, i.e. open education [2]. The organizational principles of this education system are openness, access, continuity, innovativeness, compliance with the trajectories of individual-personal, cultural-historical and social development, the realization of which demands a discussion of mechanisms of agreement of

modules of lifelong development of the person, education and social systems that lie outside of education.

3. On ensuring the development of lifelong adult education. As part of our discussions, we are guided by a system developing approach to examination of both lifelong adult education, and the profession of the andragogue as a socially active institution which provides for both the existence of the institution of adult education, and its constant development. A study of the state and trends of planning the development of adult education systems makes it possible to single out the following primary stages: (a) an analysis of the state and a forecast of the trends of socio-cultural development that are potentially significance for the development of adult education systems; (c) an organization of a search in different spheres of social practice of innovative ideas of development of adult education; (d) development and introduction of norms and criteria for assessment of professional activity, including innovative activity of pedagogues in the adult education system; (e) coordination of projects of development of the institute of adult education with guidelines of the national concept of lifelong education etc. The field of tasks presented may be widened as part of the strategy for creating a system of lifelong adult education.

4. On training andragogues as multi-skilled professionals. Lifelong adult education is designed to cultivate a free human resource of development of social practices. Realization of strategic areas of development of human resources of individual, group and collective activity in the context of adult education is possible if the management of development of human resources will be ensured by creating systems of lifelong education of participants of innovative processes integrated into the strategy of social development of the country. Creating a system of open adult education, above all, involves creating conditions for training professionals of a new type, combining androgological competence with the competence of a manage in the field of knowledge, human resources and development of human capital. It is advisable to discuss the issue of requirements for professional competence of multi-skilled professionals – androgogues-system analysts, which involves a review of the qualification of employees of the adult education system, and development of modern strategies of their training, as multi-skilled specialists.

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PEDAGOGICAL EDUCATION IN THE CLASSIC UNIVERSITY: ON THE EXAMPLE OF THE ALTAI STATE UNIVERSITY

O. F. Kungurova

In our country, there are various possibilities co-existing for training students under programs of pedagogical education. The percentage of classical universities in this sphere currently comes to 29% [1 p. 23]. In classical university education, scientific (study of one of the fields of knowledge) and pedagogical (training for teaching activity) components co-exist inseparably. Fundamental professional knowledge received by graduates of classical universities must primarily be used in specialized and field-specific classes. We are not rivals of pedagogical institutions which are designed to provide teachers for mass general education schools, most of all primary and basic schools. At the Altai state university, the following forms have been developed: (a) master's program for holders of bachelor degrees and diplomas, (b) "Teacher of higher education" as an additional qualification, (c) "Teacher of higher education" in the post-graduate program, (d) "Teacher (of a subject)" as an additional qualification; (e) courses of skill upgrades for pedagogues through a special center; (f) on-the-job training for pedagogues, (g) post graduate and doctor programs on pedagogical fields of study, (h) social and pedagogical programs in schools of higher education.

In the context of the transition to a level system of education from 2009, education under master's programs was opened at the pedagogical faculty of the university. We do not teach students in the field of "pedagogy", so the programs are developed in areas licensed at the university, and graduates receive master's degrees in the fields of mathematics, biology, history and geography. Instruction under the programs has the goal of preparing masters for working in the context of the global introduction of compute technologies.

Teachers of general secondary schools mainly study under these programs. Federal legislation makes it possible to accept working school teachers who already have diplomas (qualified specialists) at budget places in the master's program. Their study under the master's program is not seen as acquiring a second higher professional education. Thus, teachers receive a serious skills upgrade in the field of pedagogy and psychology, technological, subject-based (history, mathematics, geography, biology) and research fields, and also undertake preparations to enroll in the post-graduate program. For a successful realization of the idea of level training

of specialists with higher education, the existence of post-graduate and doctor programs in pedagogical fields is important.

For masters, post-graduate students and young teachers at our university, the additional professional program “Teacher of higher education” is of interest, which began to be realized in 2002. As a rule, young people who have finished post-graduate studies remain working at the university. Therefore, it is important to solve the task of training future teachers before they start working, and not send young specialists to upgrade their skills, in the first years of work. 210 masters and post-graduate students have completed this program, some of whom remained working at our university. The second additional professional program realized at the classical university is the “Teacher (of a subject)”. Students of “specialized” faculties study it voluntarily, parallel to the main education program.

Students who study at the university in budget places may study pedagogical education at the faculty for free. As primarily students from poor families enroll in the program, from the social standpoint this may be seen as support for the poor layer of society, which is very important for the Altai Krai. A center of professional retraining and skills upgrade has been opened at the faculty of pedagogical education. The programs that are most in demand with teachers of the Altai Krai are “Information and communication technologies in education”, “Applying a competency approach in teaching of school subjects”, “Modern pedagogical technologies”, “Activity of the classroom teacher in the context of the modern school”.

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THE CULTURE OF MODERN PROFESSIONAL TEACHING IN THE LOGIC OF LIFELONG EDUCATION

I. D. Lushnikov

In spite of its topicality, there is no modern theory for the culture of professional teaching. To address this problem one can rely on a general theory of culture, a conception of the basic culture of a student, a theory of professional teaching culture, a theory of cultural tradition, a theory of continuous education. The following baseline principles can be used: (a) culture is considered not only as an accumulated social experience, but as a constantly, dynamically and controversially developing social sphere; (b) a person is not only a consumer of the cultural experience, but the creator of it, a subject of cultural creation; (c) a teacher's personality is considered as an object and a subject of professional teaching culture; (d) the establishment and development of a new teacher culture is inextricably linked with the underlying principles of teacher lifelong education in terms of social professional requirements

While historically teachers have been perceived as objects of culture, the present time strongly promotes an opposite theory: the personal subjective position of a teacher in the structure of culture can not be considered as a productive approach. The dialectical approach only, i.e. a consideration of how professional teaching culture depends on objective factors and the teacher's activity, and a view of the teacher as an object and subject of teaching culture (idea of I. F. Svadkovsky) can help the development of a perspective theory for professional teaching culture. The dialectic of objective and subjective in the culture of professional teaching moves into the area concerning the relationship between traditional and new in culture itself. The culture of modern professional teaching is a synthesis of the traditional core together with the innovations of teaching culture. The traditional heart of teaching culture based on the historical experience of teachers is crucial and leads to success in the work of teachers. More specifically, the core belief of pedagogy is to treat the child as a person; to exhibit professional, moral and ethical traits (love to work with children, care for every child, maintain a positive attitude towards children, be unselfishness in one's work with children); as a professional show an inclination to creativity; strive to improve the teaching process and be open to new things.

At the same time it is important to preserve the core of this professional teaching culture, which "enables the culture of any given nation to identify itself with any changes in the moral-normative sphere of society" [1, pp.1]. Through the personality of a teacher the teaching tradition is dialectically linked to cultural innovations in teaching. The way a person estimates

the significance of social changes, their personal convictions, goals and efforts, their intellectual and creative potential or their new-found expertise – everything that emerges in the process of lifelong education can form the basis for a teacher's professional cultural creativity underpinned by the fixed core of professional culture.

At present fundamental grounds for lifelong teacher education are clearly promoted, inciting teaching cultural innovations. One of them is a technologization of education. An application of pedagogical techniques should rely on the principles of search and selection of a method to address a teaching task. The search for a method of problem solving is linked to methodology that sets the principles of mental and practical activities [2]. The current situation in which we have a variety of available educational methodologies, gives a teacher the opportunity to create, look for, select and build a mental and practical cognitive approach that is later offered to the students. This choice is definitely linked to value orientations (positive or negative, professionally creative or destructive). The axiology is emerging as one of the prime methodological foundations in the cultural creative work of a teacher. We have developed a new universal structure of the thought processes and practical activities of a teacher, presented in "A model of the universal mental and practical activity of a teacher". This universal structure provides a general method of solving any teaching problem. Such a method then firmly establishes a universal approach in the mental and practical activity of a teacher.

The modern professional teaching culture represents a universal method of mental and practical activities, functioning and developing as part of the process of lifelong education. This is based on the traditional spiritual core of teaching culture and thus can provide a solution to any teaching problems.

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ECO-SCHOOLS INTERNATIONAL PROGRAMME IS A MODEL OF EDUCATION FOR SUSTAINABLE DEVELOPMENT WORLDWIDE

**B. Ch. Holland
O. G. Madison**

Eco-Schools international programme programme (www.eco-schools.org) is run by Foundation for Environmental Education (FEE) in 53 countries of the world. The programme is run through International Coordination situated in Denmark and NGOs operating Eco-Schools at the national level. In Russia the programme is operated by “Keep St. Petersburg Tidy” NGO. The programme in Russia covers about 90 educational establishments in the Kaliningrad, Bryansk, Leningrad and Irkutsk regions, in St. Petersburg, Moscow, Kirov, Novosibirsk, in Karelia and Buryatiya. Russia is the only country of the world where educational establishments of all levels take part in the programme: kindergartens, schools, supplementary education, colleges, vacation schools and universities.

For several years Russian educational establishments have been involved in a number of international projects supported by the Nordic Council of Ministers. In 2009 the new large scale project was started in 11 pilot countries of the world “HSBC and Eco-schools Climate Initiative”. This academic year the project involves 18 organisations from 16 countries, more than 1100 schools, over 172000 children, almost 25000 teachers and 3405 HSBC volunteers, 1813 local authorities, 1166 other organisations.

The mission of the project is to promote Eco-Schools climate change activities worldwide through the network and knowhow of the Eco-Schools programme, and to involve HSBC volunteers. Its vision consists of supporting environmental education as an integral part of sustainable development through the support of the Eco-Schools International Programme. The project aim is to develop a global network of schools that actively contributes to the reduction of greenhouse gases and is adapting behaviour and involving HSBC employees.

Educational establishments of Russia take active part in all contests and competitions arranged in the frame of the project. Six winners of the National stage of the last year’s International Contest of Eco-Codes initiated by HSBC bank were awarded with the laptops. The teachers who developed the most interesting methodological works and lessons travelled to other regions of Russia to present their experience at inter-regional seminars and conferences. This academic year almost all participating educational establishments presented youth projects, art-works of children, teachers’ methodological work and Eco-Codes for the new contest round. The results will be announced by the end of the academic year.

DESIGNING THE SOCIO-CULTURAL ENVIRONMENT OF A VOCATIONAL COLLEGE

M. Mamadzhanova

Socio-cultural design has a special place in the socio-educational technologies. Socio-cultural design has its own area of subject activity and its own purpose, objectives and specific means of achieving them, but its essence is a sort of project activity, since its initial result should be a project designed for practical implementation.

The advantage of design technology as compared to other methods of purposeful changes of the socio-cultural environment is that it combines regulatory and diagnostic approaches specific for programming and planning. In the course of program development we emphasize the normative aspects of change, i.e. the image of “proper” dominates over the diagnosis of the situation and realistic assessment of available resources, so the program is always more abstract than design. Planning, by contrast, requires too detailed objectives, outcomes and ways of working. In contrast, the designed decision does not have a clear policy and is not a standard-setting instrument in the strict sense. Naturally combining the normative and diagnostic aspects the design is characterized by: firstly, developing a model of “proper” in accordance with available resources and, secondly, relating the problem to the general way of its solution, allowing for alternative ways and means to achieve goals, and thirdly, setting a timeframe to address the problem situation due to its characteristics. Thus, socio-cultural design is a specific technology, representing constructive and creative activities, the essence of which is to analyze educational problems and identify their causes. One should mention the potential variety of design solutions to the same problematic situation that is caused by a variety of views about the ideal state of the social and cultural environment, depending on the value-related position of the teacher being the subject of design with understanding of the essence of the problem situation and variability of ways to save and rebuild the integrity of the social and cultural environment.

The most important structural element of the socio-cultural design technology is research activity, since, firstly, you need to know the real problems in the functioning of socio-cultural environment, and, secondly, to have an idea of her ideal states and how to support the integrity of the socio-cultural environment. Furthermore, the research procedure is expressed here not only by collecting empirical indicators, for example. Design is first and foremost an idealization which goes from the initial state of problematization of the social and cultural environment through goal-setting to determining methods for transforming the situation. The category of the “prob-

lematic situation” is one of the key technologies in socio-cultural design. The situation is a set of conditions and circumstances in which a social and cultural entity (individual, group) operates, and which defines the content and forms of life of the subject, its system of value orientations, the nature of its environment, relationships with others, etc. The goal-setting process begins with an analysis of the situation, as well as identifies the most pressing issues for resolution or optimization, and at which the project should be oriented. As the unit of analysis may be the situation characterizing the combination of the circumstances and modalities of the socio-cultural environment as a whole, the situation is the collection of quite specific circumstances and conditions of life of a certain socio-cultural entity (individual, group). Being an external system to the social and cultural conditions to the subject, the situation at the same time moderates its activity, being a prerequisite for the transformation conditions.

Priority areas of design are the most important in the social and personal sense of social and cultural spheres of activity, characterized by the concentration of problematic situations and the capability and resources for harmonization of social and cultural life of the subject. Each problem situation has a clearly defined socio-cultural entity, a medium of a certain kind of problems, and an active participant in social and cultural activities.

Simulating the situation, one should be aware that the initial structures of the socio-cultural environment on a personal level correspond to structural elements of the subject's lifestyle. In other words, if the socio-cultural environment is a combination of conditions which are external to the subject as concerns the subject's development and life, then lifestyle is the very process of life. In socio-pedagogical concepts, lifestyle is a category denoting the set of typical socio-cultural entity forms and lifestyles, revealing the content of behavior, communication and activity, which fixes the unity of the objective conditions that determine the socio-cultural environment and subjective factors (values, interests, motives and purpose of activity).

FOLK HERITAGE IN THE CONTEXT OF LIFELONG MUSICAL EDUCATION

N.Y. Matveeva

At the opening ceremony of the Moscow Conservatory in 1866, V.F. Odoevsky said: "In time, the Moscow Conservatory will direct its creative attention to our secular folk chants, scattered all over the great Russia. Folk chants are sacred treasures of the people, and should be treated in a simple and honest way. Folk songs should be recorded the way they sound and are heard by people. Then, taking those chants exactly as they are, we should try and extract "theory" from them." Odoevsky thus expounded the fundamental guidelines of ethnic musical education in Russia.

B.G. Asafiev, a renowned scholar, writer and educator, established a course for the study of folk singing in the early 1900s. K.V. Kvitka, one of the founders of Russian folklore science, stressed the need to promote folklore research in his "Remarks On a Manual for the Teachers of Folk Music in Higher Educational Institutions" (1937). Kvitka believed that the broad public should know more about folk music, love it, and be able to feel and understand its deep poetic meaning. Kvitka lived and worked in the late 1930s-early 1950s. But Russia's socio-cultural environment changed beyond recognition on the cusp of the 21st century, which could not fail to affect the role and place of folk music in the nation's life. Russia's unique cultural heritage is changing dramatically in today's context.

These days, the genuine folk music tradition and folk poetry are largely ignored by the media (TV and radio) and, with very rare exceptions, also by esthetic education in secondary schools. The current public sentiment about folk music is completely wrong: it is regarded either as an exotic circus or entertainment, or as an outdated part of culture, which no one needs in daily life. Little is left of the cross-generation succession, which used to be the chief particularity of the folk tradition. It is now painfully clear that the vast majority of urban and rural residents in Russia know very little of the roots of the Russian folk music tradition, and fail to appreciate the beauty, melodic complexity or vocal harmonies of folk singing, the fine points of the folk poetic symbolism or choreography. Progressive thinkers cannot help feeling alarmed as Russia's folk culture and, especially, its musical and poetic tradition, are diffused and fall into oblivion. Whenever this problem is acknowledged and formulated correctly, this usually spells the beginning of a system of lifelong education in folk music.

The Belgorod Region now has a full-scale, three-level system of folk musical education (music school for kids, music college and a university-level institute) based on the authentic folk vocal tradition. It started from the

Belgorod State School of Music, where a Folk Choir department was founded in 1975 by I.I. Veretennikov, a well-known folk scholar. Folk sections were subsequently opened in other music schools, which currently number more than 60. It would be fair to say that folk musical education plays an important role in the Belgorod Region's cultural life today.

Increasingly, musicians (folk and other) begin to realize that traditional music has much more to offer than just a "gaudy show." It has a complex polyphonic vocal texture of improvisation, and it follows its own rules, which are sometimes very different from the generally accepted clichés of what passes as "folk singing" these days. Instrumental folk music sounds quite different from "traditional" arrangements by folk bands. Honest staging of folk performances will respect the "modus vivendi" of the chosen musical piece, the typical features of its genre, nuances of the singing style and local dialect. Without knowing this "ABC" of folklore, no professional musician is qualified to research or revive the folk music and singing tradition or try to transubstantiate it into a vibrant, high-quality stage performance. Without this knowledge, no one should attempt to restore folk music and singing to the Russian national culture, not even in some form more attuned to the modern times, yet not severed from its roots. So far, all we can see is that "there is no sufficient quantity that could be transformed into acceptable quality." While individual folk musicians, band leaders, educators, institutions and even whole regions may boast impressive achievements, there is no national system in sight, dedicated specifically to the resuscitation of folk music. There may not be enough new graduates of the folk sections of music schools, colleges and conservatories to replace the great masters of folk music, but they could at least restore the cross-generation succession, the ruptured link between the roots and the branches.

Children, young people and all citizens must be taught to respect and appreciate any manifestation of folk culture, and to be proud of being part of a great nation. This is the mission of lifelong education in folk music, and one of the possible ways of restoring Russia's folk heritage.

AN ETHICS-FOCUSED SYSTEM OF ADULT LIFELONG EDUCATION

Ye. F. Matveychuk

A lifelong education system is inherently ethics-focused - based on the very nature of its potential and the challenges it sets up. But the situation is somewhat different with the specific content of education that has tended to result from this premise.

The search for new forms of cultural expression often leads to explicit anti-humanism and anti-cultural bias. These can be regarded as crucial risk factors toward modern civilization.

This is how the “meta-level scale” issues for lifelong adult education are set. It is one thing to consider such education traditionally; i.e. as a “special pedagogical niche” and an “integral part” of a more general educational system. But it is quite another to view it in the light of the latest trends, as a “maximum overall system” in itself, or as an important supporting structure of the entire education system.

A main condition for the survival of civilization.

The foundation of culture, or the purpose of education.

In the last case, the problems of lifelong adult education have become reductable to highly specialized and technical ones; they are the problems of the maintenance and development of the culture itself, i.e. the problems of the ethical focus of education.

These problems are brought to life by radical changes in modern society, which has passed through the Post-Industrial and Information Technology stages within a short period - and made us face the need to build a knowledge economy. They are so topical that the requests of the well-informed modern society exceed those proposals that can be reflected by the society through its “educational facilitators”. For our country, whose education system is at a crossroads, it has become the problem of surviving in the modern world. Certainly, based on the etiology of development, the hopes of the hidden reserves of the mind adopted by human beings in the course of the assimilation of knowledge about the world, and about their opportunities and ways of its implementation, can be justified. Awareness of these hidden reserves, as well as the ability to use them, substantially depend on one’s attitude to life, on the target of a person’s education, transforming external knowledge into the inner world. But these initial attitudes and the very focus of education directly depend on our own ability to create for ourselves the barriers and limitations of moral character, i.e. they depend on our ability to build an ethics-focused economy of knowledge. In this sense, the very problem of survival in the modern world that can be

solved by way of building an ethics-focused economy of knowledge should be seen as the first problem facing any system of lifelong adult education. An emphasis on an ethics-focused criteria is essential, because underestimating this criterion is directly related to the key issue of a lifelong adult education system based on the degree of the ethical education of the educators.

Let us consider the relationship between the categories of the “ego” and the “non-ego”, where two variants of relations are possible: the “ego”, that separates itself from the “non-ego”, and the “ego” that does not separate itself from the “non-ego”. The distinction between the “ego” and the “non-ego” is authorized by the subject-object methodology, where the “non-ego” is all that is opposed to the “ego”. That is, within the subject-object methodology, the “non-ego” objectively exists as the rest of the world, contrasted to the subject of the “ego”. This methodology currently prevails even in the mass consciousness, not only in the scientific mind.

(But it is also a potential source of threat of the dehumanization and de-culturing of the world - coming from the two monsters created by the Enlightenment: from impersonal objectivism and de-ontologized subjectivism. The experience of overcoming this threat was German classical philosophy, that opposed its version of existence to the Enlightenment as a result of transcendental creativity. But for the next generation of the intelligentsia, the transcendentalism itself became the symbol of depersonalizing abstraction, and it already triggered a whole chain of “breakthroughs to the transcendent”, and to existential interpretations of Kant's philosophy, which overcome the crisis of the old rationalism and ontologism and finally reveal the new “non-objectivizing” understanding of existence. The existential [M. Heidegger] and hermeneutic [H. G. Gadamer] traditions served as the source in the direction of “non-classical”, i.e. alternative subject-object methodology, originating from the “ego”, which does not separate itself from the “non-ego”.)

The non-classical methodology is a relatively new one; it does not have deep roots in the mass scientific consciousness. Being a kind of scientific rehabilitation of the religious view of the inseparability of the “ego” and the “non-ego”, it starts a, so-to-speak, “methodological revolt”, in the traditionally-minded, classical style of thinking. As a consequence, there are two mutually exclusive points of view about the same problem in the modern scientific community; the problem of the interpretation of the category of the “ego” in its relationship with the category of the “non-ego”. And that is why any attempts to understand the relationship between “ego” and

“non-ego” always inherently involve a dialogue of worldviews, reflecting opposing views of higher values.

Views on the “ego” in the world are always historically pre-conditioned, limited by the scope of knowledge available for the “ego”. In contemporary cognitive science (the science of forms of existence, change and transfer of knowledge), such representation of the world is called the picture (view) of the world, or, which is more up-to-date, the model of the world. The models tend to change with time. Let’s say, not long ago (judging by historical standards) the religious model of the world in society was dominant, and, currently, “advanced” societies are dominated by a scientific (classical, historical or evolutionary) model. And the difference between religious and scientific (classical) models is that the human “ego” interacts with each of them differently. For example, the religious model of the world is entirely structured by the human factor: thoughts, words and actions of each individual. And the human factor in it is weighed and measured in terms of the quality of its interaction with other human factors. Thus, the human “ego” in the religious world model is something absolutely inseparable from the model, without which it is impossible as a matter of principle. This “ego” does not separate itself from the “non-ego”.

There is simply no room for morality (as a sense-forming element) in the scientific (classical) interpretation of the world model. And there is no room at all for some kind of special spiritual world with all its metaphysics. In this interpretation of the world order, there is only in place a never-ending motion of substance, a continuous process of destruction of the old and new, an endless ascent from the lowest to the highest.

This is why an individual, consistently adhering to a purely scientific (in the classical sense) view of the world, understands that the world is ruled not by ideals, but interests, and that thoughts, words and actions make it completely soluble in the material whirl of fluctuations. One understands that for everything committed in this life is not paid by the sinner against the supreme law of life (and how you can pay for the chaos of the “perpetual motion of substance?”), but “the loser in the fight for a place under the sun”.

For man, such religious ideals as these are anachronisms, and their dictatorship is an invasion into personal rights and freedoms. How vital the problem of an ethics-focused approach to adult education on the whole (which is dependent on the problem of an ethics-focused approach to education in general), currently is, can be judged by modern trends in continuous development. It can also be judged in its outlook, which, as opposed to an “ethics-focused”

approach (and the spiritual area in general), relates it to a value system whereby it becomes a secondary function of the superstructure.

Changes in the ideological paradigm (i.e. changes in prevailing theories about the principles by which one understands and explains the world) were predicted throughout the 20th century, in many directions of thought. The problem is not theoretical; it is a living reality today. The leading position in this paradigm will belong to life sciences, the humanities and social sciences. The post-industrial paradigm of the social sciences focuses on: (a) the priority of spiritual values, and (b) civilized approach to the history and future, and (c) the partnership of social forces, states and civilizations, and (d) the harmonious co-evolution of society and nature, (e) the efficient self-regulation of society based on knowledge.

The problem changing an ideological paradigm is the problem making the "Institute of Adult Education" the promising generator of new proposals, recommendations and technologies in the management of public humanities.

POSSIBILITIES OF PROJECT PRODUCTION EDUCATION FOR ESTABLISHING SOCIO-CULTURAL COMPETENCE IN HIGH SCHOOL

N. G. Muravyova

Alienation of man from the education he is given is one of the main problems of education. Modern society tends to regard a graduate as a knowledgeable person on the level of competent problem-solving, with developed communication skills, able to do teamwork, responsible, and ready for constant self-education. Basic requirements for socio-cultural competence of graduates are stated in the federal state educational standards of higher education of the new generation (2010).

Upon analysis we suggest that the notion of socio-cultural competence is not-well established and clearly defined. For example, in the field of teaching of foreign languages, the term socio-cultural competence is considered to be a “component of communicative competence, formed by a set of specific knowledge, skills, abilities and qualities that are generated in the process of formal or informal language training in intercultural communication”. [3] At the same time, in our view, the notion of socio-cultural competence can be re-defined.

By socio-cultural competence we understand not just possession of information about the direct connection of speech and of the socio-cultural environment on the relationship of language and society. According to the concept of modernization of Russian education before 2010, socio-cultural competence is “human imagination about the world. These representations and their meanings, concentrated in the structures of consciousness, are the unity of knowledge, attitudes, values and functioning, and form a specific ethnic national way of thinking”. [1] In terms of social order for the development of a competent person, it is necessary to search for new approaches to solving this problem. Special opportunities for the development of a competent person within the project consist of productive education that is fundamentally different from traditional teaching methods.

The purpose of productive project education is to give students the opportunity to create knowledge, create educational products for all subjects, and teach them to solve problems arising in this case independently. [2] To achieve these goals we can use modern engineering and information and communication technology. Conditions for the development of socio-cultural competence are added when fulfilling design work on the subject of “foreign language,” in which students can build a new addition to the program for the student educational product: idea, question, definition, text, law, intellectual or artistic work. The meaning of the project of education is

not so much in the transfer of a student's past experience, but in expanding his own experience, ensuring both his personal and wider cultural growth.

The possibilities of project technology for the development of social competence can be illustrated with the help of its use in teaching the students of humanitarian faculties of the 1st – 3rd courses of Tyumen State University on the subject of foreign language. Let us consider how such projects are targeted at socio-cultural experiences, how information is being acquired and what conditions are added for the development of social competence.

For example, students of the School of Arts at Tyumen State University perform individual projects on the following topics that help students develop skills to analyze socially and personally relevant problems, and realize the social importance of their future profession, and raise their motivation to implement professional activity: "My Family Tree", 1st semester); "I mean something in this world", 2nd semester), etc. In the course of the project an important aspect of the formation of socio-cultural competence is: (a) the ability to work with information (to select the main information), (b) evaluate the logical structure of the material, (c) systematize the available material, (d) make texts (written and verbal) from the material in accordance with the stated purpose of various texts, (e) compare and draw conclusions, interpret and structure the information received). Scientific papers in English, which students present each year at student conferences, can serve as an example of such work with information.

Group projects in English classes tend to have occupational or cross-cultural orientation. In these projects at the stage of research the following are developed: (a) the ability to share information with other persons, (b) express their own opinion and attitude to the facts, events, and phenomena, develop important communication and social skills, etc. For example, when studying the UK or US, students have to prepare a project on the topic: "Cultural differences between Russia and Britain/America". At the stage of project presentation they develop the ability to create their own product and the ability to present material in such a way as to be understood. Creation of multimedia presentations was quite popular among students as a product design activity. The use of design technology teaches students to think creatively, independently planning their actions and solutions. The effectiveness of the design techniques is ensured to a great extent by the intellectual and emotional richness of the education topics.

Design productive education makes it possible to involve students in modern society and provide them with real experience, allowing interaction with others, providing the ability to act autonomously and take responsibility for managing their own lives, which contributes to social and cultural competence.

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THE POLY CULTURAL APPROACH TO FORMING CIVIC IDENTITY OF THE PERSONALITY IN THE CONTEXT OF THE REPUBLIC OF KAZAKHSTAN

**Sh. M. Mukhtarova
G. G. Chernaya**

The concept of “civic identity” is interpreted by researchers as the idea of the unity of citizens of a nation state united by representatives of different ethnicities and ethnic groups [1, p. 216]. It is from the standpoint of ethnic diversity and cultural pluralism that we are interested in the concept of the “civic identity” of the personality. The “Concept of forming the state identity of the Republic of Kazakhstan” states: “The greatest significance for forming state identity is the formation of a true citizen... In this sense, civic identity is state identity” [2]. In this regard, civic identity of the individual has specific characteristics that link the awareness of the personality with belonging to a certain nation. The concept of “Kazakhstan identity” will be understood as “civic” in the context of the given nation. The important of instilling a sense of civic consciousness is emphasized by the ethnic diversity of the people of Kazakhstan.

In order to specify the main concepts, we refer to V.A. Yadov, who by identity understands a state, and by identification a process that leads to this state [3, p. 589]. I.V. Konoda believes that civic identity, ... reflects the level of civic consciousness of the people, its unity with the country, society, fellow citizens, and is a factor of consolidation of society around the interests of the state and the country as a whole [4]. Civic identity, by which we understand the realization of a person of their belonging to a community of citizens of a certain nation, is an important part of the functioning mechanism of the political structure, and a foundation of the political and cultural and educational life and awareness of society.

Historically, it so happened that the Republic of Kazakhstan is a mosaic of ethnic groups and cultures with a numerical predominance of two major ethnic groups. In this situation, bilingualism became the norm of language policy in multi-ethnic Kazakhstan. In the modern period, over 130 races and ethnic groups live on the territory of Kazakhstan, which differ by their culture, language, national psychology, way of life and other features. According to data from an information and analysis publication of 2005, the largest ethnic groups in the republic are: Kazakhs – 57.9% of the entire population, Russians – 26.7%, Ukrainians – 3%, Uzbeks – 2.8%, Tatars – 1.5%, Uighurs – 1.5%, Germans – 1.5%, Koreans – 0.7%, Belarussians – 0.6%, Azerbaijanis – 0.6%, and Turks - 0.6%. Furthermore, the republic includes: 30-45,000 Tajiks, Chechens, Kurds, Poles and Dungans; 10-20,000 Chuvash, Greeks,

Mordvas, Kyrgyz, Armenians, Ingush, Moldavians and Bashkirs; 5-9,000 gypsies, Georgian, Mari, Bulgarians, Lithuanians and Udmurts; representatives of other ethnicities and ethnic groups do not number more than 5,000 [5, p. 84-86].

Inherent to civic identity are cognitive, affective and regulative elements with according characteristics of criteria and indicators: knowledge of one's civic responsibilities, civil duty; system of knowledge of constitutional norms, the civil code of the Republic of Kazakhstan, the national language; a knowledge of history, politics, economics, culture, geography and the ecological state of one's country; possession of social maturity and patriotic feelings (pride for Kazakhstan), developed civic self-awareness (awareness of belonging to the Republic of Kazakhstan, a polyethnic community), respect for the national language and symbols, interest in democratic transformations in the country, and an awareness of the social significance of the profession of teacher in educating the growing generation; fulfillment of one's civic obligations, civic duty in mastery of professional activities etc. A polycultural approach, which unites citizens on the basis of a territorial and political unity and principles of respect for cultural and value differences, appears to be the most valuable.

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PROFESSIONAL TEACHER CULTURE IN RELATION TO SUSTAINABLE DEVELOPMENT

E. Y. Nogteva

Education for sustainable development imposes new requirements on the professional culture of a teacher. The mission of a teacher involves meeting the needs of society, as well as creating ethical and moral social relationships in order to significantly affect the trend in the sustainable development of society. The culture of professional teaching is established on the foundations of the traditional teaching culture, professional education, and intellectual and practical experience that opens up a wide range of opportunities for cultural creativity.

Since 2007 the Department of Pedagogy at the Vologda Institute of Education Development has organized problem-solving workshops for teachers on education for sustainable development. The aim of the workshops is to be able to implement such education and simultaneously establish a professional teacher culture from the aspect of ideas on sustainable development. This work is implemented with a help of the teachers of the large industrial city of Cherepovets (more than 20 educational establishments). There are several elements involved in training teachers to create an educational process in the interests of sustainable development: (a) theoretical methodology (this implies in depth study and comprehension of conceptual ideas and methods of education for sustainable development); (b) individual analysis (this includes personal evaluation and selection of the most important teaching methods in the interests of sustainable development with the creation of an educational programme based on it. (c) practical orientation (this helps a teacher to trial the developed procedure on the basis of ideas of sustainable development); (d) self-appraisal (with the intention of improving the reflective skills of a teacher in evaluating their own work and developing corrective measures in order to achieve educational results for the purposes of sustainable development). The implementation of each element occurs in succession and in line with consistent improvement of the teacher's professional competency. Let us briefly present the essence of this issue.

Theoretical-methodology; It is important when setting up education for sustainable development to take into account what values, personal traits, skills, knowledge and abilities are essential to the students in order to implement the conception of sustainable development. In our opinion, these are: ecological and social values; the ability to apply knowledge to various life situations; systematic, critical, creative thinking; an ability to analyze changes in the environment and to predict consequences of these changes;

an ability to take ownership for decisions made, etc. Personal development and progress based on ideas of sustainable development will be possible through creating modern methods of education that will become an integral part of education for sustainable development. According to the methodological goals and principles of education for sustainable development the most significant, from our point of view, are the following methods: (a) the methods of teaching, aimed at developing personal value ; (b) the methods of teaching, aimed at developing systematic, critical, creative thinking; (c) the methods of teaching, aimed at building a foundation for projecting and modeling activities; (d) the methods of teaching, aimed at interactive communication and collaboration between those involved in the educational process.

The individually-projecting block implies methods of teaching and helps teachers to understand the range of possible outcomes the subjects taught may have in terms of sustainable development. The project work of the teachers is aimed at addressing professional tasks that arise through the teaching of sustainable development. The development of a program of actions aimed at solving these tasks depends on the intellectual and professional abilities of a teacher, on his\her ability of solving the professional tasks through the heuristic method and on their current level of teaching methods. It is absolutely obvious that this stage of the teacher's work is linked to the development of technological competency.

The practical-oriented block involves the acquisition of ecological educational techniques in the interests of sustainable development and includes trialing the proposed techniques in a real educational setting. This block is the most revealing in terms of the results in acquiring ideas on sustainable development as well as awareness and appropriateness of techniques, allowing the implementation of these ideas in a teaching process. Workshops are held in the context of this block.

The reflexive-evaluating block implies that the teachers retrospectively evaluate their actions and correct them in order to provide flexibility within the teaching system and adaptability to existing conditions. The reflexive skills of a teacher require intellectual operations aimed at analyzing and evaluating the rationale for techniques of ecologic education for sustainable development. In the process of reflexive-evaluation activity we have to note the efficiency of education techniques for sustainable development in tackling the problems of teaching, in particular: (a) drawing on knowledge to find meaning in situations of high uncertainty, developing a base for new types of human activities; (b) galvanizing and uniting all contributions following problem-solving discussions in order to achieve results; (c) a crea-

tion of conditions for personal self-development, a formation of skills in social partnership, etc.

A systematic approach to forming a teacher's methodological and technical competency opens the prospect of gradual expansion in aspects of modern professional culture in education for sustainable development.

DEVELOPMENT OF AN AESTHETIC ATTITUDE TO THE SURROUNDING WORLD AS A COMPONENT OF LIFELONG EDUCATION

L. E. Odery

A. I. Rozdymakha

Aesthetic development is an aspect of formation of the personality in which the need for lifelong education is manifested in all its clarity. The development of an aesthetic attitude to others should be the main goal of aesthetic education. The characteristics of this attitude is revealing the value of items, phenomena and situations in the world, and also experiencing in oneself the abilities and opportunities of artistic and creative activity.

In examining the problem of forming an aesthetic attitude to the surrounding world, it should be remembered that there is a connection between the assessment – cognitive and the practical-activity components. Furthermore, a person's attitude to the world is a manifestation of their means of life activity, with which the personality asserts itself in the world. This also applies to the aesthetic attitude to others. The aesthetic attitude manifests itself as an aesthetic reflection and an aesthetic transformation. The reflection of the surroundings takes place in the form of aesthetic perception. There are two aspects present in it: emotional and rational. Without feelings, an assessment is impossible. The aesthetic transformation has the goal of creating aesthetically valuable objects. The level of development of structural components of the aesthetic attitude at certain age stages is different. It depends on many factors, including: the social and cultural conditions of the person's life; the psychological features of the personality; artistic capabilities; the conditions and quality of pedagogical accompaniment of the child, organization of the child's activity etc.

It is very important to begin development of an aesthetic attitude to the surrounding world as early as possible – from a pre-school age, from the period that the initial world view is established. The most effective method for developing the aesthetic attitude to the surrounding world is involving children in fine arts, in particular to folk or modern applied art. This method becomes particularly effective when local crafts are used for education purposes. Sharing this viewpoint, we looked at the applied art of the Luga area.

When using examples of the art of any region in pedagogical work, it is necessary to take its special features into account. These features are connected with the historical and ethnographical uniqueness of the development of the area. Since time immemorial, the Luga region has been inhabited by different tribes and peoples. In the Luga region, artistic creation

developed in the field of decorative art. Here both traditional types of decorative and applied art and modern artistic production successfully co-exist. For example, manufacture of items of glass, clay, and also the production of Christmas tree ornaments, which is especially interesting for children. Using the traditional and modern art of the Luga region for the aesthetic education of children is an effective means for forming an aesthetic attitude to the surrounding world among preschoolers.

MODERN PROSPECTIVES OF THE DEVELOPMENT OF GENERAL CULTURAL COMPETENCE OF SECONDARY SCHOOL STUDENTS

O.N. Oleksyuk

While discussing the issue of introducing a competence-based approach in secondary schools, a number of researchers, in particular, note that a general upgrading of education and its reform on the basis of competence will determine the realistic approach to the new educational paradigm, since it requires significant changes on all levels of the educational system, and namely: “values, goals and results of training and education, the contents of education, the pedagogical activity of teachers in the educational-cognitive activity of students, the technology of the educational process, etc.” [1, p. 12]. Furthermore, as noted, the concept of “competence education” is often perceived by many practicing teachers as just another directive of formal changes of main objectives: instead of “full and harmonious development of personality” — “the key competences/competency” [1, pp. 13]. The reason for this perception is the absence of a recognized educational community, psychological and educational theory and the lack of a conceptual framework that could establish a common scientific language of professional communication for all those involved in this innovation area.

In this context, we should pay attention to the fact that educators today are facing the task of personality development with a holistic worldview. The key to lifelong education, its basis, is the general cultural level of an individual. On this occasion the authors (in particular, V. Krayevsky and A. Khutorskoy) note that “the competence contents of education pass through all school subjects, getting every time a realistic, active, personally meaningful embodiment in the relevant material.” [3, 146]. The development of an integrated pedagogical concept of educational content requires the unity of social essence, pedagogical relation of educational content and system-activity analysis of all phenomena related to the content of education. This allows us to hypothesize on the viability and productivity of the relationship of education and culture, and their isomorphic identity as a conceptual framework of competent general secondary education. Cultural experience as a synthesis of elements of culture is transmitted through the content of school education. And if the purpose of general education is to master the cultural experience, the result should be to achieve a level of education which is the invariant measure of cultural competence.

Russian and foreign scientists structure cultural competence differently. For example, S. Troyanskaya [4], defining cultural competence as an integrative ability of a student’s personality, driven by comprehension experience of cultural space, identifies three components in its structure: cogni-

tive, value-orientation and communicative activity. The author stresses that cultural competence is characterized by emotional and value dimensions, as the appropriation of cultural products involves their perception, emotional and value attitude to them. Thus, the cultural space in the structure of competence not only characterizes the level of cultural orientations, but also determines the norms and values. The concept of N. Konasova [2] states that the structure of cultural competence is the basis for such entities as skills, individual creativity, art, etc. Furthermore, cultural competence in the existential sense is a support mechanism in the development of personality, "paving the bridge to the future" in the long term. According to this concept, cognitive, evaluative, practical activity development aspects of culture are manifested in the cultural competence of the school graduate in certain basic characteristics. As pointed out by N. Konasova, the universal nature of culture as an integrated system determines the synthesis of the ontological, epistemological, and axiological problems whose solution is determined by the level of cultural competence. The author determines the major problems, the solutions to which are considered in the context of civilization in the course of general education, to be as follows: the value problems of social activities, personal self-development, world outlook problems, and problems of interpersonal relations and issues of cultural interaction. Indicators of readiness to solve problems are having awareness about a wide range of issues, and having the theoretical willingness to address them.

The general cultural space in the structure of cultural competence characterizes the orientation of an individual in the sources of spiritual and material culture, and defines the content of ideas about standards and values embodied in scientific ideas, concepts, principles, and works of art. The indicators of competence in assessing the development of cultural and educational space are regular experience of assimilation of various sources of artistic and aesthetic information, preservation, and dissemination of cultural values; involvement in the medium of communication as a source of information on cultural heritage and the ability to determine interests in various branches of art. The diagnostics of cultural competence of school graduates testifies to the conclusion that the presence in the curriculum of topics on the historical stages of cultural development, the study of cultural achievements in the humanities courses, aesthetic, natural sciences, and visiting museums, theaters, concert halls as extra-curricular activities contribute to the development among school graduates of general cultural awareness, reflected in the knowledge of some of the most famous monuments, and the names of the classics of literature. However, the achieved

level of awareness is not sufficient to achieve a productive level of intellectual and creative potential of individuals. Among the reasons that cause superficial mastery of culture one should include: the lack of conceptual approaches to the development of culture as an integrated system in the secondary school curricula; the lack of willingness among teachers to use external sources of development of cultural values; underdevelopment of teaching techniques, ensuring the efficient use of the comprehension experience of cultural and educational areas.

Currently, relatively few research works are devoted to the issues of implementing technologies of a competency approach in secondary school. This refers particularly to diagnostics of development level competence, the configuration of which is individual for each student and determines not only the system of knowledge and methods of work, but also basic personal qualities, skills (key competencies). This indicates the integrative nature of cultural competence, which is a product of integrative education.

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INFORMATION, KNOWLEDGE AND EDUCATION IN MODERN SOCIETY

N. I. Petrov

M. I. Teneva

Nowadays we increasingly realize the need for developing not only systemic information thinking and learning but also an information view of the world, which means that a person has to perceive and understand the world both from the perspective of the sense and meaning of an information unit, and in connection with the development of informational and telecommunications means and systems. New information and telecommunications technologies are a driver of change in modern society. Therefore the values that man has in science and education are of much importance. Moreover, with the development of markets, information and knowledge acquire increasingly complex characteristics as a commodity, since they are directly linked with the nature of people as consumers, which, in turn, determines further, more developed public links and relationships.

There is a need for goal-driven development of skills necessary for the rational use of different techniques and methods of work with information which are directly linked with cognitive research creativity. A certain data and knowledge base is usually used to solve this problem. This is a core of this intellectual system, embodying a model of knowledge in a specific scientific area.

Work in designing and building a knowledge base is similar to that of building an information model. Developing a knowledge base involves solving a number of interconnected tasks, such as formalization and presentation of knowledge. Building a knowledge base includes the following steps: (1) specify a particular area of knowledge; (2) derive knowledge (involves data collection and analysis on a selected subject); (3) structure knowledge (what is important here is to define terms, a list of key concepts and their attributes, etc.); (4) formalize information by reflecting key concepts and interconnections between notions on the selected subject (implemented through making schemes, such as charts, tables, texts, structural logical schemes, and hypertexts). Working through these steps requires that all necessary concepts and terms be identified, and that subject-specific and cross-disciplinary relations and dependencies be established between them. A person's own knowledge is reconstructed when collecting, structuring, formalizing and systematizing information. Thus, the key cognitive objective in a particular scientific area is implemented through the reproduction of knowledge. This enables: (a) promoting intellectual activity; (b) developing techniques and methods of data processing (perception, collec-

tion, processing and presentation); (c) applying different techniques and methods of work with information in analysis of new content — the object (subject) of observation — in a better and more efficient way; (d) actualizing base knowledge and experience and incorporating them into the system of new knowledge. A learner does not merely intuitively detect and perform cognitive acts, but gets a comprehensive idea of them and applies the acquired techniques and methods of work with information in practice.

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DEVELOPING VALEOLOGY CULTURE AMONG STUDENTS WITH THE HELP OF EDUCATIONAL MEANS

E. M. Popova

Modern Russian reality, characterized by a reduction in life expectancy, high mortality rate among adults of working-age and a high incidence of disease among children, regularly places a focus on public health. The value of health in this case must be considered by society as a key one, since the health of the nation as a whole depends on the health of every citizen and is a prerequisite of not only development and growth, but also the survival of society.

Relevance of the topic is determined, above all, by decline of the health of students in recent decades. This phenomenon is associated with a number of objective and subjective reasons: low economic standard of living of most students; high loads of training activities, lack of incentives for healthy lifestyles, low activity with respect to their health, and decline of interest among students to the harmony of spiritual and physical principles in the personality. Nevertheless, the leading role in forming of new philosophical systems that meet current requirements for health with the youth belongs to education, which has all the features of systemic and widespread activity in this direction. The special place of education in maintaining and improving the health of the younger generation is emphasized by many Russian scientists. However, the educational process of primary and secondary vocational education implements the issues of health protection inconsistently. Curricula and training modules of vocational training does not depend on medical, psycho-physiological and pedagogical foundations of human health. The state standards of primary and secondary vocational education in technical professions do not require studying the valeology course. Therefore, the work of trainers and teachers with students has purely discrete nature and is often reduced to a list of recommendations for healthy, non-harmful habits, with which future professionals do not reject, but at the same time do not implement properly.

As testing of 1-3-year college students conducted in 2010, demonstrated that only 12% of students have a stable and positive attitude towards the value of "health", 29% have a negative attitude, 20% have a significant predisposition to the addictive behavior and 46% are characterized by the average inclination. A sociological survey of students showed that 21% do not tend to have caring attitude towards their health, 9% showed a tolerant attitude toward drug abuse, 51% smoke and 20% have been smoking for at least two years, while many would like to quit the habit, but for

various reasons they don't. Questioning of students in 2011 showed that 37% of students admit absenteeism due to ill health and only 31% take exercise regularly, and only 11% attend sports clubs and clubs in the college or at the place of residence. All these circumstances indicate the need for establishment of valeological culture of personality and health promotion. Valeological human culture involves the knowledge of their genetic, physiological and psychological capabilities, methods and tools for monitoring, maintaining and improving health, and the ability to provide valeological knowledge to others. Valeology-based training involves developing valeological culture with all subjects in the educational process, the formation of motivational-value attitude of students toward their health, as well as the introduction to the educational process of health technology.

Educational health protection technology is a qualitative characteristic of educational technologies based on the criterion of their impact on students' and teachers' health, implying systemic set of programs, techniques and methods for organizing the educational process which is not harmful to the health of its participants. The basis of health pedagogy is the inclusion into the training process of effective organizational and managerial forms of training and the use of preventive and rehabilitative health activities that contribute to the amount valeological knowledge and skills.

The College of Urban Infrastructure and Construction № 1 developed an optional course, "Foundations of a healthy lifestyle", embedded in the training process of 2-3-year college students as part of an experiment on the topic "Development of health educational technology training in the construction industry" by E. M. Popova co-authored by N. F. Pilipenko.

The aim of the course is the formation of valeological personal culture and its adaptation to life in society through students with the necessary theoretical knowledge and gaining of practical skills in the field of health culture and healthy lifestyles. The course is preceded by a basic course in biology, chemistry, and the principles of social and personal safety. The program consists 40 hours, including 32 hours of classroom training and 6 practical classes, and 8 hours of extracurricular (independent) work by students. The content of the discipline is divided into four sections. The first section explains the notion of health as a factor of the safety of human life and the concept of a healthy lifestyle. The second and third sections introduce the biological and psychological aspects of human health, respectively. The fourth section of the course reveals the social aspects of human health: the effects of substance abuse, risk factors and protective factors of human origin and development of addictive behavior. This section also deals with issues related to prevention of HIV infection and sexually trans-

mitted infections. The course includes practical training: business games, solving cases, testing, watching and discussing movies. The theoretical and practical lessons in the College are conducted by a psychologist and a psychiatrist who professionally helps to solve the problem of forming the experience of self-control and strengthening physical and mental health, prevention of drug addiction, alcoholism, smoking, diseases, sexually transmitted diseases and AIDS. Individual work includes preparation and implementation of creative assignments on the topics of the course. In the course of training students prepare and conduct such campaigns as “We choose a life without tobacco”, or “Replace a cigarette with a candy!”; contest of newspapers and newsletters “We are for a healthy lifestyle”, “Smoking is harmful for health”, “Say no to drugs!” etc.

As a result of the course “Principles of healthy lifestyles”, according to the results of a second survey 12% of the students quit smoking, and the number of students participating in college volleyball, basketball, swimming, skiing, table tennis and gymnastics competitions increased by 24%. Introduction of the course allowed us not only to improve valeological culture of personality, but also the social activity of students. Along with general educational and preventive activities, the course “Foundations of a healthy lifestyle” contributes to the organization of the college system to improve the health of young people.

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VOCATIONAL GUIDANCE OF STUDENTS AS AN IMPORTANT FACTOR OF EDUCATION CONTINUITY

H.H. Rashidov

The Law of the Republic of Uzbekistan «On Education» and the National Workforce Training Program have introduced a new level into the system of lifelong education in Uzbekistan — secondary special vocational education. The responsibility for maintaining continuity and succession between general secondary and secondary special vocational educations is assigned to vocational guidance and psychological and pedagogical diagnostics centers which are established in 200 towns and districts of the Republic. Presently, there are about 9,700 9-year general secondary schools which graduate about 600,000 students a year. The Law «On Education» requires that all graduates from secondary schools must take the next level of compulsory education. Therefore vocational guidance of final year students is wide-scale. The main aim of vocational guidance is to facilitate an informed and independent choice of further training in academic lyceums or vocational colleges.

Vocational guidance of schoolchildren in the context of the compulsory transition to 3-year training in an academic lyceum or vocational college has three functions to perform, namely: (1) social and economic protection of a person (a person who has selected an occupation in line with his or her needs, interests, aptitudes and abilities is more successful in mastering it and faster in reaching notable results both in professional and socio-economic terms, such as acquiring a socio-professional status in society, an opportunity to fend for himself or herself and his and her family, etc.); (2) strengthening of the economic power of the state (achieved by more streamlined and scientifically validated selection of learners for their further professional careers, more streamlined distribution and utilization of young specialists within the national workforce structure); (3) catering for the needs of the education services market and the labor market.

The issue of improving the system of vocational guidance and psychological and pedagogical diagnostics of students of general schools has arisen in educational practice of schools in connection with the new socio-economic conditions of social development, development of the labor market and the educational services market, reforms in education and creation of new types of educational institutions — academic lyceums and vocational colleges. Raising this issue in theory and practice of contemporary psychology and pedagogy is driven by the implementation of the National Workforce Training Model in the Republic of Uzbekistan and needs of entities of the education system, namely: (a) learners – in selecting their pro-

fession, further training in selected profession (occupation) in a college or in upgrading knowledge and special professional skills in enhanced learning of sciences in an academic lyceum; (b) teachers and psychologists – in supporting graduates at choosing a profession, developing a professionally oriented personality with stable professional interests and motivation for mastering their profession, or a personality oriented toward intellectual professional development in the course of studies in academic lyceums and higher education institutions; (c) employers – in professionally oriented and competitive staff graduating from vocational colleges.

The Law «On Education» of the Republic of Uzbekistan provides for solving this problem based on the close accord between training and upbringing in the course of learning elements of sciences, labor training, diverse extracurricular activities, socially useful work of learners subject to their age-specific and individual characteristics and health status, and in line with demands of science and technology progress. Vocational guidance work aims at reaching profound occupational awareness and systematic psychological and pedagogical diagnostics of learners. A model of vocational guidance work has been developed to serve this purpose. It is comprised of a set of step-by-step teaching activities to be undertaken in the 9th grade of general education in school. The challenge of vocational guidance of schoolchildren is associated with the introduction of compulsory secondary special vocational education and provision of the freedom of choice of one's occupation. It is generally agreed that this problem belongs to the domain of pedagogical ethics. In vocational guidance, ethical issues can be regarded in two interconnected dimensions: (a) as preparedness of an individual for selecting and implementing a certain moral position; and (b) as preparedness of a vocational guidance counsel to provide real assistance to an individual in professional self-determination without violating the basic ethical standards of interaction.

Pedagogical views on the issues of vocational guidance are summarized in the regulations of the Ministry of People's Education of the Republic of Uzbekistan. The reason behind the regulatory nature of applied research results lies in the critical need for radical improvement in vocational guidance activities in the context of the second stage of the National Workforce Training Program.

THE INTERRELATION BETWEEN LIBRARIES, NON-PROFIT ORGANIZATIONS AND PUBLIC ORGANIZATIONS IN THE SYSTEM OF LIFELONG EDUCATION

M. F. Solovyeva

With the development of a knowledge economy the modern library returns to re-innovation - reading clubs, and libraries, including scientific and regional libraries, combine several functions: educational, informational, cognitive, and recreational, reflected in the work of library associations (clubs). If high school libraries and other school libraries primarily serve the educational process, regional and city libraries create conditions for the self-actualization of schoolchildren, ethnographers, pensioners, scientists, cultural workers, health care workers, business representatives, regardless of their professional interests. The library is an ideal socio-cultural institution of individual and society. Such library activity creates a new kind of didactics based on different ages and international education. A new trend in library activities is the creation of websites, which has greatly expanded the number of users of their funds. For example, the website of the Kirov State Universal Regional Scientific Library is among the most visited sites of all types of similar cultural establishments. This is not because of public access but because of the information available and the library's activities.

The new phenomenon in the development of librarianship and the status of libraries was the establishment of a network system.

In 1998 the Russian Library Association was established, which currently includes 127 members from 50 regions in Russia. The most active section, public libraries, which includes national, federal, regional (6), public libraries and municipalities (only one belongs to a high school), and publishing houses (6); based on financial criteria 1,500 partners cannot participate in the Association on a legal basis but do share information with it. The libraries provide great help for professional meetings of librarians. Thus, in 2010, Kirov was host to one of those meetings titled "Biblio-Caravan: Libraries and Educational Institutions - Partnership and Development". The legal basis for partnerships in education and culture was the national project "Our New School" and "National Program for Support and Development of Reading". The Herzen Kirov regional scientific library considers its main task to be the development of the scientific capacity of the region. First of all, the library provides access to its information resources for all local settlements in the area. Thanks to the target program "Development of Culture of the Kirov Oblast" a consolidated directory of resources for all libraries of the oblast has been created, which is useful not only to students of correspondence courses. In addition, Vyatka classical university has granted ac-

cess to its resources. The 4th annual competition of scientific publications called “The Humanitarian Book” (monographs, textbooks, teaching aids) for the teachers of secondary and higher vocational educational establishments of the Volga (Privolzhsky) Federal District, which normally involves many country regions, was held in Kirov. The results were drawn up with the help of representatives of state bodies and social movements on Russian Science Day (February 8). A competition for the best book from the Vyatskaya Book regional publishing house has been held for more than 10 years. Here, students and university professors conduct opinion polls, asking readers about the books of Vyatka publishers.

Communication between scholars, local historians, archivists, museum workers is maintained via the work of club associations: bibliophiles of “Petryaevskie Readings”, workers of culture and art of the “Art Salon”, participants debating literary novelties at the “Green Light”, and the “Kraevedchesky Chetverg” regional annual events, etc. The regional government supports a series of publications (“Cultural heritage of the region”, “Honorary citizens of the city of Kirov”, «Artists of the Vyatka region”, etc.). The association of scientists and graduate students, archivists, students, has made it possible to create a scientific conference on the history of the regional activities, history, literature and public service called «Saltykovskyye Readings»; on the history of entrepreneurship and philanthropy the event called “Prozorovskyye Readings”; a literature review of new products called “Vyatsky bibliophile”, etc. In the past two years a tradition of regional competitions of research students that are held in conjunction with social movements in the region has been established. In recent years the interest in academic and artistic elite of the region turned to the rarities of history: the depository of rare and valuable books, established about 180 years ago. In January 2011, due to a significant contribution to regular readers of the library, book collectors, businesses and nonprofit organizations a museum room dedicated Alexander Herzen was opened, as well as the first stage of the electronic library named after Boris Yeltsin in February. Unfortunately, the funding of libraries is insufficient and provides no opportunities for representatives of the regional libraries to participate in international scientific conferences devoted to problems of archiving information, or of the integration of museums and libraries.

Thus, the leading role in establishing of scientific and educational space in the region belongs to libraries.

FACTORS DETERMINED INDIVIDUAL'S SUCCESSFULNESS IN THE PROCESS OF LIFE-LONG LEARNING

A. Tatarinceva

Introduction. The given research is devoted to the analysis of factors, exactly, intellectual abilities, determined individuals' successfulness in lifelong learning. The aim settled by the author is to analyze the essence of the notion "intellect" and to determine which intellectual abilities are the most important in the achievement of individual's successfulness in the process of lifelong learning. The Method of the research is the scientific analysis of theoretical literature on the given problem. The essence of the conception of "Lifelong Learning" can be determined as –"it is not ever late or early to learn", it is the philosophy of our contemporary life which has ruled thousands of people's minds all over the world. The conception of life-long learning is oriented to the integral development of an individual as a personality for the whole life long time. The main statements of the Memorandum of Lifelong Learning confirmed in Lisbon in 2000 are the following: to give the accessibility of lifelong learning for each individual all over Europe; to give the possibility for obtaining and improving necessary knowledge and skills for each individual in order to successful belonging to the society based on knowledge. Let us analyze which intellectual abilities are the most important for successful lifelong learning. What is the notion of "intellect".

The essence of the notion "intellect". There are many definitions of the notion "intellect" in scientific literature.

Intellect is: the mental ability, the mental top of an individual (Ожеров, 1998); the form of individual mental experiential arrangement in the image of existed mental structures, mental space of reflection generated by them and mental representations of what is happening which are constructed within this space. It is the system of mental mechanisms that lead to the possibility of building the subjective picture of reality reflected inside an individual (Холодная, 1997); the mental ability to understand notions and interrelations, to implement analysis and evaluation, to learn and think, discuss and argue on the base of real facts, knowledge obtained or transferred (Finnegan, 1989); the level of mental experience arrangement determined by general ability to brain work (Дружинин, 1996); the mental ability to classify objects and phenomena; the ability to the adaptive change of behavior, the ability to deductive, inductive thinking and generalization; the ability of working out and implementing conceptual ideas, the ability to comprehend (Nickerson, Perkins & Smith, 1985) etc. Many theoreticians

such as Bandura (1977), Binet&Simon (1905/1916), Carrol (1993), Sternberg (1985) consider that the adaptation to own encirclement is the most essential ability of human intellect.

The ability of deductive thinking gives an individual the possibility to make an authentic conclusion by logical inferences on the base of existed confirmations, the ability to inductive thinking gives an individual the possibility to go out of obtained information limits and to come to general idea by analyzing separate facts. The ability to work out and implement conceptual models helps an individual to comprehend and interpret events on the base of his/her previous mental experience by drawing analogy to similar objects and events. The individual's ability to comprehend is connected with his/her ability to perceive and analyze interrelations among objects and events in order to solve a certain problem.

The evaluation of human comprehension is one of the most contradictory problem in the area of intellect investigation. The researcher Spearman (1927) believes that intellect consists of two factors, an underlying general factor (*g*), and a series of very specific factors (*s*'s).

According to Spearman's Factor Approach, the *g* factor acts as a driving force that would power a set of special skills unique to specific situations, such as verbal ability, mathematical ability, and even musical ability. The *g* factor provides the main trust for activating the *s*-factors. Spearman (1927) confirms that *g* is a form of dynamic brain energy that sets in motion the "specific engines" of ability, so an individual can have an extraordinary high ability to one or some concrete factors and to show the low level of abilities to other factors. Spearman believed that *g* is mostly inherited.

Thurstone (1938) suggests that intellect is a composite of special primary mental factors, each peculiar to a specific task. He identifies seven different "vectors of the mind", or major components of intellect: verbal comprehension, word fluency, numeral ability, spatial visualization, associative memory, perceptual speed, and reasoning. Guilford (1966), in the structure of intellect elaborated by him, points out to the possibility of intellect being composed of 150 separately identifiable traits represented in the form of a cube, or a tree-dimensional net included 150 factors. The operations needed for implementing divergent and convergent thinking, memory and cognition are located on one axis, connections, systems, transformations and conclusions are located on the second axis, concrete contents of tasks-symbolic, semantic, behavioral or figural are located on the third axis. Cattell (1965) believes that the general intellect of an individual consists of two sub-factors, they are – "agile abilities" and "glacial abilities". "Agile abilities" are manifested in an individual's comprehension of abstract

and new relations, inductive conclusions, analogies, in implementing tests of succession completion. "Glacial abilities" are represented in the individual's ability to accumulate facts, knowledge, in implementing tests on vocabulary and general awareness.

More recently psychologists Howard Gardner (1985) and Robert Sternberg (1985) created new theories of intellect. Gardner identifies seven kinds of intellect (intelligence): linguistic; logical-mathematical; spatial; musical; bodily-kinesthetic; interpersonal (knowing how to deal with others); intrapersonal (knowledge of one's Self). Sternberg (1985), in his Triarchic Theory of Intelligence, believes that intellect consists of three major components: meta-components used in planning, monitoring and decision-making; performance components used in the execution of a task, and knowledge-acquisition components used in learning new information. What abilities are the most efficient for lifelong learning?

The individual's ability for the efficient adaptation to environmental changes as one of key factors in lifelong learning successfulness. The research on the area of intellect conducted by the group of scientists in 1921 showed that the most mentioned components in offered definitions of the essence of intellect were the following: the high development level of such abilities as abstract thinking, mental representation, problem solving, decision making; the ability to learn, and efficient adaptation to environmental changes (Intelligence and Its Measurement: A Symposium, 1921). The authors of the research conducted in 1986 (Horn, 1986) believe there are the following major components of intellect: the high level of abilities' development, the ability to learn on the base of own previous experience, and the ability to adapt to the environmental changes. Thus, one can conclude, that from the very early research on intellect conducted by scientists Binet & Simon (1905/1916), then continued by Wechsler (1939); Barkow, Cosmides, & Toobey (1992); Wright (1994), and others, the most important components of intellect are- the ability to learn, and the ability for efficient adaptation of an individual to environmental changes, (and not simply adaptation but forming and choosing a more appropriate new environment) (Jerison, 1982; Buss, 1995, Sternberg, 1995).

Thus, individual's intellect is an active component of forming the environment offered him/her the possibility to react flexibly to challenges and situations occurred in the contemporary world.

The individual's ability for learning as one of key factors in lifelong learning successfulness. Individual's ability for learning always took and takes a central place in the definitions of intellect. But what happened with that intellectual ability with age? Baltes, Dittmann-Kohli, & Dixon (1984)

believe that elderly people learn to implement abilities which they have but these abilities had not been used before. At the same time these people learn to compensate those abilities, which had been lost by them, in the process of lifelong learning. According to the Theory of Learning Styles, Dunn (1999) and Milgram (2000), affirm that when individuals learn by the way allowed them to use their intellectual strengths and compensate weaknesses of their intellect, the results of their learning are significantly higher in comparison to their standard way of learning. Thus, to use intellectual abilities in order to learn in an optimal way, an individual's should have the possibility to implement a wide range of learning programs, methods, instructions, tasks, ways of obtaining new information and learning tasks' fulfillment, to adapt efficiently his/her own particular learning approach (learning style) to the surroundings by selecting, forming or choosing them.

Conclusion. The ability to learn and the ability to adapt efficiently to environmental changes are the most important and significant factors of human intellect determined individual's successfulness in the process of lifelong learning. People should know their intellectual strengths and weaknesses in order to adapt successfully to the changes in the learning environment, to form it and select the most appropriate one. Any individual should develop his/her own ability to learn by being aware of own intellect strong influence on successfulness of her/his lifelong learning. An individual should have a wide range of possibilities to choose learning programs, tasks, methods, instructions, ways of obtaining new information and fulfillment learning tasks according to his/her approach to learning (learning style) for efficient adaptation to environmental changes and successful lifelong learning.

THE INFLUENCE OF THE CREATIVE LEARNING ENVIRONMENT ON STUDENTS' SUCCESSFUL ACADEMIC ACHIEVEMENTS IN THEIR LIFELONG LEARNING

A. Tatarinceva

A. Liduma

Introduction. The given research is devoted to the analysis of the creative supportive learning environment's influence on student's achievements in their lifelong learning. Educators of European higher schools analyze factors significantly influenced on students' achievements. Scientists (Мерлин,1986; Петровский,1999, Dunn,1989) believe that the creative learning environment to be about six times more important than the background (factors of age, gender, learning style, etc...), for successful lifelong learning. Milgram (2000), claims that considerable differences in students' outcomes are caused by three dimensions of learning environments as the reasons for these differences: (1) goals; (2) programs, materials, approaches and procedures; (3) the learning environment that guides interpersonal relationships. Each of these factors can affect students' outcomes independently, but when they occur in combination, are widely accepted and practiced, they constitute the powerful and coherent higher schools 'ethos' that increases the engagement of students in their academic work.

The influence of the creative learning environment on students' achievements. The environment and learning - these are the words often appeared together. Many appropriate solutions to the contemporary environmental learning problems in European higher schools are unworkable because a human element is often ignored. The human mind, its capacity for thoughts, actions arose in the context of certain learning environments as a means of dealing with these environments, the role of the academic staff increases. Boyer (1984), believes there are three major areas of the detailed expertise needed for the effective members of the academic staff: (1) knowledge of how to manage a lecture-room; (2) knowledge of the subject matter; (3) understanding students' sociological backgrounds. Faced with a great number of students arrived with considerable emotional stress, groups where students' abilities and backgrounds vary widely, members of the academic staff experience a heightened need for the increase of effectiveness in motivating students to learn. These educators should consider many factors significantly influenced students' achievements in order to help them to make a creative learning environment for promoting their lifelong learning. Phelan, Davidson, & Cao (1992) believe, that despite negative outside influences, students of all achievement levels and sociocultural backgrounds want to succeed, they want to learn in such a creative learn-

ing environment where it is possible to do that. Wang (1993) claims that, a meta-analysis of factors influenced successful students' learning, identifies the learning environment as being one of the most substantial factor. The learning environment should do more than elicit predictable obedience; indeed, it should be an important vehicle for the enhancement of students' Self-Esteem, Self-Understanding and Self-Evaluation. Let us analyze what means the notion "successful learning environment".

The essence of the notion " a creative learning environment". There are numerous definitions of the notion " a successful learning environment" in scientific literature. Brophy(1991) states, that a creative learning environment implies not only everything what a lecturer elicits for the cooperation of students in minimizing misconduct but the learning management system as a whole designed to maximize students' engagement in those activities as well. Tyler(1999) believes, a creative learning environment is the curriculum provided teaching strategies, learning activities, evaluative devices, so that the objectives of learning may be realized successfully. Milgram(2000) states, a creative learning environment is the curriculum designed in such a way that is qualitatively different for the gifted and talented students from ordinary students. Nunan (1992)claims, that a creative learning environment means those learning tasks where students are required to negotiate the meaning among themselves by completing an interactive task successfully. Kolb (1985), defines a creative learning environment as the traditional educational process required only appropriate learning books, a lecturer, and a lecture-room, which are managed according to students' learning, psychological, social, emotional, physical preferences, cognitive levels, needs and goals.

A number of scientists investigate the major needs that dominate and influence on students' creative lifelong learning. According to Brendtro(1990), Coopersmith (1997), Kohn(1993), students' basic learning needs for creating the efficient learning environment are the following:

Student' Basic Learning Needs		
Bredtro (1990)	Coopersmith (1997)	Kohn (1993)
Belonging	Significance	Collaboration
Mastery	Competence	Content
Independence	Power	Choice
Generosity	Virtue	Love

Students, who are aware that their basic needs are met, function effectively, they need to experience positive relationships with others

(significance, belonging, collaboration, love), to develop and use their ability to influence, form, select and sometimes change their learning environment (power, independence, choice, freedom) in order to choose the most appropriate one for being successful in their lifelong learning (Horn, 1986; Jerison, 1982; Sternberg, 1995). Brophy (1991) believes, there are the following key principles for creating the efficient learning environment: (a) students are likely to follow learning rules which they understand and accept; (b) discipline problems are minimized when students are regularly engaged in activities which are meaningful, valuable for them and suitable to their interests and aptitudes. A lecturer's goal, according to Brophy (1991), is to develop students' Self-control, and responsibility for their learning, to create such a learning environment that could meet students' basic personal and psychological needs, facilitate optimal lifelong learning through students' learning preferences. Kaplan&Kaplan (2002) believe, a learning preference is the expression of the evaluation of one's possibilities, a guide to choice, the assessment involved in the preference is assumed to take place whether a student actually has a choice or not. Milgram(2000) claims, that in addition to the positive effects of matching learning style preferences and creative learning instructional environment, negative effects have been noted for all learners, but particularly for gifted and talented students, when their learning style is ignored. What does it mean-a learning style?

The essence of the notion "a learning style". There are numerous definitions of the notion "a learning style" in theoretical literature. Keefe (1999) believes, a learning style is the cognitive, affective and psychological trait that is the relatively stable indicator of how learners perceive, interact with, and respond to the learning environment. Spolsky (1990) points out, that learning style is the identifiable individual approach to learning situations. Gagne (1996) claims, that learning styles are the ways that individuals use to focus their knowledge and skills on the problem situations that may not previously had been encountered. Sternberg (1999) believes, that learning style is the individual preference in the use of abilities. Skehan(1998), defines learning style as the characteristic manner in which an individual chooses to approach a learning task. The members of the academic staff can increase students' motivation and their success by responding to their learning styles preferences and creating the supportive learning environment.

The adjustment of the creative learning environment. The research conducted by Dunn (1981,1989) indicates that by adjusting the learning environment, some instructional methods, ways of introducing new infor-

mation, lecturers can easily create a supportive learning environment which is more conducive to many students' unique learning needs. The following efficient methods should be implemented by the academic staff to achieve such a creative comprehensive environment: (a) implementing appropriate instructional methods

Use also a visual way of representing new information, to assist students who are visual learners (about 40% of students learn more effectively when they read or see information first). Be sensitive to individual students' needs to block out sound or visual distraction. Provide opportunities for students to choose whether they would like to work alone, in pairs, in a small group, in a team. Visual and kinesthetic students profit from learning by making notes. (b) Incorporating a variety of instructional techniques. Lecturers can facilitate learning by implementing varied instructional approaches that respond to students' learning styles. Students should adapt to the learning environment by forming, changing, selecting and choosing the most appropriate one in order to be successful in their lifelong learning.

Conclusion. The members of the academic staff can draw much more attention on different methods, ways of presenting new information, learning tasks that will enable students to make more positive, supportive and creative learning environments, better organize and instruct their students, effectively respond to students' learning styles, needs and goals. When students' needs, determined by their learning styles, are met, a greater portion of students' creative learning becomes directed towards completing learning tasks successfully and promoting their academic achievements. Students must develop and promote their ability to learn by adapting, choosing, forming, selecting and changing learning environments in order to be successful in their lifelong learning.

AN ABILITY TO MANAGE PERSONAL VALUES DEVELOPMENT AS A BASE FOR HARMONY

O. E. Shafranova

A search for ways of increasing effectiveness in higher education through the optimization of a teacher's professional development necessitated a revision of conceptual approaches to lifelong education. The "harmonization of various aspects of human life and the world" as a perspective and a strategic objective for development determines the significance of pedagogical interpretation with its philosophical bases. First of all, it is necessary to underpin this statement as a fundamental principle of education.

An essential approach to defining the meaning and status of values in all human life and in the professional activities of a higher education teacher, in particular, places importance on the teacher's ability to manage the development of his\her own world of values. This requires the constant coordination of a person's (a professional) current world values with the basic aim of achieving harmony [5]. Consequently, the development of this ability has to be considered as a key content of the lifelong education of a professional that provides an increase in the ability to manage one's personal professional evolution.

Abilities are generally associated in psychology with successfulness in certain activities [4]. Abilities are always variative by content, but invariant by the nature of the impact they make on the possibilities of successful building and performing the different kinds of relationships between a person and the world. The invariant nature of human ability, firstly, predetermines a major possibility of revealing its role in the relationships; secondly, enables qualitatively (and even quantitatively) to define the nature of such phenomenon. The variations of ability are entirely characterized by the individual system of knowledge, abilities, skills and qualities, providing the possibility of each single person to act at the reasonable expense of one's different resources (time, intellectual, physical, etc.) Such variability is often explained by the role of inclinations in the development of this or that human ability. However, an understanding of the internal conditionality of the variative content of a human ability is not reduced to this. The system of determinants of establishing and developing different abilities is more clearly revealed in the analysis of so called special abilities, the formation of which requires special efforts (like special learning). Let us note that the ability of managing professional development belongs just to this class.

The formation and improvement of the ability to manage one's professional development requires educational support. We need to specify

that this study does not focus on a theory of the competency approach in education. Let us turn only to those aspects of this theory, which represent the attempts to define the pedagogical meaning of competencies, their fundamental difference from traditional knowledge, skills and abilities. Leaving behind consideration of the numerous interpretations of the term “competency”, we use the classical formulation of John Dewey [1], who defined competency as the ability of understanding and acting, supporting reasonable connections with the world. Such interpretation of the term “competency” allows us to draw a number of extremely important conclusions for analysis.

First of all, a competency is basically ability. The notion, borrowed from foreign pedagogical studies, has become mentally rooted. Its meaning can vary, but it is unlikely that anyone would state as before that the “definition of competency does not contain any fundamentally new components, not included in the notion of “ability” [2, pp 138], or that there is no much difference between competency and a required set of knowledge, skills and abilities [2, p. 140].

Secondly, it is quite possible to establish clear boundaries between approaches in competency and knowledge. The goal of education in the knowledge tradition is a sum (in the best case – a system) of knowledge, skills and abilities. The goal of competency-based education is an ability to apply internally conditioned human abilities for the successful implementation of relationships between oneself, world and other people.

Thirdly, the internal determination of abilities in this approach is represented by the completely individualized nature of the realization of these abilities. It proves the dependence of the development of different abilities on the content of personal life, life experience. It is life experience that helps to link different events and phenomena of life in the process of world comprehension. The fact that a universal method of establishing such a link is fact which brings us back to the words of John Dewey and enables expansion of the traditional content of the term “ability”. Abilities have not only an action-based, connotative-cognitive basis, but also a hermeneutic nature. That is another fundamental characteristic of the competency orientation of education – the fact that it corresponds to the principle of hermeneutics of life.

Fourthly, the intention to develop abilities actualizes the classical formula of educational content: “experience of cognition + experience of implementation of familiar methods of activity + experience of creative activity + experience of the emotional and value attitude of a person to the world”. This analysis of the value aspects of human life, professional establishment

and education let us state that an experience of the emotional and value attitude of a person to the world (with the world) is if to rephrase V. A. Slashtenin [3, p. 113] the very “axiological spring”, which renders active all other informative and process elements of education.

Fifthly, the direction to establishing and developing the abilities actualizes an idea of education as of a whole life process of formation of images of the world, oneself and the relationships between them.

Sixthly, the ability development is always value-based. It is impossible to rely on life experience, without taking into account its value-based architectonic. This statement can always be illustrated even at the subtopian level. It is well known that one person, when solving a problem (a life situation), tries to thoroughly comprehend the anchor in the culture knowledge of this phenomenon; another one strives to comprehend the essence of the phenomenon (problem, incident) as deeply as possible; the third one does not need broad and deep knowledge, but the pattern (algorithm) of actions; the fourth one will definitely ask for support from esteemed people, etc. These differences are conditioned by the content and the level of the development of a personal world value.

Having said all that let us state that the intentional development of the professional's ability to manage one's professional evolution by means of education is possible upon such informative and organizational implementation of education that would focus on axiological component of designing and implementing any life attitude of a person and a professional. Therefore, the key approach to the optimization of lifelong education of a higher education teacher on the current stage should be an axiological approach. This approach helps to provide an axiologically-oriented education as education that enables teacher's movement toward the ideal of Harmony through the acquisition of an ability of value-based management of professional evolution by means of the value-appropriate construction of images of a desired future (in all modifications).

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LIFELONG LEARNING AS A MULTILEVEL SYSTEM. CONTINUOUS PEDAGOGICAL EDUCATION

ON THE ISSUE OF THE PROFESSIONAL QUALIFICATION OF RUSSIAN LANGUAGE AND LITERATURE TEACHERS IN HIGHER EDUCATIONAL ESTABLISHMENTS IN THE REPUBLIC OF UZBEKISTAN

L.T. Akhmedova

The development of contemporary Russian language and literature teachers is directly related to the development of teachers as integral, humane and comprehensively advanced personalities, as well as professionals trained for higher educational establishments. This thesis is of special importance as the large-scale State National Lifelong Education Development Program is currently being introduced. The professional pedagogical training of future teachers is one of the most vital issues in the sphere of pedagogical education.

From our point of view, the most important thing in professional education of future Russian language and literature teachers is the training of vocationally oriented communication skills. Professional communication is impossible without profound knowledge of the language being studied. As the natural ways of communication are supplemented professionally and functionally in the course of professional activity, in our opinion, it is relevant to mention the development of professional competences of Russian language and literature teachers.

Most researchers divide the professional competences of the teacher into several types: (a) language skills competence which provides the knowledge of the language system and its application for comprehension of other people's speech, expressing your own ideas (both in writing and orally), as well as the analysis of a student's speech in the context of its correspondence to the norms and rules of the language being studied; (b) verbal and communicative competence, i.e. the ability to use a language as a means of communication in various areas and situations; (c) methodical competence, i.e. the ability to utilize a language within professional goals and to teach a language. The components of the professional pedagogical competences of the future teacher in the professional literature are supplemented with linguistic, discursive, sociolinguistic, compensatory (strategic) and socio-cultural competences.

The modern concept of linguistic vocational training emphasizes the necessity of expanding the training itself, except in its verbal code. The issue that needs to be considered is the formation of a speech culture in the minds of language students. Speech culture in the view of native speakers is understood as the skills of correct usage of language linguistic means in accordance with the contents, context and statement objectives. Speech culture stands for using the language means most suitable for the current speech situation. As far as a language student has to be proficient in various areas of human activity, it is worth mentioning that a student's speech should be on the level with educated native speakers, as he or she is a future teacher of the Russian language and literature.

Therefore, a future Russian language and literature teacher has to be keen on the vocational competences mentioned above together with: (a) knowledge of didactics, psychology, and linguistics; (b) methodology, psycholinguistics and other sciences essential for a teacher; (c) up-to-date search, processing and usage of information skills; (d) data interpreting and adaptation skills; (e) knowledge of objective laws and principles of the educational process and skills in applying it to professional activity; (e) the ability to self-evaluate, develop creative abilities and stimulate professional improvement; (f) the ability to collaborate with colleagues, as well as find out, apply and implement the managerial decisions within professional activity.

“COLLEGE / HIGHER EDUCATION INSTITUTION”: THE SYSTEM OF LIFELONG PROFESSIONAL EDUCATION AND ITS ROLE IN HIGH QUALITY TRAINING OF TOP-LEVEL SPECIALISTS

G. S. Bakhmatova

G. G. Lebedeva

E. L. Khlebnikova

Education is one of the most complex systems currently undergoing serious changes in the social sphere. These changes are in the first place associated with Russia's entry into the European education community in the framework of the Bologna Process. The essence of this Process is the convergence and harmonization of education systems in European countries into a single European space of higher education, which is, among other things, created by introducing a two-cycle Bachelor's–Master's system for those who receive higher education for the first time. A few questions arise in this connection: What will be the role of Russian secondary professional education institutions in this process? Will it be still necessary and possible for college graduates to receive higher education?

The Regional Lifelong Professional Education Institute which is part of St. Petersburg State Technology and Design University has been training specialists in the framework of a “college / higher education institution” multi-level professional training system for several years. The system covers the following disciplines: Light Industrial Product Technology; Light Industrial Product Design; and Commodity Science and Expert Examination. The training programs are offered on a distance learning basis with a reduced training period (4 to 4.5 years).

The “college / higher education institution” system with a reduced period of training of highly-qualified specialists on the basis of secondary professional education is implemented by many higher education institutions in Russia. It has proven to be in demand and efficient. The primary and secondary levels of professional training in this system ensure that students gain consistent practical skills and abilities in a chosen profession and provide a basis for in-depth theoretical study of specialized disciplines and development of hands-on components of professional activity in the course of the implementation of a top-level education program. Continuous training of highly-qualified specialists on the basis of secondary specialized education on a distance learning basis (with students being employed in the areas selected when entering a college) helps considerably reduce the inequivalence between training offered on a full-time and a distance-learning basis, and solve the post-graduation employment problem. It should be noted that combining general engineering training with high professional level and

pronounced motivation of graduates toward the chosen profession ensures that they are more successful in adapting to the working environment in small and medium-sized businesses. The focus placed by the distance-learning system on self-guided work is provided by the use of organizational and information elements of distance learning with compulsory step-by-step and graduation (final) control. The use of modern information and telecommunications technology in distance-learning based higher education enables students to receive individual curriculum-related consultations in due time.

The main problems in the implementation of this education system have been recently associated with misalignment of the education standards and curricula of different training levels between each other, and also with specific features of organization of the training process in different higher education institutions and colleges and hence considerable problems in developing a uniform curriculum. The transition to the standards of the new generation should remove some of the above mentioned difficulties because it will ensure the integration of curricula for secondary specialized education and higher education; the objectification of work of certification commissions in the transition from one education system to another; and streamlining the sequence and time allocation between theoretical and hands-on components of professional training.

However, despite all the positive implications of introducing the new generation of state educational standards, it should be noted that they are by no means completely synchronized with the European ones and hence do not achieve the main goal in joining the Bologna Agreement, namely large-scale student mobility, nor do they determine the correlation between secondary professional education and Bachelor's programs. Therefore, we may expect the state standards of higher professional education to be subjected to further changes. It is obvious that further improvement of the system of lifelong professional education should be based on the cooperative development of a rather flexible module-based education system that will enable students to effectively select a specific education profile in accordance with their professional career plans.

DEVELOPMENT TRENDS OF THE HIGHER EDUCATION SYSTEM

A.A. Beznosyuk

Education today, as is widely known, faces the need for profound all-encompassing changes that reflect the new paradigm of the scientific picture of the world, and the global socio-cultural transformation that society has faced in the establishment of a post-industrial civilization.

In this situation, the role of education changes fundamentally – the main institution for the production of the intellectual and cultural potential of society, and its transfer from generation to generation. From a simple factor of public and state life, education becomes a true object of changes of the disintegrating social milieu, which gives rise to new forms of public life, thus creating conditions for the establishment of a viable society. Education acquires the status of a mechanism of public and cultural development of regions, the country as a whole, and becomes the space of the personal development of each person.

New prospects and trends of development of education also require new methods of work with education itself and within it, based on important principles of the methodology of modern scientific thinking.

The goal of education is the all-round development of the person as a personality and a higher value of society. The development of the person's talents, mental and physical abilities, high moral values, the formation of citizens capable of conscious public choice, the enrichment on the basis of the intellectual, creative and cultural potential of the people, raising the educational level of the people, and providing the economy with qualified specialists (the preamble to the Law of Ukraine "On education").

In the last quarter of the 20th century, processes in our civilization sped up and became exacerbated, which leading scholars of the world define as the transition from an industrial to a post-industrial or information civilization, in which the processes of creation and the distribution of knowledge become of key importance. The majority of researchers believe with full justification that a radical reorganization of the existing system of education is necessary, which no longer meets modern requirements, and cannot provide quality preparation of people for the future, which is swiftly approaching and confronting humanity with increasing global problems.

The crisis of education is discussed by scholars and governments in practically all the countries in the world, including the most developed countries, and also by experts of such influential international organizations as UNESCO, the International Monetary Fund, the International Bank of Reconstruction and Development, and the World Bank. The modern education process has faced fundamental discord not only with the present, but also

with the future. The system of values, goals and ideals which function at present in the educational process, which are not adapted to the future, increasingly lag behind the present, and thus make it impossible to solve the problem of emerging from the crisis in society in nature, which is increasingly worsening.

Let us examine the main prerequisites that cause the need for a reform in education systems in different countries around the world.

Firstly, it should be noted that over the last 20-30 years in the world economy, new trends have been established, and have continued to increase, which will have determining significance in the 21st century for the further course of economic development in all countries. These trends include globalization above all. Globalization is characterized by an activation of processes of economic integration and a deepening of the international division of labor, an increase in social dynamics and mobility of the work force, and a rise in international competition on the work market.

Another trend is integration and liberalization of international economic activity and markets of goods, services and labor. National economies are opening up, which means a gradual (although not always consistent and linear) weakening or elimination of obstacles for the international movement of goods, services, objects of intellectual property, work, capital and financial resources.

Globalization and integration make increasing demands on high education. For the modern world market of educational services, processes of regionalization of education markets are characteristics, and also an increase of competition on national and regional markets, and on the world market as a whole.

Another feature of the modern stage of development is the acceleration of the scientific and technical revolution. Science becomes a productive force of society, the role and percentage of intellectual work in the gross national product increases, and as a result the role of education in the economic and social development of society increases.

The level of development of the national system of education will not only become an important condition of the economic and political independence of countries, but also a necessary condition of effectively entering the world economic community, and assisting social progress. All societies – both modern and post-industrial societies, and those that are modernizing or developing, face a need of access to high-quality higher education, diversification of sorts and types of higher education programs, and an increase in demand for a fundamentalization of basic knowledge and highly-qualified specialists.

Higher education increasingly determines the social status and economic level of the person. As a result of this, higher education is transforming from an elite to a mass phenomenon. The percentage of people with higher education among the working population is: 25% in the USA, 20% in Israel, 13% in Germany, 12% in the Netherlands and the UK, 11% in France, 8% in Italy and 7% in Poland. In the USA, citizens with higher education (period of study over 14.5 years) make up 25% of the workers, who earn more than half the Gross Domestic Product (GDP).

Modern society is increasingly become of a cognitive nature, and thus is becoming increasingly independent on the quality of education and its international openness, which in general serves to assist the development of society. Human development is the process of expanding the possibilities of choice for citizens of society. It is determined by three main strategies, which give the person the opportunity:

- To live a long life, remaining in good health;
- To acquire education throughout the course of life;
- To have access to means that ensure a worthy living standard.

The increasing information flows and high-technology production does not require niche specialists, but specialists of a wide profile, capable of switching from one type of activity to another, with strong communication skills and experience. Young people with a diploma of higher education should know what is happening at the forefront of science. Education should give people fundamental natural scientific and humanitarian knowledge, arm them with the correct world view, the ability to perceive society as a complex system which develops according to appropriate laws, the ability to gain a profound understanding of the essence of processes that take part in society, and construct scientifically justified conclusions.

In science and education, globalization of research and study activity takes place by formation of new research networks and systems of long-distance study, which operate in the world regardless of geographical or political borders.

In post-Soviet nations, besides general factors, there are a number of causes which may be determined as specific. Above all, this is the change in the socio-economic system, the transition from a rigid planned economy to a market economy, the replacement of command-and-control management methods with modern methods of economic regulation. In new nations, industrial relations have changed fundamentally, which have led to work with specific requirements appearing, competitive battle etc. In this situation, training a niche specialist for a specific job with subsequent job placement has become unprofitable and even impossible.

The analysis makes it possible to conclude that there is a need for profound, fundamental changes in the education system, in order to ensure that it meets the conditions and the needs of the 21st century. In reforming higher education in Ukraine, all the best things that existed in the old system must be preserved and developed, and there should also be a creative use of the achievements of international experience, and there should be persistent searches for the new. The main goal of reform is ensuring quality of education which meets the needs of modern society, which develops taking into account the economic capabilities and real needs of the state. According to the majority of researchers, the main priority strategic goals, at least for the next few decades, should be the following:

1. Formation of a holistic personality, which possesses a wide scientific world view, creative thinking and abilities for further self-development in a complex world that is swiftly changing.
2. Formation of scientific ideas about the main trends and patterns of process of change in the surrounding world, and also development of abilities to predict the future and take decisions in conditions of uncertainty.
3. To instill in people a level of spirituality and morality which could become the basis for a strategy of further safe development of civilization in a situation where the population of the planet is constantly growing, natural resources are exhausted, ecological problems accumulate, and dangerous technologies appear.

THE LOGICAL AND METHODOLOGICAL COMPONENT OF THE CONTENT OF PEDAGOGICAL EDUCATION

A. A. Bulatbayeva

In our view the issue of the quality of higher pedagogical education consists in the fact that the content of pedagogical education often lacks the acquisition of logical knowledge about the educational process.

The changes related to logic as a universal subject are associated with intense efforts to organize a formally stable system of “conceptual” and “operational” logic with the development of general thinking and activity theories, as well as with the appearance of systematic research about the theory of science. The development of content and **general** logic helps to distinguish between “sense” and “contents” of knowledge. The sense of knowledge arises in the minds of individuals through understanding of that language which expresses knowledge itself. Objective content is created in a special “cognitive” or intellectual manipulation with objects, and is recorded in symbolic forms of the knowledge replacing it [1]. In general, the process of education is the process of actively designing objectivity. Knowledge cannot be maintained in the course of the replacement of the process of actively designing objectivity by simply mastering its symbolic representations. It remains in a potential state at the level of possible conditions, and only later, when the real designing of objectivity in the course of activities is realized; then the opening “for oneself” takes place as was defined by symbolic representation [2].

In the context of the substantiation of the contents of logical and methodological structure that comprises pedagogical training, we have defined the features of the activities that would pertain to a future teacher. We also assumed that the activities of a modern teacher would cover four directions: (1) the educational space; (2) the activity itself; (3) the activity and actions of students; and, (4) the interactive space. In the process of training, future teachers should also master four logical processes: (1) the logic of the educational process; (2) the logic of activity; 3) the logic of actions; and (4) the logic of communication. Furthermore, based on research by G. P. Shchedrovitsky, I. S. Ladenko, [3], A. V. Bolotov [4], and others, we have thus organized the features of these logical processes:

Table 1

The contents of the logical processes for the professional activities of teachers

Logic of educational process	Logic of activity
correlation of logic and information; organization of knowledge as information and activity structure; ability to monitor the organization of knowledge.	activity-related knowledge designing; mutual construction of knowledge; activity-based horizon of consciousness; expansion of the activity horizon.
Logic of actions	Logic of communication
Creativity for oneself; intellectual activity; linguistic development; internal integrity of the activity of consciousness; impact on educational technologies.	Depth of communication; dialectic of communication; design of communication.

A theoretical review of the work of Kazakh and Russian scientists and pedagogical theorists shows that the content of pedagogical education consists of a series of structures, which we present schematically (Fig. 2):

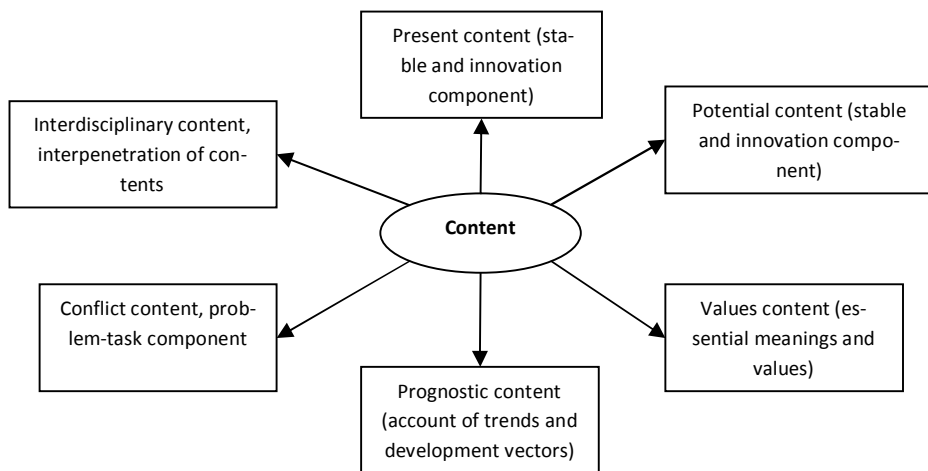


Figure 1 - The structure of the content of pedagogical education

As we know, the system of knowledge includes stable, rigid and super-temporal structures, as well as labile, changeable, and movable structures. The sequence of their relationship reflects the line of development of

the formalized core of pedagogical education. M. Scheller notes that most current, embodied skills cannot be formalized in any way. They cannot be taught; they are learned in the course of practice, so to speak, at the school of life. They arise due to the ability of a subject to work on himself and make himself, and they are transmitted in the same way [5]. In this context, the first property of knowledge is its active structure.

The second property is a functional structure; i.e. all parts of knowledge should be organized as part of some activity in such a way that there should be only functional elements (or at least, if not otherwise, the number of non-functional elements should be kept to a minimum).

The third property is the reproducibility of functional knowledge. As far as knowledge remains knowledge as long as the functionality of its real active structure in consciousness is preserved, once it is functionalized, it therefore requires further constant reproduction of its functionality in order to remain knowledge [7].

The fourth property is knowledge as functionalized information. The information itself does not specify its method of operation, but in respect of the same information it can make various types of knowledge, thus functionalizing information appropriately [8].

Consideration of the designated properties of knowledge therefore helps to understand the problems of quality training for future teachers. Knowledge should be provided to “recognize subjects” and “to know how to act on them» in the course of interrelating with them. The content of pedagogical education, therefore, of those logical-thinking forms which have emerged in modern science based on an objective reflection of their dialectical processes and relationships to reality must be taken into account.

Logical-thinking forms, acquired in the process of teaching and pedagogical education, include general concepts of thinking, recording of specific properties of knowledge as special events and nature; subjective cognitive means and forms of scientific thinking, diverse pedagogical-logical tools (which also contain symbolic and character tools), the means to obtain new knowledge through research of existing knowledge and the dissemination of it through the withdrawal of new objects or phenomena.

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INDEPENDENT WORK OF STUDENTS IN THE EDUCATIONAL PROCESS OF A HIGHER EDUCATIONAL ESTABLISHMENT

M. A. Lopareva
E. N. Denisov

One of the main tendencies of modern education is a transition from the knowledge model of a specialist to the competency model, which implies acquisition of the integrative skills for solving the problems that emerge during implementation of the interdisciplinary practical tasks of a future profession. Such skills include the abilities of independently acquiring and improving knowledge.

An experience of teaching at the department of “clinical psychology” helped me to identify the following problems that students face during math classes: (a) an insufficient level of school preparation for the classes of advanced mathematics, for while entering the higher educational establishment of medical profile the students do not need to additionally improve their knowledge in this subject; (b) the lack of students’ understanding of the importance of mathematics and mathematical methods of research in their future profession of a clinical psychologist and, consequently, the lack of motivation for learning this subject. One of the ways of overcoming this situation is activation of independent work by the first-year students. This experience has shown their inability to work independently. The lack of these abilities in the first year is more often compensated by the certain school stock of knowledge, however, as times goes on and the acquired material becomes more complicated and the students are exposed to different kinds of independent work that requires creativity, this stock then becomes insufficient.

In the modern pedagogical practice the independent work of students is represented by the unity of interrelated forms: (1) independent work in the classroom, performed under the direct guidance of a teacher; (2) out-of-class independent work; (3) creative work, including research.

As per SES requirements, a huge amount of time is set aside for out-of-class independent work, and this time has to be effectively used in order to achieve the purposes in learning a discipline. Out-of-class independent work offers wide opportunities for a student’s independence improvement, as it is not limited by the frameworks of the class time, helps to realize various creative goals, stimulates a cognitive interest and, consequently, forms a steady motivation for the educational process. The main objectives of a teacher in organizing the out-of-class student work are: (a) to create in the process of teaching the conditions for the development of students’ minds

and intellectual initiative; (b) to teach them to consciously and independently find and use the necessary data, working first with learning materials and further with scientific information; (c) to form the basis for their self-organization and self-upbringing; (d) to impart them the skills of cognitive activity and self-education; (e) to develop their best qualities of a specialist and professional.

We use the following kinds of out-of-class independent student work for math studies at the Department of Clinical Psychology:

Preparation of glossaries on the acquired material of the lectures: the glossaries are developed by every student while acquiring the materials of the lectures as a part of preparation for the practical classes. At the first courses the tendency is strong to mechanically remember the material with some elements of understanding. A composition of the glossaries enables comprehension of the theoretical material, formation of abilities to identify the main idea, and to briefly and clearly outline the main thoughts of a text. The learned material is absorbed very deeply, and the students change their attitude to the lectures as without knowing the theory of a subject, without good notes, it is hard to expect success at solving practical tasks;

The development of logical schemes of the knowledge base on the learned topic: the logical scheme is composed as a graph that contains the key notions of the topic and reflects the meaning relations between them and integration with other topics and chapters. Implementation of such exercises helps students to see the place of the given chapter among the previously studied ones, prepares them for learning new material, forms an integral view of the learned discipline, and develops the skills of logical search and analysis of material that are necessary for solving the professional problem tasks of a future clinical psychologist;

The preparation of reports on a free topic regarding the relations between psychology and math: an essential part of training of an adequate psychologist is not only study of experimental psychology, but also of mathematic methods of psychological research, however, the long-term (1 and 2 courses) and the deep learning of mathematics is a complete surprise for first-year-students. Students often doubt the necessity of learning mathematical methods and fear the inevitable prospect of their usage, which negatively affects their general motivation for learning. A study of different investigations devoted to the question of interrelations between mathematics and psychology and acquaintance with the works of competent scholars enables recognition of the importance of the subject in the future professional activity and raises interest in learning, the result of which is acquisition of the subject;

The development and formatting of the illustrations for the solution of problems in statistical data processing with the help of MS Excel: this type of out-of-class independent work is offered to students in the second year along with the study of different methods of comparison and interpretation of sample data. When developing exercises the teacher takes into account the individual features of each student, his\her level of skills in informatics, and the students' interest in this or that field. Such exercises fill the out-of-class independent work of students with a creative element and enable development of creative thinking and an ability to solve non-standard problems.

Therefore, out-of-class independent student work helps to effectively organize the educational process while learning mathematics, enables improvement of the student's cognitive activity, strengthens the inner motivation for the process of study, develops the skills of creative problem solving when learning profile disciplines at senior courses, and creates conditions for self-development and self-improvement in future professional activity.

A CLASSIC UNIVERSITY IN A SYSTEM OF LIFELONG EDUCATION

I. N. Emelyanova

1. Classic universities throughout their historical development have been distinguished for their universality, breadth, encyclopedicity and fundamental nature of education; the unity of teaching and research within the context of educational processes, an orientation on formation and preservation of cultural standards in a social environment. One of the central ideas of the Bologna Process was the idea of education throughout life, which required from universities the establishment of a lifelong education system. The socially important task of the transition to a continuous lifelong education presents a problem of reorganization and development of a system of continuing professional education. For example, at Tyumen State University more than 100 programs of additional professional education have been developed and implemented, including ones using distant learning technology. Additional professional education is available for everyone. Distant learning has become widely used in the development of a system of continuing education.

Historically university education has had a corporate nature: the universities have always struggled for autonomy in relation to state and in the framework of a national system of education have tried to create and preserve a special university spirit. At the current moment the state of autonomy and closeness threatens to isolate universities from society. In today's society technical innovations increasingly determine the advantages of a country. Innovations along with education and scientific research are proclaimed as the «third mission of universities».

As the social and economic role of regional areas grows, universities find themselves at the centre of regional development. Moreover, a modern classic university can not develop without a regional society. As schools of science carry out work in the region, the universities thus act as mediators in solving certain problems at the regional level. Through being closely connected with the social and economic problems of the region, the university not only fulfills a traditional role in training specialists for the sectors of economy but also actively works on the transfer of new technologies to business and industry. Updating the content of education, the universities start taking the region's needs into account, creating innovative educational programs based on solving the specific social and economic problems of the region. Modern classic universities thus consolidate intellectual powers in cutting-edge areas in the social and economic domain of region and country.

2. Classic state universities are at the heart of a more integrated system of education. This integration enables activation of scientific research and innovations, increases efficiency of using intellectual, material, financial, information resources of structural units for meeting the requirements of a social and economic regional development. On the basis of the university large programmes and projects of an educational, economic, social and technological nature are implemented.

Despite new positive changes, the classic university teaching education has in many ways ceased to exist university. The modern stage of local education development is a crisis for a classic university education, which creates serious problems in the field of education. Let us examine this issue.

The crisis of goals. Current state documents (the law of Russian Federation “On higher and post graduate professional education”, the “National Doctrine of Education in the Russian Federation”, etc.) define the goals of higher professional education as a whole, however, the distinctive features of a classic university as a social institution are not specified. In such conditions classic universities have to identify their mission independently in relation to the new social situation.

The crisis of content. University education in its essence is directed to the development of the intellectual elite, capable of comprehending the realities of the world today. Existing state educational standards are knowledge-oriented and there is very little attention devoted to the problematic seeing and understanding of the essence of the occurring processes. In such conditions a classic university has to outrun the situation, forming new post-classic educational standards, based on the education of the intellectual elite, capable of thinking globally, seeing and understanding the real problems of the world today.

The crisis of attitude. Modern society has changed its attitude toward classic university as a social institution. The dynamically growing market increases demand for applied knowledge, while classic universities are the bearers of fundamental knowledge. A university has, on the one hand, to develop, focusing on the requirements of the market, on the other hand, to preserve its academic essence, which should allow Russia to keep competitiveness at the international level.

The crisis of quality. In a complex demographic situation classic universities are forced to enter into competition with other institutions for students, because maintaining the student body is a prerequisite for the existence of a university as a social institution. Preserving the essence of a classic state university is further complicated by the unjustified widespread

practice of calling any educational institutions “universities”. It leads to an erosion of the elitism offered by a classic university education, which then leads to a decrease in the quality of education and has adverse affects on the education of modern specialists.

One of the ways of overcoming the crisis is to understand the new social role of a classic university. Despite serious problems, a modern classic university has a quality edge in relation to other educational institutions. It is natural for a university to be universal, to represent all fields of knowledge, to be able to play an active role in all fields of industry. Leading universities are undertaking the role of integrator of knowledge, addressing tasks of self-development for their regions and Russian society as a whole and are thus becoming an industry of production and distribution of knowledge.

MANAGING ONE'S PERSONAL LEARNING

O.V. Zinevich

E.D. Petrova

The word “education” has a dual meaning. On the one hand, it is transmission of knowledge, translation of experience and an instrument of society’s progress. On the other hand, it is the process of gaining knowledge for the formation of one’s personality. Knowledge may be viewed as information, concepts and images along with approaches, values and other symbolic products of society, whether “true,” “approximate” or “false” [1, p. 41].

In a traditional society, a person will follow prescriptions, doing what he or she is “supposed” to do in specific situations. The set rules are not usually subject to critical reflection. But a modern person, able to constantly receive and analyze information whether alone or in conjunction with others, always has choices. This has brought about some radical consequences: people will no longer resign to their destiny as a predetermined given; they will not do things a certain way just because “that’s the way it has always been done before.” With so many choices, knowledge and knowing how to apply it become the resource that will either facilitate or impede the freedom of choice. Knowledge, therefore, emerges as a critical factor that will impact on individuals’ behavior and, to an extent, drive the transformation of social institutions.

Driven by the multidirectional trends associated with satisfying the needs of individuals, society and the state, the education system is dynamically transforming itself and taking new shapes. One of the recent educational practices is the kind of education that emphasizes personal growth, which began to emerge in the 1990s. The “personalized” approach in pedagogical science and psychology is usually defined as a methodological focus in education, which relies on a system of interlinked concepts, ideas and *modi operandi* to bolster and promote the processes of self-learning, self-building and personal fulfillment, and to propagate the growth of a unique personality [2, p. 138]. Many scholars believe that the central premise of education with a focus on personal development is that the paramount goal is to bring up every individual as a “personality *sui generis*” in all its unmatched, inimitable uniqueness, and that every person has a right to follow his/her own path of progress based on personal nuances, values and aspirations (V.V. Serikov, I.S. Yakimanskaya et al). Personally-oriented learning is closely tied to a branch of psychology originated by K. Rogers, who posited “freedom of learning” as the founding principle of education. Underpinned by this principle, the essence of personally-oriented education

is that no one should try and solve a person's problems for them. Instead, we must encourage the person to get to know him/herself and "wake up" to their inner strengths and abilities, so that the person can make his/her own choices in life.

But knowing oneself and knowing how to manage oneself are skills in their own right, "techniques of self" (in the words of M. Foucault), which every person can and must master, if the person wants to organize their education right. The problem is, these skills are not taught anywhere. These competencies are not covered by today's National Educational Standards. In fact, even with "personally-oriented education," the individual continues to be treated like an object, viewed as an "obvious" and controllable entity whose development can be conditioned by the external forces of an organized environment. However, there is a niche in education where the propagation and formation of the personal qualities needed to manage one's own education is possible. That niche is business education. As a recent but unique social phenomenon, business education is now, for all intents and purposes, the only form of education which encourages the development of such qualities as self-reflection, self-confidence, stress management, discipline, responsibility, readiness to teach oneself and manage oneself. Essentially, it teaches all those "personal" competencies that are neglected by conventional higher education.

Moreover, there are certain learning practices in business education, which teach the person to observe oneself, study the "structure" of one's personality, his needs, values, idiosyncrasies, etc. One such practice is coaching, now dubbed "the profession of the 21st century." There is one-on-one coaching, professional coaching, business coaching, corporate coaching, and other varieties. "The key precept of coaching is the conviction that every person has much greater abilities hidden inside than what that person displays in everyday life... The essential mission of coaching is to help the person discover and tap their potential in order to maximize their productivity and efficacy. Coaching is more about teaching the person how to learn than just plain "teaching" [3]. What does the person get from coaching? It is believed that the core gain is realization of one's potential and knowing how to fulfill it. Coaching is supposed to mobilize the person's inner resources, leading to a meaningful change in life, which is manifested in clear results.

Going back to the subject of managing one's personal learning, the bottom line is that coaching as a variety of business training shows that knowing oneself, one's needs and values, being able to self-reflect, etc., are crucial factors in the successful personal fulfillment of every individual

and of the entire business community. With all this self-knowledge, a person can successfully manage one's professional learning and personal development.

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DEVELOPING PEDAGOGICAL EVALUATION AS A COMPONENT OF THE PEDAGOGICAL SYSTEM

S. Z. Zuparkhodzhaeva

A traditional function of teacher evaluation is recording the results of training. The advantage of the traditional system of evaluation is that it allows you to present current and final results in a common format, which enables forecasting and the convenience of recording forms of the results of students' achievements. Obviously, the evaluation of training activities should have a wider range of functions. The modern interpretation of the term does not identify it solely with the process of grading, and considers it to be much broader. This means that teacher evaluation is no longer considered only as the recording of training results.

Speaking about innovative trends in pedagogical evaluation, one should bear in mind not only the transformation of the evaluation, although the tools and the evaluation procedure can also vary, but rather the range of changes in the philosophy of assessment and evaluation of pedagogical goals. As Harris and Bell state, in many cases you should not change existing methods or means of evaluation, but rather the philosophy and purpose of their use and application [1]. One of the areas of pedagogy is the search for an answer to the question of how to better use the developing possibilities of evaluation, making the rating system "transparent", involving students in the evaluation process, using different means of organizing a systematic feedback to all participants of the educational process. The idea of developmental evaluation as feedback is to show the strong points of a student's work, to record the drawbacks, and indicate ways to overcome them. Unfortunately, in today's educational system, the feedback form being used tends to emphasize only the shortcomings of the assessed process or result.

The developmental evaluation requires attention to the results and the process that leads to these results. The important point is the fact that developing the evaluation contradicts the result-based evaluation method, but is not identical to the current evaluation procedures. When talking about the transition from assessment results to the evaluation process, the emphasis is not so much on the fact that estimation of the final turns into regular and current, but on that fact that this current evaluation should develop. Furthermore, the frequency of evaluation itself does not guarantee changes in its functions. Moreover, the current evaluation can strengthen the supervisory function of educational evaluation and become "... just an exercise of measurement, rather than the process of strengthening education, if we do not care about the mission, values and purposes that it serves." [2].

To study the evaluation of teachers, researchers tend to use a general psychological model of activities with its components: motivation, purpose, planning, processing of current information, decision-making, action, test results and corrective action. The goal is not only the backbone element of the educational process, but also an evaluation criterion for the effectiveness of this process. That is why the classified and the goal of training should be a normative standard and operationally defined in the educational system. Then, the developing evaluation can be defined as a process aimed at subsequent analysis of compliance, effective implementation of the chosen strategy of the educational process. The current state of theory and practice of goal setting and formulation of requirements for students doesn't allow for making the same exact recording of all students' achievements in mastering the content of training. The purpose of education is usually expressed in very general and therefore abstract categories, the same measurement of learning results is conducted on an entirely different level, which is narrower, more specific, more tangible. It turns out that the ultimate goal of education and training results is verified in a particular situation of evaluation, formulated in different languages. The goal is to implement it in the language of the integral, general categories, and the results - in terms of specific knowledge, skills, personality traits, etc., that is the language of action. The operational objective requires quite a specific set of objects of evaluation. In other words, we are talking about the consistency of objectives and assessment procedures. Formally, we can provide at least two cases of inconsistency of goal-setting and evaluation: the first option means a broader goal than the alleged methods of evaluation, the second is vice-versa.

The important feature is choosing the right form of evaluation of those who in their capabilities and effect best match the stated learning objectives. Moreover, such a correspondence can be considered as a criterion for the effectiveness of the chosen method of evaluation. It's harder than it might seem, since it requires correlating of the solved pedagogical tasks with the abilities and characteristics of the method of evaluation. Often, the learning results are replaced by formal learning results (progress factors), although this is an entirely different thing. Indicators of achievement can carry information only if they actually show the desired results. In other words, if the results are actually related to the future occupational activities of students. Otherwise, the score loses its main target meaning. And another important point is that evaluation can be transparent, consistent, but realize the traditional paradigm of education. In the traditional paradigm there is a certain way of goal-setting, according to which the objectives are

identified with the content of education, stated as its part, which must be mastered in the learning process. And the existing traditional system of assessment can easily be reconciled to such goal-setting. Obviously, the easiest way to evaluate the acquired knowledge is comparison with, for example, the abilities or vocational qualities of the individual. The traditional tests and surveys, and the classic form of the exam contribute to this.

The complexity of developing the emerging system of evaluation is also connected with the fact that it is necessary to define criteria for evaluating each type of learning tasks that initiate complex types of learning activities that are often not easily measured in terms of objectification. Ensuring the operational criteria is caused not only by the desire to make an objective assessment procedure, but simply to make it more understandable for the subjects of the educational process. Thus, the problem of harmonizing the goals and methods of evaluation for innovative learning technologies raises the question of the development of appropriate forms and methods of evaluation.

The need for different ways of evaluation is related to: (a) the variety and complexity of the educational goals outside the traditional paradigm of education, and (b) personality-oriented approaches, taking into account individual styles of learning activities. In turn, the variety of ways of evaluation requires the development of educational tasks, initiating qualitatively different educational activities. It's not a coincidence that some modern classifications understand evaluation to mean learning tasks and teaching methods. If the system of evaluation is criterion-based and transparent, it can serve as an effective means of self-esteem of students. In this case, it is important to talk not about the individual episodes of tasks for self-learning, but on how to change the status of self-esteem: the transformation into the constantly practiced in the educational process and "serious" attitude of the teacher to it.

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ISSUES OF THE QUALITY OF TEACHER TRAINING IN THE CONTEXT OF LIFELONG EDUCATION

G. I. Ibragimov

The introduction of the Unified State Examination (USE) has helped obtain a more or less objective idea of the status of school education in Russia, and not only with respect to schoolchildren. An evaluation of teachers' knowledge of the curriculum subjects covered by the USE has shown that only 30% of them can complete the tasks of the USE successfully, meaning that the quality of subject-specific training of teachers is below average. Let us note in this connection that observations and interviews with teachers show that many of them (even those in so-called strong schools) tell children and their parents bluntly that they are only able to prepare school leavers for the examination at the minimum level corresponding to the grade 3 or 4. As for preparing for the USE level C (the highest, creative level), children are recommended to hire a tutor. In reality, in order to prepare for the USE, more than half (and in some schools, even 100%) of school leavers have to hire tutors, who are often the same teachers. Hence, we can assume that our schools are unable to ensure the proper preparation of school leavers for the USE in compliance with the requirements of state standards. Why does the level of teacher training not meet the current requirements?

There is hardly a definite answer to this question, but we can try and establish the main reasons. Let us divide them into two main groups: pedagogical and socioeconomic reasons.

Worth mentioning among the key *pedagogical reasons* is the predominance in the common practice of pedagogical education of the traditional knowledge-oriented paradigm, which no longer meets the new realities of post-industrial education. Investigation into this problem shows that the paradigmatic nature of the current changes in education is associated, first of all, with an engineering and technological factor — the implementation of information and computer technologies. But, regardless of their importance, information and computer technologies are only a means of revolutionary changes in the environment. Their content and application are in the hands of specialists and the teacher. In the new context, the balance of a teacher's functions changes, making him/her not so much an agent of the transfer of knowledge (which remains a key function) as a designer of the educational environment, a facilitator, etc. In other words, with the implementation of information and computer technologies, the teacher's role not only does not decline, but, to the contrary, increases, with a significant enhancement of functions that were not that important in traditional education

(such as constructive, organizational, and communication functions). This means that the content of the pedagogical activity of a teacher changes, providing it with constructive, organizational and other functions. Let us also note in this connection that teachers and school administrators should take a new look at electronic devices that children and adults use. First of all, this concerns cellphones. Pedagogical mechanisms for using the huge potential of cellphones in the educational process should be researched. Instead of prohibiting schoolchildren from using them during lessons (anyway, they do and will continue doing so), it is necessary to look for possible ways of using them for educational purposes. And children may become the most helpful guides in this search.

The level of attainment among prospective students in pedagogical disciplines becomes increasingly important in the system of factors influencing the quality of training of a future teacher. Research shows that in the last two to three decades this level has steadily been going down. Why is it so? We have concluded that this is a result of a systematic crisis in education as a whole and pedagogical education in particular. In the pedagogical educational system, this crisis manifests itself in the operation of a vicious cycle exacerbating weakness, as follows: «a weak candidate for a teacher training university — a weak student — a weak graduate — a weak young teacher — resulting in a weak pupil — a weak school leaver — a weak candidate for a teacher training university», etc. One circle closes and another begins, producing even worse results.

Is it possible to break this circle? In the recent decades, the government has made attempts to change the situation but none of them have led to any positive outcomes. On the contrary, according to experts, the quality of our education steadily deteriorates. Why do investments in education not bring the expected results? Here, we face another factor influencing the quality of pedagogical education: the *socioeconomic* one.

Looking at the situation from this perspective enables us to state that the social status of teacher is extremely low in Russia. The main component determining this status — a teacher's salary — is humiliatingly low. Some opponents may argue that salary level does not directly determine the quality of work. We can agree with this but only partly. However, it is not the point here. If a school teacher or university professor received a wage corresponding to his/her role in society, he/she would endeavor to work properly so as not to lose his/her job, because it would be valuable to him/her. With the laughable wages paid to teachers or professors today, they have nothing to lose. A friend of mine, a professor at Texas University, El Paso, once told me: «I value my job very much and try to do my best to

work as efficiently as possible». To my question «Why?» he said: «Because I can live successfully with my salary at the University without thinking of where to make some extra cash for my daily bread». Let me note that with his professor's salary he was able to buy (with a mortgage) a house worth a few hundred dollars.

Due to the low social status of education workers, pedagogical universities are mainly entered by school leavers who were unsuccessful in competitive selection at more prestigious higher educational institutions. Analysis shows that in the last two to three years, this group accounted for approximately 75-80% of students at pedagogical universities. The remaining 20-25% of those enrolled were those who have the calling and have always dreamed of becoming a teacher. However, the percentage of this latter group also tends to shrink. Research shows that pedagogical dynasties break up: only 25% of teachers' families send their children to pedagogical universities. The remaining 75% of "teacher dynasties" dissuade their children from becoming a teacher because they do not want them to live on beggars wages.

In order to improve teachers' social status and, hence, attract to pedagogical universities talented young people who will then come to school to prepare school leavers to the same level of attainment, teachers' salaries must be significantly raised. The experience of multiple education reforms that took place in Russia in the last decades shows that without this problem being solved it will not be possible to improve the quality of pedagogical education. I believe that the current situation necessitates adopting a Federal Law on teachers' social status, all the more so since the year 2010 was declared as the Year of Teacher in Russia. I also believe this such a law could grant teachers civil service status with all the implications that this would entail.

WORK-AND-STUDY AS A LIFELONG LEARNING CHOICE FOR COLLEGE STUDENTS

S.A. Ivanov

Combining work with study is a learning format that calls for the academic process to be configured so as to meet the needs of people who study while pursuing a career in their field of choice. One nuance about work-and-study is that students have to do a greater amount of independent work. The other one is that people can study at the workplace. When the student studies while working, the focus is usually on a select number of core subjects linked to the student's current job and future career.

No one will contest that the greatest thing about work-and-study is that people who already have some practical experience in their field of choice are able to pursue higher education in their field and upgrade their qualifications without leaving their job. Moreover, these students are usually more motivated and prepared to independently absorb the bulk of the academic material.

Pursuit of higher education by correspondence has always been considered inferior for a number reasons: there is no steady direct contact with teachers or other students, no quick way to obtain answers to questions that arise during study, there are problems with practical assignments, tuition is kind of off-and-on, and so forth. Which is why in the Soviet Union, education by correspondence was frequently criticized for inferior quality, inadequate theoretical tuition, excessively formal approach to testing, etc. Following the socioeconomic changes in Russia, which naturally concerned education as well as other aspects of life, some schools gave up work-and-study options completely or reformed it unrecognizably, utilizing the new opportunities offered by IT and telecommunications ("ITT"). In the past, the work-and-study option was only available to those who could not attend school regularly for reasons of economic, financial or geographic nature (e.g. someone living too far away, etc.). Thanks to ITT, this is no longer the case. Work-and-study is now almost the same as distance learning and can be used to obtain a first or second degree, to upgrade one's qualification, to learn a foreign language, and so on. But not all institutions can afford to offer distance learning as this requires both technological resources and trained teaching staff who will know how to design and administer distance learning courses.

Acclaimed far and wide across the globe, distance learning is a way for students to obtain quality higher education. It creates new opportunities for students who work and study to become involved in scientific research.

On the one hand, research is conducive to the personal fulfillment of students, tapping their potential and promoting creativity. In fact, research is an essential component of work-and-study. Participating in research one way or another, students are able to master precisely the professional competencies they need the most. It's a fast track to their future career, making them more competitive in the labor market and improving their chances of successful career advancement. On the other hand, now that higher educational institutions are out to reinforce their scientific potential while forging closer links with employers, there may arise a real need for extramural students to get involved in research. When work-and-study students become involved in research, it's even better that they pursue this activity fully or partially on the job. This will provide the institution with critical insider knowledge of what employers really need in terms of qualification and competencies. The institution may then use that information to design new educational products – new standards, curricula, modules, study formats, etc.

Educational institutions would also be more than willing to gain access to the research and technological resources of their students' employers, to be able to test their research outputs in a real-life industrial environment, to obtain critical data for further research, and so on. For their part, employers may be willing to meet the institutions halfway on this as they may appreciate the opportunity to do research together with educators or commission an educational institution to do research for them. So, when an employer has people on staff who work and study, their involvement in research will only make the research outputs more successful and more to the point. In the end, all the parties which have a vested interest in promoting work-and-study (educational institutions, students and employers) would only benefit from partnership in research and development.

The chief rationale of promoting research among students who work and study is to train and graduate better specialists with university-level degrees. This is achieved when students study according to their curriculum and beyond it, learning to be creative in their work, perfecting the methods, techniques and skills of independent and team work in research, nurturing creative thinking in science and engineering, developing independence and ability to think more quickly in a variety of social and economic situations. The priorities in advancing the research involvement of work-and-study students, which are listed below, determine the specifics of what this work requires by way of science and methodology resources: (a) perfecting or finding new ways of integrating higher education with research and production within one and the same education- and-production process; (b) foster-

ing creative thinking and independence in students who combine work and study, deepening and cementing the knowledge they receive; (c) motivating work-and-study students to engage in creative scientific work, teaching them the ways and methods of independent scientific problem-solving and the skills of working in a research team; (d) students combining work and study should become involved in research, viable development and creative engineering, and they should be assisted with their research projects; (e) creating and promoting student research “interest groups,” societies, labs and associations and directing them towards mastering new technology in science, engineering and manufacturing; (e) identifying talented students for further graduate study as a way to strengthen the human potential of educational institutions.

The research work of students who work and study should be incorporated in the academic plans of educational institutions, their schools, departments and research divisions. Their research work should be given prominence and a high level of detail in the plans as this would help to better manage, control and evaluate this work and its outputs. For this purpose, the general research system framework should be expanded to make room for a “student research planning subsystem” for students who work and study, which would encompass all the institution departments related to the work concerned. The figure below shows a proposed framework organizational structure of the research work of students who work and study. In this system of research administration, the pivotal bodies overseeing the research work of work-and-study students are the Student Research Board (SRB) and its section dedicated to the research work of students who work and study, seconded by the pertinent subject departments and the Student Research Society (SRS).

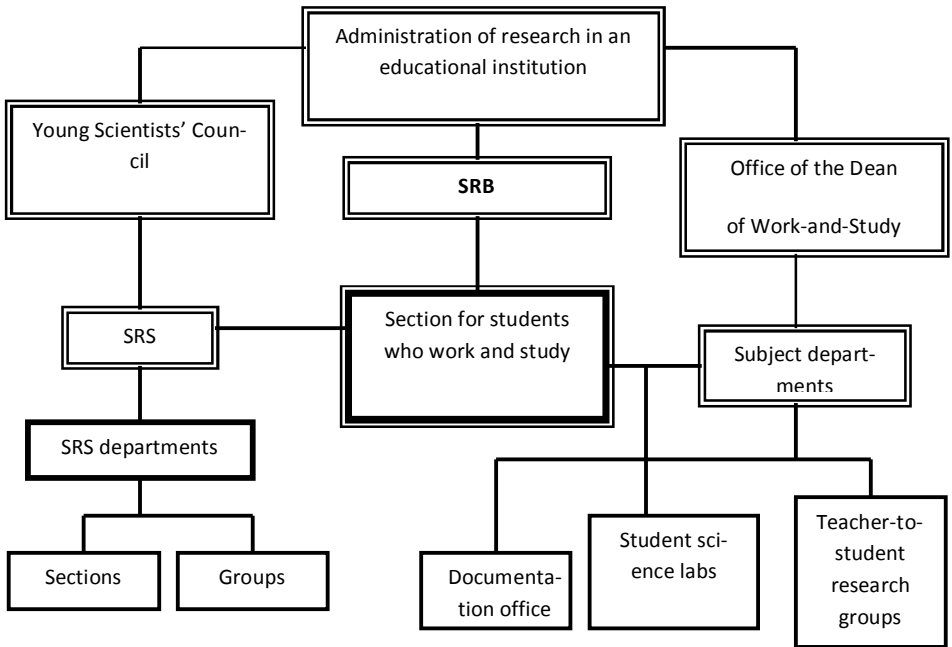


Fig. Administrative Chart of Research Work for Students Combining Work with Study

NURTURING CREATIVITY IN SECONDARY VOCATIONAL SCHOOL

L.B. Isakina

Education is always a quest for new ways and concepts to foster creative development. Innovative learning, which is much discussed nowadays, emphasizes a higher form of personal development, creating people who are learners and “doers” at the same time. In our analysis, we will look at how the qualities of a creative personality take shape in the Concertmaster class of a vocational secondary school. The profession of Concertmaster offers great opportunities for the development of abilities and values.

Band musicianship is conducive to solving a wide variety of the professional and creative challenges of an integrated creative, communicative process, including the encouragement of a nurturing environment for creative personal growth, the ability to integrate a music piece as a “textual” embodiment of culture with the personality of the performer, who enters into a dialogue with the piece performed, professional and personal interaction with fellow musicians in the band, and so on. “Only that deserves to be shared with others, which is singular and unrepeatable, something that others don’t have, something they don’t know or cannot do,” wrote M.S. Kagan. “The advancement of the process of cultural creation, therefore, is directly linked to the shaping of unique skills in each personality. This is the dialectic of involvement and detachment, of communication and individualization.”

It is useful to examine the view of G.M. Andreeva, who believes that the communication process is a composite of three interrelated components—communicative, interactive and perceptive—which most aptly reflect the nuances of performing in a band. Andreeva notes that human communication is not merely transmission of information; it is also the shaping, adjustment and development of information. The communication process, in which every individual is an active player, presupposes at least active information sharing. The active sharing and concerted pondering of information leads to the next phase singled out by the researcher, when the behavior of one’s communication partner is impacted. The communicative impact which is exerted during this phase is in fact a psychological impact of one communicator upon the other with a view to changing the latter’s behavior. From this, the researcher concludes that, when information is shared, the very nature of the relationship between the communication parties changes, and that change has nothing to do with the purely “informational” processes. This phenomenon can be observed during band performances, when the musicians have to make a case offering some of their own ideas or rejecting someone else’s. Performers do not have to “crave

uniformity of expression. Sure enough, a band is expected to be perfectly united in its phrasing, nuances or musical ornamentation. But the performance will be livelier, richer and more expressive when the musicians retain their personalities. Even clashing personalities may play music in the spirit of unity, which is a must in chamber music. The vibrancy, wealth and excitement of playing springs from inner tensions created by contrasting personalities” [5, p. 281]. The next communication component defined by Andreeva is the interactive one. It’s about how the communicating individuals interact with each other, not only sharing information or ideas, but also acting vis-à-vis each other. The third—and very important—component is perception (communication partners perceiving and getting to know each other and reaching an understanding based on that perception), which incorporates the understanding of the objectives, reasons and values of one’s communication counterpart, on the one hand, and acceptance of, and concurrence in those objectives, reasons and values, on the other hand.

The process of getting to know oneself through someone else includes such concepts as “identification” and “reflection.” “Identification,” which means identification with another person, equiponderance, being an exact match for one’s conversation partner, is a tool of cognition and of understanding other people. Empathy, which is very close to identification in meaning, implies an emotional response to some else’s problems, not rational reflection. Reflection is one’s awareness of how he or she is perceived by their communication counterpart. Interaction is heavily dependent on understanding. For better results in promoting and shaping the personal and professional qualities of a creative personality in a Concertmaster class, it is imperative to examine all the facets of communication and its components as explored and defined by psychologists, sociologists and educators. None of the communication components exist separately from the others; they all complement each other. Kagan believes that the “musical” communication model is the most accurate one as it reveals communication’s potential to be more than just a dialogue, a conversation of two persons. Communication can be a “polylogue” with many parties interacting within a single creative act.

Apart from the specialist professional tasks, a music teacher should know how to correctly bring out and guide the student’s creative abilities, inculcate good artistic taste and promote unique personality traits. The educational principle of “personalized” approach to each student is the key, since education is very closely linked to personal development.

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ACTIVE INSTRUCTION IN LIFELONG TRAINING FOR EDUCATORS

G.N. Kazaruchik

Pedagogical training as a system for the professional development of teachers is not only about what the student learns; it also matters how the process is organized and delivered. This perspective calls for a change of the educational paradigm. The role of a higher or secondary vocational institution can no longer be confined to training alone. Every student needs to learn through independent effort, using any suitable means.

The “teaching paradigm” of an institution is to transmit knowledge from teachers to students. In the “learning paradigm,” the purpose of teaching is not to transmit knowledge but to create an environment and deliver an experience that will encourage students to seek knowledge independently and perhaps even join the community of scholars, who make discoveries and find solutions to problems. The transition from the “teaching paradigm” to the “learning paradigm” cannot happen instantaneously. It is a process of gradual change and experimentation, a process that will reshape many organizational aspects. The new educational paradigm behooves the teacher to employ such instruction methods that will conduce the transformation of the teaching process to a learning process. Those methods are the active instruction methods which students are expected to make their own.

Active instruction methods already have a history, and they have proved effective beyond a doubt. The use of such methods when teaching students with pedagogical majors is furthermore dictated by the consideration that the pedagogical interaction we build now will define the teaching work of the future educators. It is, therefore, not enough to be mindful of students’ ability, attitudes and values; we must move the whole educational process from the hierarchical level (teacher-to-student) onto a “horizontal” plane (peer-to-peer). This egalitarian approach will inspire students to respond more actively and think more independently.

Class debates hold a great potential for addressing a variety of pedagogical challenges, providing a framework for many active methods of instruction. But the teacher can use class debates as a teaching technique by itself. The most notable feature of class debates is that they facilitate a purposeful and orderly exchange of ideas, arguments and opinions in a group, all aimed at solving the problem at hand. All the participants – each in their own way – contribute to the exchange. In class debates, students do not simply take turns saying what they have to say, asking and answering questions; they participate in cogent, meaningful self-organization, where

students address each other and the teacher in order to deepen and diversify the discussion of the problem at hand, and the different ideas and viewpoints on it.

There are many ways to organize a class discussion in teaching practice, namely: (a) a roundtable: a discussion in a small group of 5 to 7 students sharing ideas between them and with their “audience” (the rest of the class); (b) a forum: a discussion when a preselected group of 5-7 student “experts” engages the “audience” (another group of students) in a debate; (c) a symposium: a more formalized debate than a “forum,” in which the participants share their views in small presentations, then answer questions from the audience; (d) a debate: a discussion when two or more groups of students prepare and present their argumentation on an issue from preset points of view which may or may not reflect their personal opinions; (e) “aquarium” debate: a discussion of curricular material that contains a large potential for controversy and conflicting opinions. The issue is first discussed in small groups of 5 or 6 people, then group spokespeople present their group’s stance to the audience. An “aquarium” debate between the group spokespeople is over either when the time is up, or when they reach an earlier consensus. Following the debate, each group will review and critique it. An “aquarium” debate stresses the very process of presenting contrasting viewpoints and “making a case” for them. “Aquarium” debates strengthen students’ involvement in collective discussions, foster the basics of teamwork and collegiate decision-making. But they also provide a way to analyze students’ interaction on an interpersonal level. The pedagogical value of the debate will be even higher if both the subject matter and the very debate process are the focus of analysis.

The employment of class debates as a teaching method by itself (or as part of many other active instruction methods) has revealed the numerous benefits and nuances of a class debate: (a) it promotes personal growth, self-reflection and mutual respect among students; (b) it motivates students to define what they really want to know and to seek information independently; (c) it engages students in self-education and reduces passive reception of information to a minimum; (d) it creates an egalitarian learning ambience which enables cooperation; (e) it promotes respect for other people’s experience and for other opinions; (f) it paves the way for a behavior change and a change in how students treat the material they study; (g) it creates “risk” situations and an opportunity to make mistakes and learn from them as part of the educational process; (h) it places the focus on learning how to apply the debate material in practice.

Active instruction is, therefore, a critical component of the meaning and of the technological aspects of teaching future educators to project a stronger personality in their future work.

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TEACHER AND SUSTAINABLE DEVELOPMENT: CONCERNING THE ABILITY TO DIAGNOSE PEDAGOGICAL CONFLICTS

D. Kamenova

Introduction. This report attempts to correlate the resources of two trends which are comparatively new for Bulgarian scientific schools. On the one hand – managing conflicts in education, and on the other hand – in respect of the technology of personal charisma, which has not spread widely enough in Bulgaria. Collective study and application of the ideas and principles of these two scientific spheres demonstrates that they can be used to increase the teacher's authority¹ both in his specific professional activity in the educational and pedagogical process and in the process of communication with students, parents, colleagues and other parties. The teacher's authority increase in the context of lifelong education is directly connected with sustainable development.

1. Connection between the teacher's authority and the ability to diagnose conflicts. The problem associated with disregarding a teacher's authority correlates on the one hand – with state political motives, focused on his (teacher's) stable professional position in the society, and on the other hand – in an ever-changing social and cultural situation, where the teacher finds himself carrying out his professional and pedagogical activity, it is him and not the outer world that has to pay particular attention to making a strong positive impression of himself on other the participants of pedagogical interaction – students, parents and community. Moreover, the creation of such a good image, i.e. authority, is even more essential for the teacher himself as it allows him to establish a more profound and confident pedagogical communication in a highly rapidly changing context.

In the present report the attention is focused on such characteristics of the current social and cultural situation as high conflictogenity of the environment in which the teacher works, hence on the necessity of developing his conflictological competency. One of its most important elements is the management of the pedagogical conflicts in which he is involved either as a direct participant – with student/students, parents, colleagues, or as a third party – an independent expert on resolving school conflicts. Furthermore,

¹ Taking into account that usage of the resources of the personal charisma technology (imagelogy) is a comparatively new field of science, here in this report we use the terms "authority" and "image" as synonyms. Moreover, the synonymic use of "personal charisma technology" is preferred to "imagelogy" due to the absence of theoretical and praxiological traditions of development in Bulgarian conditions and even less in the sphere of education.

the core of good conflict management, if conflict is understood to be a clash of interest of at least two parties, is the correct conclusion.

We believe that in Bulgarian schools, special attention is still not paid to the system of developing such competencies in the headmaster or teacher. The teacher's ability to diagnose conflicts, and consequently the ability to choose the correct way of resolving them, becomes an extremely important component of the conflictological competence. Teachers do not receive special training in this sphere, which makes them instinctively choose the method of managing the conflicts they get into. Therefore the decisions they make are not always appropriate for the situation or for the student's or parent's personality. Such decisions often turn out to be helpful at a certain moment, but have a very short-term and often even negative effect. So at present stage the ability to adequately manage conflicts using the skill of accurate diagnosing becomes one of the reliable psychological prerequisites, a guarantee for establishing and raising teacher's authority. We believe that developing of such skill would lead to significant changes in the attitude of students, parents, establishments and society in general towards this factor, which is extremely important for its own successful professional existence and growth.

2. Conflicts diagnosis – essence, components and implementation stages. Appearance, development and resolution of conflicts at school are the subject of pedagogical conflictology. Communication at school as in a system of oppositional and incompatible parties, which at the same time demonstrate an internal unity, becomes a source of its self-motion and progress. Speaking of diagnostics and methods of resolving conflicts at schools, the most accurate concept definition reads: a conflict shall be understood to mean active inter-aimed actions of each party in order to reach its goals and fulfill its needs, and followed by strong feelings and deep emotions (refer to 3, page 34). Conflict diagnosis comes before its managing and implies the definition of the major components of the conflict and factors that lead to it. Diagnosis involves the definition of: (a) roots of the conflict (events, subjective and objective emotions, “struggling” techniques, clashes of opinions, events and affected needs and interests of the parties); (b) “biography” of the conflict: the story which served as a background for its growth and progress, critical and turning points of its development; (c) the participants of conflict interaction (personalities and groups); (d) attitudes and relations of the parties (their interdependence, roles, expectations, personal relations); (e) the initial attitude of the parties towards a particular conflict (whether they wish and are able to resolve it themselves, what are their hopes, expectations, disposition and conditions, whether the

conflict is centered in the zone of interest of the party which keeps the level of tension up, or it encompasses both parties).

While diagnosing the conflict the most complicated thing is to identify its parties, the needs that were affected, interests, fears, reasons of conflict interaction. Therefore it is possible to use the method of conflict cartography (refer to 1, page 38) to find the conflict's grounds. Using this method one can carry out a consecutive analysis of the behavior of the each conflict participant and define the major problem through the differentiation of needs and fears, in order to eliminate the factors that caused the conflict. However the most important thing is that the conflict can be forecast so that it can be prevented. Such a skill as a constituent of the teacher's authority or even image is being proposed by V. Shepel – the founder of the personal charisma technology (the term "imagelogy" is being used) – as a new scientific school, and is being associated with education, family, politics, business. How does the ability to diagnose conflicts correlate with a teacher's authority?

3. Personal charisma technology and the place of the ability to diagnose conflicts.

3.1. The essence and objectives of personal charisma technology.

The notion "imagelogy" which was introduced into scientific language in 1990 has quickly won general recognition. Interest towards it has started growing since the issuing of certain publications, especially after three re-editions of the book "Imagelogy: secrets of personal charisma" by V. M. Shepel in a row, in which it is presented as science and art of attractiveness. The top-priority goal of personal charisma technology is to prepare people for establishing successful interpersonal and business relations. "The more we succeed in creating a positive image, the richer the repertory of our behavior becomes and we control other people's impressions more efficiently, and the more successfully we can construct different spheres of social interaction, gaining sympathy and respect" (refer to 5, page 34). The risk of health problems is reduced in the field of successful communication, where people tend to like each other and where conflicts are successfully transformed into constructive ones. Therefore, teachers' striving for personal charisma can be regarded as a guarantee of a healthy lifestyle not only for themselves but also for everyone they come across with while engaging in their professional activity.

3. 2. Top-priority functions of authority in their correlation with the ability to diagnose conflicts. V. Shepel defines personal charisma technology as a science and an art, which helps people to obtain personal charisma and the skill of "shining" when dealing with people. The job of a teacher,

doctor, or service worker is impossible without creating a positive image. V. Shepel believes that its essential constituent is the ability to anticipate, out-run and forecast conflicts. The knowledge of conflictology and especially the ability to diagnose and manage conflicts can be directly correlated with the functions of authority as an active form of its essence and content, and the ability to diagnose conflicts can be correlated with the functions of authority divided into two groups: the first one refers to value functions of a teacher's authority, using which he diagnoses conflicts, that is social attractiveness, normalization of interpersonal relations, and psychotherapeutic function; the second group refers to the technological functions of a teacher's authority, which are realized by the ability to diagnose conflicts that is: interpersonal adjustment, development of personal and business qualities; attracting attention (a positive image of the teacher subconsciously attracts people); overcome age, social and professional barriers (the teacher feels himself more and more comfortable communicating with students if he possesses the skill of self-presentation technologies, which shows a more and more efficient choice of behavior model while performing various roles in the process of skillful diagnosis of conflicts).

Conclusion. Presumably a more profound analysis in a diverse educational context would allow us to obtain more significant results concerning the combined use of two scientific fields, which firstly seem to be incompatible – managing conflicts and personal charisma technology. It appears that authority (or image) - is a multidimensional phenomenon with a variety of functions. Its main idea is to reach the effect of a personality's attractiveness. Therefore, the emphasis which is laid on the practical meaning of the image makes our perception and understanding of its matter and intended purpose different from the eastern approaches - it is laid not on the appearance of the individual, though it is also very important, but rather on his personality, which is subject to continuous improvement.

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THE CORE ROLE OF ECOLOGICAL EDUCATION IN THE VOCATIONAL TRAINING OF TEACHERS

N. G. Lavrentyeva

One of the urgent problems of education in the current modernization period is the problem of integration. An integrative worldview allows the teacher not only to see the world as a system in its completeness, but also to implement a systematic, holistic, integrative approach to professional activities. Integration in vocational education leads to understanding of the systemic nature of the pedagogical process, the relationships and condition of all its components, as well as understand the need for integration of the team and development of corporate culture to optimize the educational institution.

The core role of environmental education in the educational process is defined primarily by educational purposes, i.e. personal development of each child. Consideration of the child's interactions with the outside world is based on an ecological approach which takes the child to be the central object in the system of ecological relationships "object – environment," i.e. the child is the "master," and the environment is the "home." In this case, the whole environment surrounding the child (natural, social, cultural components) is the ecological environment, interaction with which determines a child's life and development. Experience acquired by a child in the process of learning the world during this interaction with the socio-cultural and natural environment is the foundation of a person's development. The relationship of knowledge with different types of creative activity as a reflection of sensory experience is indicated by A. Spivakovskaya: "Imagination can create more and more combinations, but the original elements that create the impression of reality will always be the most distant fantastic ideas... This helps us make an important conclusion. If we want to develop our children's imagination, we must broaden their view of the surrounding real world." [4. 72-73]. Fantasy is a bridge over which a child transfers past experience to application of creative activity: games, drawing, music lessons, literature, mathematics, and other activities, modeling pictures of the outside world in the process of self-realization. It is this process that develops connection, integration of science and humanities in the mind of the child, as mentioned by Moiseyev: "... in the present circumstances the breadth of education should be achieved primarily by combining humanities and science knowledge ... and this synthesis should be made to serve not individuals, but society as a whole; it must be realized that knowledge about the world, technical and natural sciences are required to address humanitarian concerns, problems of human beings!" [2, pp. 195-196]. Thus, to optimize

the quality of education, training of teachers is important for understanding the role of the core of environmental education and the need to integrate it into the pedagogical process.

The content of environmental education that reflects the culture of human interaction with society, culture and nature shows the breadth of its distribution in the objective world. In light of the concept of sustainable development, environmental education acquires the status of the core factor of education in general, which defines its strategic goal [3, pp. 14-15]. This idea was mentioned for the first time by N.N. Moiseyev: "Environmental education and training become the core of modern education, the key to restructuring the current educational system and society as a whole." [1, pp. 12]. In order to implement environmental education in the training of teachers we need to: (a) isolate the role of environmental education as a system-forming and integrating factor in the process of studying subjects, (b) recognize acknowledgement of vocational education as being crucial to the humanization of education, (c) understand that formation of environmental competence in a special subject area will be implemented through an ecological approach in all disciplines of the cycle, (d) recognize communicative activity as one of the leading factors of the integration of education, etc.

This ecologically-oriented process of disciplines explains the degree of conjugation and integration of subject disciplines. Teachers' understanding of the pedagogical process ensures the integrity of its focus on children's individual and personal development.

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ON THE ISSUE OF THE CONTENTS OF PROFESSIONAL TRAINING OF THE FUTURE TEACHER OF THE NEW GENERATION

E. A. Lavrentieva

Professional training of the future teacher is the multi-faceted holistic object of interdisciplinary studies. The bases of the concept of professional training of the future teaching were laid in the 1980s. At the same time, changes in the socio-economic, information technology and spiritual development of Ukraine, fundamental changes in the system and structure of general secondary education, the need of integration of national education into the European educational space, have determined the need to create a system of professional training of the teacher of the new generation.

Professional training is not identical to professional education, and is not a synonym of professional formation and professional adaptation, although these processes are mutually connected in the development of the specialist. It is a combination of special knowledge, skills and abilities, practical experience and norms of behavior, which ensure the possibility of successful work in a certain profession.

There are many definitions of the concept "professional training" which (relating to the future teacher) involve the examination of gnostic, communicative, organizational and constructive components of the structure of professional pedagogical activity. N. Yaksa presents the generalized interpretation of the concept "professional training of the future teacher" in the context of the problem of polyculturalism, defining it as a complex multifunctional open pedagogical system directed towards the formation of the personality of the specialist (their knowledge, ability, skills, personal qualities), ability to work in a system characterized by the interaction of different cultures; readiness for professional activity within the boundaries of the polycultural educational space on the principles of subject-subject interaction, a dialogue of cultures and individual moral responsibility in a multicultural society.

An examination of professional training of the future teacher through the prism of subject, methodical, practical and methodological training does not also make it possible to determine precisely its contents and direction. The conceptual bases of the development of education emphasize the need to create a system of training which on the basis of national specifics and established European traditions provides for the formation of pedagogical workers capable of carrying out professional activity on democratic and humanitarian bases, of realizing education policy as a priority function of the state; and at the same time, which is directed towards the development and self-realization of the personality, and the satisfaction of its educational

and spiritual and cultural requirements, and level of competitive ability on the labor market. According to this, university pedagogical education, as a system of professional pedagogical training of teachers of different specializations and profiles, involves fundamentality, universality, and humanitarian and scientific research direction. It orients students towards mastering general theoretical, special, psychological pedagogical, practical, scientific research and culturological blocks of the education process, in the course of which a system of generalized inter-subject and special professional pedagogical knowledge forms, means of activity, and abilities to anticipate them creatively in the process of solving problem tasks (A. Gluzman). Special training is connected with mastering the entire complex of scientific information on the main disciplines of the basic specialization of the future teacher. Psychological and pedagogical preparation involves the process and result of establishing the professional direction of the future specialist through a study of compulsory subjects of the psychological and pedagogical and methodical cycle in connection with the chosen specialization.

No less important is culturological training, which means the students' participation in the national and international cultural process, and involves the formation of professionally significant qualities of the future specialist, their abilities, and development of a personally oriented attitude to pedagogical activity. Scientific pedagogical training of students is directed towards mastering methodology and the methods of scientific pedagogical study, formation of abilities to plan and organize a scientific search in the field of pedagogy, present a program of experimental work, realize it in pedagogical activity, analyze and generalize pedagogical experience, discover the regular patterns of the pedagogical process and determine paths to improve it (V. Kushnir).

An important separate area is the information technological training, which involves studying the basis of information technology, the latest information technologies and methods of applying them in the study process.

Professional pedagogical training is a multi-level system that includes the constant training of teacher. It is mediated by the specifics of the social order for appropriate knowledge, abilities and skills of the teacher, and also on their moral and value guidelines. At the same time, modern searches for its contents are directed towards creating bases of a system concept of pedagogical education in the center of which, according to A. Gluzman, the spiritual, free, creative and socially active personality of the university student is located, whose preparation is adequate to the content and procedure of future professional activity, and matches the psychological nature of pedagogical work.

PROFESSIONAL EXPERIENCE IN THE CONTEXT OF THE CONTENTS OF QUALIFICATION IMPROVEMENT

N. Z. Mamedova

The study and description of teaching experience should be based on a systematic approach. Its advantage is that it can be used to identify and present the sum of disparate phenomena as a single interdependent whole, where each element is considered, on the one hand, as a standalone component, and with another as an independent complex system that includes other components [1]. The studies of professional experience emphasize that being a part of subjective experience; it cannot be transferred to the knowledge of subject-subject, as originally it is characterized by active, procedural, and subject-subject nature [3].

Professional experience is the product of individual activities of the entity, emerging as a result of our own achievements, problem solving and especially of errors. The ability to survive and to analyze their achievements and mistakes is an important component of professional experience. Successful professional work experience is determined by how it responds to individual psychological traits. There can be no single correct structure of this experience, ways of its organization, or a set of situations that one needs to know. Therefore, the main characteristic of professional work experience of a teacher is his or her personality. Another important feature of a teacher's experience is his or her ability for self-development, which is defined as the productivity of experience. Enrichment and improvement of professional experience can be described only partly as its quantitative increase by incorporating all new information. Inclusion into the experience of any new element alters the structure of experience as a whole.

Conceptualization of the experience is a system of knowledge about the most important areas of individual or group practices, which are called the basic areas of expertise. Each such region is structured knowledge about a holistic fragment of subjective reality. This knowledge can be represented as one or more concepts. Collection of important concepts, reflecting the important subject of phenomena, objects, and processes of the world around him, is a conceptual system of individual experience. The process of conceptualization can be represented: as the procedure of the introduction of ontological representations of accumulated mass of empirical data; as a scheme of communication concepts, which reflect the potential trends in the reference fields of objects that makes it possible to produce hypotheses about their nature and character of the relationship; as a way to organize intellectual work, which makes it possible to move the ma-

terial and primary theoretical concepts to more and more abstract constructs, displayed within the assumptions form the basis of constructing a vision of the investigated segment of reality [2]. Based on this understanding, we can assert that the process of conceptualization of professional experience can be represented as phases, and reflects the transition from recording of events and facts to identify trends and relationships, and then to the construction of models and systems.

By offering a form of learning and teaching experience of its conceptualization at each stage of theoretical ascent, we conceptualize the mechanism of teaching experience in the process of training. Each stage of conceptualization is a higher level of theoretical understanding of teaching experience.

Thus, the mechanism of conceptualizing teaching experience within in-house training of teachers will help to achieve a higher level of generalization and systematization of the best educational experience, to activate the advanced scientific-methodological and scientific-research work in educational institutions, as well as specifically develop their professional skills and enrich their professional experience.

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TEACHERS' SELF-IMPROVEMENT AS A DEVELOPMENT RESOURCE FOR MODERN SCHOOLS

O.N. Machekhina

The advancement of the national priority, which is to upgrade the quality of school education, is conditioned on how well educational institutions are able to mobilize their development resources. One such resource would be an organizational framework for the self-educational activity of educators. The teacher's high level of culture, professionalism, and ability to constantly improve as a person and a professional will parlay into quality education for students, their better preparedness for life's many challenges. We believe that the current educational context makes it imperative for educators to realize the need for self-improvement and professional growth.

As a component of lifelong learning, self-education is viewed as the core of a system. It is a component that makes the system of lifelong learning work in all human endeavors and at all the stages of human life. In Russian pedagogical science, the organizational aspects of self-education were studied by such researchers as A.A. Bodalev, A.P. Vladislavlev, A.V. Darinsky, Y.N. Kuliutkin, K.M. Levitin, V.D. Lugansky, G.S. Sukhobskaya, V.N. Turchenko and others. We agree with E.D. Beznisko that, for a teacher, self-education is a voluntary, active, meaningful, motivational and creative effort to keep pace with contemporary pedagogical thought and teaching methodology. It is an activity that fuels the teacher's personal and professional advancement, thus contributing to the quality of the education the teacher delivers to the students. A teacher will grow and improve professionally as an educator when he/she independently seeks conversance with pedagogical values, ideas, modern techniques, creative situations and cultural background. In our view, the purpose of the professional self-education of a teacher is professional and personal self-improvement aimed to attain a higher level of culture, professional competence, more effective teaching, better teaching skills and a creative attitude to work.

Some of the most widespread formats of additional training for teachers are: (a) retraining courses typically offered by retraining institutions for educators; (b) group meetings to discuss books on education and psychology; (c) the work done in preparation for employee evaluation; (d) participation in scientific or field research conferences; (e) writing to clarify one's own work experience, and having those writings published; (f) learning to use IT for teaching, followed by active usage of IT in teaching practice.

Contemporary education researchers such as N.V. Kuzmina, M.V. Nikolaeva and others note that teachers usually intensify their independent learning when their school sets up an organizational framework for desktop and field research for all teaching staff. In this environment, innovative methods themselves become a stimulus for self-education, and students can benefit from the fruit of the teacher's self-improvement work. This goes to show that for self-education to be productive and meaningful, the schools need an environment in which the very fact of self-improvement is viewed as a development resource not only for the educators, but for the whole school. The schools could assist teachers in their self-improvement work in several ways: (a) seminars devoted to the different theoretical aspects of upgrading education quality and the quality of teachers' work on personal and professional self-improvement; (b) talks on self-education and upgrading education quality at the meetings of the methodology council, teachers' methodology groups or issue groups; (c) creative studios for education researchers; (d) work under personal self-education programs; (e) individual counseling by scientists and methodology engineers; (f) preparation and staging of desktop and field research conferences; (g) preparation of research materials for publication, and so on.

It is perhaps worthy of note that, given the conditions in which different types of educational institutions operate, self-education for teachers should be *phased in* to be more effective. Here are the phases and their brief descriptions:

1. Diagnostic Phase: the study and analysis of teachers' personal and professional growth effort and of the challenges they encounter in their professional work and personal growth; inclusion of the teachers by impelling them to analyze their own level of fitness for self-education by studying the interlinked components of their personal and professional growth.

2. Organizational and Practical Phase: an active quest to master the whole system of professional pedagogical knowledge and skills; group and individual strategy and tactic planning for teachers' personal and professional growth; securing the personal inclusion of every teacher in self-education work, driven by positive inner motivation and the actualization of meanings and goals in tune with the nascent self-educational activity; design of educational programs with tasks geared to a specified level of self-education activity; personal and professional growth "project" design for teachers, building on their self-awareness and self-definition as a prerequisite for self-organization and self-fulfillment.

3. Independent Creative Phase: crystallization of the personal experience of self-identification, fulfillment, empowerment and self-education; in-

centives for teachers' personal and professional growth; teachers developing skills in creative self-educational work as a key component of their personal and professional growth on a highly productive level; realization of teachers' more active role in the school's educational process; teachers joining the creative quest to master new educational know-how; encouragement of the manifestations of "self" in the personal and professional self-improvement of the teacher.

4. Analytical and Evaluative Phase: analysis and evaluation of teachers' preparedness to fulfill their creative potential in practical work. In the process of evaluation and self-evaluation, the self-analysis techniques and methods are tested with teachers evaluating their own classes and extra-curricular activities, critiquing their own teaching skills and qualities as a teacher and a person, analyzing their self-control performance in pedagogical interactions.

By way of conclusion, we would like to say that our view on teachers' self-educational activity as a development resource for a modern school is prompted by the need to identify and comprehensively study those factors that may have a meaningful positive impact on teachers' professional improvement, which would necessarily translate into better quality education for the students.

GAME CONCEPT IN THE CONTEXT OF LIFELONG EDUCATION

T. A. Motina

Humankind has used and is using games most actively in the process of evolution. What's hidden in games and why are they so attractive? The interest in the phenomenon of games is incontestable. Games are one of the key concepts of today's culture, psychology, philosophy of culture and philosophical anthropology.

Taking a look at children, we see that they play always and everywhere, even without toys. Some questions arise in this respect: "Is pedagogy as a sphere of knowledge about education and upbringing related to games? If yes, then to which extent?", "How much do they need each other and complement each other?", "Can the game serve as a form, a method of teaching?" Probably the functions of the game in pedagogy and not only in pedagogy consist at integrating knowledge and uniting it together. As was metaphorically shown by H. Hesse, the game is capable of being a uniting tool. It is even more so in pedagogy, because games are actually closer and more natural for children. However, we shouldn't forget that the game is a free activity. A good example is the fashion of the game in education: numerous programs, arranging the course of a subject in the form of the game, as well as educational games and toys aimed at developing children. However, the notion of the "educational" game is questionable. Indeed, in free intellectual activity, in the game, a child acquires skills, creates and discovers the world. But usage of the game for educational purposes is limited. Educational games, just like any other games, don't always form the atmosphere of a game.

Shalva Amonashvili considers the question of the reasons why children play, and answers it by clarifying the undesirability of mixing games and teaching. Let us refer to his ideas. Aspiration and passion for freedom are what the child reveals in all spheres of life, but especially in games. The game is the meaning of life for children. Children devote themselves to the game selflessly and entirely, though it is often not clear for adults, as this ability is lost with age. There is a stiff, persistent psychological feeling in children expressed through "I want", which takes possession of them during the game. Adults often use this in order to make children learn. And so the game is regulated by adults and acts as a reward. In such case the motivation of learning is distorted: a child learns not for knowledge, but for the right to play. The child's game is not unreasonable - the reason lies in the internal motives. How does it happen? There is a group of functions which acts within the child. Being moved, they make the child seek a form of ac-

tivity where these functions can reveal themselves more deeply. This form is the game. It's not the toy that looks for the child, but rather the function which came into movement seeks for the conditions in the environment that are necessary for satisfying the child's development needs. The functions involved in the game "get tired", having fulfilled themselves, and switch off for a moment, at which point the child stops playing and can not be talked into returning to the game, though he\she is able to switch to another game. When such a wish arises in the child, it's not all the same to him or her which game to play. It is necessary to choose by oneself and to play the game until the wish is over. If we prohibit the child from playing, as parents often do, it means not only limiting the free activity of functions, but also disturbing the process of self-development. "When we demand that the child apply efforts just out of love for duty, submitting to an abstract discipline, we make a big mistake, since we forget that the child is not yet adult and has different values... For the child this is work, a good, a duty, an ideal of life... To demand the child's efforts based on motives different from those in games means to act like a fool, shaking an apple-tree in spring, hoping to taste its fruits: he won't get anything, and will lose with the falling flowers everything that has been prepared for him for the autumn"¹.

Adults' mistake, as Amonashvili states, is that they consider children's games to be entertainment. On the contrary, the child, playing, does not make life easier, but complicates it, complicates him\herself, for the game is not an escape from "serious" actions, like learning. Adults, understanding the regularities of development and the role of the game activity in it, should rather create the conditions (material and spiritual) that would ensure the free development of inclinations and a selective orientation of the child's will. And this would be possible if adults could play with children. It's not recommended to make children learn, as they are oriented towards cognition from birth, and they want to learn anyway. K. Ushinsky stated that it's not so useful to teach through games as it seems, because afterwards children have difficulties making the transition to serious commitments. Games should not be turned into a vacuum, protecting children from the world. That said, you can make serious activities more entertaining for children. Games can not always contribute to the purposeful development of a child. The free movement of functions does not at all mean that they are needed for entertainment only. The activities have to be serious and the task is to inspire children with their seriousness, which is not an obstacle for wanting. The obstacle rather is to force children to be serious. Amonashvili talks

¹ Амонашвили Ш. А. Баллада о воспитании. Истинное воспитание Ребенка – в воспитании самих себя. – Артемовск, 2008. pp. 60-61

about human pedagogy, a pedagogy of cooperation as a method of achieving the established goals. "But keep the child's right of a free choice in the teaching process, respect the child's life as a whole, and if you are able to achieve that, then you won't need to attract the child with games."¹ The question arises: is it necessary to teach the child, or should we give him\her freedom of action? We have found out that any attempt to put an idea into the mind by means of the game is destined to fail, as it contradicts the very idea of the game. This doesn't mean, however, that the game has no educational elements. Games help education, as they nurture curiosity and underlie discoveries and creativity.

In conclusion we would like to underline that games teach us to question the established opinions or ideas. The main task of the game is to help children to reveal the quality of enjoying beauty and appreciating the wonderful. This quality, in turn, is transferred to other phenomena of life, which helps us to overcome a subjective view of the world, which is the essence of the game. The phenomenon of the game helps to develop the human in human beings.

¹ Ibid. pp. 75.

DEVELOPMENT OF FUTURE TEACHERS' PROFESSIONAL COMPETENCY THROUGH THE APPLICATION OF INFORMATION TECHNOLOGIES

N. A. Muslimov

H. S. Kadyrov

Formation of the required level of competency of a future teacher during study in a pedagogical institute is implemented in three directions: (a) basic training (professional, psychological and pedagogical knowledge), (b) methodological culture, (c) pedagogical creativity. The system of higher professional education forms and trains a future specialist for a future profession. The complex set of qualities that a specialist needs to have nowadays can be developed by a system where everything positive from a traditional education is used, and new rational approaches are introduced, compensating the disadvantages of the existing system by complementing each other.

Regardless of the specialization and nature of the future professional activity, every beginner must have fundamental knowledge, professional skills and abilities. It is not unimportant in acquiring this knowledge, skills and abilities to have the experience of creative, research and independent activity, which allows identifying the future specialist's position on this or that professionally-oriented question or problem.

The objective of higher education is to form a student's cognitive strategies for self-education and self-improvement as a basis and an integral part of future professional activity. At present there are two forms of teaching students in higher educational establishments –classroom and extracurricular. Both of them have to rely on using information technologies. This promising direction is associated with increasing volumes of independent student work. The trend of developing the informational and communicative form of students' independent work implies higher independence of students and larger individualization of the learning tasks.

The opportunities of training a future teacher for professional activity with the help of information technologies are expanding. It is becoming topical nowadays to work independently with teaching programs, testing systems, and information databases. In essence, all known types of electronic publications can serve as a foundation for developing the professional competency of future teachers. The most efficient of all is the "Electronic Teaching Simulator", developed by the teams of the Tashkent State Pedagogical University named after Nizami and the Tashkent Institute of Textile and Light Industry (under the guidance of professor N. A. Muslimov) and

successfully applied in many higher educational institutions of Uzbekistan. Teaching students through the use of the “Electronic Teaching Simulator” has proved its efficiency for specialized disciplines aimed at forming future teachers’ professional competency. Students, working with “Electronic Teaching Simulator”, have access to three modes: studying, exercises, and control.

Using “Electronic Teaching Simulator” for practical exercises in various disciplines allowed us to make the following conclusions: (a) elementary skills of computer work in the Windows system are required for working with the simulator, but these skills became more informative and diverse after doing exercises on the simulator; (b) “Electronic Teaching Simulator” is distinguished by its descriptive interface and easy operation, which facilitates students’ understanding and minimizes their number of mistakes when performing laboratory works on the simulator; (c) working on the simulator, students not only perform individual exercises but also propose and appraise their own technical solutions, revealing their creative skills; (d) acquisition of the studied disciplines went at a more rapid pace and deeper among students from the groups using the computer simulator for their studies as compared to students, performing their laboratory works only on the educational stands of the department.

Therefore, introducing the electronic teaching simulator makes it possible to significantly increase the quality of teaching a certain discipline thanks to its individualization and descriptiveness, and acquisition of skills of using the modern information technologies and virtual computer space allows for developing the future specialist’s professional qualities.

THE MARKERS OF PROFESSIONALISM IN TEACHERS OF RESIDENTIAL INSTITUTIONS IN THE PUBLIC REPORTS OF THE DIRECTORS

Y. K. Nelyubova

In the Saratov Oblast regulations have been approved “On the Regional council of development of education”, “On the managing board of an educational establishment”, “On school site”, “On the public report of a head”, the purpose of the latter will be discussed in this report.

By referring to the public reports of management teams for the wider audience, we can learn about human resources in institutions of residential care. The main objective of these reports is to demonstrate openness of this relatively isolated sphere of education. The style of public reports is quite interesting and represents a specific genre of official rhetoric, characterized by mixing official and everyday language, oriented on the external, formal achievements of teachers and students, at the same time unveiling the real life of the institutions. Below are just some markers of professionalism, found in the 6 analyzed public reports of the heads of the residential institutions of the city of Saratov and the Saratov Oblast: a commitment to the humanistic ideology of educational work, an obligatory presentation of data on qualification improvement and categories of personnel; the data on achievements of students; some critical reflections on professional activities; a demonstration of innovation teaching experience. Let us consider briefly each of these markers.

1. *The humanistic ideology of educational work.* General approaches to the organization of teaching work at residential institutions of in the region differ slightly based unexceptionally on the principles of humanization, democratization and person-oriented approach. The contradiction that is inevitably revealed in the analysis of the public reports is due to a discrepancy between the scale of educational work (civil and patriotic, health saving, labor, ecological, artistically-aesthetic, etc.) and a low success rate in the socialization of the students, which has forced the authorities to officially admit the economic and social inadequacy of institutional forms of care for orphan children.

2. *Qualification improvement and categories of personnel.* The highest and first categories traditionally belong to upper management, to some extent – to primary school teachers and subject teachers, the second category most often belongs to the educators, whose duties are lower in status, and young specialists.

Attendance of refresher courses is valued high and even minor successes of the staff in this field are mentioned in the Public reports. Here is a typical example of self-presentation of “the resource supply of the educa-

tional process”: a qualification category of educational workers and the timely improvement of their qualification, the availability of social and psychological services make the symbolic capital of an educational institution. Without diminishing the significance of the system of qualification improvement, we have to note a growing trend of formalization of professional achievements and an expansion of the status of the relations within the working teams.

3. *The achievements of students.* The self-presentation of this direction is one of the most difficult, as it is directly connected with an assessment of performance of educational work and the institution as a whole. This integrated indicator is represented in schemes, tables, statistical data, which reflect the classroom and extracurricular achievements of the students, their grades, obtained prizes, participation in extracurricular activities, the indicators of acceptance into higher educational establishments and vocational schools. A controlling discourse appears in the description of children’s access to medical services. It is combined with the discourse of “home care” – a demonstration of awareness of children’s problems or classes. Quite often in the public reports one can find the names and surnames of children with detailed descriptions of their school performance, a number of good or bad grades in different subjects, a current place of study, despite the fact that the ethical aspect of such “openness” is obviously questionable.

4. *Critical reflections on professional activities.* Critique is an essential prerequisite for the analysis of one’s own work and it also helps to publicly recognize and explain existing problems. The problem zones of professional activity include voluntary departures of students, difficulties with discipline, “consumer attitudes”, motivation in learning, a formal attitude in the work with children, etc. The reports differ by the degree of critical notes, concealing more about some institutions (The Boarding School for Cadets) and revealing more about other working teams, and even making them vulnerable in front of the interested community.

5. *Demonstration of innovative teaching experience.* A significant part of the reports is devoted to describing numerous pedagogical discoveries and achievements. They are aimed at solving complicated problems in the socialization of the orphans. The cited pages of child institutions are mentioned in order to highlight unity and domesticity. These pages of the Public reports have to underline the uniqueness of an institution, its position in the continuity of education and the growth of professionalism of the employees.

Therefore, in spite of the lack of formal guidance, the opportunity for wider social control in the implementation of education within residential institutions serves the interests of students and motivates teaching staff to be creative.

EDUCATIONAL PATHS AND TODAY'S LABOR MARKET

E. I. Ogorodnikova

Each person's individual educational path within primary and secondary vocational education can be formed through a variety of educational subjects and courses, professional practice, and using various forms of learning, such as long-distance education, self-education and supplementary education. An individual's achievements can be manifested in competitions, scientific and practical conferences, intellectual marathons, and when compiling a portfolio.

The problems of developing initial vocational education may become a serious impediment to economic growth in Russia in the coming years. This area is regarded as one of the most problematic sectors of the education system, and all its quantitative characteristics are reduced. Furthermore, the structure of employment of people with basic vocational education has increased, and the growing economy has a vital shortage of skilled workers. In this sense, the following research results can be of interest. For students finishing 11th grade and their parents, just 1% choose primary vocational education, 10% choose secondary vocational education schools, and about 80% choose higher education institutions. The remaining students decide either to limit themselves to high school education or haven't made a choice yet. The survey showed that those who finished vocational schools have the following plans for the future: 25% are going to work within the acquired qualification, 16% are waiting to join the army, 53% intend to continue their education (40% in high schools, 13% in secondary vocational education), and 6% want to get another profession.

Employers generally estimated the graduates' preparation level of basic vocational education as low, thus they indicate a low level of training: lack of skills (59%), poor functional skills (39%), and low personal qualities (32%). Big business has gradually included educational institutions of initial vocational education in its structure in order to invest in training of workers on a large scale. However, such a policy cannot be implemented to medium and especially small, businesses, since they do not have appropriate resources.

Despite the fact that most of the applicants seek to enter higher or secondary vocational schools hoping that a diploma will help them get employment in any case, a particular profession, or specialty has acquired more and more importance in employment and career development of graduates, thus making the learning institution more important as well. That is, the problem of the occupational structure of training qualified personnel

is most important. This training, in turn, must meet three basic requirements: (a) conformity to professions and occupations that are in demand by the labor market (to avoid unemployment), (b) meet the professional aspirations of people wishing to get vocational training (to maintain young people's motivation to receive vocational training), (c) comply with staffing requirements for both short-and long-term socio-economic development.

According to the Federal State Statistics Service, two years ago there were 70 students in Russia out of 1000 people, making this the highest rate in the world (the UK – 38, the U.S. - 59). Approximately 40% of college graduates receiving their degrees are lawyers or economists. But with the increasing number of diplomas issued, the quality of higher education is declining. Back in 2007 it was predicted that the economy needs skilled workers. According to these predictions, by 2015 the number of graduates would exceed the needs of the economy by 364,750 people, and the shortage of specialists with basic vocational education would be 312,640 people. Currently, when the growth of demand for technical professions is accompanied with growing unemployment, the government is trying to reduce college applications by students wishing to become lawyers and economists in higher educational institutions, and to increase the number of applicants for the required specialties in the Russian economy. The purpose of this step is to redirect the flow of young people to institutions of primary and secondary vocational education, as well as to universities in the engineering profession. But for young people these specialties are not prestigious and attractive, either in terms of interest in learning or in terms of future employment, social security and salaries.

Marketing specialists, senior managers, project managers, logistics specialists, and IT specialists for hi-tech companies and industries feature the greatest demand on the labor market at present. The demand for technical personnel in the field of industrial production has significantly increased (engineers, technologists, production directors, and QA specialists).

Regulation of youth employment requires raising the income of workers in various industries and activities, raising the prestige of intellectual and skilled labor, reforming the education system (including vocational education), searching for new forms of youth employment upon graduation, and combining elements of state regulation and market mechanisms to encourage young workers at the workplace.

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PSYCHOLOGICAL FACTORS IN THE PROFESSIONAL ADAPTATION OF TEACHERS

L. V. Orlova

The professional adaptation of teachers is regarded as the active development of professional demands, the building of constructive relations, and achieving success in academic work and satisfaction with career choice. In connection with the complexity of the teaching profession, the adaptation process takes, according to psychologists, three to five years (N.V. Kuzmina). In the first stage of entrance into the profession social adaptation is of particular importance. The degree of activeness and speed of adaptation of teachers to the social environment will depend on their professional performance as a whole.

Adaptation involves the activity of a specialist. However, according to A. A. Rean, in the vector of activity, orientation may be different: a focus on the outside characterizes the active influence of a personality on the environment, its active development, and the direction of the vector within characterizes active self-changes, the correction of instrumental, behavioral manifestations, and attitudes [2]. If a specialist passively accepts norms, standards and requirements of the profession without active transformation, this is not an adaptation, but maladjustment, accompanied by the experience of discomfort. There is dissatisfaction with the environment, activity, profession as a whole. L.A. Regush and A.V. Orlova consider professional adaptation of the correspondence between the level of training, which defines the competence of the educational professional standards, and the requirements of professional work [1]. Adaptation should be studied not as a process, but on such indicators as adaptability, the specific state of an individual, as well as the adaptive capacity of personality fundamental characteristic of the adaptation process is an adaptation [2]. There are the following indicators of occupational adaptation: a) favorable emotional well-being; b) the degree of mastering the skills needed for work; c) a creative attitude to work; d) satisfaction with the results and working conditions; g) a positive evaluation of teaching staff to reach young specialists; e) a positive attitude to the profession.

In order to analyze the process of adaptation of young teachers, the Minsk City Institute of Education Development has conducted a survey and the results showed that the difficulties of professional integration are associated with limited scope of and ways of professional fulfillment. When asked the question: "What did you expect when you started working in the new social role, and have you met your expectations?" all of the responding teachers drew attention to the discrepancy between the expectations of the

real situation in the school. Here are some answers: "I was expected to teach a favorite subject, but in fact a greater percentage of time is spent on paperwork", "The real situation in the school moved teaching to the background and it became accompanying work," etc.

Especially emotional statements by the young professionals were about the unwillingness of the administration and teaching associations to provide assistance at the adaptation stage. In their view, if there is an experienced teacher to help and adapt to new social roles, the process of adapting to the profession will be successful.

Young teachers realize the importance of the profession and its status in society. They give future teachers the following advice: "Love and respect children", "Do not work in school simply because there is nowhere else to work", "Stick to your position, especially with parents", "Be fair to your colleagues", "Do not develop personal relationships with administrators", "Work and do not complain, suffer and enjoy the statement: as you work, so you are paid", "If you are ready to work on bare enthusiasm, then proceed", "Either work on a full scale or leave", "Do not go to a school for the sake of working for two years, the children will feel it and act accordingly", "You should realize that you are ready to sacrifice much and not claim too much for yourself".

The recommendations testify to adequate perception of the profession. Analyzing the survey results, the following statement of a young professional should be taken as basis of professional choice: "One should become a pedagogue only if it's one's mission, otherwise there is nothing to do at school!"

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A SCIENTIFIC AND METHODOLOGICAL FACILITATION OF EXTRACURRICULAR ACTIVITIES BASED ON THE POSSIBILITIES OF EDUCATIONAL ESTABLISHMENTS FOR SUPPLEMENTARY EDUCATION

I. E. Panova

Federal state educational standards divide the general educational program into a compulsory (core) part and a part formed by participants of the educational process (optional) as opposed to the old division of the educational program into such federal, regional and national components of the educational institution. The obligatory part of the educational program reflects the content of education, which achieves the most important and fundamental goals of modern education. The part, formed by members of the educational process, ensures that the individual needs of students are met. This part also includes extracurricular activities. The time allotted to extracurricular activities is optional and spent as appropriate, and in forms other than those applied to regular training. In accordance with the requirements of federal state educational standards, extracurricular activity is aimed at personal development (spiritual, moral, social, intellectual, cultural, recreational, etc.).

In organizing extracurricular activities the school can make use of facilities for supplementary education. The task before the establishment of additional education for children, in the case of interaction with the school, is the following: to develop its core programs so that they can act as a supplement to the main educational programs implemented by the school. The development of such programs is based on ideas of complexity, integration, modularity and competency approaches. Complexity means that a program of extracurricular education combines all programs implemented by the establishment of supplementary education. In this case, a comprehensive program of additional education becomes a document regulating general requirements for content and organization of educational activities, as a kind of standard for a particular institution of supplementary education. The comprehensive school program serves as the same document. The only difference is that the requirements for the development of basic education programs are defined by the federal state educational standards and the development of programs of supplementary education is defined by the interests and needs of children, families, educational institutions and other social institutions.

As with the main program of general education, supplementary education includes an obligatory part, an integration course and a part formed

by participants in the educational process (each module generates a specific competence, serving on the one hand as a social requirement and a norm and on the other hand as an image of desired future, guideline for development). The integration course may be included in the content of main subjects, in contrast with the content of the patterns that include additions to the main content of general education, which is often not associated with any subject area. Specific expertise should meet the individual needs and interests of the students in the establishment of additional education for children. Specific competencies are formed in the course of the study modules, based on the mastery of content appropriate to the integrative course. The results of exploration programs and supplementary education for children are twofold: on the one hand, this contribution to the formation of personality, meta- subject and subject competences that are the result of the development of basic education programs (in this case we are talking about the formation of fundamental, core learning outcomes), and on the other, the formation of specific skills that meet the interests and needs of children and families. In this case we are talking about the utilitarian (useful) competencies. These results are dynamic and subject to change.

During the development phase of the program it is necessary to determine the requirements by the results, as well as the contribution to be implemented in the establishment of supplementary education, the programs for the personal development, meta-subject and subject competences, that reveal the scope of the informative integrative course, and furthermore to determine the list of specific competencies. Interconnection of modular and competence-based approaches manifests in the fact that each module is strictly focused on the final result of education in the form of competencies. With respect to the competence the pattern is complete in both logical and meaningful ways. Implementation of the competence-based approach offers: (a) the opportunity for children at the pre- training stage to realize the training results, and to clarify for themselves the goal of learning that will enhance their interest and motivation to learn; (b) teachers to get clear guidance in the form of results defined in the form of competencies and subject them to achieve their educational, methodical work; and (c) society to express in the planned results (competencies) its social requirements and rules. The implementation of the modular approach allows you to: (a) to build an individual educational trajectory, and (b) promptly update the content of the program, adding, modifying or excluding modules, due to the changing needs of children, families, educational institutions and other social institutions.

RAISING THE LEVEL OF PROFESSIONALISM I N LIFELONG EDUCATION

O.L. Petrenko

In this presentation, we will examine the lifelong education system as a resource for employees' professional growth. All the three varieties of lifelong education increasingly come into play: (a) formal education, leading to a generally recognized diploma or certificate; (b) non-formal education, which is not usually certified despite being received in an educational institution or a non-government organization, or through one-on-one classes with a tutor or a coach; (c) informal education, or one's independent learning in everyday life, which is not necessarily in pursuit of any specific goal.

For the vast majority of people, only formal education can be the basis of a professional career. But it is difficult to imagine how a graduate degree by itself could provide a person with a living for the rest of their life. It makes more sense to treat your formal education as a groundwork on which to build a strategy for your continuous career growth.

Information technology plays a special role in an innovation-driven economy. Innovation-driven development in most or all fields involves the use of IT. However, IT has no special value by itself. It will only lead to innovation if integrated smartly into an external environment; that integration is only possible when the external environment is ready to receive it. To secure a high pace of innovative development, it is essential that specialists in applied areas possess a sufficient level of proficiency in IT. The more widely IT spreads across the nation, the better the chances of spreading innovation.

IT training is fully reliant on practice, which changes all the time. By the time a student is out of college, the IT landscape is very different from what it was when the student enrolled. The spectrum of requisite skills is way beyond those aspects that are traditionally associated with computer science. In addition to technical skills, IT training should cover: (a) basics of IT safety (IT-related threats and how to deal with them); (b) cognitive aspects (search and verification of data online, independent learning); (c) social aspects (communicating and working via the internet, online information outlets, preparation of texts and presentations, etc.); and (d) legal aspects (software licenses, patents, legal practice). The resources of lifelong education should be tapped effectively to train qualified IT specialists. The full spectrum of requisite competencies is within one's reach when one combines the different learning formats right. Non-formal and informal education may now be recognized as *bona fide* education options that adequately respond to what society needs. But it would be wrong to assume

that non-formal or informal learning processes arise and proceed on their own, and need no organization, planning or backing. For these education options to advance effectively and spread more widely, the least we can do is study the practice of these learning formats in real-life socioeconomic environments, generalize the expertise and devise ways to replicate best practice.

In many cases, adult education is simply about “catching up.” To ensure that career growth becomes more systemic and planned, education should be proactive, and lifelong learning can be just that.

ELECTRONIC EDUCATIONAL RESOURCES IN PROFESSIONAL SELF-EDUCATION OF THE TEACHER

A. V. Petukhova

In the context of the informatization of education, the method of life-long professional self-education of the teacher may be electronic educational resources (hereinafter EER). In the modern scientific literature, there are different approaches to their definition. Some researchers understand EER as software, others as information and communication technologies (hereinafter ICT). But practically all researchers connect this concept with a common educational space, an informational environment, an informational culture.

If we use the key word “resource”, this means “possibility, means, supply, source of something” (these supplies already exist, but they are not used actively). In its turn, the educational resource may be interpreted as a means of study, or in a wider context, as a means to provide for the educational process. Adding the word “electronic” means that this educational resource is implemented on an electronic medium, and may be placed on an electronic computer network. EER is understood as a complex method for providing for the education process created on the basis of ICT, taking into account organizational, didactic and technical requirements, and placed on an electronic medium or in computer networks. The main qualities of EER are multi-functionality of use, integration capability and technical mobility.

At present, for professional self-education of the teacher, open EER become particularly relevant, which are posted on the Internet. Regular and systematic study of these resources, “keeping track” of them, allows the teacher to form their own interactive information and education environment. By functional purpose, these EERs may conditionally be divided into: a) communicative EERs (which provide the possibility of access to any information). They include: federal and regional information and educational portals, field and object portals, sites of educational institutions, sites of scientific research organizations, sites of cultural institutions (archives, libraries, museums), pedagogues’ blogs, sites of various pedagogical societies and so on; b) demonstrational EERs (which provide a clear picture of any educational information in general). These include: study films and sound recordings, electronic EERs (thematic, object) collections, virtual exhibitions etc.; (c) diagnostic and test EERs (which assess knowledge, abilities, skills, and establish the level of intellectual development); (d) service EERs (electronic libraries, electronic encyclopedias and dictionary, electronic databases of documents etc. The main goal of the independent work of the

teacher with these resources is the expansion and renewal of knowledge, and familiarization with innovative pedagogical experience.

Expanding teachers' ideas about forms of open EERs present on the Internet and containing potential for self-development and self-education may be assisted by special courses on information management as part of further vocational training, and also interactive pedagogical councils, meetings of methodological associations, in which, with the use of the "List" technology, lists of EERs that are relevant for pedagogical self-education are compiled.

PROSPECTIVE STRATEGIES FOR LIFELONG EDUCATION IN THE HIGHER EDUCATION SYSTEM

O.V. Plakhotnik

O.V. Plakhotnik

Development of the higher education system is inseparably connected with processes that take place in the socio-cultural space of the country. The ideals of an “educated society” and a “studying person” have become the strategy of educational policy for many countries. Contemporary scholars believe that when forming a new concept of society, it is important not to neglect the most important thing in society – the person (subject of activity), and his personality, and this requires radical changes.

In the contemporary socio-cultural situation, an active transition may be observed towards a fundamental information society, which is value oriented towards science, the intellect, culture, creativity and the personality as the subject of social, educational practice and its own development. This process reveals itself not only at the level of any one society, but also as a world trend – the transition of society and all its social systems to a fundamentally new quality. Education has always been an important social institution of society, ensuring its profound qualitative changes.

The idea of O.V. Dolzhenko is particularly relevant: “education in the measure of the given society”, and “education in the measure of the modern world”. Continuing this idea, V.M. Rozin notes that “education unnoticeably forces a way of life on a person”. In the modern socio-cultural situation, the indicator of “way of life” is becoming lifelong development and self-development of the person through education. The category of “educated society” will become the base category of the model of education of the future age, at the basis of which the principle of “anticipatory development” of intellectual, scientific, cultural and personality potential of society should lie, which will undoubtedly be effective in combination with the principle of “anticipatory development of science”, as highly dynamic socio-cultural progress in social development causes swift “aging” of specific scientific and professional knowledge, the need for a review of the conceptual categorical and theoretical foundation of modern science, and university disciplines that are adequate for them.

Modern society must organically include creativity in the educational process, and form a world view based on a multitude of criteria of decisions. It should ensure interdisciplinary organization of the contents of study, develop harmony in methods and levels of thinking, and the readiness of graduates not only to plan objects, but also new types of activity. At

the same time, purely “subject” (disciplinary) education, the element approach, continues to predominate in higher education. The key problem is the alienation of students and teachers from the quality of results of education, the lack of demand for this quality by each subsequent stage of general scientific and professional preparation in relation to the previous one. What are the logical tendencies for improving lifelong education – education of the 21st century, and barriers to implementing it in the context of traditional education?

Leading scholars of the country emphasize the fact that today, higher education is not capable of fulfilling the main social function – training a competitive specialist, whose qualitative characteristics are: a developed intellect, the culture of scientific thinking, the ability for cultural and creative dialogue, a stable value orientation towards creative self-realization and self-development in the knowledge-intensive, intellect-intensive and culture-intensive educational space.

In the context of the traditional educational paradigm, there are obstacles to this kind of training. Students are not taught to perceive and perceptively use the intellectual potential of fundamental disciplines for a profound, integral solution of cognitive and professional tasks. The future specialist is a methodologist with a breadth and depth of scientific views and a culture of thinking, both disciplinary, and interdisciplinary, systematic. They also point to the phenomenon of “discontinuity of thinking”. Students know the essence of individual concept, theories of laws, and may reproduce them, but only in the “logic of description”. There is a gap between theoretical knowledge and activity, creative thought, the ability to interpret these things and transform them taking into account existing knowledge. The potential of fundamental disciplines is not in demand, the activity of thinking is primarily of an empirical nature without a theoretical analysis of the process of transferring the logical form of scientific thinking into an active form. This idea exists in the studies of N.A. Kleshcheva.

In the context of the traditional approach to study, the student must “qualitatively” master a previously determined curriculum and a quantity of study material selected by the pedagogue. As practice shows, the dialectical transition of “quantity to quality” is far from taking place. The content of education is “made scientific”, but its fundamental integrative philosophical, value and world view and cultural foundations are not shown. Contents should be directed primarily towards the ability to acquire, not to memorize information, i.e. towards continuity.

A tendency is preserved when “scientific knowledge is dogmatized, and the subject and content field is a selection of theories with a weakly

argued need to move from one position of the theory to another. The result is a subject without the ability to create, without the need to do so, a defenseless automaton given the slightest malfunction in the program". Taking into account the fact that at institutes of higher education, the information and reproductive type of study dominates, the student's thinking is linear, stereotypical and cause-and-effect based. Therefore, they do not master "a science and profession, but a craft". Furthermore, in educational theory and practice, a severe world view crisis reveals itself.

The strategic direction of improving study is a targeted unification of all disciplines for a holistic study of phenomena and processes. In other words, an interdisciplinary integration in the process of studying cognitive and professional problems. But most of the time, at institutes of higher education, this is understood as the coordination of merely the scientific content of study disciplines. The goal is the ability of the students to use the "apparatus" (methodology, main concepts and provisions) of disciplines as a methodological, theoretical and technological means for studying cognitive and professional problems and tasks.

At the same time, carrying out interdisciplinary integration should ensure: a) creation of value models of phenomena studied, creation of conditions for the student's conscious understanding of these phenomena, and a solution of specific cognitive problems and situations; b) the ability of students independently carrying out this integration to construct disciplinary and holistic "portraits" (models) of processes for solving cognitive and professional problems; c) the holistic development of the holistic personality of the student – the future specialist, their integral thinking and vision of professional activity and the world in general; d) quality of higher education.

Integration is not just the unification of an arbitrary group of elements that are only connected contextually (not a conglomerate), but the move of quantity to quality. This is an internal mutually connected holism that has qualities that are lacking in its constituent components. This is the discovery of new connections and relations by inclusion in new systems of connections. Integrality manifests itself in the holism of the personality, the holism of its knowledge and activity; in achievement of the holism of phenomena and processes studied. From this position, one should examine the process of "interpenetration and mutual enrichment of values and meaning" between subjects of the educational and cognitive process. Furthermore, integration is important not only at the contents level, but at the active and personal levels.

Integration is a conceptual synthesis of content, scientific, philosophical, logical and methodological foundations of study (S.A. Balyaeva). This

preconditions the basis of principles for organizing study disciplines as the foundations of sciences. The effectiveness of the study process depends on the degree of holism of it as a system. The holism of the system is understood to mean the general quality of systems of any nature characterized by a high level of integral development of their component links and the ability of the system to produce new integral qualities that are not characteristics of its individual components. In application to the study system, holism is its justification and ability on the basis of interdisciplinary integration to provide holistic fundamental education in all disciplines, i.e. to form among students the need and ability to demand and use the scientific contents of disciplines as a means to construct holistic processes of solving cognitive and professional problems.

From the viewpoint of integration, a new quality of study is a systematic lifelong development of the intellect. It is very important that this system is not rigid, but is an open, dynamic system capable of development and improvement, and based on a creative approach of teachers to its modeling and realization.

Thus, a priority strategy of the development of modern higher education is raising the quality of teaching through fundamentalization and humanization of teaching and its lifelong nature. At the same time, the personal, cultural and holistic measurement of teaching in the modern higher education system is given special fundamental meaning.

The methodological basis of the changes consists of: personal and active, axiological, culturological, synergetic and communicative approaches.

THE SPICIFICITY AND SUCCESSION OF THE DEVELOPMENT OF INFORMATIONAL-COGNITIVE COMPETENCY

O. V. Plokhii

This report focuses on the significance of sign modeling and its role in the improvement of informational-cognitive competency in studying the subject of “Technology: Drawing and graphics”.

The informational-cognitive competency is a constituent of the general learning competency of a pupil. The necessity of introducing competencies into the normative and practical components of education will help to address the problem whereby theoretical knowledge of school pupils can not be applied in their further activities. Every curriculum subject takes part in forming competencies, however we can specify the competencies whose formation is most affected by a certain subject. Considering the content of a program, main principles, tasks and objectives of the drawing lessons at school and the content of the key competencies (learning-cognitive and informational), one may trace the development of informational-cognitive competency, which implies the abilities: (a) to set cognitive tasks and to hypothesize, to select the conditions for an observation or an experiment, to select the required devices and equipment, to do measuring, to work with instructions, etc.; (b) to work with different sources of information; (c) to independently search, obtain, systematize, analyze and select the required data for solving learning problems; (d) to apply information and telecommunication technologies in problem solving, etc.

In the context of this question, a comparative and contrastive analysis of the market for educational services was conducted in Kursk in 2009 on the topic “A system of succession in the development of graphical literacy of pupils”. Here are some results: 61% of all the higher educational establishments provide classes in technical graphics; 64% of the secondary vocational establishments provide classes in technical graphics; 100% of the technical schools provide classes in technical graphics. We believe that knowledge acquired at the drawing lessons will be necessarily used in future. Firstly, this knowledge is widely used in daily life; secondly it is required for further professional education, what is proven by the convincing analysis of the poll results.

Therefore, the necessity of having drawing and graphics classes at school is obvious.

OPEN EDUCATION METHODS FOR IMPROVEMENT OF THE KEY COMPETENCIES OF A TEACHER

O. V. Poldyaeva

Based on many years of experience of the Department of Open Educational Methods in the Moscow Institute of Open Education, we can state that teachers encounter serious difficulties in self-learning, building of an educational path of qualification improvement, critical evaluation of their performance, collaboration with the colleagues, self-presentation or presentation of teamwork results and sometimes even in work with text. All the mentioned skills have to be obtained from the common curriculum, according to the new educational standards. If a teacher does not have the “key competencies developing the learning-to-learn skills”, how can he/she teach them to the pupils? In this case the trainers, working on the teacher qualification improvement, need to create such conditions, when the teachers get an experience of interactive communications within the teaching process, improve the self-learning competencies, the competencies of reflexive activity, etc.

I try to implement this approach in my classes that are planned with a help of such methods of open education as “Development of critical thinking through reading and writing”, “Debates”, “Pedagogical workshops”. The most interesting experience for me was, when I worked this year with a group of students of the Department of Continuing Education of the Moscow Institute of Open Education. I held the classes within a program “Philosophical and historical grounds of tutorship”. To illustrate, how the process went in practice, I will describe an example of the first class, when the topic was: “The roots of tutorship. Tutors in the medieval universities.” The class started with a game, imitating life of a medieval town and university. Students were offered to choose a role from the following list: student, professor, owner of a tavern, owner of an inn, owner of a stationery shop. Each role implied completion of a certain task. The hardest task was that of “students”, as they had limited amount of money they could spend and limited time for search. On the second stage of the game participants were to change their roles and a tutor entered the game. The tasks became harder, while the time for completion was reduced. On the second stage, however, “students” could apply to the “tutor” for help. Summary of the second stage shown that despite the fact that time for the task implementation was reduced practically all the participants completed the tasks, while during the first stage – only a half of them did. Estimating the complexity of the tasks, the “students” noted that on the first stage it was much harder to complete

them. Therefore, participants received a first impression of the reasons, why tutors first appeared in the universities and what functions they carried out. Then the primary impressions were developed with a help of the texts about specific features of organization and work of the medieval universities, self-learning system of the university students, tutor functions and forms of work. Then students were offered to express their opinions regarding the medieval tutors in a form of a cinquain.

Having summarized the results of the class, participants discussed, whether content and forms of work of a medieval tutor are topical in the current work of tutor and what the differences are between their positions. I was delighted with the results. The participants were active all the time, despite the fact that the classes are held in the evening and many students come to studies after a working day. As the material had been read in advance and discussed several times, students learned it quite well, and it was proved by the examination results. I think that such teaching forms help to develop numerous key competencies. Communicative competency is improved in the process of group interaction and group result presentation. Work with text, processing of the obtained data help to improve information competency. Interactive style of the class, its speed and intellectual intensity improve self-organization competency. But I see the main result of my work in the fact that students started using the methods of open education in their own classes.

Aside from the refresher courses, motivating teachers to develop and grow professionally, one of the most important factors that build the skills of self-learning, setting goals and self-estimation is a systematic effort of a school administration aimed at supporting the work of teachers. I consider as one of the crucial constituents of my job an individual support for experimental, innovational work of the teachers. The first step towards this support is a definition of a teacher's potential professional interests in experimental work for the school with a following determination of the results of the teacher experimental work in a school year and planning of the stages of his/her activity. Needless to say, the results of each stage are discussed and documented. In this way an experimental folder of a teacher is gradually formed, which is, in fact, a teacher's portfolio of his/her experimental activity. Work with the teacher is carried out by individual interviews. My role is in attentive listening, clarifying and asking questions. Through this organization of work with a teacher the conditions are created, in which the teacher can make a decision, set the goal and assess his/her performance. Sometimes I make recommendations, sometimes - propose on how to do the job, but the decision on what and how it should be done is always taken

by the teacher. Yet one can not say with full confidence that this form of work is a method of the tutor support for the teachers, but I find it effective when working with the teachers.

Having an experience of such support, a teacher will be able to transmit it to the students. For example, work with the student's portfolio can be organized in a way, when teacher does not sort the students' works by the folders, but discusses what a student ***on his/her own*** puts in the portfolio and why. Another example is that, working with the student projects, a teacher does not say who should do what and how to draw up the project, but organizes the process so that a student planned, implemented what was planned and analyzed the failures and successes on his/her own.

Therefore, one can state that the open education methods contribute to the improvement of the key competencies of the teachers.

THE CREATIVE POTENTIAL OF A PEDAGOGUE AS A MEANS OF LIFELONG PROFESSIONAL DEVELOPMENT

S. V. Radkova

Modern society does not require a pedagogy that goes beyond the needs of society and meeting its requirements too late, but an anticipatory pedagogy as a system of intellectual and psychological development, forming the stable individual components of a creative thinking style. The key figure in the educational process aimed at forming in children and adolescents the qualities of creative people is the teacher.

Interest in the problems of creatively gifted children and adults remains and is even increasing these days: in psychological literature there are about three hundred theories and creativity tests [8]. Creativity is valuable and popular in society, and this trend will continue in the future. Creativity is considered as characteristic of the creative potential of individuals, both as an internal feature of the human mind [7], as well as a special type of intellectual ability, creative style of activity, as a result of the creative achievements of the individual (J. Guilford, E. Ogletree, F. Yulak, E. E. P. Torrens, J. Foster and others). M.S. Bernstein, J. A. Ponomarev, and K. R. Rogers define creativity as a property or a system of complex traits [1]. D.B. Bogoyavlenskaya and O. K. Tikhomirov consider creativity as a feature of the intellect or the highest level of intellectual activity of thinking. There is no doubt that students need to develop creativity in the educational process. One of the conditions of development is the quality of the teacher. Russian psychologists M. M. Kashapova and Y. A. Adusheva have raised the question about the existence of a special integrated component of professionally important qualities of a teacher who helps in the development of creativity of pupils. This comprehensive teacher's ability to appreciate, comprehend and understand the creative student, the ability to notice it and provide the necessary psycho-pedagogical support is called abnotiveness. The structure of abnotiveness is identified by the following components: reflexivity, empathy, social intelligence, relevant creative, motivational and cognitive components. The issue of abnotiveness of teachers is relevant and hasn't been researched in detail. M. M. Kashapova and Y. A. Adusheva in their work confirmed the hypothesis that the teachers of humanities have more opportunities to develop their own creativity, as well as use unconventional teaching methods in the classroom. This does not mean that among teachers there are no creative people. The fact that the humanities have no clear canons, the greater the possibility of interpretation, whereas in the exact sciences there are clear rules, formulas and laws

to follow. In view of the relevance and importance of the issue of creativity, students need to work on the development of abnotiveness with teachers [3]. Thus, the creative person can build and develop only a creative person, giving the student the freedom of creative space in the development of the external world, creating favorable background for creativity, creative values and natural self-development.

Teaching is a psychologically complex profession of the “higher type” (predominance of creativity and the need for continuous self-development), characterized by the presence of specific traits, emotional and intellectual inputs, and personal contributions of the subject of activity into its object. On the other hand, the profession is characterized by uncontrolled power over others [5]. The professional activity of teachers comprises a group of tasks full of stress factors and challenges [4]. One problem is the risk and consolidation in the teaching process of personal and professional deformations, adversely affecting both the activity itself and the whole life of teachers. The personal and professional deformation refers to new formations that arise in the three spaces of personal and professional life of teachers - individual, work, relationships. The essence of the new formation is in violation of the dynamic balance between each of these areas [5]. The prevalence of occupational deformation in the teaching environment is put at 56%; the tendency to pedagogical deformation was detected at 32%; no signs of deformation of the person were recorded at 12% [2]. A specialist deformed by activity has the following features: overconfidence, pedantry, aggressiveness (especially verbal), authoritarianism, contempt for other occupational groups, protective rude humor, rigidity of thinking, formalism, adherence to traditions and norms (sometimes distorting his vision), inadequate self-esteem, etc. Most authors dealing with the problem of professional deformation have formulated the approaches in terms of “prevention” and “overcoming” of professional deformation. N. B. Moskvina focuses on the fact that they do not fully take into account the fact that the deformation is generally not reflected by them. Deformation changes are perceived by the teacher as inalienable positive experience. In appeals to overcome the deformation teachers perceive encroachment on their experience, a part of themselves. This causes resistance, triggers psychological defenses, making the task of overcoming intractable. Science and practice are facing the task of justification of such pedagogical conditions and ways to minimize the risk of deformation, which would not cause resistance. The crucial requirement may be feasible in the case of a shift in focus from ideology to overcome the deformation on the ideology of the transformation of negative possibilities contained in the deformation of risk, into positive opportunities.

That is, transform the risk of personal and professional strains of teachers in the resource of their development with the help of pedagogical tools. The relative stability of the transformation of risk of personal and professional deformation in the resource development of teachers in postgraduate education is provided by the prolonged nature of the process of training, implying, of course, preparation at the start of the transformation, and post-graduate support of teachers in realities of an educational institution as fixing the beginning of transformation [6]. From our point of view, creativity training for teachers can play a preventive and transformative role in addressing professional deformation. The system of qualification improvement of teachers can be a means of personal development, going beyond translation of knowledge on subjects, that is, will not only work with professional competence, but also with other professional components arising from of the structure of an individual teacher. One such component is the creative direction of the individual teacher. It is obvious that the old forms of education for teacher training affect exclusively the cognitive structure of personality of the teacher, with similar unilateral affect on schools and higher education, creating conditions of professional deformation. The assimilation of values and sense of life that are necessary for the prevention of professional stagnation demand for new forms and ways of learning when possible through acquisition of experience. And just such a form and a psychological training.

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LYCEUM EDUCATION AS AN ELEMENT OF LIFELONG EDUCATION

I. A. Rubtsova

Innovative types of educational institutions (lyceums, gymnasiums, etc.) appeared in the course of the democratization of education in Russia in the late 1980s and early 1990s. This period was the first step in the development of an alternative educational system, the establishment of which took place in 1992-1996. The guidebook, "Innovative educational institutions in Russia", issued in 1991, emphasized the following main features of such an educational institution: innovative, professional; should be established as part of a higher educational establishment; application is based on competitive selection of individuals who have shown interest in the chosen profile [5; 87]. The national doctrine of education in the Russian Federation adopted in 2000 records the presence of the education institutions focused on advanced training for schoolchildren according to the areas for further training in high school [6].

The first decade of the 21st century was a decade of profile-orientation with a considerable role played by lyceums. In accordance with the Model Provisions for educational institutions, approved by Government Decree on 19 March 2001, high schools implement educational programs of basic and secondary (complete) general education, providing better trained students in technical or natural sciences and can implement the general curriculum of primary education [7, 110]. The main document defining the concept of the introduction of Special Education was "The Concept of Special Education", adopted at the federal level in 2002 [8, 21] and implements the principle of variability of education as set forth in the Russian Federation Act "On Education" (2007). The National Educational Initiative "Our New School" (2010) is one of the main objectives for the development of abilities of each pupil [9], and the federal government standards for the second generation include the possibility of a student selecting an educational route, with growing number of subjects being selected in senior grades [10].

Despite a fairly clear definition of the place of high schools in the education system, the current state of lyceum education suggests that the question of the status of the lyceum is open. After the restoration of lyceum education, the picture looks as follows. Analysis of data from official websites of 93 high schools in Moscow and the Moscow region showed:

Firstly, modern lyceum education is presented in the following ways: (a) professional high schools that are comparable to secondary schools (high school of culinary art, trading lyceum, art vocational school, etc.); b)

high schools attached to universities, providing training to the profiled training in one or more universities of one direction (Lyceum of Moscow Engineering and Physics Institute, Lyceum of Moscow Power Engineering Institute, Linguistic Lyceum at Moscow State Linguistic University, Physics and Mathematics Lyceum at Moscow State Technical University named after Bauman and others [11]; c) multi-disciplinary high schools (most of them); d) secondary schools in secondary schools [11]; e) elite private high schools, providing academic education of humanitarian subjects (Moscow Lyceum "Stupeni").

Secondly, profiling strictly meets the requirements of the model provisions for educational institutions, that is, in technical and natural sciences there is about a quarter of high schools that have been researched; the rest of high schools meet the requirements prescribed in the information and reference manual "Innovative educational institutions in Russia" [5, pp. 87] or prefer the versatility that is explained by a choice of school for applicants and attracts a large number of students which becomes relevant in terms of introducing regulatory and per capita funding.

Thus, profiling of high schools in Moscow and the Moscow region can be represented as follows: Physics and Mathematics (37%), Chemistry and Biology (32%), Information Technology (24%), the linguistic, socio-economic, socio-humanitarian, artistic, aesthetic, philological profiles and secondary classes in the high schools (9-14%); fine art and technical sections are quite rare at high schools (4-5%). Still, there is no strict regulation of the profile name of these institutions. We can state that at the present stage of development of Russian education the lyceum stands for "secondary school with advanced courses in a specific profile" [12, pp. 279]. Currently lyceums are schools with a small number of students (190 to 400 people, and above, which is rare), which increases their vulnerability in terms of per capita funding.

In recent years we can trace an active transition of the mass secondary school (and not only special education) to the pattern of special education, which threatens the fate of the person as relevant educational institutions. What are the prospects for high schools? What is the principal difference between a lyceum under current conditions from a conventional school with a more favorable financial and logistical situation? The draft bill "On Education" that enters into force in 2013 defines lyceums as "comprehensive schools which provide extended secondary comprehensive education with profile preparation of students in the subjects (subject areas) of the technical, mathematical, natural-science cycle" [13, Art. 94, p.3]. According to Article 139 of the same bill "educational institutions of primary

vocational education of a 'vocational school' type are to be converted to professional educational organizations of the corresponding type”.

Some researchers determine the following directions of further development of lyceum education: a) in the new conditions lyceums will re-qualify into specialized schools or multi-subject schools, i.e. independent schools will stop existing; b) based on high schools as institutions are usually the best training conditions will be formed on territorial network resource models of profile training, and accumulated authority and resources will become a competitive advantage in the struggle for students in the normative per capita funding (such a model of development is likely to be beneficial for both the special schools, and for lyceums themselves); c) in the situation of competition with a school profile there can happen an out-flow of students to profile schools in order to optimize its load by reducing the amount of hours or complete exclusion of non-core disciplines that will lead to the preservation of traditional academic approach to the lyceum education and the existence of high schools as an alternative to practice-oriented specialized education [14, 15, pp. 54]. The latter scenario is likely to lead lyceums to the needs of alignment of educational programs with pre-university and university preparation [16, pp. 110].

Thus, the current state of lyceum education testifies to the need of preserving this type of educational institutions as part of lifelong education system in Russia.

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ESTABLISHMENT OF THE CONTENTS OF SECONDARY SPECIALIZED VOCATIONAL EDUCATION

Sh. I. Ruzieva

The content of training serves as a differential system, the composition and structure of which are determined by a specific profession. The educational system of vocational education training has a special place here. Considering the content of education as a system, one should pay attention to the fact that this system is isomorphic or homomorphic to the system of training purposes. The content of training in a specific form of teaching reflects the content and nature of work and the overall structure of the labor process, and the laws that underlie all activities. Therefore, characterizing its different sides and aspects, the system of concepts shows not only the presence but also the process of forming and selecting the content of vocational education.

Under the content of education one should understand the system of scientific knowledge, and practical skills, as well as philosophical and moral ideas, which must be mastered by students in the learning process. The content of education is due to the goals and needs of society and is expressed in requirements to the system of knowledge and skills of graduates, to their worldview, civil and professional qualities, and the level of their cognitive abilities and needs.

Requirements for the level of preparedness of a specialist for the content of education are presented in the State Educational Standard, and the specialty itself, and the standard should meet the following conditions: (a) a specific pedagogically sound element (the identity of the learner, the content of the educational process, the quality of learning, etc.) which can easily be distinguished from the general structure of education; (b) diagnostic indicators of the quality of that component; (c) quantitative criteria for assessing the manifestations of the educational element; (d) well-known methods of quality control over all selected indicators.

The transfer to the State Educational Standards will solve the problem of quality assurance of secondary special vocational education and ensure the competitiveness of graduates of professional colleges on the labor market.

IMPROVEMENT OF THE QUALITY OF ECONOMIC EDUCATION AS A PEDAGOGICAL PROBLEM

M. G. Sergeyeva

The problems of training, reform of the Russian educational system, and the development and introduction of market mechanisms for regulating its relationship with the real economy are related to a number of critical national problems. Under these conditions, the competitiveness of a future expert acquires the status of one of the most important indicators of professional education establishments.

Theoretical analysis has shown that the economic education of students is one of the priorities of modern education, the goal of which is to create economic competence in specialists and training it to respond flexibly to the needs of social development, and adaptation of a specialist to the new market conditions. It is important that economics do not cover anything outstanding from general and vocational education (G. I. Ladoshina). Following A. F. Amenda, V. A. Polyakov and I. A. Sasov, economic education is regarded by G. G. Magadieva as a specially organized process, which forms a future specialist with economic knowledge and skills, acquired by means of economic activities formed by economic thinking. G. G. Magadieva concludes that the quality of economic education is a multidimensional and complex concept and is considered in science in different ways, in particular, as: (a) the quality of the education system, ensuring the achievement of a given (statutory) level of training by the students; (b) the compliance of the educational system to the norms, standards and requirements, adopted in society (G. Eremeyev); (c) a certain level of acquiring the development content of education and development, which is achieved in accordance with individual capabilities, aspirations and goals of education and training of students; (d) the degree of satisfaction of various participants in the educational process with services provided by educational establishments or level of achievement of goals and objectives (S. E. Shishov and V. A. Kalney); (e) an integral characteristic of the educational process, reflecting the compliance of the results of education to the goals set and forecast in the area of potential development of the first student, etc. Thus, the quality of economic education is an integral characteristic of the educational process, reflecting compliance of the results of economic education in vocational school to the requirements of educational standards of the second generation and the defined objectives, predicted with regard to individual learning opportunities, for which there are conditions ensuring their adequate level of professional competence for creative

self-realization in work, efficient solution of economic problems on different complexity levels and flexibility in adapting to the rapidly changing socio-economic conditions.

While analyzing the works of G. I. Ibragimov, we can conclude that the structure of the quality of professional education consists of economic levels of internal and external quality. The levels of internal quality are as follows: (a) the projected level (the quality of state educational standards); (b) the realized level (the quality of the content of the implemented economic education and the educational process, conditions and management of educational process); (c) the current level (the quality of results) defined by professional competence of graduates, their employment and competitiveness, flexible adaptation to the socio-economic changes, and the dynamics of professional growth. The external quality of economic education impacts the acquired economic education on society, environment, which reflects in the quality of relations of an educational establishment with its social partners.

The qualitative improvement of economic education is provided by the implementation of a complex educational environment, including: the development of professional competence of the future economics based on the model of graduates; implementation at all stages of training of educational projects and business plans that provide positive motivation and sustained interest of students for professional activities; classroom use of simulation workshops that simulate professional situations and economic problems.

G. G. Magadieva offers a model of economics education, allocating blocks (target, meaningful, efficient, criterion-evaluation), as well as stages of the training of students and the requirement of educational standards. The purpose of the model is defined as the training of economists under competitive market conditions. The result of the model is a graduate with high level of professional competence. G. G. Magadieva distinguishes three phases of development of professional competence of future economists in the graduate-level model: adaptation, forming and transforming stages. The adaptation phase which coincides with the first year of college is associated with the introduction of future economists to the world of professional values and thus an assessment of one's capabilities. However, if the adaptation phase employs the idea of forming views as a theoretical basis for organizing the process of professional competence development, the second step serves as the psychological theory of "self" image. The transfer of a student to the new subjective position associated with implementation of a new social role (the independent practice of quasi-professional activity) de-

termines the third phase of active transformation of a future economist. This stage is characterized by conscious overcoming of the difficulties of vocational training, self-manifestation of ways to develop personal professional competencies (qualities, skills and knowledge) in the new environment. This stage reflects the structuring of one's own "vision as a future professional". Based on this, while developing the reflexive position of a future expert, it is important to pay particular attention to the work of the student with the "self-concept" offering to perform certain tasks in the course of business cases.

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USING EDUCATIONAL TECHNOLOGY TO DEVELOP A PERSON'S INTELLECTUAL POTENTIAL

M.I. Teneva

This presentations describes the content of the educational technology model which is used to develop students' personal intellectual capabilities in the course of teaching them the psychology of communication.

Theoretical basis. The model is based on the basics of constructivism, the module-based approach to intellectual development (Gardner, 1983), the functional substantive model of intellectual potential (Alexandrov, 1990) and a modern version of Bloom's taxonomy (Anderson, Krathwohl, 2001).

A person's intellectual potential person is interpreted as the ability to learn, understand, analyze, assess and influence oneself and others, and is defined as a systemic quality of a person which enables him or her to live in harmony with him or herself, and to build and implement efficient social interactions. This concept includes both forms of intellectual potential of a person described by Gardner: intrapersonal and extrapersonal (Teneva, 2010).

Background: teaching pedagogy and pedagogic ethics. When learning pedagogy, students get familiarized with the module-based approach to personal intellectual potential and practice in applying it in different pedagogical situations. They absorb knowledge and «rehearse» different roles for educational interactions. Knowledge and competencies of students are enhanced by learning Pedagogical Ethics, which helps them acquire skills for interpersonal and professional interactions.

Goals. The major goal is to improve the personal intellectual potential of students through the absorption of knowledge at the actual, procedural and metacognitive levels. Upon completing training a student should be able to (specific goals): (a) recognize, interpret, explain and distinguish between basic concepts, theories, models and structures; (b) know and apply the module-based approach and transaction analysis in communication; (c) define, interpret, explain, distinguish between and classify types of communication; (d) know, select and apply different methods and techniques of influencing oneself; (e) analyze, find links between and interpret verbal and non-verbal signals; (f) express, reason and defend his or her own position, etc.

Learning process content. The content of the learning process is divided into five parts corresponding to subjects of the syllabus: (1) Communication as a social phenomenon; (2) Intellectual potential of a person

and communication; (3) Communication without words (non-verbal communication); (4) Influence of words (verbal communication); (5) Virtual communication. The content of the learning process is open and mobile, depending on both the competency of learners and their interests in learning. Each student is free to suggest subjects for discussion and cases and engage in role-playing games.

Resources. Various electronic and printed information resources are available. There is a guide for self-guided work and teamwork designed to streamline students' activities (Teneva, 2010).

Forms. Mandatory forms of learning include seminars and self-guided work. Consultations are optional and provided either on a face-to-face or mediated basis (by telephone, e-mail or Skype). The specifics of a particular subject determine whether students work collectively, individually or in a team guided by a teacher.

Methods, techniques and conditions. Focus is placed in the course of learning on interactivity and learning through action. Knowledge acquired during mini lectures (5 to 10 minutes long), heuristic conversations and discussions is applied in solving case studies, games and trainings. A teacher delivers ready-to-use algorithms for learning and assignments for self-guided work, encouraging students to develop their own learning styles and select tasks in line with their educational needs and interests. A *mini lecture* (5 to 10 minutes long) is designed and most frequently used to introduce students to the subject of a lesson or to explain new concepts, theories, approaches and methods. There are diagnostic tests and trainings, as well as cases and role games. The most interesting cases are performed in the form of interactive games. «Short» and «long» essays are used as a method of frontal control and evaluation of knowledge. Students refer to them as «little and big tests», since they are written during a single seminar. No subject is known in advance for the short essays, which have to be completed in 15-20 minutes, while students prepare themselves on a certain subject in advance for writing a long essay (40 minutes).

Students' achievements are evaluated in accordance with predefined criteria and grading standards.

6. Evaluation of learning outcomes. The basic assessment methods include observation, a questionnaire-based survey, individual and group discussions, review of the content of e-mails sent to the teacher, and evaluation of students' achievements. Results of the analysis are used to make adjustments to further projects in teaching this discipline. Evaluation criteria include: (1) A match between goals, expectations and achieve-

ments; (2) Satisfaction with learning (among students and teacher); (3) The level of self-evaluation and learning achievements of students.

The main advantage of this technique is that it is focused on students' needs and interests, thereby enabling a high degree of freedom and activity. Analysis of the students' opinions shows that this approach to learning management is perceived by students as easy, attractive and productive.

THE STUDENT'S PERSONAL DEVELOPMENT AS A KEY TO SUSTAINABLE DEVELOPMENT

F. Umarova

The child's personal development is a main objective of the educational process, as expressed in many international documents. The 6th Central Asian Educational Forum (Astana, June 27, 2007) adopted a resolution on what was necessary to do: to focus efforts on improving the quality of education services so that they meet the fundamental principles of UNESCO's "Education for everyone"; to speed up work on unification of educational standards, oriented at competency, training students for real life, modification of organizational principles of the educational process with the active role of the student in it; redirecting national systems of education towards more active usage of information, communications and distance technologies, etc.

Achieving the set objectives largely depends on the nature of pedagogical communication in an educational establishment. The pedagogical practice shows that any "pluses" of professional and pedagogical training of a teacher can be impaired by poor pedagogical communication. This inability to communicate often forms a basis for a declined interest among students to study. Abilities or inabilities of a teacher to take a student's position as well as the art of communicating are caused by such qualities as empathy and sympathy to a large extent. These qualities are necessary for all professions of the "person-to-person" kind. Development of a teacher's social and psychological tolerance for others is affected by the general direction of society; the nearest environment (family, work team, informal group); gender and age features, and characteristics of temperament.

The teacher's tolerance inevitably leads to tolerance by students, as the most human traits are acquired by the young generation as a result of imitation. Pedagogical communications can often be unintentional, i.e. unconscious, and intuitive. It is in the process of unintentional communication that a genuine style of pedagogical communication can often be discovered. As pedagogical skills improve, the zone of conscious actions of a teacher expands. Awareness of the intuitive by a teacher affected by training is perceived as inspiration, and may lead the teacher to a state close to peak-experience.

Individual communication between a teacher and a student (didactic communication) and a frontal communication require different psychological means from a teacher and are based on different personal traits. Communicative one-sidedness is typical for some teachers: a teacher is good at frontal communications and not so good at didactic ones. Each teacher in-

interacts with students on the language of a subject that he/she teaches (informative, didactic communication). The description of interpersonal communication on the language of a curriculum subject is very specific and has not been properly studied. The typical mistakes of a school dispute are: the conversion of a dialogue into parallel monologues (everyone talks, without listening to each other); the teachers' wish to have quick, hasty answers from the students (without letting them look for their own solutions), etc.

The way a teacher interacts with students of different ages is also a characteristic of pedagogical communication. For primary school students, behavior regulation takes first place. The teacher interacts with them mostly through direct and indirect orders. The psychological mechanism of these impacts is an infusion with predominance of explanations, persuasions, and requests.

Communications between teenagers are characterized by a "feeling of being adult". In the system of communications between a teenager and the environment, a special position is given to people of the same age, since, as a rule, they can not imagine themselves without a team. The motif of learning at this age is receiving approval of their position from adults and friends. At a senior age the contradictions seen by teenagers soften, and relationships with other people become more balanced. An awareness of one's life position and one's opportunities becomes primarily important. Intolerance to moral lecturing and edification remains. Debates, discussions, and other active methods of teaching become most effective for this age group.

Emotional, comfortable, positive communication is a prerequisite for the creative, commonly shared activity of teachers and students, their "helping behavior" toward each other, the ability of all of us to live together.

A MODEL FOR QUALITY MANAGEMENT OF EDUCATION IN ACADEMIC LYCEUMS

Sh. T. Khalilova

When starting to create models for assessing the quality of an educational institution, we understand that we need to create a model that meets several criteria: first, the notion of “high quality education” should be assigned as the result of education and the educational process as a whole based on the control level of knowledge and students’ skills , second, the allocation in this model of the two sides of education quality assessment - assessing the consumers of educational services, i.e. external evaluation, and internal quality assessment in the education system (which is why for us quality as a relative concept has two aspects: compliance with standards or specifications, and correspondence to the users’ needs), third, the definition of subjects and objects of the model (who is evaluating, who or what are being appraised, based on what criteria, etc.; fourth, quality assessment is not limited to testing students’ knowledge (though it remains one of the indicators of the quality of education); and fifth, evaluation of the quality of education is carried out comprehensively, considering the educational institution in all aspects of its performance, i.e. the use of quality monitoring, means the gradual process of monitoring receipt of the product.

Consequently, the elements of a system for monitoring the quality of education are: (a) establishment and operationalization of standards: definition of standards, (b) operationalization of standards in indicators (measured values), (c) establishing the criteria for assessment of the achievement of standards, (d) data collection and assessment: data collection, (e) result evaluation, (f) taking appropriate measures based on these estimates. Going through the procedure of state accreditation examination and the licensing process, each institution carries out internal monitoring of the quality of education, identifies problems and contradictions in the educational process, and outlines the direction and objectives to address them, while the second step is appraisal by of external bodies (commissions).

The high schools of the republic are working to develop and implement a quality management model for education, based on the following criteria: (1) the quality of development of educational activities (modeling quality of the educational process, the quality of the educational program, the quality of development of training sessions), (2) the quality of the educational process (quality mode of an educational institution, the quality of the schedule, quality of the education management process, the psychological climate, the quality of training sessions, the quality of teaching, the quality of the educational activities of high school students, certification and

state accreditation, the impact of participation in the priority national project "Education", etc .) (3) the quality of teaching conditions and facilitation of the educational process (the quality of regulatory legal provisions, the quality of staffing, quality of methodical facilities, logistics, information support, etc.); (4) the quality of the results of educational activities (quality results of state certification, the efficiency of teaching and research activities). However, we understand that the quality of education is directly related to such factors as: (a) the educational level of teachers, their professionalism and skills, and personal qualities, (b) the aspirations and desires of students to acquire knowledge at a new higher level with the use of modern educational and information technologies, (c) the readiness of the system of the educational institution to track the educational process, and to give a correct estimate of teachers' and students' work.

A new direction in appraising the quality of education is the active participation of students in public Internet competitions, contests and distance learning programs, resulting in final control in the form of determining the level of mastering the material and making recommendations for further work. We understand that the assessment must satisfy qualities such as: validity (clearly within the program of instruction), objectivity and stability (i.e., not susceptible to change, regardless of time or the nature of the exam), accessibility and visibility (i.e. the time, scientific forces and means for their development and implementation should be available to that country).

The methodical council of the lyceum has developed recommendations for the teaching staff for monitoring the quality of education, which stipulates that the processes of monitoring, diagnosis, and assessment of knowledge and students' skills need to be carried out in a logical sequence in which the training is conducted.

The first link in the verification system is preliminary identification of the trainees' level of knowledge. As a rule, it is carried out at the beginning of the school year to determine students' knowledge of the most important (core) elements of the course studied during the previous academic year. Preliminary testing is combined with so-called compensatory (rehabilitation) training aimed at addressing gaps in knowledge and skills. Such verification is possible and appropriate, not only at the beginning of the school year, but in the middle, before studying the next section (course).

The second link is to test knowledge of the current verification process of mastering each subject. The main function of the current inspection is learning. The methods and forms of such tests may be different; they depend on such factors as the content of educational material, its complexity,

age and level of training of students, the level and learning goals, and other specific conditions.

The third part of testing knowledge and skills is re-inspection, which, like the current one, must be thematic. In parallel with the study of new material, students revise previously acquired knowledge. The recheck contributes to better mastering of knowledge, but does not allow characterizing the dynamics of academic work, or diagnosing the level of knowledge assimilation. The appropriate effect of such knowledge checking can only be achieved by combining it with other types and methods of diagnosis.

The fourth link in the system is periodic examination of knowledge and skills of a whole section or essential topic of the course. The purpose of such testing is to diagnose the quality of students' progress in relationship to the structural elements of the training material studied in different parts of the course. The main functions of periodic inspection are systematization and generalization.

The fifth link of the verification is organization of the final check and recording of knowledge and skills acquired at all stages of the didactic process. The final performance assessment is held at the end of each quarter and at the end of the school year.

Complex assessment is a special kind of assessment. The ability of students to apply their learning in different subjects of knowledge and the ability to solve practical problems are diagnosed with the help of complex assessment. The main function of complex assessment is diagnosing the quality of the implementation of interdisciplinary connections, and the practical criterion of complex assessment is often the ability of students to explain phenomena, processes and events based on complex information drawn from all subjects being studied.

Perhaps the most common seven basic forms of measuring are: observation (the most ancient method of assessment and monitoring); the oral form of testing knowledge; written testing of knowledge; interviewing; testing and the Unified State Exam, participation in test-rating contests; as well as questioning, though this is more a diagnostic tool than a controlling one, and interim certification that tests knowledge of certain subjects.

The information program "Network City" is a new feature in implementation of the model of quality management in education. This project creates opportunities for organizing internal information space: it allows monitoring of the learning process and improves administration procedures. "Network City" is a powerful informational tool for implementing the principle of openness of the educational process in high schools. "Network City" has

replaced the established and proven high school system for monitoring the quality of education provided on slides.

The model for high quality management in education is in its initial state, and, undoubtedly, requires further clarification, but we can already say that it makes it possible for an educational institution to make the transition to the mode of innovational development.

THE CHALLENGE OF NURTURING THE NEED FOR LIFELONG LEARNING IN STUDENTS

I.A. Khramtsova

The need for lifelong learning must be nurtured in a young person from early childhood. This will ease the child's transition from kindergarten to school, and the child's thirst for learning will remain and grow in the school environment. It is up to the general secondary educational institutions to develop powerful ways to nurture a steady, organic need for constant learning and improvement in students, both in school and in adult life thereafter.

Our analysts polled 145 administrators of schools, vocational training institutions and employers in the Sverdlovsk Region in November 2010 to find out what they had to say about nurturing the need for lifelong learning in children. The majority of our interviewees believe that more attention should be paid to constantly analyzing those factors that engender the need to independently renew one's knowledge. They think that independent learning should be made a compulsory element of curricular activity in schools.

Our respondents believe that schoolteachers do not devote enough time or effort to nurturing the need for lifelong learning in schoolchildren. Only 10% of our sample said that in their schools the teachers make a consistent effort to propagate such a need, and 50% said that their schools make "some effort." Eighty percent of our respondents suggested that funding should be increased for extracurricular activity in schools, and those extra hours should be used to bring out and develop personal talents and aptitude in children. 70% of the sample think it would be great if children were trained in the basics of independent learning and self-education in all classes. But the question is: will the teachers be able to provide such training?

Our poll of secondary vocational and higher vocational school administrators revealed that, in order to stimulate commitment to lifelong learning in students, it is important to demonstrate how such a commitment can advance their career growth. Only 15% of our respondents said they were sure they fully inculcate commitment to lifelong learning in their students, and 55% said their effort was a mixed success. To raise interest in lifelong learning among students, our respondents proposed the following: (a) develop independent learning and self-education skills in all classes (60%); create the right environment to inspire students to learn collateral trades (40%), and a few other ideas. Now that the new standards are out, requiring that 65% of academic time be devoted to students' independent work, it

is absolutely necessary to start teaching the basics of independent research in secondary school. But, as some of our respondents aptly remarked, teachers themselves need training in how to inspire and train their students for lifelong learning.

DETERMINING THE DEVELOPMENT COURSE FOR ADDITIONAL EDUCATIONAL SERVICES IN MOSCOW COLLEGES BASED ON PROSPECTIVE TRENDS FOR DOMESTIC VOCATIONAL EDUCATION

E. A. Tsarkova

The upcoming changes and redistribution of powers between the vertical levels of governance call for the launch of new funding schemes for educational (including the additional services) services, using a range of unique management tools for financial provision of the educational institutions, the principal ones of which are: standard per capita funding, municipal contract and municipal order. The toolkit is focused on the final effect of the work of colleges as consistent with the pre-established and specified quality rates for criteria of the educational services rendered.

This raises the following questions for educational institutions: "How is the standard establishing the cost of additional educational services as directed by the state order calculated?", "What are the requirements on the amount, contents and quality of the additional educational services demanded by the customer?", "How to calculate the amount of receivers of the additional educational services beyond the general vocational education programs?", "What are the royalties returned to the state customer if the material and technical means acquired within the state orders are used to implement the programs of occupational training, retraining and advanced training beyond the state order?". At the same time, the development prospects for vocational education in Moscow indicate there will be a shift from the functional models of an educational institution to the functional and structural models of educational systems in the short term. Therefore, the educational complexes will be managed by the state contractor as well as by other non-governmental organizations on mutually beneficial conditions. In this respect, the consolidation of the educational institutions' resource capacities will effectively encourage the development of the complexes in which colleges are designed to become a core institution providing a variety of dynamically developing additional educational services. This is extremely relevant within the shift to the new funding schemes for educational institutions.

Rendering paid educational services such as occupational training, retraining, advanced training, various additional educational programs, teaching of specific courses and subjects, tutoring, enhanced studies and other services (beyond the educational programs and federal state educational standards not included in the state order) to the public, enterprises,

institutions and organizations allows the state budget or independent educational institution (organization) to benefit from this work and, excluding the founder's share, reinvest the profits into the educational institution's development. Thus, the Moscow system of secondary vocational education also has obvious material, information, personnel, infrastructural and territorial advantages. Currently, around 4,000 vocational training (retraining) programs have been developed in over 40 colleges of the Moscow Department of Education, which makes 45% of the total. The programs are successive to almost all programs of the primary vocational education. The training programs for specialists in economics (over 600 programs) are offered in nearly 60 colleges in the capital (67% of the total). Most colleges (84% of the total) are planning to increase the list of programs within which training (retraining) and advanced training of the adult population will be carried out in the near future.

Programs of informal education, which are mainly characterized by organized and sustainable communication which promotes training which can include the persons of all ages regardless of their educational level, are developing dynamically. Colleges in Moscow offer informal educational programs in the form of different regular courses, trainings, and short workshops to various groups of citizens at every stage of education or employment through different groups, clubs, classes, and art workshops, either at individual lessons or with a tutor / coach. The informal educational programs implemented in colleges are distinguished within the following fields: programs of general cultural trends including the programs of social, educational, tourist and regional, art and leisure areas; health-saving programs which include various sport-oriented and physical training programs.

Colleges design educational programs for different age groups within the updated training, retraining and advanced training programs which are multi-optional and flexible in their terms and conditions for effective work organization with access to various educational programs for the public. In this respect, the implementation of individual elements of the educational program should be aimed at the consumer, considering the consumer's individual characteristics and primary educational level. The concepts of adult education should be focused on outrunning the essence, which is needed to establish closer ties with employment centers, recruitment agencies and city enterprises. This work should be supported by vocational counseling and guidance, including the possibility of occupational tests.

Innovations in the education management system, the changing role of the state and improved state funding schemes for secondary vocational education will be positively accepted by the college administrations and

teaching staffs when the accent of educational institutions on the development of the organization's competitive benefits switch to the involvement of all participants into the process. Currently, this is becoming one of the most essential requirements for the educational institution's development, which demands formation of adequate qualifications for the administration and teaching staff.

Being a research and trial mastermind and coordinator of the innovative development of the capital secondary vocational education, the Research Institute for the Development of Vocational Education provides advanced training, academic and tutorial support and professional academic counseling for the teaching staff of educational institutions concerning the effectiveness of educational institutions of secondary vocational education at organizing additional vocational education, the use of potential educational technology and the design of innovative adult vocational education.

DEVELOPMENT OF HUMAN RESOURCES IN THE SYSTEM OF POST-GRADUATE EDUCATION IN THE COURSE OF TRANSFORMATION OF THE SOCIALIZATION PROCESSES OF AN INDIVIDUAL

E. R. Chernyshova

1. One result of the development of scientific and highly technological industries in the 20th century was the presence of a new self-development mechanism in the economies of the world's leading countries. The experience of developed countries has shown that the basis for sustainable economic growth provides a high level of knowledge. Within the framework of education, the knowledge economy is characterized by the global labor market, i.e. the demand for skilled labor. Education in market conditions is defined as intellectual capital, which determines the policies of state and social groups in a broader framework than the scope of individual nations. At the same time education is the foundation of an individual, society, nation and state.

The main resource of innovative capacity in the development of educational processes is human life, creative activity and openness to innovation, which all depend on professional competence and style of management. The dominant characteristic of this trend is “manageable”, which implements the idea of updating the development of civilization; the human being takes responsibility for the sustainable dynamics of socio-natural processes and management.

2. Trends in the development of significant social processes in society reflect essential social needs, which are formed on the basis of the objectives and challenges faced by society in a specific historical period. Thus, the expansion of transnational education raises the problem of the relationship between the level of general cultural identity, globalization and the level of the system of higher education, including the value of global pedagogy and the impact of international education providers in the federal and regional system of postgraduate pedagogical education (hereinafter - SPPE). This trend towards social development includes multi-variant social processes based on the multi-dimensionality of the modern world. The concepts of the “multi-dimensionality of development” and “multi-variant development” gain importance as indicators of social development studied in the context of non-classical sociology. Based on a subject-subject approach, the trend of the socialization of the individual in modern society is considered as development and adaptation in the process of productive professional educational activities through assimilation and reproduction of cultural communication that occur during human interaction with natural and spe-

cial-purpose operating conditions of the social system. The economic transformations within higher education are aimed not only at the development and implementation of the optimum implementation models of modern relationships in the system of postgraduate education, but their gradual integration into the international educational community. This increases the demand for communication processes in the world of global networks, whose efficiency depends mostly on the quality of managerial decision-making in the provision of educational services based on sound marketing decisions.

3. The main prerequisites for the establishment of human resources of the system of postgraduate pedagogical education are the modern processes of establishing a democratic, law-governed, welfare state, development of the principles of civil society, the integration of developed countries into the European Community, and educational reform, in particular reform of post-graduate education. The system of postgraduate pedagogical education as a social system has a complex organizational structure with essential structural elements being its organizational structures (organizations, institutions), a group of people and representatives of various categories of scientific and pedagogical staff (individuals) that determine the nature of relationships of individual subsystems. The management of educational activities in the establishments of the system of postgraduate pedagogical education is based on general ideas and concepts of management development in all components of the national higher education system.

The maintenance and development of human capital and the establishment of social capital determine the main direction of the implementation of human resource policy of the system of postgraduate pedagogical education, i.e. the “address to the human being” and “investing in people” to improve the quality of human capital. One way of implementing the concept of long-term, future-oriented, personnel policies that address all aspects of contemporary approaches to human resources management is the strategic and operational human resource planning. The essence of human resource planning in educational bodies is to create productive and comfortable organizational and pedagogical conditions for educational institutions with the required number of qualified managerial, scientific and teaching staff.

4. We have developed a model of human resource planning based on the basic algorithmic structures of individual activities (events), implemented in the work of HR department of the University of Educational Management of the National Academy of Pedagogical Sciences of Ukraine.

5. The modern trends of economic development in society predetermine the need to solve several problems, such as: (a) identify postgraduate

education as an integral part of the professional activities of managerial and teaching staff, (b) develop legal and regulatory framework promoting the operation and further development of the postgraduate education, (c) form the content of vocational training and organization of educational process in accordance with the needs of economic and social development of the states through introduction of the results of modern scientific research, (d) use of domestic and foreign experience in the field of vocational training and adult education, (e) streamline and optimize the network of postgraduate pedagogical education agencies, etc.

In these conditions the establishment of a system of postgraduate pedagogical education is able to provide postgraduate education of management and scientific-pedagogical academic employees, which will result in the high ability of specialists to implement the values of a democratic and law-based state, high-quality professional skills, critical thinking, the ability to apply scientific achievements in practice.

SELF-FULFILLMENT OF SCHOOLCHILDREN IN THE COURSE OF TRAINING AND COGNITIVE ACTIVITY IN THE CONTEXT OF LIFELONG EDUCATION

T. M. Churekova

O. N. Ovchinnikova

In the modern world, the vector of the development of education is aimed at ensuring its continuity, succession, consistency, and variability, since this form of education, in the view of the world community, has become the primary imperative for the survival and development of humanity and in solving global anthropogenic problems, leading to success and a high quality of life for everyone.

For Russian pedagogy, the problem of personal fulfillment is relatively new. It has only become the subject of attention in the last 10-15 years. E.I. Goryacheva considers self-fulfillment as the transition of "...potential abilities into current ones..." [1, pp. 149]. Therefore, if we consider the notion of "potential" as "hidden", "anticipated", "latent", "not willing to develop" [2], and the concept of "current" as "relevant", "urgent" and currently important" [3] then self-actualization can be interpreted as the transformation of hidden reserves of personality into urgent and important factors at this time. Self-actualization can be defined as the conscious desire of the person to reveal his/har maximum potential. Comprehensive understanding of self-actualization suggests three levels that reflect this understanding: (1) the level of the process (the transition of current potential into actual abilities with sufficient security conditions for this transition); (2) the level of interaction (dynamic self-developing human interaction with the world in the form of activity with the transition noted above); (3) the level of personal reflection (a component of human life, including personal understanding and solution of the essential tasks in the system of its interaction with the world through socially accepted and possible ways of a person's behavior and manifested on an individual basis).

The variety of viewpoints on this phenomenon confirms the view that the essence of self-actualization is defined by the unity of all three levels and the presence of certain conditions. The main conditions of the actualization of students, including those in the educational-cognitive activity (this is confirmed by our study) include conditions-potential facts, conditions-actions, conditions-self-actions, and conditions-external stimuli.

Conditions-potential facts are defined as the initial base of self-realization. Its formation depends on the hereditary characteristics of students (the preconditions of the genetic order) on the one hand, and from already available specific educational achievements on the other. Thus, this

group of conditions is a potential basis for the pupil, a kind of inner margin of the cognitive, emotional, motivational, value and practice-effective meaning and content.

Conditions-actions of self-actualization of pupils also include, except for simple activity outputs, the special activities of pupils in the whole structure (selection and formulation of goals, progress toward achieving them, the application of volitional efforts to overcome various difficulties). These conditions help to promote the output of internal capacity in the actual form.

Conditions-self-actions are manifested in self-pronounced processes of students: a self-identity, self-identification of students with their natural, social and personal characteristics, self-organization of learning activities, self-awareness of difficulties and obstacles to teaching, etc. These actions all act on the internal part of the personality.

Conditions-external stimuli come from outside the personality: personal liberty as the freedom and creativity of a student space for transformational activity, measurability between external demands on the student and his own internal capabilities, psychological comfort and the training micro-climate, a third-party interest in the individual student in combination with adequate evaluation of achievements (by teachers, parents, and classmates).

In the same generic view, the main condition for self-realization is the personality itself: on the one hand as the carrier of its own potential, on the other as a regulator and initiator of activities undertaken for self-realization.

In order for students to realize potential, they must not only possess certain knowledge and skills but be prepared for this process. Therefore, speaking about the readiness for self-actualization, it is necessary to bear in mind first and foremost, educational and cognitive activities. A student's readiness for self-realization in educational-cognitive activity is defined as the active-effective condition characterized by understanding the importance of independent learning and mastering the training content as personal values that reflect the interests, desires and aspirations of the student to discover his/her potential. The essence of learning readiness for self-realization in the educational-cognitive activity is to create conditions under which random and sideways processes become especially important, both for teachers and for students.

Based on these conditions, the essence of self-actualization, as well as taking into account the intrinsic characteristics of individual willingness toward self-realization, one must first focus on how to organize learning and cognitive activities. These methods are considered as the interrelated activities of teachers and students in achieving specific educational objectives

that contribute to the implementation of the trainees, as they are focused not only on the depth of the expanding of educational content, but also manifests the identity of the teacher and student relationships as well as class and teacher relations. Each act of learning and cognitive activity method is developed by the teacher, and the choice of methods must be substantiated. Consequently, a method selected by the teacher in this particular situation may not be the optimum objective, but should always be implemented taking into account the capacities of individual students, with consideration of their age differences, and with regard to their interests.

There is no a universal methodology. However, if we talk about the advantages of this or that method, the most productive, in our opinion, are the following methods: discussion, workshops, playing techniques, case studies, brainstorming, auctions of ideas, SMART (method of setting goals), graphical method for text organizing, roundtables, heuristic conversation, etc. These methods are the most popular due to the fact that together they arrange the organization of actions by mediating training information, and regulate a personality in various ways to promote and monitor progress.

Consequently, the degree of individual self-realization depends on the number of potential development opportunities discovered in childhood and adolescence, as well as on the way a teacher can help with this.

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MODELLING A PROCESS OF THE PROFESSIONAL DEVELOPMENT OF A MODERN TEACHER

E. V. Shelikhanova

**The most important event in the school,
the most instructive object
the most living example for a student
is a teacher himself.
Adolph Diesterweg**

One of the tasks of the State Program of Development of Moscow's Educational System in the period of 2012-2016 is defined as a development of human potential in the educational system. The program proposes a set of measures, in particular: the promotion of a portal of advanced professional training, providing information on the services of qualification improvement of the teachers and their selected individual programs; organization of training and support for professional development of the teachers in the framework of a national educational initiative "Our new school"; the formation and introduction of the procedures of achieving the high levels of teachers' professional qualification (teacher-master, teacher-mentor, teacher-researcher, teacher-expert), etc. Successful implementation of these proposed activities will enable the creation in Moscow education of a space for career growth and realization of teachers' creative initiative and will make it an attractive profession for young and promising graduates.

We should note that the issue of professional development is not new for national science. Its studies involve psychologists as well as teachers. According to A. A. Derkach and V. G. Zazykin (2003), the main cognitive component of the activity's professionalism is professional competency. T. V. Kudryavtsev believes that of special significance in the concept of professional development are the crisis situations. They are caused by the discrepancy between the anticipated and the achieved results, by the break of a concept of oneself and the establishment of a new concept. The periodization of professional development is based on the chronological age of an individual and is limited by time frames. Y. P. Povarenkov (2002) uses stages, periods and phases as units of periodization. The stages, as a rule, match the stages of professional socialization: (1) the pre-professional development of a person; (2) the search for and the selection of a profession and an educational establishment; (3) a professional education; (4) independent professional activities. The periods are the components of the stages. The four standard periods are specified: professional adaptation;

the sustainable growth of indicators; the period of top achievements; the period of decline that can be preceded by stagnation. These phases concretize the situation of personal professional development. They are related to solving the more particular tasks of professional development. Each period is divided into phases depending on the problem to be solved. In Y. P. Povarenkov's concept, the chronological basis for periodization is a "professional age" of a person, which is the duration of one's professionalization that exceeds the overall working experience. The concept of "career maturity" of D. Super (1957) is the most popular one abroad. Professional development is considered by the author as an extended, integrated process of personal development. Along with a notion of stages D. Super introduces a concept of "professional maturity", related to a person, whose behavior corresponds to the tasks of professional development, natural for the given age.

The notion of professional growth is very diverse. It includes: learning on courses, participation in competitions and conferences at any level, the organization of open events and workshops, the development of exclusive programs and methodical manuals, self-education, publication of articles and developments, exchange of experience and many others. In the opinion of my colleagues who were surveyed, and according to my own experience, I can say that teachers do not have enough support and even less constant assistance. In any case this is not easy when you have to overcome it alone, especially when it is a way of professional growth. Not every teacher is ready now for a purposeful, independent activity aimed at improving their professionalism. An assistant is needed to formulate the thoughts more precisely and to arrange them, to select the more appropriate form and method of presentation of ideas, sometimes to advise or to rehearse, for example, a speech at a competition or a seminar. The consultant-assistant will probably reveal a new aspect of the work, which is perceived by the teachers as routine and ordinary. In the conditions of a new system of evaluation of educational personnel the assistant will propose an interesting form of presentation of this work. Together with such a tutor and assistant it will be easier to build an individual route of stages of professional growth. We find it topical and interesting to consider in detail the process of a tutor's support for the teacher's professional development that we position as one of the models of such development.

In conclusion, we would like to note that the aforementioned problem is so diverse that its solution is undoubtedly not instant. It actually gives us reason to believe that such study has potential, and will arouse interest in the wider pedagogical community.

HARMONIZATION OF PROFESSIONAL AND EDUCATIONAL STANDARDS IN THE PERSONNEL TRAINING SYSTEM

A. V. Shin

The minimum requirements for graduates of educational institutions of secondary specialized vocational education, which are part of the state educational standard of the Republic of Uzbekistan, are intended to reflect the diversity of knowledge, skills, and professionally significant qualities of graduates in demand by the modern labor market. The only question is what is the source of information for forming these requirements?

The analysis of existing educational standards of professional education shows that the requirements made of graduates are simply adaptive qualification characteristics taken from the wage-rate reference books for jobs and professions. These regulations are developed on a good scientific and methodological basis. But they were developed for a state-controlled economy and large-scale industrial production. In the market-oriented economy, which is dominated by small and medium enterprises, vocational training qualification structure is quite different. This does not mean that the need for skilled manpower has decreased. In contrast, only the content of qualifications (as they say, competencies) demanded by employers, has changed significantly. Thus, the requirements made of graduates of secondary specialized vocational education establishments reflect “yesterday’s” production. Hence, employers are dissatisfied with the quality of graduates and the low competitiveness of graduates on the labor market. To resolve this contradiction there are professional standards, the initiative for which must belong to professional associations, which include employers, educational institutions and other interested parties of the labor market.

Professional standards can be defined as a concentrated expression of the complex of paid and steadily growing demand for work (services) demanded by the labor market, which defines the required level of skills, responsibilities, authority and responsibility. A rather clear definition of this concept is given in the international professional standards ISO 9000 as a system of establishing the level of staff for compliance with accepted standards for the sector. In the U.S. the National Skill Standards Board (NSSB), a nongovernmental organization, maintains the development and supervision of professional standards on the national level. As it states in its documents, one of the purposes of forming a national system of standards is the “arming” of workers with “mobile” skills and their certification so that people can get as many opportunities for employment in various industries as possible.

To provide widespread application of qualifications, the requirements of professional standards should form a broad set of skills among employ-

ees that will give them the opportunity to work in various industries. One way to achieve this goal is to develop professional standards, suitable for any industry from agriculture to the hotel industry. In order to reflect in professional standards the general, particular and individual in each type of professional activity, there are three types of standards within each of 16 industrial sectors: (a) *initial standards* define the knowledge and skills that are common and important for all skill levels within the industrial sector. Having mastered the initial standards, the workers receive a solid foundation for working within a given industrial sector; (b) *compact standards* define the knowledge and skills needed to perform key functions related to the family of jobs and qualifications. Having mastered this standard, employees can work in specific areas within a given industrial sector; (c) *specialized standards* define the knowledge and skills that are unique to performing certain functions at a particular workplace or enterprise. The NSSB system of professional standards can be called modular: each member of the labor market can choose what level of skill he needs. The advantage of this system is its simplicity combined with sufficient completeness of information for users of the standard.

Describing the profession on various levels of qualification, professional standards are the basis for establishment of vocational training, re-training and qualification improvement, qualification and certification of personnel, and planning a career.

The professional standard defines the main requirements of the labor market and employers of the profession, and thus lays the foundation for application of the component of the educational standard for the respective specialty. At the same time, there is an objective contradiction between the professional and educational standards as follows: employers define the professional standard by the qualification requirements, which are determined by production technology, labor costs, as well as their price ratio. Vocational education includes only training content in the educational standard, only the minimum requirements made of graduates, which can be implemented under current institutional conditions of professional training. Therefore, we should not talk about the priority of the standard in developing the requirements and their harmonization. Employers have to understand that the demands on their part are the level of the desired, while the requirements of educational standards are the level of reality. In other words, the recognition of professional and educational standards of the participants of the labor market is a compromise that is consistent with the democratic nature of market relations. Independent evaluation and certification of qualifications is the mechanism of harmonization of professional and educational standards, and, consequently, the relations of labor market participants.

LIFELONG EDUCATION ON THE BASIS OF THE PERSONALITY-ORIENTED APPROACH

G. B. Shtelmakh

Modern integration processes, Ukraine's joining the European education space and the international exchange of information in various knowledge fields have a significant impact on reforms in professional pedagogical education and impose new requirements for the retraining of teaching staff.

In Ukraine this problem is currently studied in three main dimensions: organizational and administrative, content-based and activity-based. Each of these dimensions has its own supporters. The organizational and administrative approach is about creating an environment for making the adaptation of teachers during course-specific retraining as painless as possible. Representatives of the content-based approach emphasize the sequence of mastering knowledge by teachers, believing that education will be continuous provided the succession principle is implemented and knowledge is presented without eclecticism and logical gaps. They regard the system of teacher retraining as a special case, which should be in line with the general laws of pedagogical activity. Consequently, general conditions of continuity of the base process should apply to course-specific retraining of teachers to render it continuous. Representatives of the activity-based approach believe that the course-specific retraining of teaching staff must provide each teacher with systemic training in all activities. Consequently, the course-specific retraining of teachers should ensure the systematic involvement of teachers in the processes of self-determination, rule-making and implementation, and involve reflective analysis of their own practices.

Integration of the personality-oriented approach into practice of teacher refresher courses requires mastering its mechanisms and techniques. This experience is found in humanistic pedagogy, neopragmatism, existentialism, free upbringing (US and Europe, 1970s), cooperative pedagogy (USSR, 1980s) and people's pedagogy.

The personality-oriented approach to training was discussed by many famous educationalists, such as, J. Rousseau, I. Pestalozzi, K. Ushinsky, J. Dewey, M. Montessori, etc. What all these educationalists have in common is the aspiration to bring up a free personality capable of acting proactively. These concepts are brought together in liberal pedagogy which is opposed to authoritarian pedagogy.

A review of philosophical, psychological, pedagogical and methodological literature shows that the issue of personality-oriented teaching attracts the attention of many scholars. Some aspects of this problem have been studied in Ukraine. However, psychological and pedagogical literature does not

provide enough information about the didactic foundations for an implementation of the personality-oriented approach in the advanced training of teachers. The system of teacher advanced training has the following inherent shortcomings: pedagogical activities are regulated, state programs have priority over individual needs of professors and teachers, and education methodologies are conservative. Applying the personality-oriented approach to each teacher in the professional education of teaching staff can help overcome these shortcomings.

The personality-oriented approach to the organization of the professional retraining of teaching staff is understood here as a methodological focus on the process of a teacher's personality, which helps ensure the self-development, self-fulfillment and self-assertion of a practicing teacher and the development of his/her individuality and creative style on the basis of his/her potentialities, capabilities and creative potential. The objective of the personality-oriented approach is to create the most favorable conditions for the development of a personality, the self-expression of individuality and the actualization of potentialities and creative capabilities in different activities. When course-specific retraining is organized in such a way, it involves «subject-subject» relationships. The implementation of the personality-oriented approach involves taking into account the following regularities in designing refresher courses for teachers: (a) the creation of the professional image of a teacher on the basis of activity and communication in the course of professional retraining; (b) the correlation of external pedagogical influences with personal internal reserves in order to accumulate professional experience; (c) the unbalanced professional and personal development caused by the influence of many factors on the personality.

When organizing the professional retraining of teachers, the following principles should be taken into account: cooperation and co-creativity between trainer and student (teacher); activity-based, proactive and individual training; interactive dialogue-based interaction; the developing nature of training; and the overall development of a personality. The model of course-specific retraining of teaching staff on the basis of the personality-oriented approach involves continuous transformation of activities. At first, a teacher assimilates the experience in problem-based cognitive activity, which involves the discussion of theoretical issues and problems. Then he/she masters creative activity by simulating problem situations and using active teaching techniques. The personality-oriented approach to the organization of teacher retraining ensures the continuity of professional education, promotes the involvement of teachers in course-specific retraining and facilitates the development of a truly creative personality in a teacher.

In Ukraine, the multi-stage retraining of teachers on the basis of the personality-oriented approach is implemented at teacher refresher courses offered at pedagogical universities.

LIFELONG LEARNING FEATURES OF SOME SOCIAL AND PROFESSIONAL GROUPS. PROBLEM OF QUALITY OF EDUCATION

INTERNSHIPS AND WORK IN THE STUDENT ACADEMIC COMMUNITY AS FORMS OF LIFELONG EDUCATION IN MEDICAL SCIENCE

**M. Yu. Averyanov, V. G. Gaar,
N. E. Slesarev, A. A. Shevchenko,
V. A. Fetisov**

Modern trends of modernization and reform of higher education are accompanied by improvement of material and technical maintenance of all its structural units, and the implementation of modern information and applied learning technology. The innovative development of education and science is the key factor of reforms. The constant monitoring of the training level of future doctors indicates that the active implementation of innovative forms and techniques along with the improvement of existing teaching methods is currently the objective demand for the training of highly qualified specialists.

However, it is important that the great traditions of the domestic medical school are not lost within the switch to the uniform system of the general education standard based on the European requirements. As is known, its advantage has always been in ensuring the closest contact between student and patient, including the demonstration of patients with case diseases at lectures and supervision during practical classes. Their complete rejection would not contribute to the adequate formation of the student's clinical thinking, the development of creativity and independence. And from this point of view, the early student's contact with the clinical environment during the internship starting from the first year is undoubtedly a positive aspect. As is known, the state educational standard for higher vocational education with a degree in Medical Care including the draft of a new federal educational standard does not regulate the amount of practical skills that should be acquired by students during the summer internship after each course. Within the practical training, students work in medical institutions as nurses, paramedics, and assistants to clinical physicians, district and ambulance doctors at different stages of the university education. Currently, an

internship program of nursing care for first-year students is being developed. Practical training is the most essential element in the training of medical staff, and should be an integral part of the teaching process. This form of training undoubtedly contributes to the development of students' professional motivation and the choice of a future specialty.

In reference to the above mentioned, the importance of practical training is highly estimated at Kirov State Medical Academy. The program of practical training for students is designed; the list of practical skills that should be acquired is approved; the standard workbooks have been created for each course. The work is carried out at the principal medical institutions of the city and other regions and is supervised by instructors who regularly communicate with students and their supervisors — the departments' and institutions' chiefs and chief nurses. The training ends with an exam and the overall results are discussed at the meeting of the academic board. The goal of practical training, in particular, includes the acquisition of required skills and also contributes to the development of responsibility and ethical concepts as well as respect for the future profession. Furthermore, within the practice the students familiarize themselves with the work of individual structural units of the medical institution as well as practical health service in general. The clinical training under the teacher's supervision is an important factor ensuring the continuity and optimization of the educational process and, from this perspective, should logically complete each specific stage of the university education. In contrast to the purely "mechanical" exercising of the technical elements of a certain procedure on high-tech training equipment (waxworks, phantoms) which is now widely applied in the centers of manipulation skills, the independent student's work at the medical institutions' departments gives him / her confidence in his / her own forces. The natural ambition for improvement of practical skills, even as an assistant at early stages, is a motivating factor for self-education. The orientation on the development of students' activity, independence and creativity is an innovative element in the training system of higher medical education.

The improvement of the practical training of future doctors should be focused and consistent. The inter-department succession and coordination of practical training as a form of vocational lifelong education will provide high-quality training of the graduates who will be capable to make decisions and implement the acquired knowledge and skills in their work. The summer internship in foreign clinics on the contract or exchange basis is also considered promising. The active independent students' work is an important form of the educational process solving the basic task of higher ed-

ucation which is to train a modern competent specialist capable of implementing the innovative technologies in his / her work. Within lifelong development, extracurricular independent work stimulates the student's creative abilities and optimizes the acquisition of knowledge.

The participation in the work of the elective and academic community of young students and researchers is also an integral part of vocational life-long education. Individual research activities either jointly or under supervision of eminent scientists promotes ambitions and discipline in students and young professionals normalizing and structuring their lives, helping in advanced studies of theoretical and practical issues required for a future profession. The academic work started in student years is a platform for future achievements, career growth and, hence, for happiness and confidence in tomorrow.

FROM ENERGY AUDITS OF RESIDENTIAL BUILDINGS AND PROFESSIONAL PRACTICES TO NEW STYLE TRAINING AND CAREER

K. T. Atanasov

R. V. Petrova

M. I. Teneva

A team of staff from Sofia Technical University and Sliven Engineering and Pedagogical Faculty have been involved in the international project «From Energy Audits of Residential Buildings and Professional Practices to New Style Training and Career» under the Leonardo Partnerships Lifelong Learning Program since 2009. The project participants include vocational training centers, colleges and universities from France, Belgium, Finland and Bulgaria.

The project's overall goal is to improve the quality of education and enhance opportunities for mobility and career growth within the European Union through cooperative research and educational activities in the field of energy efficient technologies and their applications in housing. Specific tasks of the project include preparing a subject Glossary; developing new teaching approaches aiming to optimize training in the field of energy efficient technologies, etc. The target group includes educators (teachers and experts responsible for organizing training) and learners (students of lycées, colleges and universities, Bachelors, Masters). The project also involves so called «silent» partners, such as building companies, craftsmen communities, etc. Education is the main activity of the project, which is implemented through workshops and seminars to discuss reports and present computer simulations related to building energy efficiency. A comparative analysis of education systems (curricula, syllabuses, textbooks, achievement evaluation standards) and specific characteristics of vocational training in the participating countries was undertaken as early as during the first meeting in Finland. Each of the countries presented their national and regional policies for establishing the concept of a low-energy building, both for new construction and reconstruction projects. The meetings involve theoretical and practical classes working with instrumentation and software to simulate and measure energy consumption of buildings. Training is delivered on the basis of in-situ experiments. All outcomes of investigations are subject to comparative analysis.

Areas and options of future cooperative action of the project participants and the need for involvement of new participants and partners are currently under discussion.

THE ROLE OF SCIENTIFIC MEDICAL LIBRARIES IN THE LIFELONG EDUCATION OF DOCTORS

L. V. Bezrodnaya

The foundation of a doctor's qualification is laid during the period of study at the medical institution, but information goes out of date so quickly that a constant update of knowledge received is required, which is only possible in the process of lifelong education of the practicing doctor.

Results of surveys show that a doctor requires information every time that there is interaction with the patient. A. M. Kamenskaya notes that the amount of professional knowledge required for successful practical activity by the doctor has always been considerable. Medicine did not form as an area of scientific studies, but as a sphere of practical activity, experience knowledge, which humanity accumulated over the course of over 5,000 years [1]. And if in the early 20th century, mastering all the necessary information was a difficult but manageable task, today the situation has changed. The amount of medical knowledge has increased by many times, and continues to increase constantly. The method that was still acceptable several decades ago for overcoming a lack of new knowledge by constantly using reference literature and studying periodicals has exhausted its possibilities [2].

An important role in receiving professional medical information is played by the information competence of the specialist. V. I. Fomin gives the following definition of this concept: (a) motivation, need and interest in receiving knowledge, abilities and skills in the field of hardware and software and information; (b) combination of social, natural and technical knowledge that reflects the system of the modern information community; (c) knowledge that makes up the information base of exploratory cognitive activity; (d) methods and actions that determine the operational basis of exploratory cognitive activity; (e) the experience of exploratory activity in the sphere of software and technical resources; (f) the experience of the relations "human – computer" [3]. It should be noted that a number of authors, in examining the idea of competence in the line "information culture – information competence – information literary", quite justifiably, in our opinion, give information culture the highest place in the hierarchy presented.

Formation of information requirements of specialists takes place under the influence provided by the environment, i.e. the presence of libraries, access to modern electronic resources etc. The main barriers towards satisfying information needs of the doctor are the problem of access, lack of time, financial difficulties (according to a number of authors), and also unformed information competence. Furthermore, in health care the possibili-

ties of modern information technologies in everyday activity of workers are used in a very limited way, and are directly linked with the problem of using modern information technologies. A way out of the existing situation and a possible solution to the problem of lifelong study of the doctor may be the use of the traditional resource base – scientific medical libraries, which have many years of experience of working with a large amount of scientific medical information and satisfying the information requirements of users – practicing doctors, health care organizers, ordinary medical personnel. In the present situation of the forming information society, the Internet has become an important source of information resources, and provides major opportunities for receiving information on medicine. In recent years, one of the priority directions in the development of information resources and technologies all over the world has been the development of electronic libraries. This makes it possible to gain direct access online to information for all those who so desire. The creation of a center of scientific medical information on the basis of a scientific medical library in a region of the Russian Federation with the use of Internet technology makes it possible to provide users with accessible, authentic and relevant medical information.

The scientific medical library as an integrating link of the system for providing doctors with professional medical information will become a kind of training center, and interaction between it and other medical libraries (medical institutions, scientific research institutes), the State Central scientific medical library, the State public scientific and technical library of the Russian Academy of Sciences, publishing houses and editorial offices of scientific medical publications (printed and electronic), firms manufacturing medicine and medical equipment will create an educational environment capable of raising the qualification of doctors, and form a special information infrastructure.

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THE PROBLEMS OF TRAINING STATE AND MUNICIPAL MANAGEMENT SPECIALISTS IN THE SYSTEM OF LIFELONG PROFESSIONAL EDUCATION

T. V. Vasilieva

This report¹ presents the results of a survey held by the Volga-Vyatka Academy of State Service among teachers of public administration academies. The sample amounted to 219 people. The analysis covers a wide range of problems, which are grouped below by the reviewed criteria.

The first section concerns problems in the preparation of future applicants (on the basis of the Unified State Exam results). The school knowledge base has a direct impact on the process of learning in student years; meanwhile the educational level of “yesterday’s” pupils is not high. Teachers note a low level of general cultural competency of first-year students and a decline in intellect among young people.

The second section corresponds to organizational problems in the educational process, which include: an inadequate level of innovative learning methods; a lack of involvement of practicing managers; a great amount of general branches of learning and a small amount of specialized material, required for work in the government or a municipality; an insufficient number of classes in management fields; often formal training, which results in fewer demands on the students.

The third section concerns the methodical support of the educational process. In particular, teachers note a low level of material and technical support for the educational process; a low supply of applied methodical materials and specialized literature; as there is no national literature, teachers have to use foreign materials.

The fourth section has to do with problems in the quality of teaching staff in a higher educational establishments: the reluctance and sometimes inability of some teachers to use active forms of teaching; not enough teachers with practical experience in the state or municipal service; teachers who are not fully aware of the practical problems of the state and municipal service; the experience and range of knowledge of teachers, and views and perspective which are not in line with the present situation.

¹ The report is prepared in the frameworks of a research on “The development of innovative system of lifelong professional education for the civil and municipal servants of Russia” within the federal target program “The scientific and pedagogical staff of Innovative Russia” for 2009-2013.

In the fifth section are the problems of the gap between theory and practice: lack of orientation in the specific, practical activities of state or municipal authorities; the weak connections between theory and practice - training is implemented «for the future»; educational programs are not based on the real needs of state and municipal employees.

The sixth section is connected with the organization of internships. It is noted that there is an opportunity not only of applying e theoretical knowledge «in reality» but also of «showing oneself off» for further employment.

The problems of further employment of graduates of the public administration academies are defined in *the seventh section*. It is noted that there are no job prospects for young professionals in government bodies, which negatively affects the students' attitude towards study.

The eighth section consists of problems related to the direct participation of government authorities in the educational process: a lack of clearly defined educational standards for specialist fields and courses; an insufficient number of agreed and approved programs of training for state and municipal service staff based on the array of programs in regional and municipal development; a lack of target contract training; poor interaction between government and educational establishments when planning training activities for state and municipal service employees; insufficient funding for training.

The ninth section of problems relates to the financial state of those involved in the educational system: low levels of teacher income; the rising costs of education; the fact that many students have to combine work and study.

Particular attention is paid to the issue of the introduction of remote types of education. According to university teachers, the use of this kind of learning will have detrimental consequences, and not only for future specialists but for teachers themselves.

The above mentioned problems can be solved, firstly, at the federal level, and then at the level of an educational establishment. Teachers recognize the importance of their mission to develop professionals. They are self-critical about their own performance and are keenly aware of current developments in society. In the course of investigation, the teachers noted: «The quality of education depends largely on the individual and personal characteristics of a teacher» (72% of them expressed their absolute agreement with this statement, 22% of the respondents do not deny the role of the personality of a teacher in the educational process, but at the same time do not attach great importance to it). It is significant that only 4%

of the respondents believe that the individual and personal characteristics of a teacher do not affect the quality of education. In teachers' opinions, there has to be interaction between public administration academies and government and local authorities regarding the training of specialists. A study of the basic problems of government bodies as well as the approval of training programs by managers and leading specialists will help incorporate practical cases into educational programs, which subsequently will have a positive impact on fields that were too theoretical. But, unfortunately, at the current moment training programs are, in most cases, not discussed with managers.

All the problems of training of state and municipal officials, mentioned by teachers of regional academies, are closely interconnected with each other, and the solution depends on changes in approaches to professional education, both - in terms of the organization of educational processes and of its content. It is the close interaction between the players, namely the higher educational establishments and the government and local authorities - that can have a direct impact on the training of managers. It is not just the employees of government bodies and teaching staff of educational establishments who will benefit from this collaboration, but also the country's citizens, whose interests have to be represented by state and municipal officials.

THE MODULE SYSTEM FOR TRAINING OF CLINICAL INTERNS WITH A MAJOR IN THERAPY

P. Yu. Galin

T. G. Gubanova

The training of a highly qualified specialist physician at the advanced level including the physicians working in clinics is a relevant issue since therapy as a major is the most mainstream and demanded in practical health service.

This is due to the fact that primary care doctors are the first to contact with patients, identify their health problems, prevent diseases, coordinate the work of specialized doctors, diagnose and treat the most common diseases, and visit the patients at home. Obviously, the training of primary care doctors should be reformed to improve the quality of medical services. The initial training of clinical physicians is carried out in clinical internships.

The training of clinical interns for therapy in the Orenburg region is realized at the Department of Therapy of Orenburg State Medical Academy founded on the base of the Orenburg Regional Clinical Hospital. Block courses were introduced in the clinical internship at the Department of Therapy to improve the training of physicians in 2010. In order to implement this principle, the methodology for course modules of vocational training clinical interns with a major in therapy were developed on the basis of “the state standard of postgraduate training for specialists with higher medical education and the “Therapy” major. Nine methodological course modules for general units in therapy were designed at the Department of Therapy. The modules on cardiology, pulmonology, gastroenterology, rheumatology, hematology and nephrology are performed on the basis of the respective medical departments. The learning requirements for each discipline are specified and the subjects of lectures, seminars, workshops and classes for self-study are enlisted in the modules. An associate professor or the assistant of the therapy department performing the clinical work is responsible for each module.

The teaching process in the clinical internship at our department is started through a cycle of lectures. The lectures are focused on current approaches to diagnosis and treatment of internal diseases. The lecture cycle is an important stage in the training of clinical interns for work at clinical departments.

After the lecture cycle the interns are divided into groups to work at the specialized clinical departments of the regional clinical hospital and training modules according to the departments’ specialization. The interns are introduced to the learning requirements for each discipline by the

teachers who carry out the seminars and workshops, analyze the algorithms of emergency care, and control the development of practical skills. The class activity of clinical interns is evaluated according to the five-point grading system. The ward rounds at which the interns report on the health conditions of the patients supervised by them to professors are an obligatory part of education. The intern's ability to explain the diagnosis and determine further treatment is evaluated within the professor's rounds. The interns have duties in the wards on the basis of which the modules are held twice a month. While on duty, the interns monitor the state of severely ill patients and provide the necessary emergency care to them under the supervision of the department's physician. The interns account for the rendered medical service during short breaks. Much attention is paid to the independent work of interns, which is to study medical literature. The interns write reports and course papers which are studied at seminars and workshops. The subjects of these course papers and the bibliography are enlisted in the methodological block of the module. The clinical interns pass a test upon completion of the module.

Group studies among clinical interns encourage the spirit of competitiveness and the aspiration, on the one hand, to succeed in the learning process as much as possible and, on the other hand, to assist their colleagues who are underperforming for whatever reasons. The module system is supposed to improve the quality of the clinical training of interns up to the level required for their sound independent clinical work as physicians.

THE EFFECTIVENESS OF LEARNING OUTCOMES PORTFOLIO IN THE PROCESS OF LINGUISTIC COMPETENCE DEVELOPMENT

Jovita Daukšytė
Asta Balčiūnaitienė

The aim of this paper is to present a theoretical discussion and the results of empirical study through the action research. The scientific literature, educational documents and action research methods have been used for the preparation of the article. The analyses of learners and teachers' attitudes about the effectiveness of learning outcomes portfolio in the process of the development of linguistic competence allows us to claim that, although it has been observed evident (for self- assessment/assessment and learning development) advantages, however, teachers have noticed some limitations in the application of this method.

Portfolio. One of the methods which (Burkšaitienė, 2006; Stasiūnaitienė, 2006) serves to a learning process effectively and the observation of its different occurrence in studies, is a learning portfolio, which in literature is often called portfolio. Learning portfolio or simply – portfolio was introduced in Lithuanian educational system a few years ago. This didactic novelty, which enriches not only the methods of self – assessment and formal evaluation/assessment, but, according to theoreticians, could also be applied for the achievement of broader educational objectives. Among them the most significant – learning to learn competence which entails the aspects of development of reflective, critical and creative thinking as well as learners' initiativeness and expressiveness of their communicative abilities. In the paper we make an attempt to reveal the effectiveness of learning outcomes portfolio in the process of the development of linguistic competence.

Portfolio is more orientated to a learning process, it is more useful than any other traditional method for the documentation of learning outcomes. It is the instrument of the assessment of life-long learning process outcomes and is useful for the documentation of all learning process, because it can demonstrate how learner integrates specific knowledge and abilities and what progress has been made while striving for standard achievements. Another advantage of portfolio is that learners can reflect about their competences and their level, learning process and in this way to learn additionally.

For self- analysis the following questions could be asked: "What task do I have to perform?"; "What are my achievements?"; "What are my abilities?"; "What do I lack?"; "How could I evaluate my professional compe-

tences?” The results of reflection could be new skills and new abilities. It is important to state that giving a name to competences, automatically does not mean that knowledge, skills and some abilities have been understood. The concept of competence requires deeper understanding as it comprises deeper layers, which are also human values, qualities and attitudes. If learners are able to reflect their own experience, to analyze and to apply in practice newly learnt and acquired knowledge, in this way learning becomes more effective.

Methods. Empirical study, performed in 2009, was based on an action research method. A seminar, introducing the aim of learning portfolio, its usefulness, structure, peculiarities of application and etc. was organized for students (46) and lecturers (11), afterwards lecturers were applying this method for 3 months independently and expressed their opinions about this method in a questionnaire. The answers were processed applying SPSS- 12,0 programme.

Interpretation of results. It has been observed that learners and teachers the application of portfolio method in their classes have evaluated positively. According to their opinions the most significant educational aims and usefulness of this method are the development of learners' communicative abilities and the enrichment of learning/teaching process (1 figure).

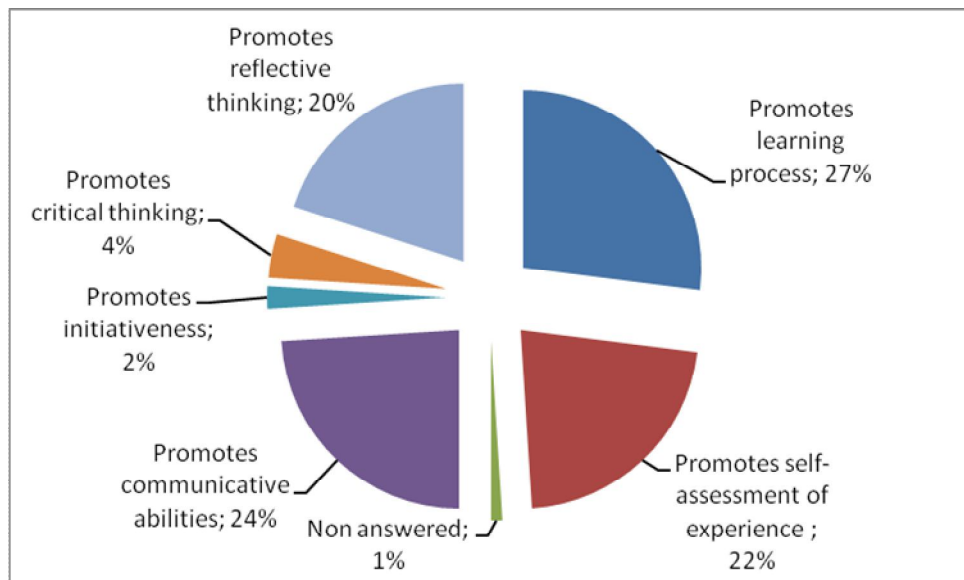


Figure 1. Learners and teachers (N=68) about the usefulness of learning outcomes portfolio for the achievement of educational aims

It should be pointed out that learners and teachers evaluated the usefulness of this method slightly differently. In some cases the difference, although minor, is significant statistically. For example, the opinions of learners and teachers are diverse while evaluating the usefulness of this method for the development of critical thinking: teachers evaluated possibilities of application of this method more positively than learners ($\chi^2 = 10,341$; $p=0,016$) (2 figure).

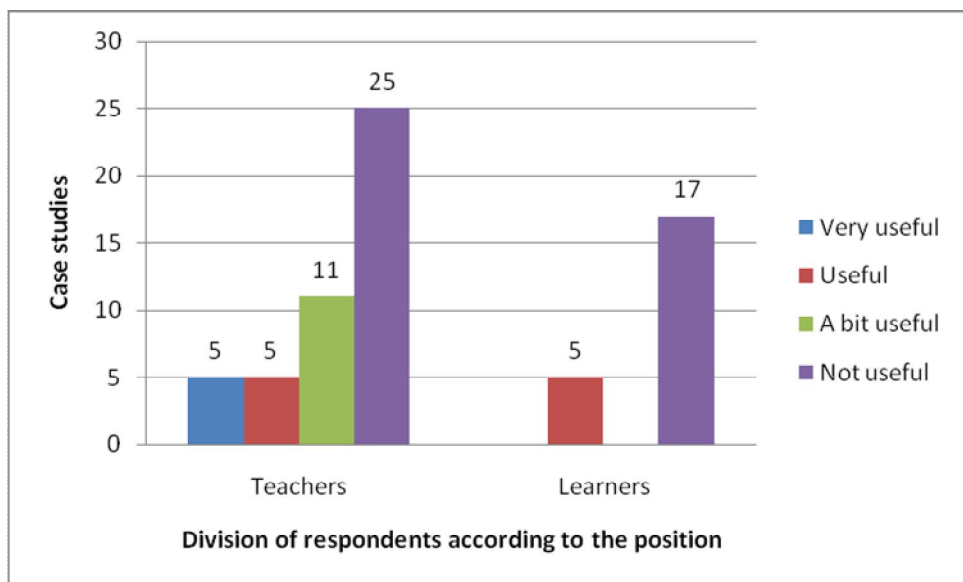


Figure 2. Learners and teachers (N=68) about the usefulness of learning outcomes portfolio for the development of critical thinking

The most favourable acclaim of the usefulness of this method has received foreign language learning. The researchers have found out that the evaluation of the usefulness of this method correlates with the qualification of ($\chi^2 = 25,255$; $p=0,003$), the application of learning outcomes portfolio for the overview of own abilities teachers have evaluated most favourably (3 figure).

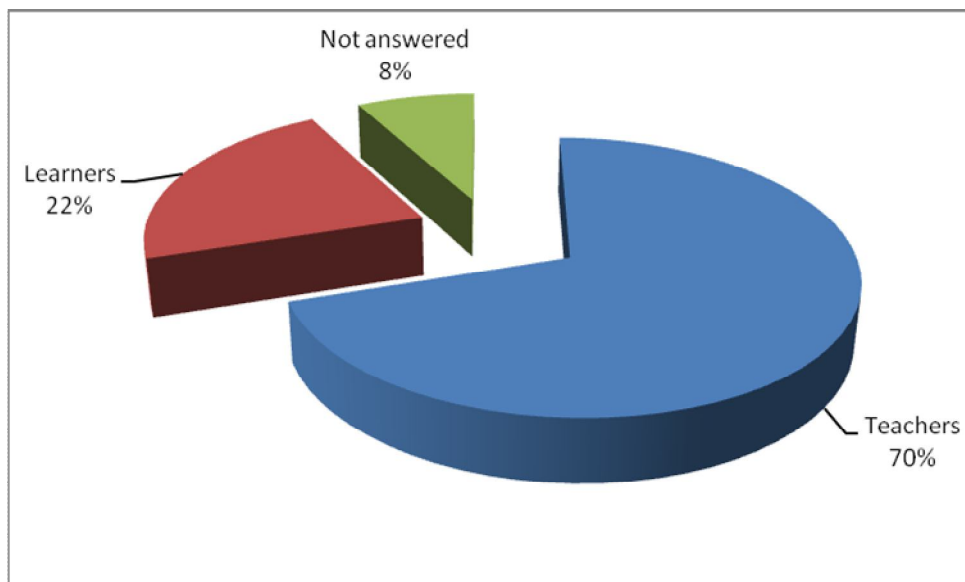


Figure 3. Respondents (teachers) about the usefulness of the method for the overview of own abilities.

Scientific literature, educational documents and the results of empirical study demonstrate that the usefulness of learning outcomes portfolio is evaluated rather positively by learners and teachers as they have observed (in spite of some limitations) the meaningful effectiveness for the achievement of various educational aims.

Conclusion. 1. Learning outcomes – portfolio was introduced in Lithuanian educational system a few years ago. This didactic novelty, which enriches not only the methods of self – evaluation/assessment and formal evaluation/assessment, but, according to theoreticians, could be applied for the achievement of broader educational objectives. Among them the most significant – learning to learn competence which entails the aspects of development of reflective, critical and creative thinking as well as learners' initiativeness and expressiveness of their communicative abilities. 2. Based on the findings of empirical study, which was performed while applying action research as well as on the the effectiveness of learning outcomes portfolio in educational process, it has been observed evident (evaluation/assessment and learning development) advantages: the usefulness of this method for critical thinking and communicative abilities development. 3. Teachers have observed limitations of the use of this method. 4.

Action research has enabled to highlight the significance of learning outcomes portfolio and, apart from direct educational process activities for expression monitoring of expression, it is also helpful for teachers' to overview their pedagogical abilities.

Summary. Method of Portfolio of learning outcomes (further-portfolio) implies a well organised and planned activity that includes collection of individual achievements of students in order to produce a more complete picture of both the achievements and results. Among the possible purposes that portfolio can contribute to the following can be mentioned: it can be used as an instrument for triggering discussions about the study final results, also for triggering self-reflection of students, and for planning further studies, also as a document, and as evidence of student's creativity, and even for demonstrating intellectual abilities or evidences of cultural sensitivity or learning styles, and for creating links between acquired knowledge and skills and new material. Some of these aspects are discussed in a paper to a greater depth with an emphasis on a statement that portfolio is useful for evaluation and assessment of more aspects of learning than merely final results: that is it is useful for monitoring both academic achievements, and development of social competences. In order to identify opinions of learners (46) and teachers (11) about the effectiveness of the method, an empiric study was implemented in 2009; a method of action research was employed. A method of portfolio was introduced to learners and teachers, who later implemented it in their classes. At the end of activity they were asked to share their opinions about the impact of the method of students' learning (to fill in the questionnaire). Results of the questionnaire have been processed using the SPSS-12.0 programme. The results of action research seem to suggest that both theoretical discussions and learners opinions about the usefulness of the evaluation and assessment instrument are positive. Teachers noted the positive impact of portfolio's application in learning foreign languages also, for developing self – evaluation skills, and social skills. Portfolio method can contribute to achieving some of the goals of making evaluation/assessment more a learning instrument rather than a rigid documentation of final results.

FORMATION OF ORGANIZATIONAL QUALITIES AMONG STUDENTS IN THE PROCESS OF THEIR STUDY AT UNIVERSITY

N. N. Dzhamilova

The forming labor market makes certain requirements for the quality of training specialists with higher education. A leading position in this training is held by a certain competency, which is impossible without the formation of organizational qualities, which determine professional activity. In this connection, the issue becomes relevant of forming organizational qualities among students who are former teachers in the process of their study at university. Pedagogues' mastery of organizational qualities is not just a sign of their professionalism, but also shows their competency. As an element of the structure of the personality, organizational qualities emphasize its connection with the outside world through the acquisition and improvement of socio-cultural experience. Furthermore, they promote the active revelation of the potential of the personality, and the creative use of knowledge, taking into account the special features of the situation. The prerequisites for actualization of the process of forming organizational qualities are: (a) an increase in competition in the sphere of professional relations; (b) requirements of state documents on modernization of education, in which the need to form a specialist with competitive ability is recognized.

Organizational qualities characterize the ability of specialists to plan their work, and ensure precise control of curricular and extra-curricular activity. They manifest themselves in the ability to make social contacts precisely and swiftly with other people, to broaden these contacts, take part in group events, and display initiative, astuteness and inventiveness. It should be noted that regardless of the specialist's position and nature of main professional activity, the organizational qualities of any specialist become in-demand, i.e. they ensure the effectiveness of individual and group activity. And they also promote the development of interpersonal interaction and contact, and make it possible to arrange temporary and long-term plans.

The university plays a special role in forming organizational qualities among students. In the process of teaching specialized disciplines, we attempted to reveal the nature of organizational qualities and their importance for the professional activity of the teacher. With this aim, students were given knowledge about organizational qualities and skills which are capable of ensuring an understanding of the inner state and behavior of people, to organize contact, and organize any matter successfully. We give special attention to developing among future teachers such personal qualities as motivation, attitude to values, ability for self-education and self-development.

PEDAGOGICAL GUIDANCE OF STUDENTS' SELF-TRAINING AS A PRECONDITION FOR LIFELONG PROFESSIONAL IMPROVEMENT

N.Y. Dudnik

V.G. Zlatnikov

Pedagogical guidance of the process of professional self-training for future teachers is administered in several ways, namely: (a) personal example of teachers in work organization and professional self-improvement; (b) individual assistance to students and encouragement of their self-improvement aspirations; (c) introducing future teachers to best practice in self-organization in learning, professional work and other activities. Individual assistance to students plays an important role in the pedagogical guidance of professional self-training, helping students organize their independent work in accordance with their personal interests, ability, resources and values.

In a teacher-training institution, students should be encouraged to succeed in professional self-training by being introduced to inspiring examples of self-improvement from the life and work of celebrated educators of the past. It also makes a lot of sense to invite guest speakers to give talks to students, such as local opinion leaders, successful company CEOs, or experienced educators from local secondary schools, colleges, etc.

Pedagogical guidance of the professional self-training of future teachers will be much more successful if the professor can: (a) instill in their students an organic need to grow and improve; (b) set a good example of self-organization, professional excellence and ability to control one's emotional reactions, and inspire and facilitate students' professional advancement through their work; and (c) nurture a conducive environment for pedagogical interaction, collaboration and creative teamwork.

In order to help future teachers master the skills and knowledge they will need in their future professional work, it is essential, as V. Sukhomlinsky rightly noted, to propagate mutual respect and understanding between teachers and students. After all, pedagogical guidance of self-training is first of all about building a good relationship between the teacher and the student—a relationship built on profound mutual trust and good faith.

BASES FOR THE PLAN TO MEASURE THE SOCIAL CLIMATE IN VOLUNTARY AND INFORMAL EDUCATION

**M. Žumárová
P. Jansová**

The increasing quantitative and qualitative importance of leisure time in contemporary society is a challenge for a number of scientific disciplines, including philosophy, sociology and pedagogy. Regular surveys mapping the development of the European society (e.g. the Eurobarometer) also deal with the trends in spending free time. At present, the development of voluntary education and informal learning is becoming one of the key topics in the entire European Union. The strategic documents such as the Treaty of Lisbon or the Bologna Process also mention the outlooks in this field and set goals to achieve. A wholesome climate in the environment of informal learning is one of the fundamental factors of educators' activities in the area of voluntary education. The wholesome climate enables the creation of a quality relation between the provider and the recipient of education. This relation then becomes a part of the offer presented by the pedagogue (mostly a free-time pedagogue).

The term social climate is one of the terms that everyone is «sort of» familiar with. However, if we take a closer look, we will see that the term is amply used in scientific and professional literature. For instance, the term classroom social climate denotes social and psychological phenomena (interactions, communication, their subjective and shared perception and assessment) which are long-term and typical of the given class and the given teacher for several months or years. The social climate is created and attended by: all the learners comprising the class, groups of learners, individual learners, all teachers teaching the class and teachers as individuals. The classroom social climate is also, yet indirectly, influenced by broader social phenomena such as the social climate of the school and social climate among the school's staff. However, its effects are not global, but selective. A single school can house different social climates in different classes: from positive ones to those which exert negative influence upon learners. This area has been subjected to investigation and critical analyses for more than 50 years.

The term specific climate and who creates this type of climate in each single class? Professionals differ in answering this question. Some hold that mainly the learners, their behaviour and specific qualities play the key factor and differentiate one class from another. Others claim that it is created by the teacher whose abilities and approach may influence the specific

climate in the classroom. The teacher may influence the learners' motivation and attitude towards learning. In addition, every teacher uses a unique and individually specific mode of communication with learners, e.g. some talk loudly, others are quiet, some praise, others are reproachful. This is how the teacher shapes the specific communication climate [1, p. 565].

In principle the "communication climate" is delimited by two extreme types used by teachers in their relations to learners: supportive and defensive climate (2, p. 66). The supportive climate, beneficial for the class, is characterised by clear, unambiguous instructions, listening to each other in an effective way and communicative approach embraced by all participants in the communication. The defensive climate is considered adverse and its characteristic is contrary. This means that the learner is forced to defend his or her self, adopt different types of negative defensive reactions such as lying, cheating etc., which are necessary for coping with stress.

The "moral climate" of school emphasises that the school cannot focus on the cognitive side of education, although this is frequently the case. This view is supported by the statement made by one of the well-known representatives of the humanistic pedagogy in Slovakia who said that «up-bringing is more important than education». In this way the author points out the requirements for a «moral school culture» [6, p. 57].

It is possible to classify the climate of the school using many different aspects, e.g.: the school's objectives, people's interest in work tasks, educational objectives, various relations, attitudes, feelings, teachers' behaviour in conflicts with learners, the school's management and its contact with the outer environment, the uniformity and plurality of the school etc. Průcha [4, p. 289] states that «the individual manifestation of the life of a school enables distinguishing between «school worlds» with a great portion of friendship, with great distance and with creativity; i.e. not only on the grounds of activities based on regulations. Sometimes, we rely on a general impression and distinguish good schools from those less good. The positive factors include: school climate with educative focus, pluralistic and open school climate, progressive school climate accepting contradictory interests, school climate with emphasis both on the school's work tasks and on human interactions, school managed in a democratic way and in a close connection to life, school climate type focusing on personality development».

No clear-cut definition of school climate exists so far. Professionals have not reached a definite agreement of what this notion should or should not involve. They mention variables like: equipment of school, processes running within the school, way of management of the school, teachers' de-

votion to the school and their profession, the learners' peculiarities, the school staff's features, the teachers' teaching method and management as well as moral qualities etc. The term school climate involves the established processes of all participants' perceiving, experiencing, assessing and reacting to what has happened, is happening or is going to happen at school. The important thing is how this climate is viewed and interpreted by the participants themselves. The reason for this is easy to comprehend, for the considerations, adoption of attitudes, actions and evaluation of actions are influenced more substantially by the participants' subjective views [1, p. 583].

Recently, we have seen interest in school social climate grow. Researchers, teachers as well as parents have begun realising that learners do not live in the microclimates of their classrooms, but spend their lives in a particular school where they acquire their fundamental instruction. They fixate social and life experiences gained in their interaction with classmates, teachers and management of the school and carry them further in their lives. A school which is capable of establishing a favourable social climate can do much for the development of a learner's personality. On the other hand, a school which fosters an adverse social climate may leave grave scars on the learner's personality. The fact that a school represents a relatively complex system means that we cannot expect a small change part or a minor improvement to bring about a substantial improvement in the behaviour of the entire system [1; pp. 595-596]. The school climate also involves the climate in classrooms at the school (classroom climate). A class represents a small social group. Some view it as the school of social life, others consider it an environment where the learners' current needs are satisfied, others speak about a factor which influences learners as well as a result of learners' activities and dispositions. The classroom climate, too, is considered a social and psychological variable which represents a long-term social and emotional mood, generalised attitudes and relations, learners' emotional responses to events in the classroom, including pedagogical activities of the school's staff (5, p. 107). The same authors emphasise that the classroom climate is a result of both learners' and teachers' participation.

As there are differences between school climates, so the climates in individual classrooms vary. Some classrooms boast a positive climate which brings learners and teachers together and creates conditions facilitating successful completion of educational tasks and duties. Other classrooms, though, have negative climate, which exerts adverse effects upon the happenings in the classroom and may even lead to a loss of motivation, poor learning results or even learners' health impairments. It has been

acknowledged that the quality of the classroom climate also significantly influences the teachers' mental condition, their job satisfaction and motivation. Above all, it affects the learners' social behaviour, their attitudes towards learning as well as their learning results and their motivation to deliver good performance. A class' performance status, i.e. the portion of achieving learners when compared to the under-achieving learners, is also linked to the classroom climate. H. Fend determines that, in an environment with positive social relations, learners do less learning, which might be met with disapproval on the part of some teachers, however, they are not ill-tempered, tend to handle conflicts by reproof and verbal discussion, which may, in turn, have a positive influence upon their overall relation to school and learning [1, p. 566].

What is the situation in informal groups? Surely, it is also based not only in the investigation into interpersonal relations between all the participants within the group and the educational process, but also the broadest conditions in which the society works and functions as well as the perception of these conditions by participants in informal education and by the general public. The climate of the process which we are observing cannot be separated from the world as it is experienced by the entire society; in the general social sense the term social climate represents a complex structure of relations within which voluntary and informal education plays its crucial part as a universal ground.

What are the tools to measure social climate? The creation of a humanly authentic climate is in the hands of each of us. It cannot be measured by means of a positive science and calculations; therefore, it defies outward comparisons. The school environment and the domain of free time differ; an important role will certainly be played by the importance and weight of the leisure activity, its outward and internal success, the way this activity is perceived by the society, the local environment, the family; however, one cannot ignore the influence of the mass media etc. The microclimate of a process can also be influenced by its participants. All this comprises the objective in the specific research that we are conducting.

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THE IMPLEMENTATION OF PEDAGOGICAL AND ERGONOMIC TECHNOLOGIES INTO THE EDUCATIONAL ENVIRONMENT

A. E. Karma

School educational space can be represented as a triad - teacher - student - learning environment, which entails the use of pedagogical and ergonomic technologies in the educational process. Under the direction of educational ergonomics we understand the modern school, which provides comprehensive research and the design of educational activities of teachers and learning activities in the "teacher - student - learning environment" relation to ensure its efficiency. Teacher and student are considered as carriers of activities and the learning environment is their integral function.

Complex optimization criteria by which production ergonomics is guided in teaching ergonomics can be applied taking into account its nature, can reflect the degree of system efficiency (accuracy, reliability, performance) and compliance with human psychophysiology (environmental, safety, health of the teacher and the student, the level of tension and fatigue, the emotional impact on the work of the teacher and student). In other words, the criteria take into account the impact on teacher and student of psycho-physiological, physiological, anthropometric, and hygiene factors, which are determined by the corresponding parameters of the educational environment. Therefore, the development of basic pedagogical and ergonomic technology, focused on the achievement of quality-assured training is an important problem in modern education.

Analysis of the literature on the topic showed that in educational theory and practice there is some experience in the field of educational ergonomics (V. P. Nesterenko, V. N. Naumchik, K. Marrel), but they are fragmented. These studies do not cover the problem of teaching ergonomics adequately and systematically, thus they do not create an objective picture of pedagogical foundations of ergonomics as one of the new trends in pedagogy. We believe that the establishment of educational ergonomics should not be understood as an attempt to replace the functions of pedagogy and psychology, but as a natural process of a new direction in teaching science. The peculiarity of this complex concept of ergonomic teaching is that it absorbs and makes extensive use of complexes of various factors (psychological, pedagogical, social sciences, mathematics, statistical). One of the possible resources of the educational environment is pedagogical and ergonomic technology. Pedagogical and ergonomic technology is a set of rules and corresponding teaching techniques and methods of influence on the development, training and education of students taking into account er-

gonomic parameters. Pedagogical and ergonomic technology (PET) can be represented by the following verbal formula:

PET = (target + task + contents + methods (techniques, tools) + form) × education + (cultural + of + spiritual + social + intellectual) × + development + upbringing.

Thus, an important feature of teaching ergonomics as well as sustainable development is the continuity of human factors and educational environment, and identifying features of this synthesis defines the essence of teaching ergonomics as a new field of pedagogy, which is subject to experimental development, testing and diagnosis, with a view to its subsequent implementation.

PROFESSIONAL GUIDANCE FOR STUDENTS BASED ON INTERDISCIPLINARY LINKS BETWEEN TECHNOLOGY AND NATURAL SCIENCE EDUCATION IN A SYSTEM OF LIFELONG EDUCATION

N. N. Legchilo

In the framework of the modernization of Russian education, specialized education is defined as a means of differentiation and is the individualization of learning. Due to the changes in structure, content and organization of the educational process, students' interests, aptitudes and abilities are more carefully considered. In addition, conditions are created for training high school students in accordance with their professional interests and intentions with respect to their further education. Specialized education is aimed at implementing a learner-oriented educational process. This significantly expands the possibilities of building a student's individual educational path.

A transition to specialized education is implemented to meet the following main objectives: (a) to provide profound learning of specific curriculum subjects; (b) to create conditions for significant differentiation in the content of high school students' studies providing wide and flexible opportunities for composing individualized educational programs; (c) to provide an equal approach to comprehensive education for different categories of students in accordance with their abilities, personal aptitudes and needs; (d) to extend opportunities for socialization, to ensure succession between basic and specialized education and to more effectively prepare school graduates for programmes of higher professional education.

In view of these objectives, professional guidance for secondary school students becomes topical in the framework of a specialized education. One of the directions for students' professional guidance in the school educational process is to have optional practice-oriented professional guidance courses, and to introduce a fifth specialized term, representing the interdisciplinary, integrated content of curriculum subjects.

Indeed, it is impossible to tackle many teaching problems without an understanding of the processes leading to the integration of sciences and the synthesis of scientific knowledge. The analysis of these problems reveals that modern education technology and natural science education represent a variety of differentiated and integrated sciences, which converge and therefore can penetrate deeper and deeper into the cognition of the environment and be used more effectively for human needs. Here is also an inverse correlation, for the problems that a society and a person face have an inevitable effect on the state of education, and can change the priorities of the whole system of education, upbringing and values formation of

the younger generation. Hence, the reforms of the educational system are, first of all, the result of changes in the state of its supersystem – society.

Furthermore, interdisciplinary links implement a number of functions in teaching:

Methodological function means that only on the basis of these links can one form dialectical-materialist views on nature and the modern ideas about its unity and development, for the interdisciplinary links allow application in the teaching of the methodology of modern natural science, which develops through ideas and methods integration from a perspective of systematic approach to understanding of nature;

Educational function of interdisciplinary links means that by using them a teacher can develop aspects of the students' knowledge such as consistency, depth, consciousness, flexibility. The interdisciplinary links act as a tool for the development of notions, enable comprehension of connections between them and the general notions;

Developing function of interdisciplinary links is determined by the role that they play in the development of students' systematic and creative thinking, and of the students' cognition, independence and will for knowledge. The interdisciplinary links help to overcome inertia of the mind, related to a certain subject, and to expand the students' horizons;

Educating function of interdisciplinary links means that they contribute to all the ways of educating students in a teaching process. A teacher implements a complex approach to educating on the basis of connections with other subjects;

Constructive function of interdisciplinary links is the fact that using them a teacher improves the content of teaching material, and the methods and forms of the teaching process. Implementation of interdisciplinary links requires shared planning by teachers of all the various classroom and extracurricular activities. For this knowledge of the textbooks and programs of all the related subjects is required

The above mentioned functions facilitate professional guidance for students; the realization of interdisciplinary links is a tool that helps to discover interconnections between all the curriculum subjects, through which education becomes more individualized, functional and effective in terms of a student choosing a future profession, which is a core element of the system of lifelong education.

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PSYCHOLOGICAL AND PEDAGOGICAL BASES OF THE FORMATION OF THE CONCEPT OF THE PROFESSION

D. Matkarimova

The concept of the profession, on which all professionally oriented work is based, is the subject of close attention from sociology, psychology, and of course professional pedagogy.

The social concept may be understood as a combination of concepts, expressions and explanations that arise from everyday life. Labor, professional activity and a profession – practically all people are the bearers of these concepts, although the majority of them find it difficult to give these concepts a strict definition. Furthermore, every person has their own concept of a certain profession that is formed under the influence of education, professional activity and the social environment. If we look at the descriptions of a certain profession made by different authors, we may see significant differences in what is considered to be the most important thing in the profession. Some consider this to be the knowledge and skills that the representatives of a given profession should have, others consider this to be the list of professional tasks that the specialist should be able to solve, and other still consider this to be the labor conditions in which professional activity takes place etc. And if for sociology and psychology, a diversity of concepts about a profession is a field for scientific studies about the nature and mechanisms of forming concepts, for pedagogy, which has the task of providing a conscious choice of profession for every young person, stricter definitions of a profession are required. One of the founders of job description as a science, Ye. A. Klimov, states that “the text of the description of the profession, which does not even seem to describe the professional themselves, but rather the field of application of their efforts, the items, means and conditions of labor activity, may serve as material at least for orientation judgments about how the world is represented in the images of the subject of the corresponding activity.” For information provision of the practice of professional self-determination of the person, not only a “outline map of the world of professions” is required, but also a kind of constantly improved and updated encyclopedia or “database” of quite specific descriptions of professions, special fields, activities, and normative and ideal versions of the types of professionals that correspond to them. The description of professions should not only form concepts of the profession, but also provide a conscious outline of the real connection of characteristics of professional activity with parameters of social and personal significance.

From the position of social concepts about a profession, we will look at problem of orientation for medical professions. People may say: “What problems can there be if medical educational institutions are the most competitive for applicants?” Indeed, there are many people who wish to receive a medical education, but the problem is that both graduate students and the pedagogical personnel must be certain that concepts of the profession among those enrolling at institutions have indeed been formed. Forming the image of the profession in the process of professional orientation and professional education includes processes of giving personal meaning to certain objective qualities that characterize the type of activities that gain inner meaning for the person. As A. N. Leontiev correctly noted, “Meaning is a generalized reflection of reality that becomes part of my awareness (of a greater or lesser completeness and diversity), which is developed by humanity and recorded in the form of a concept and knowledge, or even in the form of a skill as a generalized “image of activity”, norm of behavior and suchlike”.

The image of the future profession is the method of awareness of the desired final result of one’s own activity in mastery of the profession. S. V. Zibrova directly indicates the important of this aspect in professional orientation and professional education: “In the life activity of the person, goals are the means for a motivated organization of behavior, the development of the functional potential of the person”. The goal, i.e. the concept of the result of activity, as a system-forming factor of motivational processes, has the motivational function of involvement, and acquires the character of a real motive. In our understanding, the components of the structure of the image of the profession are the following: (1) the goal of professional activity; (2) the means used by the specialist; (3) the subject field. The content of components of the structure of the image of the profession may be presented in the form of a table.

Components	Content	Function
Goals	Reflection of the social meaning of the profession, its importance for society, and place in social production	This component carries out a motivating function
Means	Includes both external (specific instruments) and internal (all kinds of methods of activity) means	Instrumental function
Subject field	Phenomena of the subject field which the given professional uses	Direction, specification of activity

The description presented above of components of the image of the profession and its content section may be specified applied to medical pro-

fessions as follows: the component of the image of the profession as a goal includes the concept of the future sphere of activity, of the special field. The next component involves the means that the specialist uses in their activity (diagnostic, correctional etc.). The last component is the subject field, which involves the knowledge, skills and abilities of the specialist.

PROBLEMS OF SOCIAL AND PSYCHOLOGICAL ADAPTATION OF TEENAGERS WITH DISABILITIES

N. M. Mahmudova

The development of inclusive education, i.e. integration with children with disabilities in the general education process, began in Uzbekistan in 1996. From this time, the Ministry of national education, in cooperation with the Public children's foundation "Sen yolgiz emassan", the Republic center of social adaptation of children, and other state and non-state organizations, annually organize conferences and training seminars dedicated to issues of ensuring equality and receiving education for socially vulnerable children. On the basis of positive experience, a consistent policy is pursued for the gradually development of inclusive education, and innovative models and work methods with children with special needs are created.

Children with disabilities living in foster homes have a number of problems that form an unfavorable sphere of development of a full personality, such as: limited social sphere, which determines a low level of reflection, problems in relationships with others etc. One of the most serious social and psychological problems is the loss of a "basic trust in the world", without which it becomes impossible to develop such important new formations of the personality as autonomy, initiative, social competency, efficiency in work, sexual identity etc. Without these new formations, the child cannot become a subject of interpersonal relations, and transform into a mature personality. The loss of a basic trust in the world manifests itself in suspicion, mistrust and aggressiveness of the child. In consequence, this negatively influences the success of social adaptation, and leads to a number of such phenomena as social autism, problems in intellectual development, social conformism etc.

The problem of social and psychological adaptation of children with disabilities to living conditions in society is one of the most important aspects of the general integration problem. Despite this, the process of adaptation and socialization of this category of children to the foundations of life activity of society has virtually not been studied. The socialization process takes place with particular difficulty in the teenage years, as the teenage years (as the transition from childhood to adulthood) are the most severe and lengthy of all age crises. Characteristic changes at this age manifest themselves in emotional instability, the appearance of a conscious ego, and the arising of reflection, realization of one's motives, moral conflicts and moral self-assessment. These teenagers may develop a certain degree of realization of their own inferiority, a tendency towards self-limitation of so-

cial contacts, and move to a world of inner feelings, and a low frustration tolerance. Physical shortcomings of the body cause certain changes in the image of the ego and the self-esteem of the teenager.

In our opinion, a key role in solving problems of social adaptation of teenagers with disabilities is played by social intellect. The actual term “social intellect” was introduced into psychology by E. Thorndike in 1920 to indicate “far-sightedness in interpersonal relationships”. In 1937, G. Allport linked social intellect with the ability to express swift, almost automatic judgments about people, and predict the most likely reactions of a person. Social intellect, in his opinion, is a special “social gift” that ensures smoothness in relationships with people, a product that is a social adaptation, and not a depth of understanding. Abilities of social intellect were discovered by many renowned westerns scholars in structures of the general intellect (D. Gilford, H. Eysenck etc.) One of the first people to describe this term in Russian psychology was M. I. Bobneva (1979), who determined it in the system of social development of the personality. A high level of social intellect, in our opinion, assists the development of such abilities as: (a) readiness for adequate perception of social problems that arise, and solving these problems according to norms of relations that have formed in the social milieu; (b) resilience to unfavorable social influences, preservation of one’s individual qualities, formed attitudes and values; (c) an active position in solving social problems, readiness for social actions, self-development and self-realization in difficult situation that arise; (d) capability of decentration (ability to see things from another person’s point of view).

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DEVELOPMENT OF CREATIVE THINKING AMONG STUDENTS STUDYING ENGLISH IN SECONDARY SCHOOLS

E. L. Palamarchuk

The development of creative individuality is a topical didactic trend today. Creative tasks are the attribute of a modern teacher allowing him or her to organize any kind of verbal practice in a new way.

Creative abilities have first been identified with intuition and then directly associated with the mental abilities. The association with intelligence made a transition to opposition and creativity, and it was proved to have its location in a "specific locus" of the individual characteristics that do not depend on intelligence, as the majority of highly intelligent test persons had low creativity. There is no uniform definition for the term "creativity". Thus, according to B. M. Teplov, creative abilities are identified as certain individual characteristics that distinguish one person from another and can not be bound to the skills gained and knowledge of the person, but can explain the speed and simplicity of their acquisition. According to L. A. Bolshakova, creativity is defined as a complex personal characteristic indicating a person's ability to be creative in different life spheres and also allowing him or her to support others in their creative self-fulfillment. It is the high level of enthusiasm, intellectual activity and cognitive initiative of a person. According to D. B. Bogoyavlenskaya, to determine creative abilities, the following aspects can be marked: fluency of thought (the amount of ideas), flexibility of thought (the ability to switch from one idea to another), originality (the ability to produce fresh ideas), curiosity and imagination. The works of L. S. Vygotsky are of special importance, since in them all human beings are apt for creativity and imagination manifested in various ways, but mainly depending on their cultural and social background.

A school teacher faces the problem of developing a student and his or her creative thinking, their creative personality in general. The development of creativity is the primary educational task; this process covers all phases of the student's personal development, stimulates initiative and independent decision-making, and free self-expression and self-confidence. Every student is differently talented. Certainly not all students have the ability to compose, imagine or invent. Yet the talents of each person can be developed. To develop them one needs motivation. We distinguish the following ways to stimulate creativity: (a) creation of a friendly environment; (b) the teacher's benevolence and refusal to criticize a student; (c) creation of new beneficial objects and motivations within the student's environment to inspire his curiosity; (d) encouragement of sharing fresh ideas; (e) being

a personal example of the creative approach in problem solving, etc. The importance of the development of a student's abilities to solve any academic problem, to take initiative and be imaginative, is evident. Correlating creativity with learning, it is necessary to create an environment that will facilitate the development of skills and talents commonly identified as the characteristics of creative personality in all students. The effective work of a secondary school is determined by the degree to which the educational process ensures the development of students' creativity and prepares them for a social life.

For example, in English lessons of the 10th grade, while studying the topic of "Problems of Youth", we suggest various tasks for the development of creative thinking among students. A few examples of these tasks will be provided by the author during the presentation.

THE PLACE AND ROLE OF SUPPLEMENTARY PROGRAMS FOR CHILDREN IN THE SYSTEM OF LIFELONG EDUCATION

I. E. Panova

A. V. Kapitonov

A Russian Federation law dated July 10, 1992 (N 3266-1), "On Education", defines lifelong education as the process of implementing successive primary educational programs and a variety of additional educational programs.

Currently, the educational system of the Russian Federation implements the primary general education and primary vocational education programs. Basic education programs aimed at solving the problems of forming a common cultural identity and adapting to life in society provide a basis for informed choice and the development of vocational education programs. These include educational programs for preschool education, and general education (primary education, basic education, secondary (full) general education). The main educational programs are successive, that is, each successive program is based on the previous one. Primary professional education programs are aimed at addressing problems of cultural, intellectual and professional development to meet the needs of society and the state in training skilled workers and professionals, academic and teaching staff and the proper level of qualification.

In addition, the present system of education implements supplementary educational programs. The implementation of supplementary educational programs, which include additional general education and additional vocational programs are implemented within each educational level. Additional vocational programs are aimed at professional development, improvement of professionally significant qualities, acquiring new vocational skills required to perform a certain type(s) of professional activity, new job functions and official duties. One should distinguish between the implementation of additional professional training programs in relation to employees, job and training.

A supplementary professional education specialist can be trained within professional development programs, vocational training and internships. The purpose of professional development is to update the theoretical and practical knowledge of professionals. Further training is conducted at least once every five years during a the time that a specialist is continuously employed. An internship is intended to form and consolidate practical skills, abilities and skills acquired through theoretical training, as well as research into best practice. During retraining, specialists can learn new

kinds of professional activity (a duration of study of over 500 hours) as well as acquire additional qualifications (a training period of more than 1,000 hours).

With respect to further professional education of workers, the terms “qualification improvement” and “professional re-qualification” have slightly different semantic meanings, but in legal terms they are not defined. The model provision of lifelong professional economic training of personnel for the national economy (approved by a resolution of the *Goskomtrud* (State Committee for Labor and Social Problems) of the USSR, the *Gosobrazovaniye* (State Education Committee) of the USSR, and the Secretariat of All-Union Central Council of Trade-Unions of the USSR, dated June 15, 1988 (№ 369/92-14-147/20/18-22) is the only legal instrument still current and to some extent continuing to determine the forms and methods of the further professional education of workers. According to the document, supplementary vocational education of workers is represented by the following training programs: qualification improvement programs for workers, professional re-qualification programs (development of new non-related occupations), and job training programs for second (related) professions. Supplementary educational programs are aimed at personality development and its general culture and individual capabilities, development of socio-cultural values, professional orientation, organization of creative work, meaningful leisure activities, promoting a healthy and safe lifestyle, and health promotion.

A special place in lifelong education programs belongs to supplementary education. Its specific features are that the concept of “program of supplementary education for children” combines both the implementation as additional educational programs and training programs. The latter are used in education along with educational programs. The educational programs of supplementary education for children include programs of various kinds.

From a legal standpoint, there is currently only one legally valid document (Ministry of Education of the Russian Federation, dated May 3, 2000, № 1276, “On state accreditation of educational institutions for supplementary education of children”), which determines the total number of directions of supplementary education and their names. According to the document the system of supplementary education programs implements ten educational areas: science and technology, sports, technical and sports, artistic, aesthetic, tourist and ethnographic, environmental, biological, military, patriotic, social, pedagogical, cultural, and natural-scientific. The programs of supplementary education for children do not have sepa-

rate levels of education. Hence, the implementation of the program does not correlate clearly with the physical age of children of different ages and can range from 6 to 18 years old. Currently, the programs of supplementary education for children are being developed and realized at supplementary educational establishments, associations and in academic communities. In Russia, educational institutions for supplementary education for children that were joined in a network numbered 8,857 establishments at the beginning of 2009.

Lifelong education is aimed at forming and developing the creative abilities of children, meeting their individual needs with intellectual, moral and physical improvements, and organizing their free time.

PECULIARITIES OF DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE NURSES

Yu. Rakhimova

The educational process in medical school requires preparation of nurses capable of professional work with the help of introducing active training forms and methods. Changes in the nature and objectives of teaching students can be explained by global education trends, called “mega-trends”. These include orientation training for the individual student and provision of opportunities for self-discovery. Learning in medical educational institutions of secondary vocational education is a system in which all its constituent components (student, faculty, content and resources, teaching methods and organizational forms) are closely interrelated. The approach to learning from a systematic approach requires analysis not only of the internal structure of learning and the relationship between its separate parts, but also the structure of the relationship between the learning process in the educational institutions and medical process in a health care establishment. Preparing students for professional nursing activities includes, on the one hand, mastering basic knowledge required in nursing practice, and, on the other hand, developing professional skills. Skills are formed in the course of activity. To develop this or that skill, it is necessary to repeat the action in practice. Learning is maintained by students fulfilling their assignments.

The professional development of a future nurse means mastering professional functions. We can identify two preparation periods: the adaptation, i.e. “entrance into the study” (first year), and mastery of professional knowledge, skills and abilities (subsequent 2nd and 3rd years of training).

In order to realize the objectives of the educational process, one should apply the forms and methods of teaching that contribute to the developmental effect of training. Carefully designed educational technology provides the necessary psycho-pedagogical conditions for entrance of students in vocational general cultural space that include self-development and self-realization and professional identity. It is important to achieve an optimum combination of variative logical structures of educational content with its practical embodiment; this will be possible when they interact in the widespread use of new educational technologies, and computer technologies in particular. With such a modern standard of scientific and methodological support, there must also be appropriate and consistent professional and pedagogical support. Innovative technologies that are understood by teachers let them be the subjects of the organized educational process, transferring the experience of students. As a result, the transition from quantitative changes in the composition and content of student learning activities to its qualitative transformation takes place.

DIGITAL MUSICAL INSTRUMENTS IN PROFESSIONAL TRAINING OF MUSIC PEDAGOGUES

A. M. Rybnikov

Technical progress and the evolution of digital electronic devices have a significant influence on all aspects of the activity of modern society, including musical arts and education, in which electronic musical instruments are being used to an increasing degree. A special feature of the study process using these instruments is that it is possible that it may move into electronic form. The person becomes familiar with a profound meaning understanding of the world through the information and educational space. According to the observation of A. Goremychkin, the objective fact of the gradual transformation of study and information materials into a new factor of education – the information and instruction space – should no longer be seen as a trend, but as an actually existing law [1, p. 28]. Mastering knowledge, abilities and skills requires a new quality of cognitive activity of subjects of the study process, in the context of a transition to an information and spatial concept of electronic didactic provision.

Digital musical instruments are becoming a new method for an artistic perception of the world, and a holistic perception of the world is forming in the conscious of the subject of the study process. The communicative qualities of these instruments bring a person into an information and study space, and open the path to new educational system, i.e. long-distance education in musical pedagogy. New operational information functions such as recording, playback, editing and communication of musical information, and also synchronization of the musical instrument with the computer determines its significant didactic potential. Use of Internet didactics is becoming relevant, and online musical education programs are becoming increasingly widespread, which make it possible for music pedagogues to enrich their professional knowledge and practical skills. In Ukraine, a number of universities are actively developing long-distance musical study, introducing new forms and methods of work with musical information into the information and educational space of the university.

Existing methods for using digital instruments in musical education do not sufficiently take their specific nature into account as a new didactic method. It is these qualities of instruments that become important for developing individuality, and open the path to high-precision educational technologies, which taken into account subtle effects in education, and may raise the effectiveness of pedagogical activity in forming personality competencies. Programming of the formation of the personality, according to L. Lugovoy, is determined by the information influence on it. The mecha-

nism of its realization is the technology of training the future specialist, which is embodied thanks to the curriculum. The role of the teacher in this process becomes guiding, accompanying and responsible in relation to the competencies acquired by the student [2, pp. 193-194]. Digital devices have a profound effect on studying music, which increasingly becomes self-directed, interactive, and uses the information and educational space, including the Internet. Concepts that have appeared in connection with the use of these devices, such as “computer musical literacy”, “virtual learning sphere”, “study with the use of electronic devices”, help to form new systems of musical education.

For the modern specialist, the period over which knowledge becomes out of date by 50% comes to around five years. This has a significant influence on the specialist’s professional skills and competency. The “half-life” period of competency may be defined by the term “de-competency”, in which the level of knowledge, skills and abilities that make up the professional competency of the specialist change by more than 50%. This motivates and stimulates the specialist to constantly update and modernize their competency in a number of key proficiencies and professional competencies.

The basis of competency-oriented education is human experience – life, educational and professional experience. The following categories of the subjective experience of using digital musical instruments may be singled out, based on the study by E. Zeer: (a) the attitude to the study process with the use of electronic musical instruments – (personal content and significance in professional activity, interest in digital instruments, psychological readiness for instruction using them); (b) learning, training (sequence of lessons on the basis of digital instruments, taking into account previous experience of learning to play a musical instrument, projection of life, educational and professional situations, which make relevant the use of these instruments etc.); (c) forming individual cognitive abilities with the support of digital instruments [3, p. 44]. Activity on the basis of digital instruments significantly widens the boundaries of this experience, and diversifies forms of its manifestations, such as: electronic arrangement and performance, playing by ear and in groups (both with acoustic instruments and in the system of interactive electronic musical performance), sound engineering, and the creation of original synthesized timbres, improvisation and composition. On this basis, a wide spectrum of musical abilities and interests, musical priorities and tastes are formed, and the innovative qualities of digital electronic musical instruments makes its application extremely relevant in musical pedagogy, and furthers the accumulation of new cognitive experience.

If digital instruments are treated as simple replacements for mechanical instruments, I. Krasilnikov notes, the study and creative process either

makes no headway, or recedes into the distant past, when musical communication consisted of two links – the musician and the listener, and there was not yet any computer or performer [4, p. 93]. Solving this problem may be assisted by integration of different aspects of this activity into a new synthetic form, which is also capable of forming a readiness for the use of the artistic and pedagogical potential of digital musical instruments. Where does the special nature of these musical didactics lie? This question has become particularly important in drawing up curricula, and developing tutorial guides for the new field of expertise “Director of multi-media projects in musical art”, which includes a number of new disciplines: “Foundations of multi-media instrument study”, “Musical and information technology”, “Foundations of sound engineering”, “Multimedia educational hardware”, “Electronic music arrangement”, which were introduced into the study process for training of musical pedagogues at the Kiev University named for Boris Grinchenko. The authors of these pedagogical developments showed the specifics of study and creative activity on the basis of digital musical instruments. The special nature of this was a certain break with classical tradition, which emphasizes the figures of the composer and performer in musical activity.

A relevant issue today is the creation of a new system of knowledge that contributes to its effective application, with the goal of developing musical activity. Modern tasks of the evolution of musical education with the use of digital musical instruments may be solved in the case of an approach to digital devices as specific musical instruments that are capable of developing musical and creative abilities on the basis of expanding the spectrum of study activity, and creating new models and technologies of the lifelong education of musical pedagogues.

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ORGANIZATION OF KEY PRACTICES OF PUPILS – THE CONDITION FOR ESTABLISHING AGENTS OF CHANGES

S. B. Savelova

Ensuring the quality of general secondary education is in many ways accompanied with recognizing it as a component part of the holistic system of lifelong learning – the direct mechanism for realizing the lifelong learning strategy, which is comparable with the idea of establishing and developing human resources for supporting a “stable way of life” of various categories of participants of local communities and the global human community. Realizing the lifelong learning strategy gives special relevance to the task of forming key competences of pupils, which are a factor in providing for the practice of education for stable development in the action of the system of general secondary education.

For pedagogical science (and especially practice) the very definition of the concepts “competency” and “competence” is a methodological problem, which can only be solved in interaction with specialists from outside the education sphere: a significant characteristic of any competency is its context (adherence to requirements of specific human qualities that are produced by the need to solve functional tasks in certain spheres of life activity). This is why, every time that it encounters planning of the education process on the basis of the competency approach, the professional pedagogical community tries to draw up a list of competencies that the student must master at a certain stage of education as a resource for carrying out their activity in specific life and professional situations.

At the same time, a distinguishing characteristic of the situation of stable development is the increase of processes of change connected with constant important of the quality of life of everyone, and ensuring a way of life that is worthy of human existence in the 21st century. In the expanding space of situational, planned and paradigmatic changes, any list, even the most extensive one, of human competencies proves to be incomplete, and only relevant for a specific local situation, which is taken separately as it were, “cut out” in time and space from the general process of changes. With the constant change of the outer environment, realization of the requirement of context of competencies, in combination with the need to ensure their universality (each graduate of the modern school should master key competences) makes the practice of the educational institution unsuccessful in arranging the management object through determination of a specific list of competencies (which is characteristic for the traditionally organized activity of pedagogical collectives). It is necessary to form a sys-

tematic vision of processes that further the formation of key competencies of pupils, and a determination of conditions that accompany these processes, and are necessary for the creation of a system of educational-pedagogical support.

In examining the constant improvement of the quality of life as something that derives from complex ecological, economic and social development, ensuring it involves including individual people and groups in these processes as agents of change. The competency of an agent of change is connected with the qualities of the subject of development, which accepts the value of the Earth as a common home for the life of present and future generations of people, sharing the philosophy of stable development and recognizing the relevant ethical maxim “Act locally – think globally”, possessing the competency of an “acting person” (M. Bakhtin), and qualities necessary for the responsible organization of individual practice of life within the framework of global civil society. Acquiring these competencies is connected with a person gaining their own experience, shown in solving problems existing in their life both independently, and in interaction with other people and structures. The condition for acquiring key competencies by an agent of change is the increase in the level of problems solved by their person in their educational practice, which makes it possible for them to ensure the “realization of their capabilities, social involvement, active civil position and occupation” [4]. The appearance of problems is determined by previous knowledge and the prevalent value system of people, and is ultimately determined by their social needs. In the wide sense, a problem is a “complex theoretical or practical issue that requires solution; in the narrow sense it is a situation characterized by a lack of means to achieve a certain goal” [1].

Solving problems only becomes possible when a person develops an idea that makes it possible to carry out the role of the necessary and sufficient means for receiving a new decision, increasing the necessary resources of development, and determining the conditions and infrastructure of the realization of this idea. That is to say, in the process of independent detection and resolution of their problems, a person, showing initiative and activity, organizes their own practice of setting and solving tasks, being involved in invariant spheres of applying their efforts as a subject capable of ensuring interaction with themselves (“I – I”), increase the necessary resources for solving their tasks (“I – Knowledge”), and self-determination in their plans and means of their realization (“I – Other people”) and norms which make realization of his/their initiatives (“I – Social Medium”). The complex activity of the person in organizing life through “efforts applied by

them in solving tasks put forward by life” [3] is a key practice in realizing their activity as an agent of change. In the context of the institution of secondary education, organization of key practices of pupils becomes the systematic condition for forming their key competencies as agents of change.

Factors that determine the success of organizing key practices of pupils as subjects of development are their initiative and activity. Key practices of pupils can be provided by initiatives for children and teenagers that are stimulated and supported by pedagogues, directed towards solving life tasks that have important priority for them. Consistent support throughout the school life of the person of all types of key practices allows pedagogues to solve the task of forming key competencies of pupils in action. At the same time, at any stage of school life, realization of these initiatives requires that pupils show the entire set of competencies connected with the need to solve a certain class of tasks. Only the accents are changed in the contents and character of cooperation of children and adults: at some stage, tasks come to the center of their attention for forming a certain class of competencies, and indirectly and on the basis of competencies previously mastered that are used in organized practice, tasks for acquiring competence will be solved. By singling out priority spheres of applying the activity of children and teenagers at different stages of school life, it is possible to draw up a system of educational and pedagogical accompaniment of processes for organizing key practices of pupils in the activity of educational institutions: (a) pupils who are only beginning school life (key practice “I – I”) a person who accepts the word “must” – classes I-IV); (b) pupils who are acquiring independence in solving tasks in different subjects (key practice “I – Knowledge” – a person capable of finding means for solving tasks set, class V); (c) pupils mastering methods of self-organization (key practice “I – Activity” – an actor capable of determining their goals and solving tasks before them, classes VI – VII); (d) pupils widening their sphere of influence (key practice “I – Other people” – a partner working in a team, classes VIII – IX); (e) pupils actively involved in the life of the local community (key practice “I - Social medium” – a strategist, entrepreneur, manager and organizer of changes, classes X- XI).

Project activity is a culturally arranged method of realizing human initiative. The leading method that makes it possible to support the project activity of pupils is project activity of pedagogue directed towards including young school pupils into join socially significant projects, organization of study projects for pupils of the secondary level, development of socially significant initiatives of senior school pupils, and creation of an infrastructure of support of independent project activity of pupils at each stage of

their school life. The basic criterion of successful organization at school of key practices of pupils is the quantity and quality of “traces” of their initiative project activity as developing agents of change.

The model of organization of key practices of pupils has been developed as a result of the activity of institutions of general secondary education – innovative platforms of the Minister of Education of the Republic of Belarus [2]. At present, introduction of this model is taking place at educational institutions – participants of the Partner network of schools (“Braslav State gymnasium”, Vitebsk Oblast, and “General Education School № 2” in Svisloch, Grodno Oblast).

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THE PHENOMENON OF PLAY IN THE CONTEXT OF LIFELONG MUSIC EDUCATION

L. A. Timoshenko

The historically established sphere of preschool, school, secondary, higher and post-degree music education has inseparable links through all its stages. Each next stage involves expansion and deepening of knowledge, acquired on the previous stages. That is how the translational ascending process of education goes. As an example we can use the multistage system of Gnessin music educational institutions in Moscow: the children's music school, including the seven-year school, the secondary special school, the Music College and the Russian Academy of Music, on the basis of which a postgraduate education and refresher courses for music teachers from all over Russia are organized.

The process of lifelong music education is based on the integration of preschool and higher professional education, the informative essence of which is the development of the students' music culture and fundamental knowledge and a practical application of them in music. This multi-aspect activity has many components, and I would like specifically to describe one of them: play.

The investigation of the phenomenon of play in pedagogy is topical for a number of reasons. Firstly, as music art is a creative activity, play and games create perfect conditions for "exercises" in the sphere of imagination, emotions and the generation of new knowledge. These zones of development are essential for every artistic work, which can be metaphorically called "play". Immanuel Kant, founder of classical German philosophy, described this phenomenon in similar terms, focusing on its transcendent potential. Secondly, play can be considered a process of a musician's growth in a gnoseological aspect. Using developmental games for juniors and business simulation games for senior students it is possible to inspire their interest in studies. Thirdly, play is used as a tool for the activation of psychic processes, as a tool of correction and adaptation to life in social and communicative aspects. Fourthly, observing the organization of play in studying, when taking part in games, students involuntarily get drawn into a creative process, develop their fantasy, and learn to invent role-play scenarios. The development of creativity in a future teacher can be very helpful in his/her practical work with children.

Games and play reveals its artistic potential in a system of music culture, except for in teacher reflection. The wide investigation of a link between play and artistic work was held in the 20th century by H-G. Gadamer, who stated that a piece of art, as well as a game was an event of a human

and an object: "When we talk about playing a game in relation to the artistic experience, it does not involve the behavior and even the mental state of a creator... but the method of existence of the piece of art itself" [1, pp. 146]. This is the event that involves both – a person and an object. If an object in this context is a piece of music, then a student becomes involved in the process of the game by playing it, learning it, understanding the meaning of an artistic image and acquiring the means of musical expression. This process requires the game of imagination from a performer, the impersonation, the perception and other features of the game. Learning a piece of music, a performer as a mediating link tries to understand and unravel the encoded idea of a composer. The sounds of music reach the listener through the interpretation of the performer and then a play interaction takes place between the performer and the listener. In Gadamer's opinion, "what a musician plays and a listener perceives are the images and an action in the way they were thought of by an author" [1, pp. 163]

Preschool and school teachers use various play techniques quite often, activating cognitive, communicative, creative skills of children by an available and effective method. The course of action in the game suggests the musical images, the literary lyrics, the nature of dance movements, and the rhythm. The music and didactic games for each age group are applied in a certain sequence with tasks constantly increasing in complexity. The use of "fairy tale" themes, folklore sources, and folk games helps the teacher to tackle many educational tasks.

When it comes to the learning of senior age groups, the students of a music college or a higher educational establishment, opportunities to effectively use games and play are insufficiently exploited in theory as well as in practice. Creative exercises, improvisation, active work, including gaming methods with a practical component can and should be present in the educational practices of secondary and higher educational establishments. To teach playing is not only to transmit a combination of knowledge, skills and abilities but also involves developing the ability of students to enter into play interaction, to organize games, to make up scenarios, and to develop the course of a game.

Games and play as an essential constituent of lifelong music education is a significant prerequisite for a complex approach in music pedagogy. The search for ways of implementing and the systematically using play methods is topical and needs studying.

A COMPETENCY APPROACH IN PROFESSIONAL GUIDANCE FOR 8TH AND 9TH GRADE STUDENTS AT EXTRACURRICULAR CLASSES: THE METHODOLOGICAL ASPECT

I. I. Troitskaya

This report examines the experience of applying a competency approach method in professional guidance for senior high school students by means of theatrical activity at extracurricular classes held at a regular high school. The study was conducted on the basis of Lyceum #8 in the city of Nizhny Novgorod.

Theatrical activity conducted within the framework of the program "Professional self-determination by means of theatrical activity" for 8th and 9th grade students is the means for solving this problem. Lessons take place during homeroom classes (1 hour per week) at school. The program helps to integrate the various creative unions of children on a common informative basis, and to coordinate the work of teachers of extracurricular activities and subject teachers within the unified educational process of the school. Furthermore, theatrical activity is one of the important factors of professional guidance within extracurricular activities at a regular school, which is predetermined by the specific features of the theater, its functions, structure and multidimensionality. The theater not only enables contacts with the world of art, but also allows getting acquainted with many professions involved in preparing a performance, and in particular, in such spheres of relations as: person – person, person – nature, person – sign system, person – technology, person – artistic image.

Staging performances during theater classes at school is implemented by the children themselves under the guidance of an extracurricular teacher, a homeroom teacher, subject teachers and by their direct participation in a performance. The children play the parts of actors, directors, artists, playwrights, and musicians. In this case children obtain the opportunity not only to get acquainted with the basics of dramatic art, and the particularities of theater professions, but also to be engaged in professional auditions. During the auditions the children obtain experience in the kind of work which they chose, and they try to identify whether the nature of this work meets their skills and abilities or not.

Program objectives: to reveal the scientific basics of professional guidance for students; to actualize the process of professional self-determination by means of specific activities that imply getting knowledge about oneself, about the world of professional labor, and about moral and ethical norms exposed by a profession and a society; to develop an ability to find and apply one's skills in a variety of professions; to aim for lifelong

education, education throughout one's career. Students learn to generalize knowledge with the help of theatrical activity, reflecting the moral ideas and examples of successful and unsuccessful careers.

Program tasks: to form an active attitude towards labor as a meaningful, ethical and personally important value; to help students find and select a profession according to their vocation; to increase the level of psychological competence of students by equipping them with the appropriate knowledge and abilities; to help them to acquire the basic practice during auditions; to teach them self-organization, self-discipline, self-actualization and self-fulfillment within the selected profession; to advise them on methods of development of professionally significant qualities through trainings and exercises using Stanislavsky's system.

We have determined the following competencies that have to be acquired as a result of the program, namely: personal, metadisciplinary and disciplinary.

Personal results. Professional and working competency: acquisition of individual career-oriented experience, developing the ability for taking independent actions in an unpredictable and unstable situation on the labor market; awareness of the ethics of employment and social relations; energy for personal achievements in the various spheres of activity. *Educational and cognitive competency:* acquisition of the complex of common educational components (knowledge, skills, abilities) along with experience at participating in auditions; initiative and independence in the solution of creative and educational problems of different levels; establishing abilities to design one's individual and collective professional and creative activity; skills of self-analysis and the ability to set creative goals. *Value and meaning competency:* an attitude to labor and profession as to a value; the selection of a profession according to one's vocation; building a professional career according to the laws of morality; development of artistic taste as the ability to aesthetically perceive, feel and estimate the results and activity of professionals. *Creative competency:* development of artistic and creative thinking, which is an inseparable part of a person's holistic thinking, development of imagination, fantasy, intuition, visual, auditory, and motor memory; improvement of speech and flexibility.

Metadisciplinary results. Professional and working competency: developing consistent needs for socially valuable labor, such as self-service at school and at home; productive labor (mainly work in student production workshops); studying labor that includes mental and physical labor (in the schoolyard, in school workshops, at lessons of technologies); creative labor during the creation of a common product, the performance. *Educational*

and cognitive competency: an understanding of the role of personal professionalism in the development of one's country, its economic power; the ability to notice the same historical fact in the content of different subjects; expansion of the sphere of cognitive interest, a harmonious intellectual and creative development; abilities of using information and information technologies (computer, audio-video recordings, the Internet, etc.). *Value and meaning competency*: development of an active attitude to folk traditions and culture as to a meaningful, ethical, aesthetical and personally significant value; development of respect for local culture and art, applied folk arts (crafts), architecture, music, literature, theatre; a tolerance toward another culture, another worldview, another point of view; an acquisition of the cultural traditions, moral cliché and norms of social behavior. *Creative competency* – an ability to find a creative approach to every type of activity, to find the general and the particular in the allied professions and to creatively modify the profession itself; to hold the aesthetic positions in a creative process, bringing beauty to human relations.

Disciplinary results. *Professional and working competency*: an acquisition of the basics of practical activity, namely: the elements of theatrical activity; the ability to create an individual and collective product, to promote it, etc. *Educational and cognitive competency*: an awareness of the world of professions, requirements exposed by professions, work equipment, work objects, demands of the labor market; knowledge on outstanding theater figures in world of art; an awareness of one's skills and abilities. *Value and meaning competency*: comprehension of the spiritual legacy of mankind on the basis of emotional experience obtained in the process of preparing performances; a perception of the world of professions, of the "creators", of professionals in their fields; an active attitude to the traditions of folk culture as to a meaningful, aesthetical and personally significant value. *Creative competency* – the practice of theatrical activity as a synthetic form of creative activity, a means of self-development and creative modification of the environment, interactions, communications (at work and when relaxing).

The study showed that the competency approach in the process of professional guidance for senior high school students by means of theatrical activity helps to provide an exact targeted orientation of this process towards specific results (personal, metadisciplinary and disciplinary) considering the individual and psychological particularities of a student, social demands, establishment of an aim at specific education and self-education, and the need for adaptation to changing social and economic conditions.

RESEARCH ACTIVITY AS A MEANS OF FORMING SKILLS OF SELF-DEVELOPMENT AND SELF-REALIZATION IN A STUDENT'S PERSONALITY

N. I. Scherbakova

Students must form self-education skills over the course of their education. With the rapid growth of scientific and technical information, traditional training technology focused mainly on presenting and assimilating ready-made knowledge, cannot be considered sufficient. Education technology needs to be refined in improving the formation of intellectual culture, creativity and educational technology of a specialist based on the concept of creative activity. The most effective form of its implementation is a continuous system of scientific research work as an inseparable component of the three-sided educational process: academic, educational and scientific.

Students' research work in the Moscow Art and Pedagogical College of Technology and Design is one of the priority directions of the educational process, the most important means of improving the quality of training. In the process of students' study of professional, creative, and research activity, and methods and techniques to perform research and design activities, students develop skills of scientific and technical creativity, independence and initiative in their studies and future careers. Art college degrees set the direction (psychology, philosophy, and applied sciences), subject (artistic and aesthetic education, the development of creativity, new professional technology) and shape (both theoretical and practical, or applied) of their research. Only a teacher who is interested in science and deeply involved in research work can direct the research, to help students more fully disclose their identity and individuality, and create conditions for students' development of intellectual and creative activities. Creation and development of conditions for self-realization of students in scientific work in a single academic, educational and scientific process in accordance with the student's abilities and needs is the purpose of the whole system of research activity in college.

To ensure this goal it is necessary to: (a) develop the students' readiness for constant self-education and self-improvement, improving their skills, (b) assist future professionals in mastering the methods of development and utilization of scientific knowledge in research activities, (c) identify the most gifted and trained students who have expressed their motivation for research activities and to involve them in various research projects, (d) continuously support and develop the students' interest to actively participate in research activities as an indispensable part of their training; (e) organize exhibitions of students' scientific work, conduct scientific confer-

ences and competitions, and other activities of a research nature in order to demonstrate students' achievements, (e) assist students in preparing for participation in scientific activities at the national and international level, (g) help students at preparing the results of their research for publication.

Most students perceive their participation in research as preparation for future practice. Studies have shown that students who were involved in research while studying apply a creative approach to meet their professional functions, have a higher level of psychological readiness for professional activities, and considerably reduce the period of adaptation to professional practice.

It has become a tradition in college to conduct annual scientific-practical conferences. The choice of conference topics is stipulated by the desire to expand professional horizons of students, and to update their knowledge. For example, a students' conference was held in 2008 called "Professional competence of a graduate of the services area under the requirements of the modern labor market." This topic was important and timely in connection with the preparation for the transition to federal state educational standards for vocational education of the new generation. The reports presented at the conference expressed views on the mastery of competencies which meet the requirements of the modern labor market in service. It was interesting in this regard to learn the views of other parties, employers, and managers ranging from large catering enterprises to beauty salons. Such activities contribute significantly to the convergence of forms and methods of training at an educational institution with the requirements of the labor market. The 2009 conference topic was "Innovative technologies in service sector jobs." In April 2010 the college held the All-Russian scientific-practical conference "Ways and means of forming creative personality in the process of preparation for professional work in the service industry", which was attended by representatives from educational institutions of primary, secondary and higher vocational education preparing professionals for the service sector. The conference presented a collection of clothes, hairstyles, and makeup prepared by the students, as well as well-known stylists who graduated the college. The Conference has become a real forum for beauty, creativity, talent and professionalism.

Managers and specialists from the Department of the Consumer Market and Services of Moscow, the Moscow Culinary Association, the Center for Research and Information in the Service Industry, and other institutions are traditionally involved in preparing and conducting scientific conferences in the college. The Conference Proceedings are published annually.

Research work with students is another form of interaction the between teacher and student. They cooperate in this case based on creative interaction that helps to reveal many aspects of an individual student, encouraging creativity by both parties.

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