



# LIFELONG LEARNING

CONTINUOUS EDUCATION  
FOR SUSTAINABLE DEVELOPMENT

*Proceedings of the 10th Anniversary  
International Cooperation*

Volume 10  
Part I

Parallel edition

UNITED NATIONS EDUCATIONAL, SCIENTIFIC  
and CULTURAL ORGANIZATION (UNESCO)  
INTER-PARLIAMENTARY ASSEMBLY  
of EURASIAN ECONOMIC COMMUNITY  
PUSHKIN LENINGRAD STATE UNIVERSITY  
INSTITUTE of THEORY AND HISTORY  
of PEDAGOGICS of RUSSIAN ACADEMY of EDUCATION  
INSTITUTE of REGIONAL ECONOMICS  
of RUSSIAN ACADEMY of SCIENCES  
NON-GOVERNMENTAL ORGANIZATION  
«LIFELONG LEARNING FOR EVERYONE»

---

# **LIFELONG LEARNING**

## **CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Proceedings of the 10<sup>th</sup> Anniversary International Cooperation

*Parallel edition*

Scientific editors  
N. A. Lobanov, V. N. Skvortsov

**Volume 10  
Part I**

Saint-Petersburg  
2012

37.31  
60.55

**Lifelong Learning:** Continuous Education for Sustainable Development: proc. of the 10<sup>th</sup> Anniversary int. coop. / arr. N. A. Lobanov; sci. ed. N. A. Lobanov, V. N. Skvortsov; Pushkin LSU, Res. Inst. Soc.-Econ. and Ped. Probl. of Lifelong Learn: in 2 pts.: paral. ed. – Vol. 10. – SPb.: Pushkin LSU, 2012. – Pt. I. – 324 p.

ISBN 978-5-8290-1161-1 (Pt. I, en.)  
978-5-8290-1155-0

The 10<sup>th</sup> volume of the proceedings of international cooperation contains reports of the 10<sup>th</sup> anniversary International Conference “Lifelong Learning: Continuous education for sustainable development”. Participants of the Conference as well as the whole international community face topical problems: Do fast-developing national (regional) systems of continuous education manage global challenges of XXI century? Can present practice of continuous education be called system of continuous education? And what is the contribution of continuous education to sustainable development?

These and many other urgent questions are discussed by scientists and practitioners from Austria, Belarus, Bulgaria, Germany, Greece, Ireland, Italy, Kazakhstan, Latvia, Lithuania, Norway, Poland, Russia, Serbia, Turkey, Uzbekistan, Ukraine, Finland. All participants of the forum unanimously agree that continuous education is an essential condition of success of innovative development of any country, national safety and welfare of citizens. Authors note both positive and negative events in contemporary education, pointing out that new technology of educational process should not drive away spiritual and moral aspects in process of professional education and forming of personality of future specialist.

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

ISBN 978-5-8290-1161-1 (Pt. I, en.)  
978-5-8290-1155-0

© Authors, 2012  
© Lobanov N. A. arr., 2012  
© Lobanov N. A., Skvortsov V. N. scientific editors, 2012  
© Leningrad State University (LSU)  
named after A. S. Pushkin, 2012

## Contents

HUMANITARIAN APPROACH IN THE ORGANIZATION OF LIFELONG PROFESSIONAL EDUCATION IN HIGH SCHOOLS V. N. Skvortsov .....	13
INNOVATION IN EDUCATION: WHERE IS THE BOUNDARY BETWEEN PROGRESS AND FASHION? A. M. Novikov .....	20
THE AUTONOMY OF HIGH SCHOOLS AND ITS IMPORTANCE FOR LIFELONG EDUCATION IN POLAND: A COMPARATIVE ANALYSIS E. Kula, M. Pęnkowska.....	26
INNOVATION MECHANISMS OF THE DEVELOPMENT OF PEDAGOGICAL SCIENCE I. I. Tsyrkun .....	31
NON-FORMAL ADULT EDUCATION IN HELSINKI T. Törmä .....	35
LIFELONG SOCIAL AND HUMANITIES EDUCATION AS AN ASPECT OF SELF-DETERMINATION IN MODERN CULTURE M. I. Vishnevskiy .....	38
ANENT THE MODERNIZATION OF UKRAINIAN TEACHERS REFRESHER COURSE SYSTEM V. P. Lyakhotskiy.....	41
ON SOME "UNSOLVABLE PROBLEMS" IN THE SYSTEM OF HIGHER EDUCATION IN THE REPUBLIC OF BELARUS N. V. Sussha.....	44
PSYCHOSOCIAL FOUNDATIONS OF SUSTAINABLE DEVELOPMENT IN HIGHER EDUCATION IN THE REPUBLIC OF KAZAKHSTAN R. A. Ayazbekova, A. A. Bulatbaeva.....	47
HISTORICAL STAGES IN THE DEVELOPMENT OF LIFELONG EDUCATION N. A. Lobanov .....	50
<b>THEORY AND HISTORY OF CONTINUOUS EDUCATION</b>	
TOPICAL PROBLEMS OF MAKING THE SOCIO-CULTURAL SPACE OF STATES – MEMBERS OF CIS. ABSTRACT K. A. Pshenko, M. S. Yakushkina .....	54

LIFELONG EDUCATION FOR SUSTAINABLE DEVELOPMENT WITHIN THE AXIOLOGICAL PERSPECTIVE	
U. Ostrowska.....	55
"A VICIOUS CIRCLE OF LACK OF INNOVATION" AND PROBLEMS OF EDUCATION	
E. A. Lutokhina.....	59
SUSTAINABLE LEADERSHIP IN L.L.L. AND THE PROCESSES OF EMPOWERMENT	
R. Albarea .....	61
LIFELONG SELF-EDUCATION: A CONCEPTUAL SOLUTION	
V. A. Tolkachev, G. I. Pismensky.....	64
GENERATION NEXT. EDUCATION NEXT. TEACHER NEXT?	
Ye. V. Astakhova.....	66
IMPORTANCE OF TOURISM SERVICE TO EDUCATION	
R. Tatoris, B. Švagždienė, D. Perkumienė .....	69
THE PHILOSOPHIC MEANING OF THE "COMPLEX SYSTEM" IN THE CONTEXT OF LIFELONG EDUCATION	
N. Petrov, E. Dimova.....	72
SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL JUSTICE IN THE CONTEXT OF LIFELONG EDUCATION	
Y. V. Polyakova.....	74
HIGHER PROFESSIONAL EDUCATION SYSTEM DEVELOPMENTAL TENDENCIES IN THE CONTEXT OF THE SYSTEM'S CONTINUITY	
A. E. Suleymankadieva, Alp. E. Suleymankadieva.....	77
LIFELONG EDUCATION: A DEMAND OF THE MODERN ECONOMY	
V. A. Mezenin, L. N. Cheganova.....	80
CREATIVE EDUCATION AS AN INNOVATION SYSTEM	
Y. P. Korobeynikova.....	82
POSSIBILITIES FOR USING HISTORICALLY DEVELOPED DIDACTIC IDEAS IN THE EDUCATION SYSTEM OF UZBEKISTAN	
M. E. Inoyatova .....	85
LIFELONG EDUCATION IN RUSSIA: HUMAN CAPITAL INVESTMENT TRENDS AND ITS EFFICIENCY	
D. V. Didenko.....	87

CONTINUITY AS A SUPER OBJECTIVE IN MODERN EDUCATION	
T. Kh. Deberdeeva .....	91
PECULIARITIES OF PRACTICAL TRAINING OF STUDENTS IN PEDAGOGICAL SEMINARIES (LATE 19 <sup>TH</sup> – EARLY 20 <sup>TH</sup> CENTURY)	
A. A. Osavolyuk.....	94
THE ROLE OF TEACHER TRAINING IN POLAND AFTER WORLD WAR II (1945–1955)	
E. Gorloff.....	97
CONTINUOUS EDUCATION AS A SOURCE OF SUSTAINABLE DEVELOPMENT AND COMPETITIVENESS	
C. Dolicanin, M. Vujicic.....	100
CONSTANT EDUCATION OF ADULTS IN THEIR WORK ENVIRONMENT	
R. Tomaszewska-Lipiec.....	103
CONTINUITY OF PRESCHOOL AND SCHOOL EDUCATION IN THE PEDAGOGICAL THOUGHT OF S.F. RUSOVA (1856–1940)	
I. V. Zaychenko .....	106
ARCHITECTONICS OF LIFELONG EDUCATION IN A VIRTUAL AGE	
L. P. Tsylenko .....	109
LIFELONG EDUCATION FOR SUSTAINABLE DEVELOPMENT: A SYNTHESIS OF APPROACHES	
A. M. Avdonina.....	111
THE BOOK IN THE LIFE OF AN ADULT IN THE POLISH PEDAGOGICAL SCIENCE AND PRACTICE	
D. Zoladzh-Stzhelchik, K. Jakubiak, W. Jamrozhek.....	113
“SLAVONIC CHRISTEN KOLD” OR FIVE PRINCIPLES OF IGNACY SOLARZ’S EDUCATIONAL CONCEPT	
T. Maliszewski.....	119
MODERN SCHOOLS ARE THE BASIS FOR LIFELONG LEARNING AND SELF-EDUCATION OF STUDENTS	
T. Kompirović, P. Zhivković, T. Radoević.....	123
MENTAL HEALTH, COGNITIVE CAPITAL AND THE MODERN EDUCATION SYSTEM	
V. A. Rozanov, T. E. Reytarova .....	126

THE SOCIO-PHILOSOPHICAL ASPECT OF DEVELOPING CIVIC CONSCIOUSNESS IN YOUNG PEOPLE WITHIN THE CONTEXT OF LIFELONG LEARNING	
D. I. Naumov .....	128
<b>FORMING OF SPIRITUAL AND MORAL PERSONALITY IN THE PROCESS OF CONTINUOUS EDUCATION</b>	
PRE-PROFESSIONAL EDUCATIONAL INSTITUTIONS: THE BASIS OF THE NATIONAL LIFELONG EDUCATION SYSTEM FOR CULTURE AND THE ARTS	
I. G. Vasilyev .....	133
QUALITY EDUCATION IS SUCCESSFUL EDUCATION	
A. K. Kusainov, D. S. Kusainova.....	136
TRAINING OF TEACHERS IN EDUCATIONAL ACTIVITIES IN THE SYSTEM OF ADDITIONAL PROFESSIONAL EDUCATION	
N. A. Savotina .....	139
LIFELONG EDUCATION AS A SUBJECT OF SCIENTIFIC KNOWLEDGE	
J. A. Chitaeva.....	142
THE BASICS OF RELIGIOUS CULTURES AND SECULAR ETHICS IN LIFELONG EDUCATION: SPECIFICS OF THE NEW COURSE	
V. O. Gusakova .....	143
THE IMPACT OF LIFELONG EDUCATION ON THE DEVELOPMENT OF CREATIVE INDIVIDUALS	
L. K. Kuzmina.....	146
PEDAGOGICAL DYNASTIES AS SUBJECTS OF LIFE-LONG PROFESSIONAL TRAINING	
M. F. Solovyeva .....	148
CONTINUITY OF LEGAL EDUCATION AND UPBRINGING AS PART OF SOCIALIZATION OF YOUNG PEOPLE	
O. Plakhotnik.....	150
ON THE ROLE OF SPIRITUAL AND MORAL VALUES IN THE UPBRINGING OF SENIOR HIGH SCHOOL STUDENTS	
O. L. Rakovskaya.....	151
FROM EDUCATION TO SOCIAL CULTURE	
O. B. Khovov .....	154

ECOLOGICAL EDUCATION OF PERSONAL CULTURE IN THE CONTEXT OF STABLE SOCIAL DEVELOPMENT	
V. A. Skovorodkin.....	157
MORAL EDUCATION AS A VALUE BASIS OF THE LIFELONG EDUCATION OF A PERSONALITY	
S. Budzey.....	160
THE SPIRITUAL ESSENCE OF LIFELONG EDUCATION	
S. A. Terepishchiy .....	162
CREATION OF EDUCATING ENVIRONMENT AT SCHOOL BY MEANS OF IMPLEMENTATION OF THE BASIC PRINCIPLE OF CREATIVE PEDAGOGY	
O. N. Machekhina.....	165

**LEARNER AND EDUCATOR AS SUBJECT  
AND OBJECT OF CONTINUOUS EDUCATION**

THE RUSSIAN TEACHER AS AN OBJECT  
OF DISSERTATION STUDIES IN 2001–2010

A.

ATTITUDES TO LIFELONG EDUCATION AMONG DIFFERENT YEAR STUDENTS	
G. V. Marchenko .....	208
THE MISMATCH OF TEACHING AND LEARNING STYLES AS AN OBSTACLE TO THE STUDENTS' SUCCESS IN THE PROCESS OF LIFELONG EDUCATION	
A. Tatarinceva .....	211
A PORTFOLIO FOR TEACHERS FOR CIVIC EDUCATION	
O. Bombardelli .....	214
IN-SERVICE EDUCATION OF SECONDARY SCHOOL TEACHERS IN SERBIA	
M. Marušić, A. Pejatović .....	218
SOME ISSUES OF THE PROFESSIONAL SELF-EDUCATION OF ACADEMIC STAFF	
M. E. Morozova .....	221
EXPERIENCE AT APPLYING TECHNOLOGY FOR ASSISTING SCHOOL TEACHERS IN THE COURSE OF DEVELOPING INFORMATION COMPETENCE IN STUDENTS	
Ye. V. Geraskina .....	222
TRAINING TEACHERS TO WORK WITH GIFTED STUDENTS: THE AMERICAN EXPERIENCE	
I. E. Babenko .....	224
THE DEVELOPMENT OF TEACHER'S INNER POTENTIAL THROUGH EDUCATIONAL DESIGN	
I. S. Krishtofik .....	227
THE INNOVATIVE POTENTIAL OF ENVIRONMENTAL EDUCATION FOR STUDENTS OF HIGHER TEACHER-TRAINING INSTITUTIONS	
N. G. Lavrentyeva .....	230
THE TEACHER IN EDUCATION FOR SUSTAINABLE DEVELOPMENT	
T. A. Skopitskaya .....	232
SELF-EDUCATION IN THE SCHOOL SYSTEM	
N. Yu. Dudnik .....	234
DIAGNOSTIC ACTIVITIES BY TEACHERS IN HIGHER PEDAGOGIC SCHOOLS	
E. R. Yuzlikaeva, A. A. Abdazimov .....	236

TOLERANCE, GLOBALIZATION AND SOCIAL DEVELOPMENT	
Z. R. Kadyrova, F. R. Kadyrova .....	238
SOCIO-EDUCATIONAL PREREQUISITES FOR EFFECTIVE VOCATIONAL GUIDANCE OF HIGH SCHOOL STUDENTS	
Sh. T. Khalilova .....	241
THE DIFFERENTIAL APPROACH TO THE SUBJECT OF TRAINING IS AN IMPORTANT CONDITION OF DRIVING MODERNIZATION OF EDUCATION IN THE HIGH SCHOOL	
N. G. Kamilova, M. L. Saipova .....	243
READINESS TO CONTINUOUS DEVELOPMENT AND OTHER COMPETENCES OF A MODERN EMPLOYEE ACCORDING TO VOCATIONAL SCHOOL STUDENTS	
A. Kulpa-Puczyńska .....	245
THE SOCIAL ACTIVITY OF A TEACHER IS THE GUARANTEE OF SUSTAINABLE DEVELOPMENT OF RUSSIAN SOCIETY	
A. V. Petukhova .....	249
<b>CONTINUOUS EDUCATION AS A CONDITION AND FACTOR OF PROFESSIONAL EFFICIENCY AND COMPETENCE FORMING</b>	
BIOGRAPHICAL PERSPECTIVE ON THE DEVELOPMENT OF INTERCULTURAL COMPETENCE IN THE CONTEXT OF LIFELONG LEARNING	
N. Mažeikienė, E. Virgailaitė-Mečkauskaitė .....	251
THE FORMATION OF A PROFESSIONALLY COMPETENT PERSON IN THE CONTEXT OF LIFELONG EDUCATION	
T. M. Churekova .....	255
THE COMPETENCE-BASED MODEL OF LIFELONG EDUCATION FOR SUSTAINABLE DEVELOPMENT	
D. S. Ermakov .....	258
CREATIVITY AND EXPERTISE: EFFICIENT WAYS OF TRAINING SPECIALISTS IN THE CONTEXT OF THE MODERNIZATION OF EDUCATION	
R. Kh. Dzhuraev, A. Kh. Makhmudov .....	261
COMPETENCY BUILDING APPROACH AS THE BASIS OF LIFELONG EDUCATION IN THE CONTEXT OF AN INNOVATION-DRIVEN ECONOMY	
A. L. Kekkonen, S. V. Sigova .....	264

ESTABLISHING SOCIAL COMPETENCE IN THE CONTEXT OF LIFELONG LEARNING	
J. Dauksyte .....	266
SELF-GUIDED WORK BY STUDENTS IN THE PROFESSIONAL COMPETENCY DEVELOPMENT SYSTEM	
V. V. Gedranovich .....	268
DEVELOPING COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS OF ECONOMICS	
S. N. Khotskina .....	270
THE ISSUE OF DEVELOPING SPEAKING COMPETENCE IN FUTURE MINING ENGINEERS WHEN LEARNING A FOREIGN LANGUAGE (ENGLISH)	
V. A. Lapina .....	272
SKILLS DEVELOPMENT SYSTEM AS A DRIVER OF THE LIFELONG EDUCATION SYSTEM	
I. A. Khramtsova.....	275
IMPROVEMENT OF TEACHING COMPETENCE AS A PREREQUISITE FOR INNOVATIVE DEVELOPMENT OF MODERN SCHOOLS	
I. S. Nosova .....	278
LEARNING ABILITY AS A KEY COMPETENCY IN LIFELONG EDUCATION	
A. A. Beznosyuk.....	280
COGNITIVE COMPETENCE AS A BASIS OF A PERSON'S LIFELONG EDUCATION	
S. V. Roslyakova .....	282
DEVELOPMENT OF A MODULE-INTEGRATIVE COMPETENCY BASED EDUCATIONAL PROGRAM OF ADDITIONAL EDUCATION FOR CHILDREN	
I. E. Panova .....	285
MANAGING PROFESSIONAL COMPETENCE OF HIGH SCHOOL TEACHERS WITHIN THE CHALLENGES OF THE EDUCATIONAL ENVIRONMENT	
Z. Yu. Zhelnina.....	287
COMBINATIONS OF VARIOUS FORMS OF EDUCATION IN THE COURSE OF LIFELONG LEARNING	
O. L. Petrenko .....	290
VOCATIONAL TRAINING OF STUDENTS: THE EXPERIENCE OF IMPLEMENTING A MODEL OF SOCIALLY ORIENTED EDUCATION	
T. V. Nikulina.....	293

CREATIVE POTENTIAL: VARIOUS APPROACHES FOR STUDY	
K. Khachaturova.....	295
CONTINUITY IN THE IMPROVEMENT OF ONE'S SKILLS AS A PRE-CONDITION OF HUMAN DEVELOPMENT THROUGHOUT ONE'S LIFETIME	
A. Liduma.....	297
PROFESSIONAL DEVELOPMENT OF THE TEACHER BASED ON THE STANDARDS OF THE TEACHERS' COMPETENCE	
I. Đurić, D. Vučinić.....	300
ISSUES IN THE ADVANCED TRAINING OF POSTGRADUATE TEACHER EDUCATION WORKERS	
L. V. Kalacheva .....	303
TEACHERS' SELF-EDUCATION IN THE CONTEXT OF LIFE-LONG EDUCATION CONCEPT	
N. V. Kuznetsova.....	305
AN ACMEOLOGICAL APPROACH TO ESTIMATING THE EFFICIENCY OF THE FUNCTIONING OF CONTINUOUS PROFESSIONAL EDUCATION SYSTEMS	
V. P. Medvedev .....	307
PROFESSIONALLY ORIENTED ENGLISH AS A REGULATOR OF THE SOCIAL ACTIVITY OF MAN IN THE CONCEPT OF LIFELONG EDUCATION	
L. V. Sabirova, L. A. Sabirova, R. I. Zaripov .....	309
PRE-UNIVERSITY TRAINING IN THE SYSTEM OF LIFELONG EDUCATION TO PROVIDE CONTINUITY OF TRANSITION FROM SECONDARY SCHOOL TO UNIVERSITY	
D. O. Medvedeva .....	312
DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE SYSTEM OF LIFELONG PROFESSIONAL EDUCATION	
N. I. Shcherbakova.....	313
<b>Authors</b> .....	316

## **HUMANITARIAN APPROACH IN THE ORGANIZATION OF LIFELONG PROFESSIONAL EDUCATION IN HIGH SCHOOLS**

**V. N. Skvortsov**

The utilization of the humanitarian approach in lifelong professional education is brought about by both the external and internal circumstances of Russia's social development. Should we speak about the "external rationale", namely the expansion of the sphere of humanitarian approach utilization in lifelong education, it was caused, first and foremost, by internal requirements of the Russian high school, as well as the latter's involvement in the Europe-wide integration process. New formation specialists must become beams of a new professional culture corresponding to the modern information society and knowledge-based economy. The creative potential of high school graduates and our openness to the Western system of values offer a solid foundation for that. The procreation and formation of a similar system of axiological relationships and world outlook in Russians became an important tool of their lifelong professional education. It serves the processes of Russian society's integration into worldwide cultural, economical and educational processes that are actually aimed at forming specialists as subjects of a democratic civil society. The latter circumstance has a beneficial effect on the high school's interest in the training of specialists that are well versed in the humanitarian sphere. Universities and higher educational institutions establish educational standards of training specialists who are capable of living and working in a European style civil society (the introduction of European two-tier higher educational curricula and qualifications had precisely this aim in mind).

From the inner side of social changes, the causes for making an emphasis on a humanitarian approach in the lifelong education of highly qualified specialists are as follows: (a) public demand for changes in many types of complicated professional activities; (b) a real interest in making modern production processes more culture centered; (c) enhanced interaction between the processes of socialization, professionalization and culturization of present-day citizens; (d) forming students as the creators of intensive technologies, i.e. the specialists capable of feeling and foreseeing the prospects of development of all the system of ties, phenomena and professions in their respective professional sphere and understanding the social consequences of practical realization of these technologies. The utilization of a humanitarian approach in lifelong education is also connected with the following things: with changes in world outlook of the public conscience in modern Russian society; with the necessity of taking new, sometimes only presumed subtexts and intuitively felt senses of modern life and activities of its subjects that are not seen on the surface, are not evident and do not directly ensue from the past experience of functioning of social institutions of our country, including taking the educational system into account in the actual practice of lifelong education (all the above being humanitarian aspects of Russians' changed lifestyle). Whereupon their lifestyles not only expanded to the maximum in a spatial and geographical sense; it became swifter in time. These facts force the high school to pay more attention to the methods of and approaches to

postgraduate education capable of bringing the specialists' actual expertise, knowledge and skills beyond the narrow framework of their professional practice and into a wide sphere of humanology connected with humanitarian competences, so that they would be striving to get involved in continuous self-education throughout their conscious lives.

The utilization of a humanitarian approach is connected with the incitement of an active creative search in the subjects of postgraduate education, with the satisfaction of their needs for personal self-realization, forming axiological and visionary reference points that would help them to adapt themselves to a changing society. A humanitarian approach permits one to teach specialists to feel the social and historical processes deeply and adequately, it permits faculty members to help their students remove mental stumbling blocks in communication with other people, to enhance their professional self-judgement in the process of taking courses, to make them feel the axiological significance of lifelong education for projecting and forecasting their professional activities, to renew their substantial content, etc. Of course, it is not possible to show all the aspects of humanitarian approach utilization in the lifelong professional education of specialists in a brief abstract. Therefore, we shall mention briefly just a few aspects of using humanitarian approach in this sphere. Firstly, we shall dwell on the didactic aspects of using the humanitarian approach in the organization of lifelong professional education. Secondly, we shall analyse its role in forming new life senses and axiological relationships in students. We shall conclude the abstract by a brief examination of the influence rendered by the humanitarian approach on the development of dialogical essence of lifelong education of highly qualified specialists. We shall conclude the abstract by a brief mention of the issues connected with the dialogical essence of lifelong education of highly qualified specialists as a tool for their personal and professional development.

**In our opinion, the need for improving didactic aspects of humanitarian approach utilization in the organization of lifelong education** is caused by the fact that the humanitarian approach permits one to direct the students' attention to the fact that technical and scientific progress by itself does not only enrich man's labor and life by creating an artificial habitat; at the same time, it complicates relationships within the framework of the "artificial habitat-man" system, "relativizes" boundaries between good and evil by expanding the number of a human being's ties and contact with the world and transforms profound communication between people into superficial, "tactile" "hanging out". As a result, their world perception becomes more shallow, and less solid and multidimensional. The enhancement of the influence of artificial habitat, signs and symbols on the life of society and indirectness of relationships between people narrow the sphere of direct personal communication to a certain extent, hamper the acquisition of actual emotional experience, and create ample opportunities for the spread of crude pragmatism and soullessness. Under these conditions, as well-known psychologist and psychiatrist V. Frankl said, the role of humanitarian approach is to prepare a man "to the perception of a 10,000 commandments enclosed in a 10,000 situations encountered by him (let us remember Joyce's Ulysses – V.N.) in the course of his life. Not only his own life will look sensible to him (and sensible means filled with actions), but he will himself acquire immunity against... [his] existential vacuum [2, p. 39]. In other words, in terms of didactics, lifelong education must not boil down to the

"informational and verbal" methods of transferring expertise, knowledge, skills and competences from the faculty member to the students. In lifelong education didactics, its humanitarian nature must take the shape of a continuous empowerment of the disciplines, aspects and nuances shaping a person's spiritual culture, in the enhancement of scientific and educational disciplines by culturological, axiological and socially significant didactic elements demonstrating historical ties between individual expertises, knowledge and skills – their cultural, conceptual and axiological genesis. The consolidation of such positions is connected with the solution to problems of designing a new educational milieu as a multidimensional space being adequate for the modern demands of a human being corresponding to the trends of development of modern culture, economics, industry and technologies. For this, one needs flexible algorithms of entering various didactic methods and patterns into a new human educational and life environment. For that, didactics must not only accommodate modern tendencies of objective world and the world of communications, connections and relationships in educational systems, but also transversal, cross-cultural tendencies, as well as complicated interaction, intertwinement and tying technical, objective, communicational, historical, axiological and conceptual content of modern lifelong education of specialists into a single inseparable (sometimes very intricate and contradictory) knot. All this entails the necessity of reorganizing the teaching environment, reforming its programs and plans on the bases of variability and alternativeness, organizing a specific "axiological and cultural subjectiveness" for the purpose of changing the activity of a postgraduate education subject. It makes it possible for an educational institution to become a real cultural center for adult communities and for the higher educational institutions' faculty members, to enhance their professional culture and to expand the spheres of their pedagogical and scientific interdisciplinary competence. In terms of substance, the humanitarian approach permits one to include axiological and visional dispositions of high school faculty members into the didactics of lifelong professional education, and to integrate culturological components within it. Such integral components integrating didactic and humanitarian aspects, including aesthetic and artistic ones, are, in particular, as follows: (a) relationships between the essence and the form of the educatory process; (b) "didactic rhythmicity" of the educatory process and the "conceptual density" in the process of teaching; (c) the harmoniousness and proportionality of various links of the teaching process, expressed, e.g. in proportionality or

---

<sup>1</sup> Humanitarian approach (including humanitarian knowledge) in lifelong education of engineering specialists permits, e.g. to meaningfully expand (through their interconnection) the unified substantial content of words being seemingly quite remote from each other, such as: *warble, trance, harvest, stirrup, track, throne, string, guardian, fear, path, stress, line, tool, space, builder, triangle, structure, tradition, labour*, etc. When we use the Russian verb *stroit'* (to build) we do not even suspect that the sense of *building* is uniting in a single whole three elements, because the root of this word consists of the sounds "TR" gravitating to the ancient Indian "tre" symbolizing the number of three, or the triad. Moreover, it is connected by the term of abstraction as well, because *abstracts* in an organ are levers *connecting* the keys with the valves opening access to air into the organ pipes – they are the major units of this instrument. In the hands of a master (it may be a musician, an architect or a mathematician) a "triangle" becomes a magic batons, and in distant centuries a triangle as a geometrical abstraction lay at the root of cosmogonic concepts. *Abstraction* is a method of tying essential components into an integral structure. This concept permits one to understand the concealed cultural and semantic codes of ties between the following Russian words: *strada, trassa, shtrikh, trek, trakt, put'*, because a path is a connection between objects and subjects situated in various points in space [3, p. 238–239].

disproportionality between the volume of didactic functions of new expertise, knowledge and skills transfer and the volume of didactic functions of the students' stamping in the educational material they learned; (d) the "compositional" and "dramatic" features of teaching process organization (it can be the "glance didactics" and the "pause didactics"), as well as the artistic and lexical structures of language and the overtones of didactic communication of a teacher with his or her students. This is a specific "didactics of narrative" and "didactics of equal dialogue" [1, p. 75]. In our view, the humanitarian aspects of higher school faculty members' activities as the subjects of lifelong professional education manifest themselves most fully in these components.

From a didactic point of view, using a humanitarian approach in continuous professional education means enhancing its interdisciplinary nature. It is a reaction to the spread of a technocratic approach to education, to the domination of scientific disciplines and methods in it. Humanitarian and social disciplines cannot be taught and learned by the same methods as scientific ones. The imbalance between logically organized and rationalized by "emotionally dry" information and the humanitarian forms of learning in the present-day educational system brings about "single-hemicerebral development", the formation of a professionally competent but soulless individual. The utilization of a humanitarian approach must remove this imbalance by didactic methods and thereby help to solve the multifaceted problems and issues of the development of modern education in general and the lifelong professional education of specialists in particular. By ensuring interscience and interdisciplinary interaction, humanitarian approach permits one to find new didactic and methodic solutions, to enrich the traditional structure of lifelong education by new aspects and facets, to detect a wide horizon of ties in the knowledge and competences obtained by the lifelong education subjects and to make this horizon visible for them, to substantiate its scientific bases more succinctly, to substantiate continuity of teaching subjects and courses, to seamlessly join qualitatively different knowledge in both the content of lifelong professional education as a whole and in specific teaching subjects in particular by demonstrating that they reflect various facets of one and the same social process and to move from abstract scientific facts to specific, diversified knowledge and from that knowledge – to lasting practical skills and professional competences. It fosters the emergence of a complex and multifaceted pedagogical system co-opting the patterns and principles of the disciplines bordering on pedagogics: philosophy, psychology, physiology, engineering and other sciences. This offers the subjects of lifelong education to push the interdisciplinary envelope of their postgraduate training. From the didactic point of view, this means that lifelong professional education of specialists working in various professions must be effected on the basis of synthesis of various scientific and educational disciplines. It is no secret that to know the essence of any subject and process, one must detect interaction, correlations, interconnections, not their limitations and isolation. The essence of any phenomena is the interconnections that presuppose transcendence of this ambit of phenomena. A humanitarian approach permits one to reach a wide understanding of the essence of the sphere being studied through didactic changes of the lifelong education content. It permits students (irrespective of the type and level of an educational institution) to see and understand interaction and logical ties between various processes, not in the form of

an external juxtaposition of learning courses but in the form of their interpenetrating action, the development of some complex learning topics and courses from the other, simple ones. The utilization of humanitarian approach in lifelong education is a definite step in the changeover to training a specialist who is well-educated and possesses universal knowledge and is therefore capable to replace two or more persons in his or her former work team. In the decades to come, such specialists will be demanded by the civil society, and by the end of this century many areas of professional activities where so-called white-collar workers work will be transformed in deeply integrated interdisciplinary areas of production process. In this situation, the introduction of interdisciplinary (integrated scientific and technological/humanitarian) approaches to educating highly qualified specialists into educational practice and engaging faculty members who have undergone interdisciplinary training and are capable of fulfilling this task becomes the most important problem of lifelong professional education. This is the essence of an important applied aspect of humanitarian approach utilization. It permits one: (a) to unite didactic and methodical requirements pertaining to forming students' professional expertise, knowledge, skills and competences into a single culturological, economical and professional complex; (b) to form an unified terminological area of cultural, social and professional ideas in the students' minds; (c) to multidimensionally elicit employee's labor potential in their respective jobs and to show them, as subjects of actual production process, the essential strata of their social and economic relationships; (c) to detect the patterns of development of cultural aspects of the modern production process.

**A humanitarian approach to training specialists in the lifelong education system presupposes leaning on senses, axiological relationships and dialog (as the substance, the essence and the "nerve") of all the subjects of those relationships.** For the time being, the postgraduate education practice does not give us an exhaustive answer to the question about efficient ways of forming a system of axiological relationships between teachers in the postgraduate education system as socio-cultural situation changes. The utilization of the humanitarian approach (its development) promotes searching for effective solutions aimed at removing the existing discrepancies between the expected values of the postgraduate courses students and those that were actually formed, for the reduction of mismatches in the relationships between the pragmatic and the axiological aspects of their training. To connect a humanitarian approach seamlessly and efficiently to the process of forming the system of axiological relationships of lifelong education subjects, it is necessary to create dialogical technologies of lifelong professional education of highly qualified specialists as tools of their personal development. In this context, enriching the existing humanitarian knowledge in the system of lifelong education of specialist may be viewed from the point of view of their being universal to a certain extent as tools of forming a modern personality and "tying" senses and values of various periods of social development in a single "knot". Such "technologies" permit faculties members to open up the students' subjective world, to expand their interior space, the specific character of individual process of perception, etc. The development of lifelong professional education *on a personal horizon*, [4, p. 376] through its subjectified, personified knowledge, through its individualization, through its uniqueness of feeling and relationships acquires a priority significance in this case. Including systemized knowledge into the process of lifelong professional education makes teachers build the

training process on the basis of dialogue (and polylogue), give up on feeding unmistakable normative truth to their students, and enhance the educational effect of refresher courses through mutual intercrossing and mutual stimulation of subjective worlds of its participants. Such experience is well known: it was used by Socrates, J.J. Rousseau, L.N. Tolstoy and J. Dewey. During the following period it was embodied in the paradigm of dialogical research and understanding the essence of culture founded on the works of M.M. Bakhtin, V.S. Bibler and Yu.M. Lotman. In this way, the humanitarian approach permits one to reproduce in the teaching process the fundamental conditions and preconditions for forming in the refresher courses students the demand to live on a personal horizon, to live freely and morally, according to the principle: *"No one is higher than me, no one is lower than me"* (V.S. Bibler, 1988).

It ensues from the above that the organizers of lifelong professional education must have a clear idea of axiological relationships arising between teachers and students as multidimensional pedagogic phenomena. They must ensure conceptually, methodically and technologically the forming of these relationships as purposeful movement along a certain algorithmic chain. At the first stage, they must position their aims, percepts and ideals, and to elicit their verbalization from the students. At the second stage, they must build relationships between themselves and the students as axiological and conceptual phenomena based on obtained knowledge. At the third stage, they must affirm the positive axiological orientations of the refresher course students and do their best to correct the negative ones. At the fourth stage, the teachers must try to form a new axiological and professional direction of their students' development. They must turn away from role-oriented, "cotton-wool" educational activities and approach (through subjective professional positioning) personal interaction with their students (we should note in parenthesis that these algorithms must be grounded and adapted for refresher courses students of various age groups).

As we complete our abstract, we should note the following important theses.

Firstly, forming a system of axiological relationships between refresher courses teachers and students is not important by itself. It only makes sense if after a few refresher courses an ordinary engineer or manager working at a production facility, an organization or an educational institution will be transformed into a specialist being a leader and a subject of a new corporate culture gradually being formed in the bowels of the present-day industry and civil society. Should he or she become a "transdisciplinarily trained professional" (Berger G., 1972) instead of a technocrat, his or her percepts will permit him or her to make multidimensionally interpreted and well thought-out proposals aimed at rationalizing the production process and having positive effect being highly efficient from the human, social and economic points of view. It persons are always in the center of his or her attention, if he or she learns to build up trust-based relationships with his or her subsidiaries and colleagues, if he or she founds his or her actions on the essential values of his or her colleagues, find the out together with them and find solutions for the most important issues of further organizational developments together with them, If he or she is capable to motivate colleagues by his or her actions to act not only in their personal interests, but in the interests of the whole collective body.

Secondly, as the higher school organizes lifelong education and connecting humanitarian approaches to it in the near future, it must develop educational

algorithms of training professionals who are capable to comprehensively support the activities of responsible self-regulated teams and to develop a range of professional qualities and abilities in their employees. From this point of view a higher educational institution graduate or a refresher course student must learn how to form in his or her "team" a system of (not roles but rights and duties and a new philosophy on their basis) of professional relationships, to build up his own creative potential and to help his or her colleagues enhance their, to take responsibility for the actions of his or her subsidiaries. This is in keeping with the spirit of the present-day most productive and successful industrial collectives, firms and organizations. Of course, that must not be just know-how but strategies of developing one's own professional activities actually applied in practice. E.g., the strategies of forming new values in his or her subsidiaries, introducing flexible leadership technologies when the functions of a leader are assumed by different employees depending on the situation, etc.

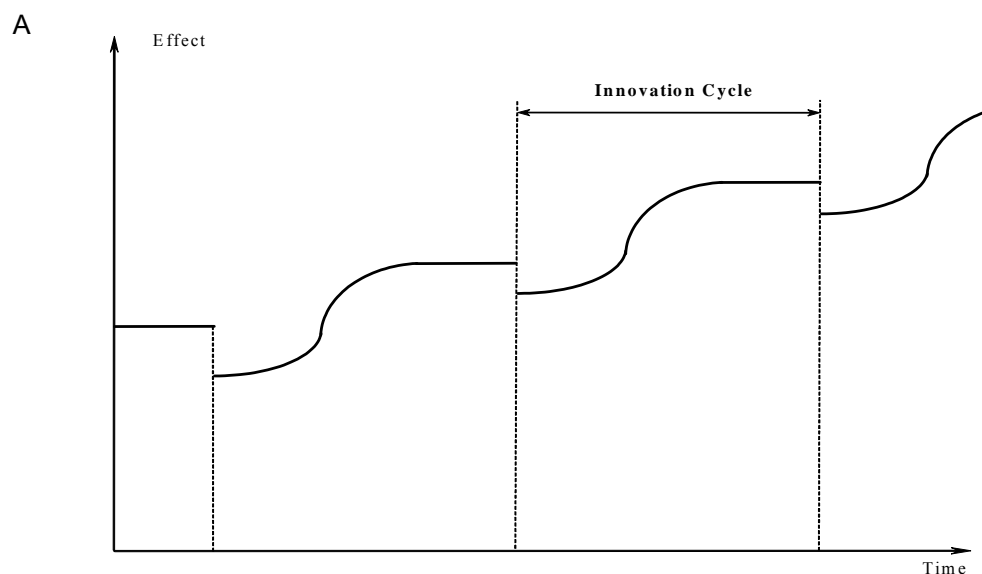
Thirdly, within the framework of lifelong postgraduate education, the higher educational facilities – universities, institutes, educational centres and other educational facilities must train specialists who are well versed in the modern "dialogue logic" and humanitarian competences, dialogical world outlook and twenty-first century philosophy (V.S. Bibler, 1991). They must be able to listen and perceive complex and dynamic information, to work under the conditions of modern "cultural explosion" (Yu.M. Lotman, 1992), and to communicate and conduct a constructive and substantial dialogue in complex and problematic situations. In this sense, the lifelong professional education system is faced with a task of teaching the whole set of professional and humanitarian competences to the specialists. It will permit them to become a creative link in the development of a specific organization/firm: (a) through innovations and a creative attitude to their work; (b) through solving problems arising in the process of production in an efficient manner; (c) through building human relationships and ties between various teams of employees and individual employees of their respective organization; (d) through continuous development of their qualities and qualifications; (e) by relying on common sense and consistency, on initiative and leadership, on the ability to go all the way in any case, on willpower and communicability. In our opinion, this in particular is the mission of lifelong education as a whole, and its subsystem, the postgraduate lifelong education.

#### **Bibliography**

1. Клингберг Лотар. Проблемы теории обучения: пер. с нем. – М.: Педагогика, 1984. – 256 с. – Пер. изд. ГДР, 1982.
2. Франкл В. Человек в поисках смысла: Сборник: пер. с англ. и нем. / общ. ред. Л. Я. Гозмана и Д. А. Леонтьева; вст. Ст. Д. А. Леонтьева. – М.: Прогресс, – 1990. – 368 с.
3. Шевелев И. Ш., Марутаев М. А., Шмелев И. П. Золотое сечение: Три взгляда на природу гармонии. – М.: Стройиздат, 1990. – 343 с.; ил.
4. Этическая мысль: Науч. публицист. чтения. – М.: Политиздат, 1988. – 384 с.



ineffective? Or perhaps, on the contrary, it is good? The author believes that it is rather good. The education system is intrinsically *conservative*. It cannot and should not "rush" from side to side depending on political, economic and other conditions. Generally speaking, only one new subject (which was indeed objectively necessary), Computer Science, appeared in the school curriculum in the entire world during the entire 20th century. Just one subject! With their healthy conservatism, the teaching staff of the public education system, in general obstruct reforms, sometimes deliberately, sometimes unwittingly, often in cooperation with the public and cultural, economic and other entities. However the situation began to change in 1988-1989. While in the past reforms were carried out, as they say, "from the top down" and innovation "from the bottom up" was not encouraged and was often simply banned during the Communist period, after the creation of the State Committee for Education of the USSR (Gosobrazovaniye) in 1988, innovation "from the bottom up" began to become more widely spread. Initially, it was a positive thing. In particular, thanks to the initiative of the most proactive and forward-looking leaders of educational institutions, institutions such as gymnasiums, universities, academies, higher vocational schools, general and vocational lyceums and colleges, continuous education centers, institutions of education development, etc. began to grow rapidly. However, innovation was limited at that time. Usually it was rigorously prepared, designed and most frequently carried out according to the rules and requirements of scientific experiments.



B

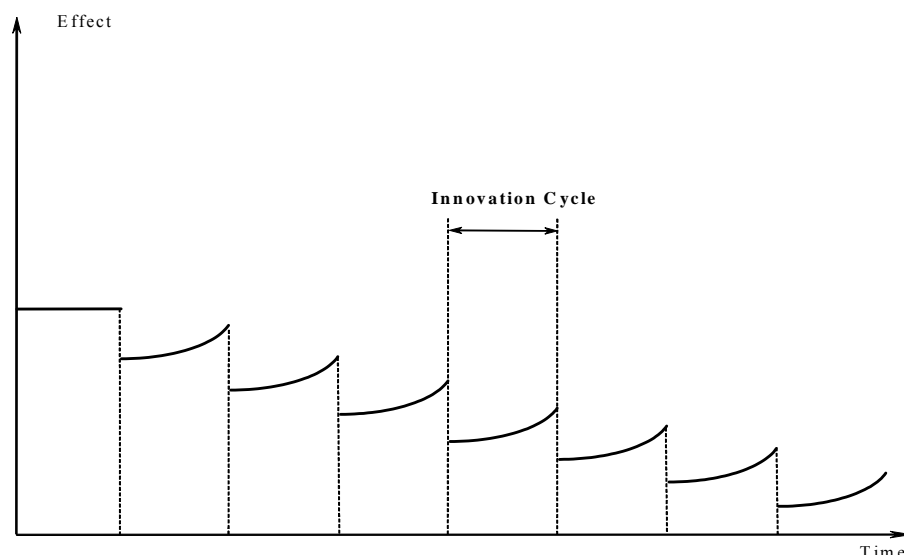


Figure 1. The dependence of a system's performance on the frequency of innovation

Subsequently, the commitment to innovation began to expand rapidly and became a matter of fashion. This was facilitated by numerous competitions and grants for "the best school", "most beautiful school", "school of the future", "the best teacher", etc. organized at all levels (municipal, regional, federal). This craze has grown in connection with the National Project, whose purpose was almost reduced to supporting educational institutions and educators who "introduce innovative educational programs"<sup>1</sup>. What programs? To serve what purpose? In which areas? Not a word about these questions, just innovation. However, innovation can also be useless and harmful! This is where things kicked off. Some schools, gymnasiums and lyceums produced up to 50 and more "innovations" – "new" subjects, extracurricular educational activities, "methods", computer "technologies", etc. – with the only goal to produce as many as possible! The author was once approached by a lady who needed a consultation on her candidate degree dissertation. She was filled with pride due to having received a grant from the President of the Russian Federation. The project was titled "The Developmental Environment of the Education Space in a Gymnasium" and contained a mix of everything that could be invented based on the current fashionable terminology. I asked her, "What do you mean by environment?" – "How come? Don't you know? Everyone is writing about it!" – "Well, let it be, but what do you mean by this term?" – No response. – "And space?" – Silence. Thus, no matter what, no matter how, as long as it is fashionable and about "innovation"!

<sup>1</sup> It is an interesting question, why the Russian National Project for healthcare is aimed at raising the salaries of medical workers, building new medical facilities, purchasing state-of-the-art equipment, etc., while the only goal of the National Project for education is to support innovation.

Experienced teachers with years of experience – the best ones of the teaching staff – began to be dismissed because they refused "to involve in innovation". In some places, heads of educational institutions started being sent to "crisis management training courses" and new school principals were recruited from among managers who had nothing to do with education, yet they were "management specialists". It looks as if the school is a factory or a store that urgently needs to be rescued from the crisis! It is typical that the head of any medical facility is called the "chief physician". Not "manager" or "director", but "chief physician". Likewise, in school, the principal is traditionally the chief teacher. After all, both industries are related, as Makarenko put it, to touching people. These are very sophisticated, delicate areas. Much more sophisticated than manufacturing cars and shoes, or selling potatoes.

Tell me, dear reader, would you choose to be treated by an "innovative" clinic or hospital? Or by a physician using "innovative techniques" of treatment? I doubt it. But why do we experiment on children so easily?

Some hotheads started requiring educational institutions to adopt new textbooks every two years. Why? Indeed, this is necessary in some very few engineering fields in higher education where technology is changing rapidly. These are space technology, electronics and nanotechnology. But let me ask, what has changed in the school course of mathematics in recent decades? A lot of textbooks have been written and published. But still the best textbooks of algebra and geometry were, and remain, those written by a regular teacher of a female school A.P. Kiselev in 1908 and republished dozens of times. Or take the school course of physics. The theory of relativity was created by Albert Einstein in 1905 and was reflected in the school course of physics about one hundred years later, yet to the extent of very basic concepts. In the past, it could not and should not have been included in the school course – scientific discoveries have a long difficult way to go before they get into school books. Or let us consider, for instance, the general course of the locksmith's trade which is taught to students of vocational schools and technical colleges in more than one half of all professions and occupations. Nothing new appeared in locksmith's trade in the 50 years after the replacement of spring compasses with vernier calipers and microcalipers. Why new textbooks? Not to mention the fact that a new textbook requires extra costs and it takes a teacher three to five years to master it properly.

It is difficult to say anything about school standards, because they are just about to be introduced. However, in higher education, the third generation of standards is being introduced in just ten years. Why so often? Each new generation of standards requires substantial restructuring of the educational process, retraining of professors, etc. Not to mention the fact that every time these standards become increasingly worse, at least in teacher education. For instance, the fundamental courses Pedagogy and History of Pedagogy have been currently divided into many small "courses", 10-15 hours each. These include: Basics of Research, Teaching Technology, Modern Means of Assessing Learning Performance, Culture of Pedagogical Communication, etc. As a result, students get a fragmented, sketchy idea of "fashionable" trends in education. Well, this is "innovation"!

Numerous competitions for the "Best School", etc., as well as district, municipal, regional and other competitions "Teacher of the Year" have become a

kind of "show business", demonstration "shows", to the point that participants of a competition have to sing, dance, etc. However, it is not by singing, dancing or "demonstration lessons" that a true teacher achieves success, but by day-to-day work, competence, the power of their intellect and character, and by their personal charisma.

Recently, there even appeared "professional competitors": some schools, gymnasiums, etc. and individual teachers, who have mastered the requirements of different competitions (which are as similar to each other as twins) and learned to make "beautiful" documents and "beautiful" performances in accordance with these requirements, participate in numerous competitions and get awards every time. The author knows this firsthand, since he often serves as a judge at various competitions and often sees the same persons among participants. But they cannot be blamed for this – they do nothing illegal, just meet the requirements. There are two kinds of competitions: first, where participants are evaluated on the basis of documents and performances only and second, where the achievements are cross checked on site. In the first case, participants can write and present anything they like as long as it is "beautiful and convincing" and often indulge in wishful thinking. The second option results in blossoming "window dressing" practices, that are traditional in Russia. In order for an educational institution to look "decent" and "advanced" in the eyes of leadership (in the past, these were party leaders, but nowadays they are called something different), its management has to build an "image", an outward "attractiveness" of the institution. The author often has to visit educational institutions of nearly all levels and types, in particular as a member of very "representative" delegations. In the majority of cases, the pattern of such visits is almost the same.

In particular, the time for a visit is usually chosen in such a way that there are no training sessions, hence there are no students and the school looks like a well cleaned ... crypt – so it is impossible to attend classes or look into the faces of students. Further, your attention is drawn to the most modern architecture (if any), the quality of finishing and repair of rooms.

You are shown classrooms fitted out with state-of-the-art equipment and furniture. At the same time, while you are shown the most advanced physics or chemistry classrooms, you are almost never lead to preparation rooms – they often lack reagents, demonstration and laboratory equipment. Likewise, preparation rooms at history, literature and other classrooms (the number and content of available filmstrips, posters, etc.) enable you to easily distinguish between the "window dressing" and the actual teaching environment. But "bosses" never call in there. You may be shown a luxury computer classroom, but software is often a primitive set of computer games. It is a rare occasion that you are lead to the library, while it is an important indicator of the educational process in an educational institution. Amazingly, the number of stock keeping units in libraries of secondary education institutions (schools, gymnasiums, vocational schools or technical colleges) varies manifold: from 800-1000 stock keeping units (including textbooks!) to 60-70 thousand. The author does not argue that all this happens everywhere. Not at all. However, the "window dressing" practices are thriving in the education system. The problem is not about heads of educational institutions. They just try to show what is sought for.

But let us return to competitions. Why not organize merely a "good school" competition instead of the "best school", "a beautiful school," etc., or simply a "good teacher" competition instead of the "best teacher"? Why not evaluate schools and teachers by the fate of graduates many years after the graduation rather than according to what is written, told or shown. This will provide truly objective measures instead of another "rattle". For example, a measure of a good teacher may be how many graduates keep in touch with them many years after leaving school. University professors know good schools and good teachers in their region by knowledge and level of attainment of their students. But such competitions would require more time and effort to organize. The way things are handled today, everything is simple – it should be quicker and quicker.

Another side of the vogue for innovation is a sharp, catastrophic increase in the number of candidate degree and doctoral dissertations being completed in education. Before 1991, the number of completed dissertations in educational sciences was 20–25 for the Doctor's degree and 150 for the Candidate's degree per year, and now these numbers are 350 and more than 3,000, respectively. Presently, the overwhelming majority of dissertations are completed by practitioners. The fact that school practices reach out for science is certainly positive. However, the quality of dissertations is rapidly declining – again, mainly because of haste. In the past, in order for the scientific community to recognize the results of dissertational research, an applicant for the Candidate's degree in pedagogical sciences had to hold an experiment in at least five schools for more than one year. Nowadays, heads of educational institutions conduct experiments in their schools only and teachers undertake them in the classes where they teach. The duration of an experiment is very short, usually one year. Scientific validity of results is out of question! It is enough to give the following example. A few years ago, the rector of a regional non-state higher education institution wrote a doctoral dissertation about his institution. The model of this institution was really interesting, but it was founded just a year ago and the students had completed only the first year of study. Nevertheless, the dissertation was defended successfully and the State Commission for Academic Degrees and Titles of the Russian Federation approved it. Under a strict approach, this dissertator would have needed to wait, in order to be able to track the fate of graduates from this institution in at least five graduations, in other words, wait for at least 9 years. But who will wait for so long today? Indeed, innovation!

Our dear reader may get the impression that the author of this paper is against any innovation in education in general. Not at all! The author has written books about innovation<sup>1</sup>. Innovation in education is necessary. Moreover, it is inevitable, because mankind has entered a new, post-industrial era of development. In the near future, education will change dramatically. However, innovation must be well designed, calibrated and scientifically justified. What we often get today is just fashion and "rattle" about "innovation", leading to destruction rather than creation.

So, as the old saying goes, "Everything is good in moderation".

---

<sup>1</sup> See for example: Новиков А.М. Научно-экспериментальная работа в образовательном учреждении. М.: Эгвес, 2 издания – 1996, 1998 гг.; Новиков А.М., Новиков Д.А. Образовательный проект. М.: Эгвес, 2004, и др.

## **THE AUTONOMY OF HIGH SCHOOLS AND ITS IMPORTANCE FOR LIFELONG EDUCATION IN POLAND: A COMPARATIVE ANALYSIS**

**E. Kula**

**M. P nkowski**

### **Changes in Poland's higher education system based on the requirements of the Bologna process and European qualifications framework.**

The Bologna process, which began in 1999 with the signing of the Bologna Declaration, has led to the development of the European Higher Education Area, combining the organizational principles of higher education developed in collaboration with respect for diversity of programs, institutions and educational traditions in specific countries. As a result of this process Polish universities have introduced the following: training at three levels (licentiate, Master's and PhD), ECTS scores as a tool that allows for the transference of students' achievements, a transparent system for the comparison of diplomas and degrees, and the idea of comprehensive lifelong education. The Ministry of Science and Higher Education issued a decree on educational standards with a list of more than 100 directions in higher education that reflects the educational content and contains the corresponding minimum number of hours and ECTS scores. This process provided the opportunity to transfer to a mobile method of obtaining education. However, a mere description of the learning process would be insufficient for assessing the level of the acquired knowledge of a migrating student. A much more reliable method is direct measurement of the immediate results of education. Hence, the idea to carry out verification of these outcomes in all high schools using the same methods wherever possible. This role is assigned to the European qualifications framework for education throughout life (lifelong education).

The European qualifications framework is a tool for influencing education and training, the labor market, industry and commerce, as well as citizens. The European qualifications framework for education throughout life promotes extended access to learning throughout life, as well as expanding the range of participation in this process. By establishing a common reference point, the European qualifications framework shows how learning outcomes can be combined as the derivatives of different contexts in different countries, for example, a formal study or work. It also shows how it can help reduce the barriers between establishments providing education and training, for instance, between higher education and professional education. The European qualifications framework can support those with extensive experience gained in the course of work or in other areas, making it easy to validate education outside the established norms. The emphasis on learning outcomes will facilitate the assessment of whether the learning outcomes obtained in these contexts are equivalent in terms of the content of formal qualifications<sup>1</sup>.

---

<sup>1</sup> Куля Е., Пенковска М. Образование в высшей школе в Польше перед лицом вызовов непрерывного образования // Непрерывное образование как социальный факт. / сост.

**The autonomy of Polish high schools.** A new law, The Right for Higher Education, that took force on October 1, 2011 in Poland implements the above ideas. It expands the autonomy of universities in the area of programs, due to which they gain the freedom to form entirely new areas of education determined by education programs. The essence of the change was the shift in focus from the educational process to its outcome. Therefore, the national framework of qualifications for higher education in Poland is related to the comparability of education outcomes (both on a national and an international scale), which serves as the basis for simple comparison and recognition of degrees and diplomas, as well as other certificates. In this regard we expect an increase in accessible education and an expansion of the opportunities for further education, as well as the distribution of lifelong education by recognizing achievements that take place outside formal education. The changes open great opportunities for higher education to develop new solutions in the area of lifelong education<sup>1</sup>.

**The value of autonomy of higher education for lifelong education (comparative perspective).** Forms of lifelong education in European universities are heterogeneous. Educational work can be centralized (within faculties) or decentralized (within departments or high schools). There are also centers of lifelong education as a form of interaction between high schools and the economy.

Globalization, the development of new information technologies, and the tendency toward closer cooperation within the EU caused the demand, but also created opportunities, for cooperation between European universities in the field of lifelong education. EUCEN network (European Universities Continuing Education Network) is a European network of universities and was established in to promote lifelong education methods. Currently EUCEN is the largest European multidisciplinary network operating in the area of lifelong education, bringing together 222 members from 43 different countries, including 163 universities from 33 European countries with full membership and also members of affiliated institutions and universities, outside of Europe, as well as international and national networks of lifelong education<sup>2</sup>.

The objectives pursued by EUCEN include the promotion, development and support of lifelong education policies at the university level in Europe, the establishment of the highest quality educational standards and tools to ensure a high level of education, encouraging the introduction of best practices and innovations in the field of lifelong education, the creation of conditions for exchange of experience and information, and cooperation between members and important European institutions. At the same time, it should be noted, that this organization can influence the development of European policy on lifelong education at the university level<sup>3</sup>.

---

Н.А. Лобанов, Е. Куля и М. Пэнковска; под науч. ред. Н.А. Лобанова, В.Н. Скворцова. – СПб., 2011, р. 333–348.

<sup>1</sup> Autonomia programowa uczelni. Ramy kwalifikacji dla szkolnictwa wyższego. – Warszawa. – 2011, p. 10-11.

<sup>2</sup> <http://www.elearningeuropa.info/pl/users/eucen> [27.03.2012].

<sup>3</sup> EUCEN jest członkiem EUA (European University Association) oraz (na zasadzie wzajemności) innych krajowych i międzynarodowych sieci i stowarzyszeń edukacyjnych, m.in. European Distance Education Network (EDEN), International Council for Distance Education (ICDE). Istotną formą działalności

---

that the Ministry of Science and Higher Education acts as an employer with the right of ownership and control. Such a situation is impossible in the United States, where schools are also financed by public funds. This is immediately considered as a manifestation of socialist totalitarianism, as Andrzej Walicki says. The modernization of universities "from above" is as impossible for Oxford and Cambridge<sup>1</sup>.

Lifelong education in Poland is one of the major functions of universities arising from their mission to work for the benefit of education in the region. The traditional model of lifelong education at universities includes education in non-stationary ways in line with stationary directions of education, in some cases supplemented by graduate programs. Directions and profiles of non-stationary and postgraduate education should be aligned with these demands. However, the introduction of new directions of non-stationary education is not always a consequence of a good response to these demands. The reason is that the organizational structure of the overwhelming majority of Polish universities does not provide for research into the educational market.

Such studies as *Education Market Intelligence (EMI)* have become an important part of modern management systems in centers of lifelong education operating in European universities. However, the scattered structure of lifelong education in Polish high schools (management on the faculty level) does not allow for the carrying out of such actions. This situation results in the excessive rigidity of the lifelong education on offer. The consequences of this difference can be easily noticed while observing the evolution of lifelong education in Polish and foreign universities over the past 20 years. On the one hand, there was a rapid increase in participants involved in various forms of lifelong education, and, on the other, there are minor developments in this area of university education as limited by certain policies.

In order to describe the issue, it is worth mentioning the example of the University of Glamorgan in 2004. This is a small college in Wales (about 2,000 students trained according to the stationary forms of education), which attracted more than 20,000 students in various forms of lifelong education in eight years. Non-stationary training is implemented mostly in asynchronous mode. The funding for the development of the content of the curriculum for the needs of distance education, as well as for the organization and implementation of the learning process has been provided by the European Union. The ability to come up with an educational offer for a significant number of people appeared as part of an effective strategy based on sound knowledge of the educational market.

The gap caused by the lack of a systematic study of the Polish educational market is partly filled by the results of research conducted within the framework of projects financed by the European Social Fund. Research in this area is carried out

---

<sup>1</sup> A. Walicki has emphasized that the low ranking of Poland's scientific institutions is the consequence of a non-relevant comparison made against, for instance, the Chinese Academy of Sciences and the Russian Academy of Sciences, which were ranked 1st and 3rd, with other universities in the country. The Chinese Academy of Sciences and the Russian Academy of Sciences are complexes combining numerous establishments and they cannot be compared with separate establishments with funding deficits as is the case with some Polish high schools. Cf.: Niebezpieczne nieporozumienia w sprawach nauki. [http://www.pte.pl/pliki/2/12/46-49\\_07\\_Walicki.pdf](http://www.pte.pl/pliki/2/12/46-49_07_Walicki.pdf)

to determine the number of individuals interested in training, as well as educational needs of the groups interested in training, the structure of the groups and the areas of expertise that are in demand. Thus, the educational market has been described. Furthermore, high schools determine the possibility of adapting lifelong education programs to the parameters mentioned, expressed in the form of a list of required staff, equipment and investments. Unfortunately, universities in organizational terms are usually not ready for this kind of activity. The structure of public high schools in Poland does not allow for the monitoring of the economic situation and especially the labor market. Almost everywhere in Europe the tendency toward establishing, within high schools, substructures for managing non-stationary forms of training have not generated significant interest in Poland. Therefore, all available sources of information on the educational needs of high schools are invaluable for high schools<sup>1</sup>.

Universities should respond more directly to the challenges and opportunities represented by lifelong education. This is a chance for universities which otherwise face the risk of declining numbers of applicants graduating from secondary school in connection with changes in the demographic situation in the coming years.

---

<sup>1</sup> Wiśniewski Z. Rola uczelni w kształceniu ustawicznym społeczeństwie na przykładzie potrzeb edukacyjnych osób powyżej 50 roku życia // E-mentor, 2008, nr 4 (26).



Pedagogical science is characterized both by a general and specific strategy of scientific knowledge. From the viewpoint of the concept of information process, science is a complex dynamic information system created by humankind for collecting, analyzing and processing information in order to receive new truths and practical applications. It operates on the basis of the following laws: accelerated motion (the growth of scientific knowledge) and systematic nature of modern science. Science is changing its attitude to practice. The opposition between episteme (knowledge production) and the board (its application) from the Greeks is disappearing. Technology knowledge and innovation are being updated. In general, we observe (see Fig. 1) the transition from the classical model of science, approving the appointment of science as a reflection of the objective world in the consciousness of the subject, to the non-classical one, which takes into account the role of cognitive resources and further on to the post-non-classical one. This model takes into account the subject and the practical orientation of knowledge and its utility.

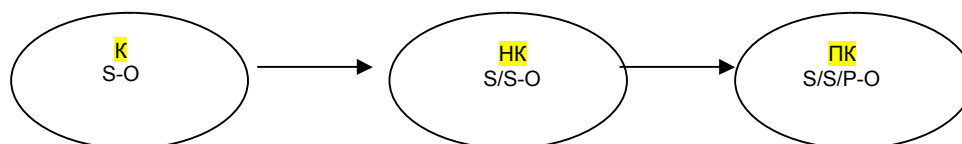


Fig. 1. Development Directions of Science Patterns:  
S – subject, O – object, P – practice

The specific strategies of the development of pedagogical science include internalization, externalization, problematization and reflection.

*The strategy of internalization* is related to the nature of culturological pedagogy. It offers support not only with internal mechanisms, but also cultural studies, social, subjective, and other contexts. The culturological context is realized through the organic involvement of social order in a scientific discipline in the form of value standards, the complementary existence of different perspectives and points of view; the permeation of other sciences into teaching, mainstreaming cross-cutting relationships, and conducting cross-cultural research. For example, “The ratio of teachers to innovation”, “Reasons for school failure”, etc.

*The strategy of externalization* involves bringing scientific knowledge to teaching practice and to educational activities which that primarily emphasizes the innovative direction of teaching as a science and determines its position in the innovation cycle (see Fig. 2).

*The strategy of problematization.* We have analyzed 204 dissertations on the basis of “Sign retrospection” analysis [3]. The comparative analysis was performed in 13.00.08 for dissertations specializing in “Theory and methodology of professional education in Belarus, Russia and Ukraine in the period of 2005-2009”. It was established that innovation flows are determined by the following objectivity concepts: preparation, readiness, vocational education, culture, etc.

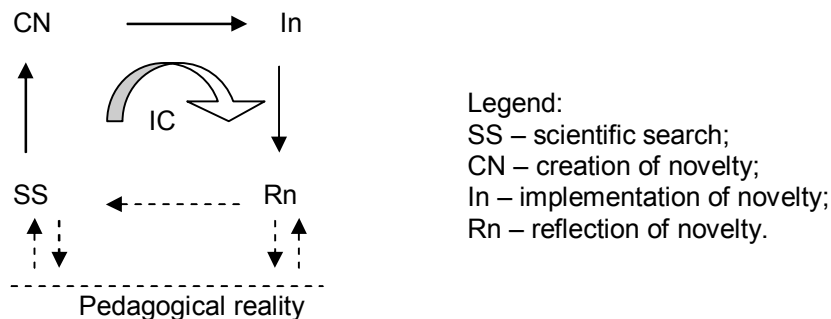


Fig. 2. Innovation cycle structure

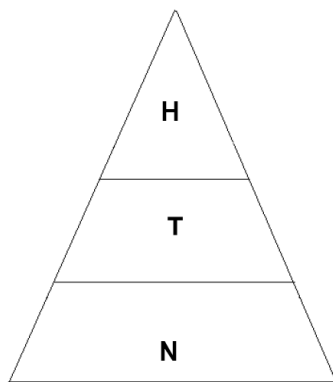


Fig. 3. Triangle of knowledge ideals in pedagogical science

A thematic and problematization analysis of the issue helped to distinguish two areas: (a) in the innovation system there is an intensive differentiation of the subject area of research and expansion of the object field, (b) innovation flows based on new problems and research topics are improving. They are defined by the following objectifying concepts: preparing teachers for innovation, pedagogical discourse, a professionally mobile teacher, competitiveness of the future teacher, basic pedagogical education (bachelor's degree), interaction in a multicultural environment, competent teachers, individual style, gender approach, leadership.

**The strategy of reflection.** In science, there are different ideals of scientific knowledge: natural science, humanities, technology [4]. Education is a social science and humanitarian science that focuses on the humanitarian ideal of knowledge. It is characteristic of the science of studying humans. Recently, however, the practice of turning to evidential pedagogy has been increasing.

This was revealed in the process of the author's activities as a member of the Presidium of the State Commission for Academic Degrees and Titles. The scientific community of experts focused more on the ideal of natural science knowledge.

It is imperative to represent all the ideals of scientific knowledge in pedagogical models. Figure 3 shows the "ideal triangle of knowledge" in teaching as a science. Its basis is an ideal of natural science knowledge (N), which determines the conclusiveness of pedagogical influence. The technological ideal of knowledge (T) is implemented both as (N) and humanitarian ideal (H). In this case, (H) is a "censor" of the entire research activity checking it for environmental friendliness.

Pedagogical reality and scholars have a construct between them consisting of interrelated issues: (E) – What is? Why? (D) – What should it be? What could it be?, (T) – How to do it?

#### **Bibliography**

1. Цыркун, И. И. Проблемы развития педагогической науки в Беларуси: концептуальное обоснование и проектно-программные ориентиры // Адукацыя і выхаванне, № 8, 2002. – С. 51–58.
2. Беспалько, В. П. Можно ли купить инновации? // Педагогика, № 7, 2010. – С. 30–36.
3. Цыркун, И. И. Система инновационной подготовки специалистов гуманитарной сферы / И. И. Цыркун. – Мн.: Тэхналогія, 2000. – 326 с.
4. Щедровицкий, Г. П. Избранные труды / Г. П. Щедровицкий. – М.: Шк. Культ. Полит., 1995. – 800 с.
5. Цыркун, И. И. Нерешенные проблемы и стратегии развития педагогической науки // Адукацыя і Выхаванне. – 2011. – № 8. – С. 16–24.

## **NON-FORMAL ADULT EDUCATION IN HELSINKI**

### **T. Törmä**

The Finnish Adult Education Centre (AEC) of the City of Helsinki strives to maintain and to improve the ability of the adult residents to cope and to function in our changing society. The education given in the Centre is part of a process of lifelong learning based on the principles of liberal adult education. Accordingly, the Centre supports the development of the personality of individuals and people's ability to function in communities, thus promoting democracy, equality and pluralism. The Centre provides both general education and interest based studies, as well as promotes self-development. The vision of the Centre in 2020 is The Finnish Adult Education Centre will be an innovative and esteemed pioneer in adult education, while remaining close to people.

AEC in Helsinki was founded in 1913. It has grown to be the largest AEC in Europe in the field of liberal adult education. Approximately 75 000 people study at the AEC and the AEC gives 100 000 lessons every year. The AEC has 110 full time workers and 800 teachers paid on an hourly basis. The Courses are offered across Helsinki in premises specially planned for learning of adults. In 2011 the operating expenses amounted to 14 million euros. The Course fees cover approximately 13 % of all operating expenditure.

The AEC is owned by the city of Helsinki and receives financial support from the Finnish government. The Act on Liberal Adult Education applies to the operations of the AEC. The classes and lectures are open to all, regardless of place of residence or level of schooling. The course fees are equal for all. The minimum age limit is 16 years and there is no maximum age limit. The courses are offered in more than 20 different languages, crafts, visual arts, music, information technology, social studies, cookery, nature and environment, sports and also Open University. Other activities are public lectures, exhibitions and concerts, theatre performances and open learning spaces. There is also a library for teachers and students. The AEC is co-operating with universities in the field of teacher training.

During the year 2011, the Centre organized approximately 4 400 courses and 300 lectures. Most lectures were given on topics related to social issues and literature. The largest individual field of instruction was languages (25% of all instruction). Instruction in other fields was distributed as follows: visual arts (18%), textiles (13%), music (9%), information technology (8%), the Finnish language (7%), native language (Finnish) and literature (5%), cookery and household management (3.5%), people and society (3.5%), sports and exercise (3%), technical studies (3%), wellbeing and health (1%), others (1%).

The Finnish language instruction for immigrants accounted for 7% of all instruction. The immigrants were also offered instruction in social studies, information technology, languages other than Finnish, crafts and cookery and household management. The AEC also arranged groups where Finnish speaking people and immigrants were together.

The overall student age distribution was as follows: 20–24 years (3.7%), 25–34 years (19.9%), 35–44 years (15.4%), 45–54 years (16.4%), 55–64 years (17.9%), and 65 years and over (25.1%). Women accounted for 77% of the students, and men for 23%.

**Projects.** The Centre is participating also in some national and international projects. One of the most important national projects is co-operation in capital region with other AECs. The result of this co-operation is the common enrollment system [www.ilmonet.fi](http://www.ilmonet.fi).

The Ministry of Education and Culture has a program of study vouchers for seniors, unemployed and immigrants. The AEC has been able to give vouchers for hundreds of students.

International EU-projects have included for example the following: The Learning Partnership Understanding the needs of older people, improving methods and creating new ones, the U.N.I.C project. It focused on the issue of increasing the engagement of both active and inactive older people (50+) onto lifelong learning. The AEC was also involved in other EU-projects, e.g. Intercultural Dialogue to Develop a European Identity among European Member States (I.D.E.A.S). The aim of the project was to find methods to improve intercultural dialogue between immigrants and the original citizens in European countries. The EU-project SLIC aimed to give senior citizens a possibility to develop their own skills and to find new possibilities in the period of retiring (<http://www.slic-project.eu/outcomes/handbook/index.php>)

Many of the employees of the AEC also participated in international conferences, training and events during the year. Many international and national groups visit AEC every year.

National level. In Finland more than 1.7 million citizens (the total number of the citizens is about 5.4 Million) participate in different types of adult education each year. More than half of this number is made up of the working age population, and this figure is high also in international terms. The aim is to reach 60 per cent of the working age population participating in education by 2012 annually. To achieve this figure, the participation base needs to be expanded and the study opportunities of the population groups who participate the least must be improved. The goal is to increase the study opportunities of people with no vocational education and training or whose education is outdated, entrepreneurs, the staff of small and medium-sized enterprises, immigrants and people aged over 55. ([www.minedu.fi](http://www.minedu.fi))

Adult education is designed to provide study opportunities for adults. It encompasses self-motivated education, staff training and labour market training. The Ministry of Education and Culture is responsible for self-motivated education, the Ministry of Employment and the Economy for labour market training and employers for staff training.

Finland has a well-developed network of 330 non-formal adult education centres. educat      fiabo

associations are the oldest forms and provide the main part of the non-formal adult education. The summer universities (a sort of Open University) and physical education institutes are new comers in the network. It has been asked if all five forms of institutes are really necessary, but with their different backgrounds, histories, and profiles they perform different functions, and also reflect the pluralistic nature of the society. The non-formal adult education institutes set up their objectives independently and they have independent responsibility over the usage of the state subsidy. The essential features are the diversity of curricula, voluntary nature of participation and use of learner-based methods. Cultural studies – arts, music, handicraft and languages – are the most popular courses, followed by humanistic and education studies, and then social, health and physical studies.

## **LIFELONG SOCIAL AND HUMANITIES EDUCATION AS AN ASPECT OF SELF-DETERMINATION IN MODERN CULTURE**

**M. I. Vishnevskiy**

The key challenges for modern social and humanities education directly relate to the development of both a theoretical and practical outlook of evolving individuals through the extended “representation” of social culture in the content and organizational structures of educational programs. Our premise is that the modern condition of social and humanities education impacts the further development of the current culture of society and in many respects defines its future shape by reflecting its core ideas and intentions.

When building a lifelong social and humanities education system in the modern social context, marked by large-scale, nearly overarching transformations, it should be kept in mind that this task is crucial. Ineffective educational efforts can cause a new generation of people to enter independent life without good understanding of relationships extant in society, requirements imposed on actors in the socio-cultural process and the consequences of possible mistakes. Therefore, developers of educational programs should be driven first of all by the need to ensure exhaustive completeness of their content, both in terms of science and practical life. In the case of social science knowledge, this means that it is necessary to take into account all four major spheres of social life: material production, and spiritual, political and social spheres, and to reveal the specific features of each and their close interconnection and interpenetration, which, in turn, requires philosophical and ideological conceptualization. Each of these spheres of life and the “joints” or bridges between them are studied in the relevant complexly structured sciences or even wider groups in science; and it is absolutely impossible to cover this almost immeasurable array of knowledge and social experience within the framework of general education, both in school and at university.

Completeness of the content has therefore to be sacrificed, either by picking learning materials relating to only some of the social sciences, man and culture that cover certain aspects of their being, or by strictly selecting the available content of all these sciences to ensure that the educational program reflects all spheres of modern life and philosophy as a “core” of culture in terms of theory and world outlook. Either of these options has its advantages and disadvantages. By taking the first option and reducing the number of compulsory disciplines in social and human sciences in higher education institutions or relevant subject sections in secondary school curricula, we can help pupils and students to gain a more in-depth knowledge of few designated arrays of content in the hope that they will use this basis to continue their work on a self-guided basis. However, research shows that students do not commonly achieve high degrees of independence and performance in selecting their educational paths and in general the incidence of this occurring is much lower in the post-Soviet cultural and educational space than in Western countries [1].

The second option appears to be more effective. The Belarus higher education system is currently designing a cycle of social and humanities disciplines that will ensure continuity with school courses in social studies and at the same time will provide a brand new level of integration and practical focus in these disciplines. The division of the cycle into four integrated modules, briefly referred to as Philosophy, Economics, Political Science and History, is proposed. Each of them will include compulsory disciplines (Philosophy and Basics of Psychology and Pedagogy in the first module, Economics and Sociology in the second, the Basics of Ideology of Belarus and Political Science in the third, and History of Belarus in the Context of World Civilizations in the fourth). In addition to the compulsory disciplines, each of the integrated modules will include quite an extensive range of specialized, often cross-disciplinary modules, out of which higher educational institutions will offer students a choice of at least eight disciplines and each student will have to choose at least four. A significant reduction in the number of classroom sessions and a corresponding increase in the scope of self-guided work is planned. Clearly, this brings to the fore the identification of criteria for the selection of compulsory content. The challenge of combining three sets of criteria that are not fully consistent with each other then arises. The first set of criteria is determined by a personal and humanistic focus on educational activities in general. According to these criteria, pupils and students should be taught in line with their age-specific characteristics and position in life, their real social and cultural status and prospects for their development in the future. The second set of criteria stems from the current state of research in social studies and the humanities. This research can be both discipline-specific and cross-disciplinary, differing by the degree of commonality and by the predominant theoretical or applied focus. Also essential are fundamental attitudes of researchers in terms of the world outlook and ideology which influence the focus of their cognitive interests and the peculiarity of conclusions they seek to justify. Apparently, compulsory subjects can only cover those theories and ideas in social science, the fundamental role of which in science and practice is unchallenged. These are not very numerous and of special interest among them are those that can overcome discipline-specific isolation in research. The third set of selection criteria for content of social and humanities education is to some extent correlated with the first two and directly reflects the role played by certain doctrines, scientific developments and ideas in the general structure of the spiritual life of society and culture of a certain epoch. However, the concept of culture is amazingly multivalent and even somewhat blurred; therefore it is quite difficult to use it in a particular study. There are, however, no doubts that when we think about culture, we mean the world of human existence. Moreover, according to A.S. Karmin, the selection of the definition of culture is, in essence, the selection of the definition of "human nature" [2, p. 362].

Social and humanities education is defined in this way because its general cultural content is inseparable from the personality aspects of the being of culture. All levels of such education target the personality of a learner, who easier and more naturally perceives the general and essential in terms of man. When expressed in abstract terms only, the general is not illustrative and not very convincing for individuals. It is no accident that people with extensive life experience rightfully do not trust the abstract general; they sense its formal nature

and have many times confronted with the fact that abstract, purely conceptual reasoning can be, in essence, irresponsible and can mask rough simplifications or selfish ambitions. But when theoretical constructs related to the social being are set out as an expression of a certain position, which carries both traces of the epoch and an imprint of the personality of the author, we can assume that they are based on certain grounds and deserve careful study, which could help us understand their special, particular genuineness.

When building the content of social and humanities education as a whole, we are ought to clearly identify a few concepts and ideas, unawareness of which causes an irreparable loss in the general understanding of the essence of disciplines being studied, and at the same time, the essence of phenomena and processes of the societal life around us. This basic content should be reviewed thoroughly, without haste; and everything should be done to enable students to enact self-guided learning. Possibly, our current understanding of the most important and relatively less important matters in the array of social sciences and humanities will be revised and adjusted in the future. In particular, this will be done by our current students; they will ride the wave of change into the future, the relevance of which was discussed by their teachers while noting the significance for culture of the medical prescription, "first, do no harm".

#### **References**

1. Булкин В.В. Социокультурная российская образовательная среда и ее совместимость с асинхронным учебным процессом // *Alma Mater*. 2010. – № 5.
2. Кармин А.С. На путях к теории культуры // *Фундаментальные проблемы культурологии: В 4 т. Т.1. Теория культуры*. – СПб.: Алетейя, 2008.

## ANENT THE MODERNIZATION OF UKRAINIAN TEACHERS REFRESHER COURSE SYSTEM

V. P. Lyakhotskiy

At present, the status of the refresher course system for the management and teaching staff of Ukraine's educational institutions as one of the components of postgraduate education is determined by the Ukrainian education legislation. The purpose of refresher training of the management and teaching staff is their acquiring a system of new knowledge and forming skills within the framework of the existing educational and qualification level, resulting in the enhancement of the trainees' professional competence level. Refresher training of educational management and teaching staff in the Ukraine is carried out in a systematic fashion in the following areas: Undergoing courses at teachers' postgraduate higher educational institutions, at advanced training departments of teacher training colleges, carrying out methodic work on the basis of district (city) methodic departments (centers); permanent self-education.

The structure of the Ukrainian refresher training system for educational management and teaching staff is multifunctional and multidivisional. During the period of its existence, it underwent substantial changes and modernization, namely: The principal functions of the abovementioned educational institutions were changed – from the functions of methodic centers (scientific-methodical and coordinating) to the function of III-IV accreditation level educational institutions (educational, scientific and methodical, scientific, coordinating, international). At the present stage of development of this system, it tends to create teacher training universities, colleges and academies in Ukrainian cities and regions for the purpose of refresher training of educational management and teaching staff working in their respective fields.

Such changes introduced in the system of postgraduate education for Ukraine's teaching staff foster the development of the system but leave its problems unsolved. The problems that remain unsolved are the ones connected with the refining of the roles and functions, with the efficiency of the refresher training system, the training of research and teaching staff and the psychological readiness of its members to accept educational innovations and promising teaching experience. This training system lacks its own legal basis and complete regulatory framework that would describe the aims, tasks and functions of postgraduate education in detail. The understaffing of the teaching staff refresher training system and the lack of highly professional training and research staff in that system remains a problem. The standardized (exemplary) job descriptions and curricula for the educational management and teaching staff refresher training have not yet been upgraded, and there are no coursebooks and instruction publications for the refresher courses trainees. **For the purpose of solving those and other problems, the scientists from the Ukrainian National Academy of Pedagogical Science determined the ways and methods** of adequate modernization of the educational system as a leading factor of social and cultural formation and successful living of a human being, and his or her further

improvement. Like all humanity, Ukrainian society is influenced by mighty globalization process, quick changes in life conditions and the establishment of research and innovative types of development, by reassessment of axiological reference points and strategies of human existence. Due to these facts, scientific analysis of the status of tendencies and its forecasting, substantiation and projecting of practical measures have reached a public consensus in respect of reforming the sphere of education. That is why a White Book of Ukrainian National Education has been created in the Ukraine on the initiative and with the support of the National Academy of Pedagogical Science.

Let us disclose the principal ways and methods of reforming such a sphere of Ukrainian education as postgraduate pedagogical education, namely: refresher training of educational managing and teaching staff.

*Systematic Introduction of Educational Innovation into the Content, Forms and methods of Managing and Teaching Staff - Refresher Training.* One of the factors in the improvement of the quality of educational services is the wide-scale utilization of information and communication technologies in the teaching process. Being innovative, these technologies make qualitative alterations to the level of a person's independent work, namely: they extend the volume of information being taught; activate learning and cognitive work; promote the introduction of objective control methods. Such (innovative) teaching systems require the active utilization of multimedia course books and training aids, new forms of training session organization (webinars, discussions, round tables, offsite classes, thematic meetings, etc.), independent work, and new methods of evaluating professional competence levels.

*The Development of Onsite and Remote Model of Management and Teaching Educational Staff - Refresher Training.* Starting from 2000, an innovative onsite and remote training model was introduced in the Ukrainian postgraduate training higher educational institutions for teaching staff. Its characteristic features are making the Ukrainian system of refresher training nearer to the world standards, and promoting self-realization of every trainee. The model has a modular structure, combining onsite training (up to 10-12 days) with remote training that lasts for 4-6 months. The roles of trainees and instructors undergo a qualitative change in this model. Namely, trainees have an opportunity to exchange experience and discuss actual problems of education, to study at various specialty courses of their choice, to attend training sessions and seminars at the onsite stage of training and to consult, and take part in web conferences, internet forums and chats at the remote stage. The *instructors* do not just play the role of a lecturer or a leader of a seminar or a training session, but the role of a tutor, rendering various consulting services in the process of teaching through the internet or through an electronic educational program, e.g.: "Prometheus", "Moodle", "Web Class KhPI", "E-Front", etc.).

*The Introduction of Competence-Based and Credit-Based Approaches. Creating a Credit-Module Training System (on the basis of European Credit Transfer System) in the Educational Management and Teaching Staff Refresher Training.* The Credit-Module training organization system in the educational managing and teaching staff refresher training envisages a distinct definition of the components of professional competence of educational managing and teaching

staff, diagnosing and monitoring their development; being based on the module training technology and credits, it is one of the state-of-the-art educational innovations. At present, the Statute "On the Introduction of a European Credit Transfer System in Postgraduate Pedagogical Education" is being discussed in all Ukrainian regions. Thereby, at present it is necessary for the Ukrainian educational management and teaching staff refresher training system to develop the Concept of Development of the Educational Management And Teaching Staff Refresher Training, the Law on Postgraduate Education in the Ukraine, the Statute "On Thesis-Based Education at Educational Institutions", and to create a National University of Postgraduate Pedagogical Education with a Unified Center of Electronic Education. The managers of regional education and science management bodies should pay attention to and promote experimental work aimed at the creation and introduction of innovative models of educational management and teaching staff refresher training.

The task facing the managers of the postgraduate pedagogical education institution is to modernize the structure and content of refresher training of teaching staff who belong to various categories in view of their professional competence, and on the basis of principles of various innovative training organization models (credit-module, onsite and remote, individual), to introduce actively educational innovations into the content, forms and methods of training and into the organization of the training process.

#### **Bibliography**

1. Біла книга національної освіти України / Акад. пед. наук України / за ред. В. Г. Кременя. – К., 2009. – 185 с.
2. Ващенко Л.М. Наукові ідеї та положення інноваційного розвитку післядипломної педагогічної освіти. / Л.М. Ващенко // Післядипломна освіта в Україні. – 2011. – № 2 (19). – С.16–20.
3. Коваль Т.І., Сисоєва С.О., Сущенко Л.П. Підготовка викладачів вищої школи: інформаційні технології у педагогічній діяльності. / Т.І. Коваль, С.О. Сисоєва, Л.П. Сущенко. – К.: Вид. центр КНЛУ, 2009. – 380 с.
4. Олійник В. Реформування післядипломної педагогічної освіти на засадах кредитно-модульної системи організації навчального процесу. / В.В.Олійник // Післядипломна освіта в Україні. – 2011. – №1 (18). – С. 3–7.
5. Підвищення кваліфікації керівних кадрів освіти за дистанційною формою навчання / за заг. ред. В.В.Олійника. – К.: Логос, 2006. – 408 с.

## **ON SOME "UNSOLVABLE PROBLEMS" IN THE SYSTEM OF HIGHER EDUCATION IN THE REPUBLIC OF BELARUS**

**N. V. Susha**

The education system of the Republic of Belarus has been undergoing serious change for twenty years since the establishment of Belarus' national sovereignty. When comparing the present state with the past, we have to note that the "revolutionary" way of modernization of education aimed at both destruction of the outdated postulates and effective new achievements has not proven to be successful. The result of the transformation can rather be rated as negative, and the sources expended during this period are astronomical. Despite the improvement of the educational process with the use of modern technology (computer software, Internet, e-textbooks, etc.), the level of attainment among high school graduates is getting lower from year to year. In turn, the higher education system produces an uncompetitive workforce: graduates from higher education institutions (HEIs) are in general unable to perform their work functions properly.

The government machine responsible for managing the higher education system is committed to "global" transformation and invariably overlooks "little things" which, if not cured, hamper the implementation of the "global" ideas. To illustrate this, let us name a few such "little things".

First, higher education institutions have no right to define the form of control of knowledge of graduates on their own, in particular, to introduce a state examination instead of defending a graduation thesis in certain specialties [1]. This substitution would not only reduce the shortage of teaching staff (hereinafter TS) and hence the workload, but also save 903,166 Belarusian rubles ( $\approx 110$  U.S. dollars) per graduate. Financial resources freed up on 169 specialties, for which it is reasonable to introduce a state examination, would amount to dozens of billions of rubles [2]. We can give the following arguments in favor of replacing graduation theses with state examinations: (a) training specialists of the first stage of higher education in many humanities (such as accounting, analysis and audit, finance and credit, legal science, etc.) requires theoretical knowledge and practical skills. At the same time, scientific capabilities can be developed at the second stage of higher education, the Master's degree program; (b) due to the development of information technology, very often graduation theses are prepared not by students themselves and are, to a large degree, the products of plagiarism and compilation; (c) members of the State Commission usually do not have an opportunity to review the contents of a thesis in detail and evaluate it based on the student's presentation and reviews of the reviewer, which leads to subjective judgments; (d) the time spent by a student to write their thesis can be used more efficiently, for example, for enhancing the acquired knowledge at the final stage of training; (e) there is a potential opportunity to significantly reduce the duration of training.

Second, third party members of the State Examination Commissions appointed for private higher education institutions by the Ministry of Education are generally indifferent and incompetent in carrying out their tasks. Organizing State Commissions the way it is done in state higher education institutions (where only

the chairman is a third party and commission members are full-time teachers employed by the institution) would enhance the quality of commissions and to a great extent keep the teaching workload in favor of full-time TS of private higher education institutions.

Third, introducing promising professions in private higher education institutions is nearly impossible because of the existing procedure, which, among other things, requires written approval by a competing state higher education institution where a training and methodical association operates based on decision of the Ministry of Education. In order to prevent unfair competition between private and public institutions, it would be reasonable if curricula for specialties to be introduced in private higher education institutions are only approved by structural units of the Ministry of Education of the Republic of Belarus.

Fourth, the statistical priority as a criterion for fitness for the type of higher education institution (hereinafter HEI) with respect to full-time TS should be abandoned. All known universities in the world give preference to TS who are highly professional and well-known by their publications, scientific and practical achievements. Teacher's professionalism is obviously a priority for training of specialists. Students do not care about the conditions on which a well-known teacher collaborates with the university. The main thing in this case is the teacher's image.

Fifth, according to laws, private educational institutions are not commercial entities and their main purpose is not to make profits from fixed assets, but to provide conditions for citizens to exercise their right to education. In this connection, it seems reasonable to exempt private HEIs from real estate tax, land tax and land rent.

Sixth, the Education Code of the Republic of Belarus stipulates that all students must be issued an academic record book and a student ID, which entails certain material, financial and labor costs. This practice is obviously outdated. For several years now the students of the Minsk Institute of Management have been using an electronic student ID and can: (a) get information about their performance and a printout of their electronic student card in a matter of seconds; (b) get certificates for a military enlistment office, tax authorities, social security agencies, etc., as well as information about financial settlements with the Institute in a matter of seconds; (c) use the library.

Seventh, in its present form, centralized testing is not an obstacle to receiving higher education even in the case of those enrollees who have no knowledge of the majors in their chosen specialty. One of the possible ways out is to set a threshold of points for accepting a certificate by an educational institution. Another option is to replace graduation exams in high schools with centralized testing (in which case the certificate will be the only document that allows participating in the competition for admission to higher education institutions).

Eighth, it is necessary to grant educational institutions the right to use devices for attenuating radio frequencies of mobile phones in classrooms during classes.

Our list of problems is far from being exhaustive. Some of them can be solved with the stroke of a pen by a relevant public official, while others require a

Presidential Decree or amendment of certain laws or an Ordinance of the Council of Ministers.

All the above leads us to the conclusion that it is high time to stop the stayer race in the higher education system, all the more so since this race has no prize. It is necessary to calm down, relax our muscles, strain our neurons and return to the routine work of cleaning the “Augean stables”.

#### **References**

1. Суша Н.В. Инновации в дипломном проектировании, образовании и экономике / Н.В. Суша, Г.З. Суша, С.В. Путрич // Инновационные образовательные технологии. – 2010. – №1(21) – С. 3–9.
2. Высшие учебные заведения Республики Беларусь по состоянию на начало 2008/2009 учебного года (статистический сборник) / Главный информационно-аналитический центр Министерства образования Республики Беларусь. – Мн., 2008. – 173 с.

**PSYCHOSOCIAL FOUNDATIONS  
OF SUSTAINABLE DEVELOPMENT  
IN HIGHER EDUCATION  
IN THE REPUBLIC OF KAZAKHSTAN**

**R. A. Ayazbekova  
A. A. Bulatbaeva**

The higher education system in the Republic of Kazakhstan has fully adopted the modern multi-tier model of education of highly skilled specialists, at Bachelor's, Master's and PhD levels. This shows, firstly, that the rate of integration of the higher education system of Kazakhstan into the global education system is high and, secondly, that it is fully involved in the Bologna process. This has been confirmed by the creation of a new type of a university, namely the Nazarbayev University in the capital of Kazakhstan, Astana, which represents an amalgamation of science, education and innovation. The creation of this university and other examples show that the Kazakh higher education system is developing and entering the global educational space.

The prospects for the development of higher education in Kazakhstan have been highlighted in a document developed by the Kazakhstan government called the "Concept of Education in the Republic of Kazakhstan (2004–2015)" [1]. As a document, the concept is a scientific-theoretical and methodological instrument which defines the goals, objectives, structure, content and key strategic areas for the development of education in Kazakhstan. The main aim is to provide high quality higher education by further democratizing education management, updating the content of education and improving the quality of training. One of the main challenges faced by higher education is to improve the system of management of higher education institutions in line with demands of an open democratic society. Innovative change in the education system in Kazakhstan, and the development and deployment of new learning techniques and new information technologies within it require that a modern university should respond to and solve new challenges in a timely manner. By 2015, the National Innovation System should be operating to its full extent and as early as by 2020, it should have produced results in the form of developments, patents and ready-to-use technologies to be introduced to the country [2].

The adoption of the law "On Education" has created a legal framework for building an effective system of continuous higher professional education. A new paradigm of higher education has emerged. This paradigm requires giving new meaning to the content of higher education, recognizing the new role of higher education and considering students as individuals and future professionals who need not so much to acquire knowledge, which is important in itself, as to master a technique of world cognition, absorption and practical application of the knowledge acquired in a higher education institution [4].

In Kazakhstan, the market economy has led the higher education system to a new environment where everything is subordinated to competitive forces. An important effect of the influence of the market on the Kazakh higher education system is the emergence and growth of non-state educational institutions offering

different types of training programs and educational services [5]. Let's give an example: in the 1990/1991 academic year, there were 55 higher education institutions in the whole of Kazakhstan. Today, in just one city, Almaty, there are 53 different higher education institutions, namely, 19 academies, 28 universities and 6 institutes [6].

Post-Soviet reforms have significantly changed the psychology of Kazakh citizens. This is particularly true of attitudes toward the choice of profession as a major factor of career success and financial well-being, and not just for the purpose of receiving a higher education diploma. In other words, priority has been given to the formation, establishment and development of educated, creative, conscious, and morally and physically healthy individuals. To this end, all educational institutions, including higher education institutions, seek to create conditions for multi-dimensional, creative activities for students, and also for the use of special forms of training for gifted pupils and students. Thanks to a new mechanism of state support, students of both regional and national universities can currently receive education in the best European universities during a semester.

Science will become an integral part of the educational process, a necessary element of training professionals. Therefore, educational and scientific organizations and technology parks are currently being created to enable cooperative research by universities and other organizations [7]. It should be noted that the present multi-channel system of financing of higher education in Kazakhstan also indicates that higher professional education is regarded as a value. The idea of international cooperation has changed. The Kazakhstan Institute of Management, Economics and Forecasting, followed by the Kazakh-British Institute, the Kazakh-American University, the Kazakh-German University, the Kazakh-Turkish University and others were all opened before the establishment of the aforementioned Nazarbayev University in 2001. These higher education institutions utilised American or European training programs. Each year, young Kazakhs have the opportunity to study in prestigious universities in the U.S., U.K., Germany, etc. under the Bolashak program initiated by President Nursultan Nazarbayev, the president of Kazakhstan. In other words, the younger generation of Kazakhstan enjoys academic mobility and freedom of choice in higher education institutions and professions. Moreover, higher education institutions undergo specialized international evaluations, which, certainly, contribute to the quality of education.

The new values and new mission of education exacerbated the problems faced by the higher education system, which then led to a reform of higher education in the country. This reform created the psychological background against which a new "personality" could be developed in a student – one that is active, creative and capable of standing up for their rights. This is evidenced by actions of students who succeeded in forcing the resignation of the Minister of Education and Science, and by an enhanced political and environmental student culture that includes active participation in election campaigns, the establishment of youth parties and movements, participation in environmental activities, etc.

In our opinion, the major psychological prerequisites for sustainable development include: (a) attitudes of the public towards perceiving higher education as a value; (b) an active interest in and need for learning professions

which are in demand; (c) the ability of teachers and administrators in higher education institutions to restructure training in accordance with demands of new socio-economic and political situations; (d) the development in students of a taste for freedom of speech, equality between all people, and a recognition of the duties and rights of each individual; (e) the development in teachers of the sense of confidence in their abilities instead of a feeling of being unnecessary, which was the case in the 1990s; (e) the opportunity for self-fulfillment and self-assertion of teachers, and development of their ability to compete in the professional sphere, etc. It should be noted that it has been gradually realized that investment in education and return on it are not necessarily directly correlated. An approach where this important activity is treated as a consumer-based activity and not a producer-based activity is no longer relevant and has to be discarded, since higher education produces a special product - well-trained, highly skilled professionals.

We believe that these psychological prerequisites contribute to the sustainable development of higher education at least as much as economic factors, which, in turn, ensures the quality of training. In other words, sustainable development of higher education in Kazakhstan means competitiveness and prestige. The prestige of a higher education institution is provided by high qualification of the teaching staff, deployment of modern educational technologies and the high level of research activity. The more prestigious a higher education institution is, the greater are opportunities for acquisition of students ("customers"), whose tuition fees are one of the sources of finance. Therefore, the present stage of development of higher education in Kazakhstan is characterized by dynamic development in the context of the key global trends.

Today, the Kazakhstan's higher education system and human capital are regarded as a criterion of the level of social development and the basic components of the lives of individuals and society.

#### References

1. Концепция образования Республики Казахстан (2004-2015 гг.). – Астана, 2011 г.
2. Послание Президента страны Н.А. Назарбаева к народу Казахстана «Казахстан на пути ускоренной экономической, социальной и политической модернизации», 2010.
3. Сборник законодательных и нормативно-законодательных документов по высшему образованию. – Алматы: Министерство образования, культуры и здравоохранения Республики Казахстан, 1998. – С.312–340.
4. Закон Республики Казахстан «Об образовании – Астана, 2007 г.
5. Аязбекова Р.А. Реформирование высшей школы в период перехода к рынку // Демократическая модернизация Казахстана: стратегия развития в 21-ом веке. – Алматы: Қазақ университеті, 1999. – С.101–105.
6. Информация о более чем 150-ти учебных заведений города Алматы. – Алматы: DFVYUR, 2010. – С.32–66.
7. Государственная программа развития образования в Республике Казахстан на 2005–2010 годы. – Астана, 2004. – С.17–20, 23–24.

## **HISTORICAL STAGES IN THE DEVELOPMENT OF LIFELONG EDUCATION**

**N. A. Lobanov**

**Having stepped on the  
escalator of lifelong education,  
man has doomed himself  
to being a perpetual, under-trained student**

It is relatively recently (in the 1950s-1960s) that the social phenomenon of lifelong education (hereinafter LE) became a subject of scientific interest and a self-contained subject of study. It has a long prehistory and a short history, but nevertheless we believe that this is qualified for being periodized, not only due to its global significance and spread, but also because it has changed our understanding of the constancy of the "exchange value" of education, while education itself – knowledge, skills, abilities – has become a competitive commodity on the labor market, just like cars and vacuum cleaners, and therefore (or by virtue of this) it begun to be seen as a "non-durable product".

Issues of periodization – be it the evolution of the Earth's fauna, the history of the state, the development of space or other topics – have always been fundamental for a researcher seeking to understand the inner nature of phenomena and the processes under study, their sustainability in time and space, the scale of its manifestation, anticipated future changes and the impact of this change on the social and/or technological development of society. It is precisely the role of periodization that enables a researcher to see the place of a phenomenon or process they study in the time span of other processes or phenomena and then try to "pave" a route to an expected future. Attempts to periodize LE have been made by both Russian and foreign scholars, and each of them used a "temporal gauge" of their own. According to some authors LE originates in early world civilizations, while others believe that LE emerged with the development of the industrial society. Periodization of social processes always bears the imprint of the author's vision. It is a reflection of the conceptual view of the researcher or researchers, an invitation to reflect on the substantial and temporal structure of the social process under study. At the same time, the periodization of social processes is a prerequisite for understanding them in time and space in a systemic way.

In all industrially developed countries, education, which increasingly gains the features of LE, becomes a strategic resource that determines not only the competitiveness of a country on world markets, but also its economic independence and national security. LE has rightfully been mentioned in the context of global processes. All of us are involved in this global process to one extent or another, although many have not yet fully realized the importance of the change. Twenty years ago, J. Naisbitt identified eleven global trends (megatrends) in world development (using the example of the USA) which do and will define the

development of the entire world community<sup>1</sup>. Without discussing why lifelong education was not included in this system of global trends, we find it possible to supplement his classification with a twelfth megatrend: from the traditional system of education (education for life) to LE (education throughout life)<sup>2</sup>. According to the felicitous expression of J. Naisbitt, "trends, like horses, are easier to ride in the direction they are going". Understanding the global nature of LE as a historically conditioned trend that displaces the traditional education system in the educational space is an inherent basis for our conceptual approach to the periodization of LE.

One of the first attempts to analyze milestones in the creation and development of LE was made in Russia by V.G. Onushkin, based on foreign experience<sup>3</sup>. His periodization was based on a chronological principle that enabled him to identify four stages in the development of this process: (1) the problem was considered in the context of adult education as compensation for deficiencies in school education or gaining additional knowledge required for life (daring from the 1950s to the beginning of the 1960s); (2) advanced training (the 1960s); (3) LE as necessary for "job qualification", i.e. cross-sectoral qualification (late 1960s); and (4) emphasis was placed on "life qualification", i.e. education as a means of increasing the "human capital" of this social group. Without looking into the author's views on the matter in detail, let us note that this periodization treated LE not so much as a process but as the development of the conceptual views of foreign scholars, and the short duration of the identified time intervals blurs the proposed limits of the stages. Meanwhile, some issues of periodization were reviewed in works by A.V. Darinsky, V.N. Turchenko, A.P. Vladislavlev, E.P. Tonkonogaya, etc. The most detailed periodization of conceptual ideas about the development of LE based on understanding of LE as a social phenomenon was offered by V.G. Osipov<sup>4</sup>. His work encompasses a longer period and has a four-part structure: (1) initial ("constating") stage (from the late 1950s to the mid-1960s) describes the prehistory of the concept of LE and still remains within the limits of adult education; and (2) the "phenomenological" stage dating to the second half of the 1960s. At this stage, LE is considered as a separate phenomenon and begins to be conceived theoretically, and UNESCO introduced the term "lifelong learning" into the scientific use. At (3), the third stage in Osipov's periodization, there are no clear limits, but it is defined as a methodological stage and is, in fact, close to the previous stage. In that period, international LE research centers were established and the matter of LE began to be attended to by the Council for Cultural Cooperation of the European Council, the Organization for Economic Cooperation

<sup>1</sup> Нейсбит Д. Мегатренды / Д. Нейсбит; пер. с англ. М. Б. Левина. – М.: ООО «Издательство Аст»; ЗАО НПП «Ермак», 2003. – 380 с. In this work, J. Naisbitt identified eleven megatrends in world development (From the industrial society to the information society; From forced technology to high technology; From the national economy to the global economy; From hierarchies to networking; etc.).

<sup>2</sup> Lobanov N. A. The eleventh megatrend – continuous education // Lifelong education: continuous education for sustainable development: proceedings of international cooperation in the realm of continuous education for sustainable development. Vol. 5. Under scientific editorship of N. A. Lobanov, V. N. Skvortsov; arrangement of N. A. Lobanov. – Saint-Petersburg: Alter Ego, 2007, p. 285-287.

<sup>3</sup> Онушкин В. Г. К критике современных буржуазных концепций непрерывного образования // Проблемы непрерывного образования взрослых: Сб. науч. тр. АПН СССР, НИИ общего образования взрослых / под ред. В. Г. Онушкина, В. А. Тарасова. – Л.: Изд. НИИ ООБ АПН СССР, 1979, p. 68-69.

<sup>4</sup> Осипов В. Г. Социально-философский анализ современной концепции непрерывного образования. – Ереван: Изд-во АН Арм. ССР, 1989. – 216 p.

and Development and others. The fourth stage (4) represents "theoretical expansion and concretization" (from the mid-1970s to the early 1980s). At this point the concept of LE spreads to different sectors of the economy. This periodization was discussed in more detail by the author in cooperation with V.I. Gudanis<sup>1</sup>. In the same paper, the authors extended the time span of the periodization (the late 1980s and early 1990s to the mid-1990s) to add a fifth stage (5) which was conventionally referred to as the "stage of the practical application of LE".

However, since the time of this publication, the rate of the territorial and sectoral spread of LE in the world has accelerated many times, which can be vividly illustrated by the number of Internet pages (on Yandex, a Russian-language search engine which is the most popular website in Russia) with hits for terms from the Lifelong Education Dictionary<sup>2</sup> [6]. The term "Lifelong Education" featured on 6 million pages in January 2011 while just eight months later in August of the same year this figure had increased to 32 million pages; the term "Lifelong Education in Russia" during the same period accounted for 3 million pages and then 18 million pages, respectively, and so on (see Table). Over the years, the understanding of the theoretical and practical issues of LE have become deeper. All of this enables the author to once again turn to the question of periodization and propose a new approach to the periodization of LE, which not only captures the steps taken in this area in the past, which was typical of all previous classifications, but also continues its time span into the future:

Stage 1 – *Empirical* – is characterized by the desire of researchers around the world acting independently of each other to explain the phenomenology of LE and describe its contours (mid-1950s to the mid-1980s);

Stage 2 – *Scientific* – is characterized by the essential completion of the concept of LE and its social and economic role in national and international development (second half of the 1980s to the 2000s);

Stage 3 – *Organizational and systemic* – is characterized by the completion of the development of a global system of LE and the creation of national state systems of LE as holistic systems of education (the beginning of the 2000s...). This is the time in which we live and act as both actors and creators of this process. Certainly, the time limits of the creation of national state systems of LE will vary widely, but industrially developed countries will have an insignificant dispersion variance;

Stage 4 – *Global system* – is characterized by the transition from the **universal right of citizens to education to the universal right to lifelong education** (after 2020-2025)<sup>3</sup>. Being preoccupied with discussions of whether our society is a postindustrial society, an information ("third wave") society, a

<sup>1</sup> Гуданис В. И., Лобанов Н. А. Концепция развития Санкт-Петербурга на ближайший и отдаленный периоды с расстановкой приоритетов, основанных на общественном согласии // Материалы Третьего съезда Санкт-Петербургского Союза научных и инженерных обществ, посвященного 230-летию научных обществ России (1-6 ноября 1995 г.) / под ред. д-ра тех. наук И. И. Боголепова. – СПб.: Межрегион. общ. орг-ция «Союз учёных, инженеров и специалистов производства Санкт-Петербурга и ленинградской области», 1996, р. 259–261.

<sup>2</sup> Непрерывное образование: Краткий словарь. Изд. 6-е, доп. / сост. Н. А. Лобанов. Предисловие Н. А. Лобанов // под ред. Н. А. Лобанова и В. Н. Скворцова. – СПб.: Издательский дом «Петрополис», 2004. – 72 р.

<sup>3</sup> Лобанов Н. А. Непрерывное образование в контексте всеобщих прав человека // Известия на съезда на учение – Слвен // Националната конференция смеждународно участие «Образотелни технолог» на ТУ – София, ИПФ – Сливен (30 септември – 2 октомври 2011 г., гр. Сливен, България). – Сливен: И-ПФТУ София, 2011, р. 7-9.

"consumer society" or a society of "ecological suicide", we have missed the change from one era in the education of mankind to another, with one "educational civilization" having started to displace the other. The country that will be the first, or one of the first, to shift to universal lifelong professional education (and the Soviet Union was once exemplary in this respect by being the first nation in the world to make the unprecedented shift toward universal literacy) will securely become a world leader in scientific, technical and social development, but first of all, it will secure the sustainable growth of its economy and the well-being of the population and ensure national security. Countries and international communities cannot but understand the significance of building a new system of education that puts them in the first rank of the international development<sup>1</sup>. The road is long and in Russia, in our opinion, it may take between 10 and 20 years to make achievements in this area. However, the issue should be addressed not tomorrow but today. We should immediately begin to develop a national government program under the title "On Phased Transition to Universal Professional Lifelong Education".

*Table*

Number of Internet pages (on Yandex, a Russian search engine)  
with hits for the terms listed in the Table  
at the end of the month, 2011

Areas of lifelong education (key words)	Number of pages, mln							
	January	February	March	April	May	June	July	August
Lifelong education	6	6	6	5	6	6	30	32
Lifelong education in Russia	3	4	4	3	4	4	18	18
Lifelong professional education	3	3	3	3	3	3	8	8
Lifelong professional education in Russia	2	2	2	2	3	3	7	6
Lifelong learning	4	4	4	7	5	5	17	17
Lifelong self-education	0,248	0,252	0,262	0,249	0,285	0,271	0,725	0,757
Non-formal lifelong education	0,318	0,284	0,310	0,276	0,310	0,309	1	1
Informal lifelong education	1,763	1,858	2,085	1,738	2,428	2,475	2,988	3,357
Lifelong adult education	2	1	1	1	1	1	6	6
Lifelong teacher education	2	2	2	1	2	2	5	4
Lifelong economic education	3	3	3	3	4	4	9	9
Lifelong medical education	3	2	2	2	3	3	7	7
Lifelong engineering education	3	3	3	3	3	4	9	9

<sup>1</sup> Лобанов Н.А. Союзное государство на пути к обществу непрерывного образования / Педагогическое образование в условиях трансформационных процессов: методология, теория, практика: Материалы V международной научно-практической конференции, г. Минск, 20 октября 2011 г. / Бел. гос. пед. ун-т им. Максима Танка; под науч. ред. А. В. Торховой, З. С. Курбыко. – Мн., 2011, с. 91-94.

## **THEORY AND HISTORY OF CONTINUOUS EDUCATION**

### **TOPICAL PROBLEMS OF MAKING THE SOCIO-CULTURAL SPACE OF STATES – MEMBERS OF CIS. ABSTRACT**

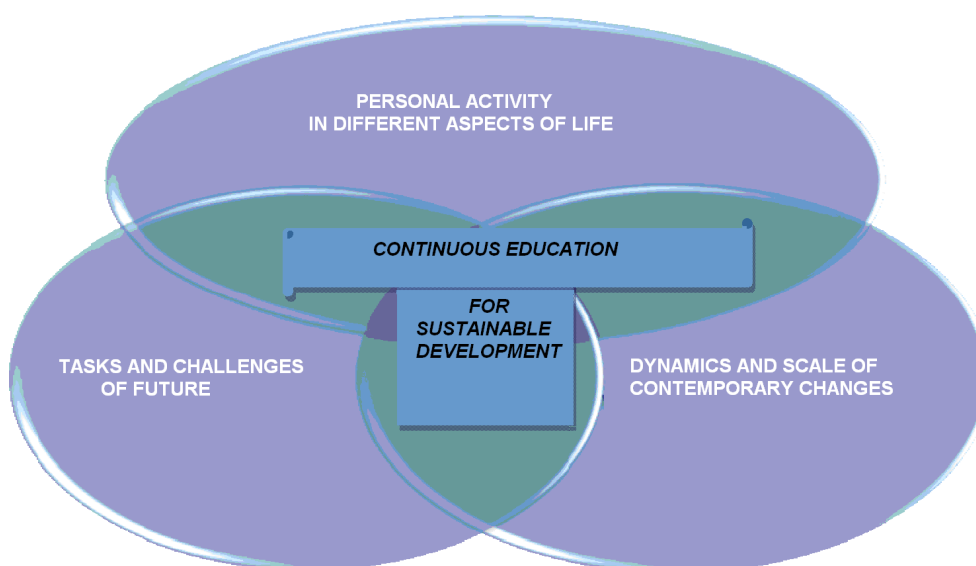
**K. A. Pshenko  
M. S. Yakushkina**

Adult education due to its flexibility and efficiency is the field of education that can contribute to solving political, social-economical and cultural conflicts. On basis of theoretical analysis authors have singled out models of socio-cultural institutions by subjects of collaboration. Network communication is regarded as a new form of cooperation. It is considered as a system of connections, that helps create and apply new innovative models of education content, education economy and education management. In the last part perspectives of network's structure for lifelong learning are observed. Cooperation of socio-cultural institutions in the context of making and development of educational space leads to structure of new type directed to union of resources of different institutions and states.

## LIFELONG EDUCATION FOR SUSTAINABLE DEVELOPMENT WITHIN THE AXIOLOGICAL PERSPECTIVE

U. Ostrowska

**Introductory notes.** The dynamics and the range of changes in all spheres of the modern world represent a complex task and a challenge for lifelong education in the context of sustainable development. When referring to this broad issue in the axiological perspective, we can see that special attention is paid to the modern personality being positioned within these changes and acting as an initiator and a performer. While acting within the space of the axiological anthroposphere, an individual involved in the educational process acts as their creator and implementer. The recognition of the right for life and creative development puts people at the center of attention of various scientific disciplines involved in lifelong education for sustainable development (see Fig. 1).



*Pic. 1. Continuous education for sustainable development in the context of personal activity in different dimensions of life of participants, dynamics and scale of contemporary changes as well as tasks and challenges of future*

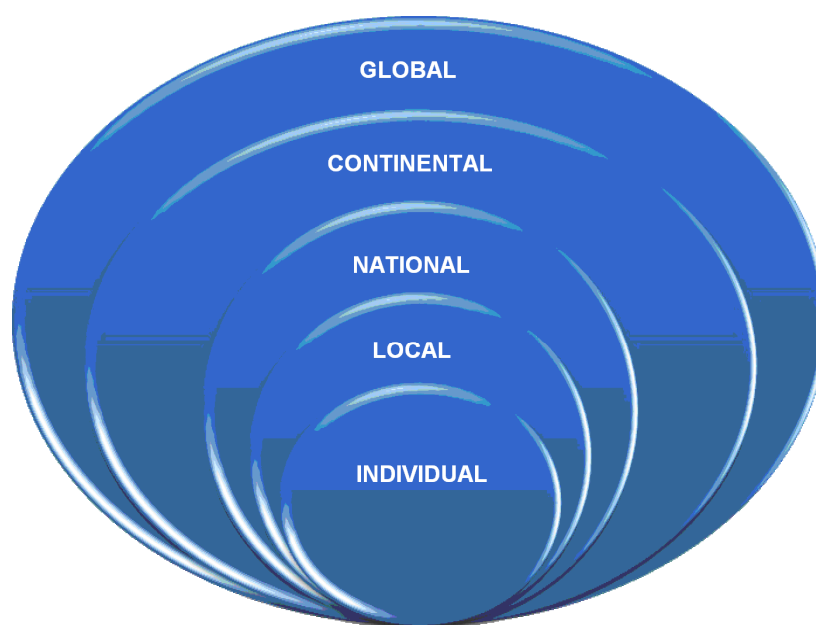
Source: Own conception

**Axiological dimension of lifelong education for sustainable development.** Education from its very beginning is a process rooted in the richness and diversity of the incomprehensible world of values. A personality, being a value that promotes axiologization of the world in the course of lifelong education, feels its own value at the same time. For complete and harmonious development, people require *conditio sine qua non* for many different values.

During one's lifetime a person goes through a number of changes in one's value preferences, their quantity, grade, value, rank and importance. The values preferred by a person form a hierarchical system in which certain values are above others. As a rule, one of the values is positioned on top as the most important for an individual as *summum bonum*.

Occupying a certain place in the anthroposphere, a person poses new objectives, moves on to reach certain targets, tends to something, focuses on something, providing some evidence and showing the extent of one's potential. These steps are called "axiological transcendence" (from Lat. *transcendere* – "transfer", "go outside"). This takes place, in particular, due to the preferred and feasible values a person addresses beyond the limits of status quo reached in the course of one's existence, aiming within one's ontogenetic development at something more and consistent, striving to achieve these intentions. Here we refer to the results of our own research on the topic of dignity. Based on our research, we formed the concept of "homo transgresivus". Within this concept we treat a personality as a phenomenon of the project or transcendence, taking actions due to education (Latin education from "e-ducare" – "keep up", "go outside") the product of one's own development (see U. Ostrowska, 2004, p. 249–252). This measurement of human potential testifies to one's humanism and is significantly in line with the process of lifelong education for sustainable development. "The essence of human nature implies one's transcendence, constant overcoming of oneself and going beyond one's own limits, always "to" and always "for the sake of", overcoming oneself, forming a human being, not only for oneself (W. Stróżewski 1992, p. 40). In fact, a person exists not only for oneself, but also for realizing one's potential, existing for others, for the world. Every rational human being has the ability to test one's value. However, the environment in which people live, the educational processes he/she participates in, as well as one's own activity is projected on whether this ability is implemented to some extent and scope, or vice versa, remains unnoticed and lost. Of course, in order to perceive one's own value, we should be open to the world of values, avoiding, however, a non-critical approach to everything you encounter on your path of knowledge. The most important of all things is that the activity of a man in the world has to be characterized by courage and responsibility, together with axiological sensibility and sense of dignity, both one's own and inherent to others. The way to feel the value of oneself in lifelong education for sustainable development is interrelated with the world of values. Following this path is neither easy nor simple, especially due to the inevitable meeting with various paradoxes, as well as the necessity of making difficult decisions without being sure that the best possible choices are available at the moment and in the future. So you are likely to return, which, however, does not necessarily mean a waste of time, as these experiences enrich us and give us a chance to "root oneself", to build a solid foundation under your feet and to a certain extent, to get a feeling of security. Above all, however, these pathways can lead to significant and essential dimensions, especially when responding to the ever-urgent calls by Socrates – «*gnōti seauton*» (get to know yourself). For still few people start the genuine way of researching themselves and figuring out who they really are. Meanwhile, man is the only creature that can sense its value. But only if a person really wants to rely on his or her intelligence, the *telos* of which is unknown to him or her, and if one can efficiently use one's

mind, the boundaries of which are endless, then surely one can understand the nature of the forces that shape one's destiny, and further develop the basis of intervention into architectonics, at least to a certain extent, being a person that is constantly seeking, a creative doubter and a permanently improving personality. For in order to successfully and responsibly respond to issues and challenges of the future, we should, of course, first of all wisely form ourselves in synergy with these issues and challenges, forming the corresponding intrinsic and axiological competences. This approach is necessary for many reasons, first of all, and in particular, in order to prevent imbalances between the increasingly modernizing world and modern man, stumbling at the barriers of understanding ourselves and others (see Figure 2).

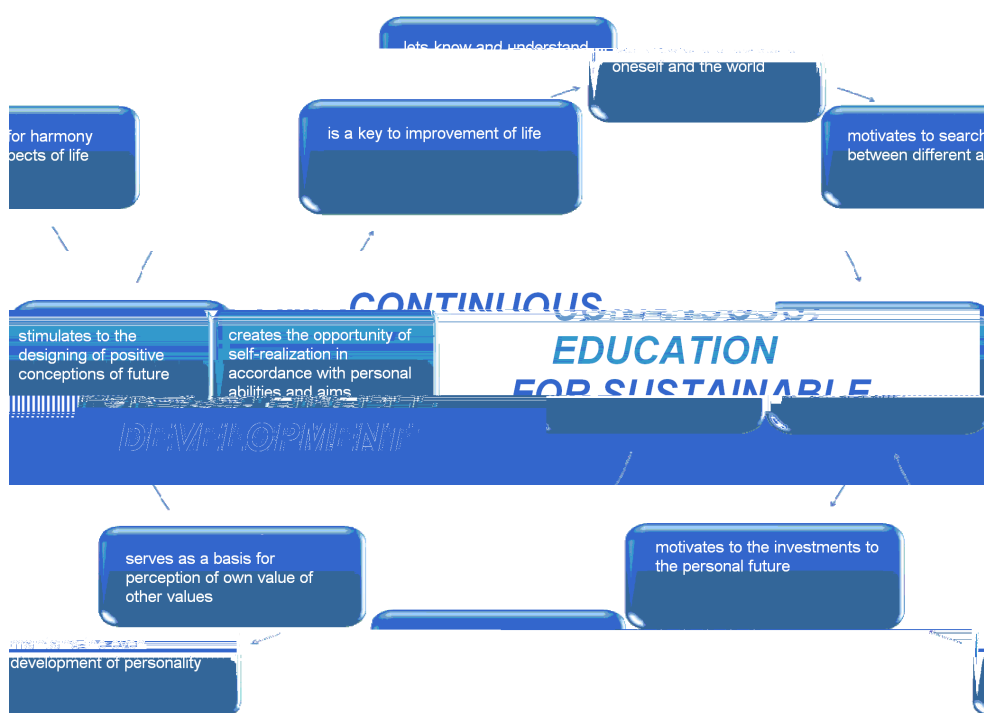


Pic. 2. Continuous education for sustainable development in the spatial aspect  
Source: own conception.

At the crossroads of civilizations, cultures and religions the most significant thing is to recognize, implement, strengthen and enrich the highest values common for all civilizations, cultures and religions. Participation in lifelong education for sustainable development creates the opportunity for creative development of a personality conscious of the surrounding reality as an “unfinished” structure and a space to be populated and enriched, filled with new values, bearing in mind that in terms of personality something having a social scale and image is reflected in different ways. Thus, social perspective is the background penetrating to a different degree and extent to the individual aspect of a personality.

**Conclusion.** The issue of lifelong education for sustainable development at the beginning of the 21<sup>st</sup> century claims priority status for many reasons, growing to the scale of a universal and fundamental issue. First of all, due to the reason that

the idea of EDUCATION FOR SUSTAINABLE DEVELOPMENT is the desire to achieve a synergistic balance between man and social and economic benefits, as well as cultural heritage, including respect for cultural diversity and the diversity of humanity, which are part of the natural resources of our planet. However, the issue under consideration, being increasingly essential, gives rise to more questions that require careful consideration and special attention. Of course, lifelong education for sustainable development, based on a solid axiological foundation, makes it possible to meet the challenges of humanity not only within this range (see Fig. 3).



Pic. 3. Constitutive values of continuous education for sustainable development.  
Source: own conception.

Meanwhile, the idea of lifelong learning suggests that the decisions related to the quality of the world and its future should be taken by those who, in the context of thinking about others, do not lose focus on themselves. In other words, we speak about the preference for interpersonal mutuality, which creates the possibility to open, understand, implement and enrich one other, without jeopardizing one's own dignity and the dignity of others.

#### Bibliography

1. Ostrowska U. Studenci wobec godności. Między nieodzownością a kontestacją. – Kraków, 2004.
2. Ostrowska U. Axiological contexts of contemporary education. Bydgoszcz (в печати).
3. Stróżewski W. W kręgu ценностей. – Kraków, 1992.

## **"A VICIOUS CIRCLE OF LACK OF INNOVATION" AND PROBLEMS OF EDUCATION**

### **E. A. Lutokhina**

In the current state of development of the global economy, one of the major drivers is creative and innovative work, and the main representative of manpower is a creative, innovative worker.

In our opinion, creative and innovative work can be defined as an activity of an individual which uses their creative and innovative capabilities as the primary means of production to generate, create and competitively reproduce new, socially significant intangible or tangible benefits.

The main features and characteristics of creative and innovative work include the following: (a) the active use of creative abilities of a subject of labor during the course of work; (b) an ability to see, formulate and analyze problems that require non-standard solutions; (c) flexible thinking, an ability to switch, adapt to and be independent of circumstances; (d) a desire and ability to generate out-of-the-box ideas; (e) critical and self-critical judgments; (f) a high degree of interest in the cause and subject being learned, and a deep preoccupation with creativity; (g) inner contradictions (on the one hand, this work means active mastering of something new, but on the other hand, a worker has to break existing stereotypes, skills, habits and abilities during the course of the same work ), etc.

Not only direct but also reverse correlations between the components of the creative and innovation economy, involving possible adverse effects, add up to a chain of dependencies which can be called "a vicious circle of lack of innovation".

A "vicious circle" reflects the situation where the underdevelopment of one link of the innovation economy causes the next one to be underdeveloped too, and so on, thereby creating a circular dependency. As a result, this can create an aggregate lack of innovation development in the national economy, which in the context of globalized competition can lead to serious problems in terms of economic security, not only for individual business entities, but also for the country as a whole. In our opinion, the sequence of dependencies in the "vicious circle" is as follows: lack of creative and innovative development of manpower – insufficient creative and innovative efforts – lack of innovation result – lack of motivation and incentives – persistently low level of production and economic efficiency – low income – and again, a lack of creative and innovative development of manpower (i.e. the circle is closed).

Lack of creative and innovative development of manpower as an initial link in our "vicious circle" means an underdeveloped ability to search for, create and implement new socially significant, tangible and intangible benefits (technologies, facilities, raw materials, energy resources, new products, forms of production management, management methods, etc.). Even where such abilities exist, they must be adapted to the characteristics of modern economic processes, and correspondingly directed and developed.

According to the statistics of the Republic of Belarus, when describing the innovation processes in 2010, industrial respondents cited inhibitory factors such



## **SUSTAINABLE LEADERSHIP IN L.L.L. AND THE PROCESSES OF EMPOWERMENT**

**R. Albarea**

In contemporary reality, the paradigms often referred to are the paradigm of complexity, which is an interpretative figure of Modernity and the paradigm of sustainability, which emerged from Post Modernity or Late Modernity (Cowen, 1999). They are, or seem, paradoxical terms, but their dynamic relationship leads to an essential need for educators: sustainable management of complexity. Sustainable leadership undertaken by educators fits into this scenario: it is the opportunity for those who have the educational tasks of creating the future, in addition to conserving and selecting the past.

**What is sustainable leadership?** Sustainable leadership allows education leaders to create and take care of the future, while conserving and selecting the past. When change has only a present or future tense, it becomes the antithesis of sustainability. Sustainable development respects, protects, preserves and renews that which is valuable from the past and learns from it in order to build a better future. Thus, past environments, endangered species, cultural traditions, indigenous knowledge and collective memories are preserved and defended because they are valuable in themselves (the ontological dignity of life) and are a resource for meaningful learning and improvement of living conditions. Consequently, sustainable leadership is defined as the ability perform the creative recombination (Hargreaves, 2007) of past, present and future projects. It allows for forgetting what is not needed (Organisational forgetting), omitting the superfluous (Organised abandonment), selecting (purging) as well as the capacity for recovery (resilience).

**How to achieve sustainable leadership effectively.**

**Firstly**, it is achieved in asymmetrical educational relationships and power relations, different from the states of dominion (M. Foucault). Educational relationships (intrapersonal and interpersonal) are asymmetric relationships and are, in fact, power relationships that should not result in domains of power. They distinguish themselves from domains of power because they leave room for relationship games, intelligent mediation, the rules of law, methods of management and governance, personal *ethos* and personal testimony (of the citizen, the educator), care of the self as a practice of freedom (Albarea, 2006). Only by exploring the multiple meanings of citizenship (which are linked to set and multiple meanings of subordination and of "minor") can the relationships between unequal powers evolve into relationships between different people, achieving forms of equity that are relatively stable, but dynamic at the same time.

**Secondly**, sustainable leadership is achieved with the management of memory, memories and forgetting: it is an "educational neglect", in particular: (a) *dissipation*. It is an even defined accidental and it occurs when new knowledge comes into the organization, but there is no will or way to make it stick, transfer it to others, or embed it in people's memory, so that it lasts a long time and helps the organization to stay effective. Dissipation can be prevented by passing on new

knowledge and sharing it. This is something that charismatic leaders find especially hard to do. All these leaders refused to face the facts of succession; (b) *degradation*. It occurs when well established knowledge is accidentally lost. Degradation amongst professionals is common when there is a turn over of critical personnel and their inability or unwillingness to create collective knowledge; (c) *suspension*. While a lot of organizational forgetting is accidental, some of it is quite deliberate: it is important to drop the rest. Organised abandonment is called for when practices are tailing off in effectiveness and/or when they impede or crowd out the introduction of ones that are superior. A systematic process is required. Although it is rarely easy to forget, organisational abandonment makes certain kinds of forgetting not only feasible, but also deliberate and desirable; (d) *Purging*. Sometimes it is important to forget, or at least to unlearn some of the things we have retained and remembered. Poor practices, bad habits, old ways of doing that do not meet the needs of new cultures or new times: all these are ripe for organisational purging. Selecting or unlearning old practices or attitudes and approaches in which we feel effective or secure about is neither comfortable nor pleasant. Nonetheless, all changes involve loss (this is also an existential theme). Some purging of organisational memory is not productive, however. On this subject, two issues are central: “have the areas of unlearning been diagnosed correctly, and is this unlearning educationally desirable or just politically expedient?” and “is the process of knowledge conversion, of replacing unlearning with new learning, managed in a supportive or traumatic manner?” Sustainable leadership, empowerment and change connect the future to the past through coherent and congruent (Carl Rogers *docet*) life narratives (Bruner, 1996) and generating words (Freire, 1973; Freire & Macedo, 1995). This conjunction also takes place through resilience.

This term belongs to the physical terminology of materials that defines the physical capacity of a body to not exceed the elastic limit after a deformation; in other words, it is to resist a shock, absorbing kinetic energy without breaking. From a pedagogical point of view, this means that it is the ability to enable positive reorganisation of one's life and to behave in a socially acceptable way, in spite of critical experiences, which could in themselves, lead to negative outcomes. It is a multidimensional phenomenon that involves the human capacity to adapt to critical and disturbing conditions without being overwhelmed. It involves resilience and maintenance of certain faculties of thought and action, the ability to forget and to select what is not needed for the moment and can therefore be put aside and taken up later; it includes falling and rising again, and so on. An educator is always someone who has to learn to accept “how to lose”, to deal with defeat because it is “irrelevant” (Bertin, 1977, p. 5-6). What seems important to underline is that human resilience is not merely an attitude of resistance. Human resilience allows the construction, or rather the reconstruction of a new and positive life path that does not remove pain and wounds, but which on the contrary, uses them as a base from which to start. It is, if you like, the potential of one's limits and acceptance of one's contradictions (Albarea, 2006, 2008). This translates into Paulo Freire's forms and processes of conscientization (critical consciousness) on the one hand, and Foucault's exegesis of the self (2003) on the other. We then have a form of resilience applied to sustainable leadership, seen as an alternative involving remembering

(semantic memory and episodic memory), the selecting of memories (even painful ones), the temporary or definitive oversights and the insights for the future.

**Thirdly**, sustainable leadership is achieved by resuming Paulo Freire's conscientization, using his generating words applied to the here and now. Keywords are: Democracy (representative, formal, substantive, community) Training, Education, Bildung, Paideia, guided self development (B. Schwartz), LLL (as specified by the European Commission in Lisbon or CERI-OECD), internationalisation and globalisation, antinomies (eg. sustainable creativity), etc. It is a question of exploring these terms in context: knowledge and linguistic terms (Panikkar, 2007) are always in context and depend on the cultures and social groups they belong to. Bruner's spiral path can be used in context; by working on text and context (highlighting interdependencies between variables according to the paradigm of complexity), on focus and background, on the antinomies, on the threshold level (Ivan Illich) and exploring the potential of limits. Only by working on one's own limits and frailties can we obtain sustainability in education and sustainable management in education processes.

Antinomies (Albarea, 2006; 2011), are an expression of sustainable management in education; they express themselves in an unresolved dialectic between opposites, sometimes self-ironic and paradoxical (detachment/involvement, autonomy/dependence, delay/immediacy, convergence/divergence, authority/freedom, creativity/sustainability, intentionality/unpredictability in the educational process.

**(Sustainable) Technologies of the self as empowerment.** The aim is to bring together the educational dimension of sustainability and sustainable leadership with what Foucault calls the technology of the self or the exegesis of the self, so as to arrive at a reformulation of the concept of empowerment. Technology of the self should be seen as a set of voluntary and contemplated practices (which are based on exercise and meditation) by which men not only give themselves rules of behaviour, but also endeavour to transform themselves, to change their very inner- being and make their lives a work of art.

Foucault states that already in the Greek tradition, even before Plato and Socrates, there was a complex technology of the self that was in relation to knowledge, be it a special knowledge or the search for a global access to the truth itself. It deals with rites of reflection, awareness and purification so that the exegesis of the self becomes coextensive with self-care, with respect to the art of living and life itself. Technology of the self is welded to the concept of Empowerment. Hence, the attempt to find a dynamic and antinomic relationship between the classical concept of lifelong education (Paul Lengrand, Bertrand Schwartz, Edgar Faure. Paulo Freire, Paul Bélanger) and CERI-LLL advocated by OECD. It is a sort of mutual fertilization between technologies of the self and technologies of doing ("agency"), proposing a new approach to empowerment, according to the paradigms of complexity and sustainable management (Bottani, 2010).

## **LIFELONG SELF-EDUCATION: A CONCEPTUAL SOLUTION**

**V. A. Tolkachev  
G. I. Pismensky**

The conceptual solution of the scientific and educational problem of “lifelong self-education of an individual” requires that its relevance and problematic nature be substantiated first.

Systemic learning by an individual on a planned basis in the public system of higher and postgraduate education is rather problematic for known reasons. Therefore, an individual can only maintain the required level of professionalism throughout their life if they educate themselves in a purposeful and systematic way. Self-education can be successful if it is pursued in a scientifically proven, rather than “existential” way, which in turn requires that an individual be provided with relevant, effective tools. These tools can be developed as part of a conceptual solution to the problem of “lifelong self-education of an individual”.

A conceptual model for managing self-education of students was developed in a monographic research [1]. The model contributes to providing future professionals with relevant tools for “self-management” of self-education throughout their lives and is based on the well-known notion that personality is formed in the course of life activity, including educational activity. Consequently, if a student learns the scientific basics of their self-learning activity with the help of a teacher in the course of the educational process, then he or she, as a professional, will apply these tools in their life in the future.

Let us define the concepts of “self-education of students” and “management (self-management) of self-education” before setting out the essence of the concept developed. Self-education of learners is a didactically founded, self-reliant cognitive and transformational activity of learners aimed at preparing them for self-education, implementing it in the educational process, and at building and developing certain competencies for the purpose of achieving life-related and professional goals in a creative way, which is undertaken both in and outside the classroom with the effective guidance of the teaching staff. Management (self-management) of self-education of learners is a process and a result of the creation, maintenance and development (through the implementation of didactic functions) of conditions necessary for developing projected competencies, traits, qualities and attitudes in learners that contribute to their growing into active actors of educational and professional activities (including self-education). Building on these concepts, we are able to identify the following notions which describe the concept of “lifelong self-education of an individual”:

First, by his nature, man has a self-propelled force of self-development, that is, the force that promotes his development on its own basis throughout life, including in the course of pursuing and managing self-education. This is a kind of creative tendency of the human organism to behave in such a way as to support and develop oneself in accordance with the requirements of life and activity, to assert and improve oneself;

Second, it is necessary that in the course of pursuing and managing self-education, an individual proceeds from self-cognition and knowledge of their personal, social and professional needs and psychological capabilities;

Third, successful management of self-education of learners is possible, but only if their teacher has good knowledge of their abilities and capabilities.

Another important aspect is a focus on the creation, maintenance and development of a psychological and pedagogical environment enabling management and self-management of self-education. This, in particular, includes conditions associated with the solution of problems such as why to teach, whom to teach, what to teach, and who is to teach?

In order to create, maintain and develop the above environment for managing self-education of learners, the Modern Humanitarian Academy, in particular, focuses on developing individual paths of self-education for students, preparing "self-teaching" guides, leveraging the problem-based, developing and game-based learning, and also ensuring that students master the educational content in a holistic, systemic manner and foster their abilities for reflection and self-reflection.

The basic meaning of the concept of management (self-management) of self-education, which systemizes the aspects described above, is its goal, which acts as a link enabling effective functioning of all the notions of the above concept. This goal is reflected in tasks being solved, the purpose of which is to teach students how to self-learn effectively and with interest; to encourage them to build and develop subjectively meaningful personal, social and professional competencies based on relevant knowledge and skills; to motivate them to develop creative traits and qualities of character, attitudes to themselves, other people, work and studies that would contribute to achieving harmony with themselves and society.

The concept of management (self-management) of self-education is based on didactically sound regularities and principles. Important didactic regularities include the following: (a) the relationship between the goal and motivations for teaching and learning, including self-learning; (b) transforming a student from a recipient of learning into an active actor of learning, including self-education; (c) relationships between all components of the self-education process (motivation and purpose; content; procedure; control and assessment; and correction); and (d) development in students of "parallel" competencies related both to mastering educational material and developing these competencies for self-education, etc.

The conceptual solution of the pedagogical problem in question was implemented in the Modern Humanitarian Academy by including a discipline entitled "Teacher-Guided Self-Learning of Students" in the Bachelor's Degree Program in Teachers' Training.

#### References

1. Толкачев В.А. Дидактика руководства самообразовательной деятельностью студентов в условиях вызовов XXI века: моногр. – М.: Изд-во СГУ, 2010.

**GENERATION NEXT.  
EDUCATION NEXT.  
TEACHER NEXT?**

**Ye. V. Astakhova**

Frequent use of popular terms, as a rule, leads to the devaluation of their meaning: people who use these terms stop thinking about their meaning. Unfortunately, something similar happens with the English phrase “lifelong education”, which is usually translated as “education throughout life” [1, p. 55]. Today, it is important to understand the changes taking place with the university staff in the context of the educational model, referred to as lifelong learning (hereinafter - LLL). After all, if the students turned into an entirely new generation with its own characteristics (often referred in literature as the “generation next”), if the new educational paradigm is actively making its way in the different systems of education, and university lecturer, of course, must also be “next” , i.e. correspond to the changes that have taken place.

Higher education today has acquired a mass character [2, p. 63], with its rapidly growing institutional diversity. With the development of these processes, government funding of higher education is becoming an increasingly vital problem. According to the Director of the Research Centre in the field of higher education policy (CIPES) at the University of Porto (Portugal), P.N. Tejeira, education in general has become one of the areas where cost restraint is possible. Institutions of higher education are oriented to the loss / decline or at least stagnation of state support [3]. A significantly growing trend of the so-called “Academic capitalism”, which is characterized by competition for minds, money, resources, prestige, profile of students as customers, an increase of heterogeneity of economic and human resources at universities, the spread of privatization, the role of private and other sources of income, and the shift of focus on efficiency as a condition of resource allocation and the measure of high school respectability.

The search for answers to the question about the functions and roles of high school teachers in the transition of the education system to the LLL model has been discussed for more than a decade. Back in the 1960s the Council of Europe introduced a special term for the process of lifelong learning. Back in 1970 UNESCO made this concept international, and in 1998 the principle of 3-L became the basis for the Sorbonne Declaration and is the cornerstone in the architecture of the western educational system. In France, a law on lifelong education was adopted in 1971, similarly in Norway in 1976, and in Finland LLL currently has the status of a national strategy. In 2006 the European Commission brought together a variety of training and educational initiatives into a single program of learning throughout life (Life-long learning Program) [4, p. 42]. Post-Soviet countries were much later to respond to qualitatively different challenges faced by university teachers. They reacted in different ways, unfortunately slowly, and sometimes keeping a number of institutional traps [5], which cemented the conservative lag.

The situation of universal, similar models of the functioning of college staff, taking into account the changes, is finally gone. Since knowledge was localized in the minds of individuals, currently organizations (especially universities) are

interested in people more than people are interested in organizations. Of course, it's not about all workers, but about those whose support is important to the organization of knowledge and who are able to generate this knowledge [1, p. 61]. Moreover, in today's rankings the universities no longer compete themselves. It is the discipline programs and even individual courses (teachers!). The value of "images" and "brands" gradually fades into the background [6, p. 25], giving way to bright teachers, and leaders of scientific schools and directions, which are the "face of the university". These trends cannot be ignored or unnoticed.

Back in the industrial era, the government was creating the need for specialists and took the responsibility of planning their training both in numbers and in terms of its content. In a knowledge society with the individualization of competition, the state cannot cope with this task. A person must choose an educational path [1, p. 61], and one should certainly be prepared for this. In this case, the role of the teacher in the education system as a whole (i.e. pre-school, general education, higher education) is increasing again. The teacher is in demand in the new model of education (LLL) and should have broad and ever expanding horizons and be able and motivated not only to obtain new knowledge for future events, but also for self-generation of knowledge. Such a person, by virtue of these qualities, must have sufficient flexibility for successful integration into a variety of programs aimed at target audiences of various ages, experience, educational needs and abilities [1, p. 63-64]. The teacher entering a university classroom cannot ignore (or refuse) that, in the circumstances when nothing is permanent or predictable, the separation into individual operations is ineffective and that the work must be organized around processes rather than operations [7, p. 24]. A student should be prepared to make decisions in the absence of experience and a clear prognosis.

Unfortunately, many of the current teaching staff of higher educational institutions have not yet reorganized the content and technology of the educational process in accordance with the understanding that the world has acquired a new quality and begun to live according to different principles, the most crucial of which are difficult to predict even in the near future, and changing circumstances (technology, knowledge, production structure, cultural values) [7, p. 28]. A university lecturer in the conditions of LLL is supposed to proclaim competitive educational programs aimed at developing a new integrated performance of graduates, i.e. employability [8, p. 27]. As the final documents of the official Bologna seminar (Luxembourg, 2008) state, "employability of graduates means that it will make them flexible, and able to easily operate in very different environments. It's a way to prevent unemployment, but also a way of preparing graduates for jobs. Employability thus goes beyond the understanding of this as a narrow mastering of a profession (specialty), i.e. a specific job with a certain set of competencies with the appropriate social status. In times of uncertainty, flexibility plays an important role in allowing students and graduates to adequately respond to new opportunities". [9, p. 132]. Such programs are designed to make a significant contribution to sustainable employability, including the crucial ability in today's environment of constant development and professionalism of (self) readjustment [8, p. 28].

To sum up, it should be emphasized that in the modern system of education (and especially higher education) everything has changed suddenly and dramatically in a very short period of time - goals, technology, resources and their sources, the role and capabilities of the state, the qualitative and quantitative composition of the student, the content of training programs, etc. However, it seems, that the key change is in the function and role of a teacher, the requirements for quality characteristics, for it is the staff of a higher educational institution today that to a great extent depends on whether the education system will fully integrate into the model of lifelong learning (in all its depth, length, and width).

#### **Bibliography**

1. Филонович С. Р. Life-long learning: последствия для высшей школы // Вопр. обр. – 2010. – № 4. – С. 55–65.
2. Основные тенденции развития высшего образования: глобальные и болонские изменения / под. науч. ред. В. И. Байденко. – М.: Исследовательский центр проблем качества подготовки специалистов. – 2010. – С. 352.
3. Teixeira. Hight Education between the Masses and the Market: an Outside's Refection about Trends in Quality Assurance. A Selection of Papers from the 4 European Quality Assurance Forum. URL: [www.eua.be](http://www.eua.be).
4. Кокоба А. Пожизненное обучение // Инвестгазета. – 2011. – 30.05. – 05.06.2011. – С. 41–43.
5. Василенко Н. В. Институциональные ловушки в сфере образования // Экономика образования. – 2008. – № 6. – С. 16–32.
6. Глинский А., Донских О. Статистика против мифологии в сфере образования // Вестник высшей школы. – 2011. – № 6. – С. 23–31.
7. Голуб Г. Б., Коган Е. Я., Прудникова В. А. Парадигма актуального образования // Вопр. обр. 2007. – № 2. – С. 20–42.
8. Байденко В. И., Селезнева Н. А. Конкурентоспособные образовательные программы: к формированию концепции // Высшее обр. в России. – 2011. – № 5. – С. 24–39.
9. Болонский процесс: 2007–2009 годы. Между Лондоном и Левеном (Лувен-ла-Невом). Под науч. ред. В. И. Байденко М.: Исследовательский центр проблем качества подготовки специалистов, – 2009. – 302 с.

## **IMPORTANCE OF TOURISM SERVICE TO EDUCATION**

**R. Tatoris  
B. Švagždien  
D. Perkumien**

*Introduction.* The research aim of authors is to investigate the expression of educational potential of a tourism service in the context of a learning organization. In Lithuania the formation process of learning organizations in the contexts of lifelong learning stays a challenge for business organizations. The competitiveness of business organizations is determined by changes of personnel training processes, competence development (Simonaitienė, 2001), ability to flexibly choose programs of human resource training, career and development (Dessler, 2001; Bagdonavičius, 2002; Sakalas, 2003; Kvedaraitė, 2009; Bukantaitė, 2005). A learning organization should act according to what personnel has to know about the organization itself as they make decisions (Žemaitytė, 2001; Stankevičiūtė, 2002; Bukantaitė, 2005; Kvedaraitė, 2009; Morkvėnas, 2010), about its activity objectives, aims, environmental factors and structures. It is essential to properly use resources and successfully adapt to changing business environment, clearly demonstrating the expediency of such actions (Kvainauskaitė, 2002; Krikščiūnienė, 2004; Cibulskas, 2006). A tourist organization becomes a learning organization when its personnel acts together, shares information properly, when an organization itself methodically acts and forms activity basis, performs its policy and makes decisions (Douglas et al, 2002). Scientists (Stonienė, 2008; Hopenienė, 2009; Ligeikienė, 2003; Spurytė, 2005) paid a special attention to an educational role of a tourism service. Musneckienė (2007) citing Jucevičienė (1997) indicates that a learning process is unconscious, mechanical in various environments, especially in museums and cognitive excursions.

*The research subject* is the expression of educational potential of a tourism service. *The general object of the study* is to analyze and on the theoretical basis substantiate theoretical access of an organization and tourism organization as a learning organization, and to present theoretical concept of a service. Local objects include: (a) to prepare empirical research strategy and substantiate it on methodological basis; (b) to investigate the expression of educational potential of a tourism service supplier and a consumer, focusing on knowledge, abilities and values. *The research methods:* (a) scientific literature analysis and meta-analysis allowing contextualizing the concept and features of a learning organization; (b) quantitative research method; (c) an interviewee; (d) statistical methods.

*Theoretical contexts of a learning organization and a tourism organization.* In a modern society needs are rapidly changing for tourism services, their structure and quality; moreover, new stereotypes of social behaviour, new values, new models of lifestyles. All of that make organizations as learning ones. A tourism organization as a learning organization when three knowledge groups that are implemented and interact together: technical/analytical, problem-based and context-based knowledge. A learning organization is described in two concepts: a "learning / self-trained"; an "alive organization, changing organization". A learning /



able to form consumer viewpoints and values through services and so create the basics for consumer loyalty.

*Attitudes.* Consumers are often used to make decisions paying attention to quite insignificant things, such as physical attraction of a product or a seller. First of all, knowledge and information reach consumers and motivate them, and only then emotional relation rises. A consumer feels a special emotional reaction before a cognitive process, and later he or she confirms or denies this emotional reaction a priori because of cognitive processes.

The buying process of tourism services is connected to consumer attitudes that he or she has, and which are affected by advertising and public opinion means. In order to understand why a consumer buys one or the other tourism service and how he or she buys, it is important to understand consumer attitudes. And vice versa, the recognition of consumer attitudes allows modelling how, why and what tourism services would be bought by consumers. For this purpose marketing research is used that have a practical meaning in an organizational activity.

*Creation of value to customers of tourism services' educational potential.* The peculiarity of tourism organizational activity comes from motives, specific relations with service providers, values that are quite individual in the context of personality self-actualization. The way the personnel wish to change and is able to self-interpret in professional activities impacts business and consumer future. The learning process of a learning organization is present when an organization accepts new principles and paradigms that usually convert into a competitive advantage.

**Conclusions:** (1) Every supplier of tourism services, depending on service quality and quantity, receives a certain pay rate from a buyer that is a tourist. A certain process is in progress, which can be called a peculiar economic branch or area. The most important element of such an activity is a *tourism product*, which connects tourism service suppliers and consumers into one singular system; (2) A travel organizer does not communicate with tourism service consumers directly, except the cases when they have their retail offices. A travel agency is a mediator selling separate parts of or their complexes of tourism industry; (3) on the legal basis travel organizers and agents act as legal mediators, representing a special geographic region; (4) the educational point of view states that activities of travel organizers and agents could be as mediators (looking for tourists) between excursion and travelling heads. Excursion and travelling heads complete functions of a lecturer: tell stories, communicate knowledge, show objects, present national values; (5) the theoretical context of a learning organization and a tourist organization is substantiated by management and education ideas. The main functioning characteristic of a tourism organization as a learning one is abilities and desire for personnel to develop; (6) the meaning of consumer loyalty is very important to an organization. As time has changed, consumer viewpoints changed as well, and consumers and organizations became learning ones; (7) the cross-relational views allow broadening satisfaction receiving tourism services through educational characteristics' expression, which give a better value to a service. A scientific discussion reveals that a modern organization can strengthen consuming views as it is a learning organization.

## **THE PHILOSOPHIC MEANING OF THE “COMPLEX SYSTEM” IN THE CONTEXT OF LIFELONG EDUCATION**

**N. Petrov  
E. Dimova**

In the current report, the authors plan to analyze a number of concepts – “element”, “object”, “system”, “identity”, “lifelong learning” – which are currently the subject of intense and fruitful discussions in this field. We will step over the threshold of a great scientific interest that hasn't yet reached a consensus on the issues under consideration. Each researcher will consider the content of the disputed term and develop the issue, proclaiming that its content does not contradict common sense. Accepting this rule, we will strive for realism of terms and positions in the hope that our arguments are reasonable.

When we examine the world around us, there is a natural tendency to study and modify it, adjusting it to our demands. As Kuzma Prutkov said, “Don't try to seize the incomprehensible” which indicates clearly that there is a need to separate the object of knowledge from surrounding objects of knowledge, i.e. to artificially isolate what we are interested in. In the course of this study we have considered the object of our knowledge in different ways, so that different approaches lead us to the outcomes of different depth. Of course, depending on the cognitive stage, the subject of our description may be more or less adequate, or even impossible.

Let us consider the notion of “element” at the level of abstract knowledge. By their very natures, elements may be different. At all stages of knowledge, an element defines the lower limit of the process at which the object of knowledge is made non-relevant for study. This is also reflected in the semantic description of the word “element” (“a component of”, and accordingly, “elementary” refers to “basic, primary”). The element may be the subject of knowledge, but the subject of knowledge may also include a set of elements (the same or different). If the stage of learning is both the same for elements and their complex, i.e. it is applicable to a set of methods by which elements have been studied, we can say that elements form a system, or that an object of knowledge is a system of elements. Thus, the terms “element”, “object” and “system” represent our research structures, i.e. ideal objects representing nature and society.

The term “system” involves interaction between components through which they become the subject of cognition. Thus, the term “system” does not describe the object as such, or methods of its study, i.e. object as an object of cognition. Nevertheless, it may turn out that a “complex of elements” makes it impossible to describe and study with the same methods that are used to describe and study individual elements; i.e. the description of a “complex” requires a higher level of knowledge. In this case, as far as a complex implies relation (interaction) between elements, it is a system, but because it can not be studied and described by the well-known methods, it is more than a “system”. The creation of a new unified approach is intended to include the well-known approach as a particular case and, therefore, it is more complicated. This makes it possible for us to include a set of elements referred to as a “complex system”. In modern science, there is no universally accepted definition of a “complex system” [2, 3]. This proves the

complexity of the term. Therefore, researchers prefer to define it through descriptive examples or ignore any definition at all.

Being complex and multifaceted, the issue of the “complex system” is applicable to the concept of “personality” and thus to the training of people in all possible forms. It is of interest not only for philosophy but also for many other sciences studying the personality as it refers to the individual, such as psychology, law, pedagogy, etc. In the course of one’s life a person acts both as the subject of communication, and the subject of activity, being, in this case, the subject of one’s life, uniting into a single unit one’s own life experience, worldview, and relationship with the outside world. As the subject of one’s own life a person has the opportunity to integrate skills in different areas (professional, personal, public), the ability to relate to set goals in life and to distribute them in time. The strategy of modern life is one of the search for and implementation of one’s personality in real life. We refer to this initiative as a life strategy, in which people are constantly searching for new terms, new knowledge, and active change in their lives. In this context, the research topic of the lifelong education of a personality is of crucial importance as a modern vision of the theory that people learn throughout their lives. In modern society, the acquisition of knowledge throughout life is an important factor in the development of a personality and a successful career. Personality in macro-sociology is a “complex system” that creates and develops culture; and culture is the “combination of accumulated knowledge of humankind”. Lifelong education throughout a person’s life means a concerted effort and a commitment to the development of existing knowledge at different stages of human life in order to apply this knowledge in practice.

The process of lifelong learning is carried out at several levels in order to realize the potential of individual learning at any age. Lifelong learning is a way of thinking of an individual as a complex system; it creates the possibility of new ideas, new skills. Since this is a systematic and a complex process, it is directed to the student and their needs in personal and professional development.

To sum up we have arrived at several conclusions: (a) the concept of “complex systems” (in particular, a complex system of personality) suggests that the study and description of a set of interacting elements is characterized by methods, approaches and results of research of individual elements. The efficiency of this approach means that it is a way to get new results, and that the “complex system” can be understood, at least with the same fullness as “system” in general; (b) any attempts of *argumentum e silentio* lead not to an apparent solution, but only to *obscurum per obscurius*, and any conclusions and reasons can serve as the basis for a more detailed research in the future.

#### Bibliography

1. Хегел Г. Энциклопедия философских наук. – Т. 1. Социально-экономическая литература. – М., 1974.
2. Гиндев Е. Надеждност на сложни системи. БАН, София, 1976.
3. Бусленко Н., Колопиников Б., Коваленко Ив. Лекции по теории сложных систем. – М., 2003.
4. Радвик Б. Планирование и анализ систем. – М., 1972.
5. Петров Н. Вероятност, независимост, информационно общество: моногр. Тракийски Университет – Ст. Загора, ЕЦНОК. – Бургас, 2008.
6. Petrov N. Probability theory as a Systemic View of Nature and Society. Tracia University – St. Zagora, 2009.
7. Национална стратегия за учене през целия живот /УЦЖ/ за периода 2008–2013 г. – София, 2008.



ethnic minorities as well as workers' struggles for their rights and the workplace environment are conducted [3]. One of the examples of the tension between ecological modernization or the market approach to sustainable development and the environmental justice approach is restriction on applying financial value to the environment. Martin O'Connor (2000) called this a "frontier for monetization". It indicates the point where monetary valuation of environmental goods and services becomes less appropriate, which is the case where value-related decisions are strongly based on ethical or cultural precepts [3]. The issue of the ecological modernization paradigm is to reinstate the importance of the "monetization frontier". However, the monetization frontier will be different when viewed from the perspective of environmental justice. For example, an area of tropical rainforest is threatened by logging developers who can make X amount of income. Rich entrepreneurs or public organizations with middle class donors are more likely to be able to engage in market relations and offer a greater amount money for the forest to be preserved. An ecotourism company might also be able to offer higher than X on the basis of its future income from using the forest area as a tourist attraction. However, if the stakeholder is an indigenous forest dweller with no participation in the market, then the value of the forest cannot be calculated in money terms. Local inhabitants not only don't have such financial resources, but also cannot even think of the money value of the forest which provides their livelihood. So in order to protect the forest, they will engage in social conflict to stop the loggers. From the perspective of environmental justice, pressure should be aimed at maximizing conditions in which natural resources are not monetized and sold. In other words, environmental justice works in the opposite direction than ecological modernization. And in both cases the pressure on the monetization frontier involves learning [4].

The modern concepts of lifelong education counterpose economic and humanistic interpretations. The Leitch Report prepared on behalf of the British National Employment Committee in 2006 starts with economic implications of low professional skills and the changing economic situation in lifelong education, which provides adults with skills making them competitive in the global labor market. Social inclusion is achieved through employment and competitiveness. Sustainable development emphasizes the integration of economic, social and environmental aspects, and thus provides a potential opportunity to establish a link between social and economic goals and humanize the economy.

At the early stage of globalization, Ettore Gelpi, a prominent theorist and practitioner in the field of lifelong education, wrote about the concept of lifelong education (which corresponds to modern lifelong learning) as follows: The path from the concept of lifelong education to its realization is characterized by struggles in social life and educational institutions in such areas as: the type of relationship between formal and non-formal education, i.e. dialectical or independent; the contribution of such non-teaching educators as cultural, social and political movements to educational activities; the criteria for assessing the effectiveness of the educational system, both internally and externally; the extent to which self-directed and collective learning is encouraged [2].

The content of lifelong learning for sustainable development is likely to emerge not from employers or education providers, but from social conflicts. Whilst

there are increasing numbers of military conflicts arising from competition between states and powerful groups for scarce resources, the social conflicts which are likely to provide valuable cultural resources for lifelong learning are those which occur as conflicts of interests and contradictory positions within communities, between classes, in workplaces, through migrations and in gender orders. Educators must be prepared to respond to new strategies for lifelong learning for sustainable development.

Lifelong education is currently aimed at developing skills for economic competition. It serves the interests of the global economy, which is dominated by neoliberalism and penetration of market relations into all aspects of social life. The dominating discourse of sustainable development has become an integral part of the economic approach, but it cannot determine the limits of environmental sustainability, not to mention the demands of social and environmental justice. However, contradictions inherent in this economic path often manifest themselves in social conflicts. Lifelong education must respond to the educational needs of groups involved in this struggle, as well as develop dialogues between these groups.

#### **References**

1. Dobson A. *Citizenship and the Environment*. – Oxford: Oxford University press, 2003.
2. Gelpi E. *Lifelong Education and International relations*. Manchester: Manchester Monographs, 1985,
3. O'Connor M. *Natural capital / Environmental Valuation in Europe* Policy research Brief 3. Number 3 // Cambridge Research for the Environment, 2000.
4. Scandrett E. *Lifelong Learning for ecological sustainability and environmental justice / National institute of Adult Continuing Education*. URL:[www.niace.org.uk/lifelonginquiry](http://www.niace.org.uk/lifelonginquiry)

## **HIGHER PROFESSIONAL EDUCATION SYSTEM DEVELOPMENTAL TENDENCIES IN THE CONTEXT OF THE SYSTEM'S CONTINUITY**

**A. E. Suleymankadieva**  
**Ip. E. Suleymankadieva**

Implementation of the lifelong education concept has imposed requirements on higher educational institutions to play the role of a "driving machine" for the purpose of stable economic development. That is why they have begun to develop and implement more lifelong education programs, and to offer educational programs for those who upgrade their level of qualification, undergo retraining, and receive additional education. Being an intermediary junction in the pattern of "Scientific Paradigm" (hereinafter "SP") – System of Lifelong Education (hereinafter "SLE") – System of Realistic Economy (hereinafter "SRE"), higher educational institutions facilitate the process of selection, accumulation, transformation of knowledge and their transfer to the users (trainees, students, etc.), to those who will be implementing them in the real sector. Thus, higher educational institutions, on the one hand, play the role of a transfer member, i.e. a member that accepts, accumulates, and transforms knowledge from the point of view of the lifelong education concept, while on the other hand they are the place where education process takes place, the place of direct transfer (or translation) of knowledge to users (trainees, students).

It should be noted that the policy of lifelong education (first of all, higher professional education) must be focused on the concept of its continuity. The new approach to organization of higher professional education activities (hereinafter – "HPE") in the context of its continuity shall: (a) be based on the need of development of partnership between the educational system and the labor market and industry; (b) be based on the concept of stable development, and universities shall become scientific and educational innovation centers. Thus, according to N.A. Lobanov, the scientific system, which in its essence shall ensure the innovative and proactive character of economic development, is not able to achieve this goal using the efforts of only the academic school. That is why it is important to switch to a new model of organization of science, where part of the fundamental and industry-based scientific research will be fulfilled at universities and higher educational institutions [1, p. 26-27]. Consequently, higher education, is first of all a center for preparation of high-qualified specialists who continuously develop their skills, and, secondly, is an intermediate member in the triplet "SP" – "SLE" – "SRE", and is involved in selection, transformation and passing of high-quality labor market demanded new knowledge from the scientific system, where knowledge is being developed, to the real economy sector, where knowledge is used and transformed into finished goods and services.

During our analysis of tendencies and prospects of scientific and innovative development of the higher educational system in different countries, we've analyzed main indicators that ensure long-term economic growth. These include: financing and return on education; results of operations of educational

establishments and the impact of education; financial and human resources invested into education; availability of education to everybody, participation and moving forward along the path of education; the level of innovation development in the process of education, etc. The level of financing of HPE in different countries is very differentiated. OECD countries spend approximately 6.2% of GDP on education, however, this index varies from 4.5% and less in Russia, Slovakia and Italy, up to 7% and more in Denmark, Israel, Iceland and the USA. We would like to stress the role of governmental financing in OECD countries, where state participation in other areas is characterized as relatively low, yet financing of education is a priority. On average aggregate state expenses on education in OECD countries are 13.3%. This index varies from 10% and less in Czech Republic, Italy and Japan up to 22% in Mexico.

It should be noted that state expenses invested into higher professional education have considerable return, for example: (1) they are returned in the form of tax deductions (on average in OECD countries a person who receives higher education pays a personal income tax and social contributions to the amount of USD 119,000 more during their whole period of labor activities than a person who receives just complete secondary education. Furthermore, if we calculate the difference between payments of an educated person and expenses of the government for this person's education, this difference will be 86 thousand US dollars, which is three times more than the expenses of the government for education of a person in the system of higher professional education; (2) the more continuous period of labor activity of an educated person will make it possible to remain employed for a longer period of time, and consequently the return to the government will be greater; (3) the labor of an educated person is more qualified than the labor of an uneducated person. Consequently, the results of the work of such a person will be more efficient than the work results of an uneducated person.

Considerable changes have occurred over the last 30 years in the level of education. For example, in OECD countries the number of people aged 25-34 who received intermediate vocational education and higher vocational education surpasses the age group of 55-64 years by 22% [2]. In Russia the number of graduates over the period from 2000 until 2008 increased more than 2 times<sup>1</sup> [3]. This is evidence that presently the working-age population is becoming more educated as compared to the population 30 years ago. Thus, in 2010, as compared to 1998, the turn-out of specialists by higher educational institutions of the Russian Federation increased 3.78 times or by 36% as compared to 2007. This is evidence that the young generation is willing to receive higher education. In general, the population became more well-educated during the latest decade as compared to the nineties of the last century.

During the period from 1970 until 2011 the ratio of students trained within the system of higher and intermediate vocational education changed considerably: in the system of HPE the number of students increased more than 2.6 times, however, the number of students that receive intermediate vocational education is decreasing, i.e. there is a tendency towards a decrease, which is evidence that higher professional education is becoming in greater demand. This can be

---

<sup>1</sup> calculated according to rosstat data for 2008.

explained by the fact that: (a) the persons that have higher professional education have more chances to get employed more successfully and receive a well-paid job than those who do not have higher professional education; (b) persons with higher professional education are more competitive in comparison with those who only have intermediate education from the point of view of requirements of employers to employed workers, which are continuously increasing. This is also true in the context of the fact that the offer of the more qualified working force surpasses demand. Furthermore, education will isn't finished once a diploma on tertiary education is received. Many persons continue to receive education within the framework of advanced training programs and retraining during their whole professional labor activities. In many OECD countries more than 40% of the adult population receives annual training within the framework of such programs [2]. In Russia the ratio of the persons that continue their post-graduate education, according to the information of 2010, was 0.2% [4]. Education within the framework of retraining and advanced training programs helps adult people to get employed. In particular, experts say that after finishing the short-term training courses, during the next three months employment increases up to 90%.

though say. The government is a main source of financing of higher professional education in many countries. In OECD countries state financing mainly covers initial and intermediary education for 90% [2]. Private financing is mainly connected to tertiary education, which varies from 5% (in Denmark, Finland and Norway up to

Education in the field of information technologies

2.0% of the total amount of investments. Thus the PE is still investing

Education of the population

## **LIFELONG EDUCATION: A DEMAND OF THE MODERN ECONOMY**

**V. A. Mezenin  
L. N. Cheganova**

Continuity as a form of organization of education has yet to find its own specific content. When applied to the old content of the education system, continuity does not have the effect that we could have expected. The term “lifelong education” appeared as a result of the aggravated problem of the quality of training, and ultimately due to a drop in the effectiveness of education systems. The external, surface cause of the decreased effectiveness of education lies in the increasing rate of the renewal of knowledge in the modern super-dynamic socio-economic setting. Since knowledge, skills and abilities remain the real purpose and the outcome of an education system, it has become increasingly notable in recent years that graduates of the education system (at all levels) chronically lag behind what is commonly referred to as demands of life (or the social order). This has created the task of regularly updating knowledge, which is addressed by a system of retraining and advanced training. In this connection, education has begun to see the prospect of growing into a system of continuous and endless updating of knowledge, but this prospect appears to be fatal because brand new knowledge grows like a snowball. It has become gradually apparent that old methods are of little help in coping with the information bearing down on us.

Particularly acute in this context is the quality of professional education. The concept of “high quality education” has a very simple, clear meaning: it is education that is useful in solving everyday problems, pursuing practical activities, achieving success at work, making a career, improving your welfare, and living in harmony with nature and other people. Reforming the content of professional education is key to the development of the entire education system. This means not only modifying the content of education, but also creating a mechanism for its continuous renewal and rendering the educational process innovative. The fundamental goal of innovation is to shift to diverse and continuous education covering the entire active life of individuals.

The development of a lifelong education system is aimed at supporting the competency-based development of individuals and implementing the concept of developing training. The concept of lifelong education is based on the principles of continuity, flexibility, fast dynamics related to change in demands of the labour market and implementation of the concept of education “throughout one’s life instead of for one’s entire life”.

The innovative aspect of programs of lifelong education manifests itself in the forward-looking nature of training, meeting the market needs and the broad use of distance learning techniques. The content and techniques of lifelong education are designed to train innovation-oriented individuals.

Lifelong education programs should be based on the principles of consistency, a modular structure, a competency-based approach, the optimization of classroom sessions, the use of modern educational and information

technologies, and an accumulative system of training. This system should ensure satisfying three main conditions: (1) continuity between educational standards and programs at different levels of general and professional education; (2) the possibility of temporarily suspending and resuming training, changing its form, selecting an individual educational path, upgrading skills, receiving retraining, etc., in order to maintain a high level of general education and professional competitiveness and meet labour market demands; (3) the absence of dead-end educational programs, educational institutions, areas and types of education that do not provide the opportunity to continue either general or professional training.

Worthy of special mention among the challenges that need to be addressed in order to develop the system of lifelong education are the following: (a) the deployment of the modular principle in building educational programs, which ensures that education is flexible, variable, personality-centered and better meets the market requirements; (b) the broad use of new educational techniques, including “open education”, interactive forms of training, project-based and other methods that promote activity of learners, develop the skills in analyzing information and self-learning, and enhance the role of self-guided work of students; (c) the promotion of co-founding and multi-channel financing of professional education institutions on the basis of international practices, creating mechanisms for raising extra-budgetary funds for professional education and building the investment attractiveness of the professional education system; and (d) the upgrade of the tangible resources and the infrastructure of education, and more aggressive computerization.

As an innovation and pilot site, the College of the Ural State Economic University (hereinafter the UrGEU College) has been effectively implementing a program of continuous education since 2004. This is evidenced by diplomas and certificates issued by the Public Chamber of the State Duma of the Russian Federation, the Ministry of Education of Sverdlovsk Region, the Urals Branch of the Russian Academy of Education, and the Administration of Yekaterinburg. In 2011, the UrGEU College was awarded the status of an internship site as part of the federal pilot site of the Russian Ministry of Education and Science for the “creation of a modern model for pre-specialty and specialty training of students in economics on the basis of networking within the university complex”. In 2011, the UrGEU initiated the development of a program for “Lifelong Education Development in Sverdlovsk Region until 2030”, which will help establish sustainable direct and feedback liaisons between producers and consumers of educational services, including forecasting the demand for lifelong education services. The program is based on the creation of educational clusters that serve as important areas for the adaptation of the education sector to the modern market environment in the search for new methods and approaches to management of the educational resources market.

Creating a system of lifelong education is key to the competitiveness of the national economy against a background of increasing global economic integration.

## **CREATIVE EDUCATION AS AN INNOVATION SYSTEM**

**Y. P. Korobeynikova**

In modern society the system of education and training of the younger generation has become more focused on the problems, interests and creative development of an individual. Development of a person who can think unconventionally, a creator, and a personality becomes of vital importance. This means that the process of innovations must include renovation of training methods, and the development and use of creative educational techniques. If a teacher is only focused on change of the contents and scope of educational subjects, this won't give the intended effect. The current innovation process is characterized by more freedom and variety of types of innovation activities. In this context professional and personal skills become very important, the integrity of which create a culture of implementation of innovations by a teacher.

Creativity has been actively studied by psychologists since the second half of the XX century. In foreign literature there are many definitions of creativity; and this "variety" can be demonstrated by a summary given by R. Hallmann: "Creativity is an alloy of perceptions practiced in a new way (McKellar), an ability to find new connections (Kyubi), origination of new relations (Rodgers), origination of new works and papers (Murray), the inclination of make and recognize new things (Lasswell), intellection resulting in new insights (Gerard), transformation of experience into a new institution (Taylor), imagination of new constellations of meanings (Ghiselin)" [11]. In the "Modern Psychology Dictionary", creativity is determined as "creative capabilities (abilities) of a person that may be demonstrated in his/her thoughts, feelings, communication, certain types of activities, and characterize a person as an individual, or certain qualities of a person, products of activities of a person, and the process of their creation" [8, p. 192].

In the current context we understand creativity as an ability to create original values, make non-routine decisions, and go beyond the scope of well-known things; as an integral quality of a person implementing his or her creative abilities [9, p. 1]. The structure of creativity in psychological and training literature is characterized in different ways, and the characteristics specified by Guilford are taken into account. A present-day analysis suggests that traditional factors of divergent capabilities can hardly foresee the creative achievements of a person in his or her everyday life and professional activities. In view of this, apart from the characteristics of divergent thinking, creative capabilities also include such psychological features as intuition, ability to implement transformations, make forecasts, and make associations [1, 11]. Apart from intellectual creativity, other types of creativity are also distinguished, including professional creativity and pedagogical creativity. Comparing intellectual creativity and pedagogical creativity, A. V. Morozov notes that intellectual creativity relates to solving theoretical and practical problems, and is demonstrated in the course of the opening and creation of "potentially new things, when new things are understood both subjectively and objectively". Pedagogical creativity is understood as a component of social (professional) creativity: "it means the psychological and social readiness of a

teacher, making it possible to change the process of communication enabling efficient mutual understanding of a teacher and a student in the course of training" [6, p. 330]. Pedagogical creativity consists of communication creativity and didactic creativity. Communication creativity is based on a dialogue and improvisation; didactic creativity includes the whole spectrum of knowledge and traditions, and creative ability.

What is the connection between creativity and competence? According to psychologists, in the course of solving creative tasks it is very important to guarantee that knowledge is "ready" to be used or reconstructed, to ensure the mobility of mental capacity in the process of transformation of information [1]. The connection between competence and creativity is double-sided: on the one hand, the more knowledge a person has, the bigger the variety of approaches a person has to solving the new tasks. On the other hand, knowledge may limit the ability of a person to destruct generally accepted models, to search for new ways of development. In particular, according to the opinion of American sociologist R. Merton, "a scientist shall use his or her best efforts in order to study the work of his or her predecessors and contemporaries, however, too diligent and willing-minded reading and too big erudition result in the decrease of a scientist's creative ability" [4, p. 38].

Thus, for determining the connection between creativity and competence as a double-sided connection, scientists mean intellectual creativity. E. P. Ilyin quotes E. Mirskaya: "Preliminary extensive knowledge is necessary for a scientist for creative activity as a construction material for erecting a new building, however, it has a tendency in the thinking process to freeze up and become dogmas" [4, p. 38]. As for pedagogic creativity, in the context of its interconnection with competence, the mutual dependence is obvious. A teacher's competence creates the basis for implementation of its potential creativity in the process of the search of non-standard best decisions in "non-routine" situations, for demonstration of creativity in training, in the course of independent learning and creative and efficient application of knowledge in social and professional situations. In its turn, creativity makes a teacher look for innovative approaches in training and educational work, and helps to independently understand professional competence hierarchy (expert knowledge). A. V. Morozov underlines that "pedagogic creativity means the availability of a high level of competence of a teacher in the process of interpersonal appreciation, interpersonal communication, and interpersonal interaction".

A teacher's creative decisions are based on the interaction of intellectual and pedagogic creativity: if the level of creativity is high, a teacher "is not only able to adapt to different innovative training systems, but can also actively take part in their development, preparation and implementation in the process of training" [6, p. 332]. Creative training gives an opportunity to each participant at each level of education not only to develop his or her creative potential, but also to understand the need for further self-understanding, creative self-development, and objective self-evaluation. Current training at higher educational institutions is focused on the creation of conditions facilitating the demonstration of creativity of a student, and is connected with studying professional competence and their hierarchy.

Further work focused on the creation of conditions for implementation of potential creativity of a future specialist during training at a higher educational institution is also necessary for development of the competences and communication skills of the specialist. Continuous purposeful work with regard to improvement of the level of competence of a teacher is a necessary precondition for the rich intellectual life of students, and the high scientific level of teaching.

#### **Bibliography**

1. Барышева Т. А., Жигалов Ю. А. Психолого-педагогические основы развития креативности. – СПб., 2006.
2. Богоявленская Д. Б., Сусоколова И. А. К вопросу о дивергентном мышлении // Психол. наука и образование. – 2006. – № 1. – С. 85–95.
3. Введенский В. Н. Компетентность педагога как важное условие успешности его профессиональной деятельности // Инновации в образовании. – 2003. – № – С. 21–31.
4. Ильин Е. П. Психология творчества, креативности, одаренности. – СПб.: Питер, 2011. – 448 с.: ил. – (Серия «Мастер психологии»).
5. Кан-Калик В. А., Никандров Н. Д. Педагогическое творчество. – М.: Педагогика, 1990.
6. Морозов А. В. Формирование креативности преподавателя высшей школы в системе непрерывного образования: дис. ... д-ра пед. наук: 13.00.08. – М., 2004. – 445 с.
7. Ожегов С. И. Словарь русского языка/ под ред. чл.-корр. АН СССР Н. Ю. Шведовой. – 17-е изд., стереотип. – М.: Рус. яз., 1985. – 797 с.
8. Современный психологический словарь / под ред. Б.Г. Мещерякова, В.П. Зинченко. – СПб.: Прайм-ЕВРО-ЗНАК, 2007. – 490, [б] с.
9. Сергейчик Л. И. Педагогические условия формирования креативности // Центр дистанционного обучения и повышения квалификации.
10. Холодная М. А. Психология интеллекта. Парадоксы исследования. – СПб., 2002. – С. 249.
11. Hallmann R.J. The necessary and sufficient conditions of creativity // Creativity: its educational implications. N.Y.; L.; Sidney, 1967.

## **POSSIBILITIES FOR USING HISTORICALLY DEVELOPED DIDACTIC IDEAS IN THE EDUCATION SYSTEM OF UZBEKISTAN**

**M. E. Inoyatova**

Studying the establishment and development of didactics in Uzbekistan involves examining their methodological foundations. Unfortunately, until now there has been no research on the emergence and development of didactics in Uzbekistan. By comparing individual disparate theories and views and tracking them historically and chronologically we will gain a systemic and comprehensive idea of the development of didactics in Uzbekistan.

In our research we have attempted to validate the possibilities of using didactic values in modern education. From the Middle Ages onwards (and perhaps even earlier), scholars and educators used effective methods in the teaching process, many of which have been forgotten. For example, the study of the heritage of Abu Nasr Farabi (who worked during the Revival period) reveals the following didactic values: (a) using logical sciences in the development of students' thinking; (b) using poetry and music in teaching; (c) taking into account the level of thinking activity of students; (d) removing mental stress through relaxation (meditation); and (e) using operations, inferences and comparisons in the course of learning. According to Ibn Sina, the main indicator of a perfect man is the level of his educational attainment and volitional qualities. Worth emphasizing among the educational values proposed by Ibn Sina is the development of thinking and comprehensive assessment of knowledge. In particular, substantiation, argumentativeness, logics, comparison and moving from the simple to the complex play a critical role in the development of thinking of an individual and learning of knowledge. In summary, methods of learning sciences proposed by the great scholar can be presented as the unity of theory and practice, reliance on scientific theories, inferences and analytical, comparative conclusions.

Summarizing the didactic views of educators in the Revival period, it is worth mentioning the following enduring values: consistency of education content with the age-specific characteristics of learners; the unity of teaching and upbringing, problem-based teaching; understandable but not simplified learning content, and reasonable level of complexity. Educators of the past paid much attention to the development of correct, deeply meaningful and expressive speech. In those times, people treated teachers with great respect, and sought to learn from their experience and improve their knowledge.

The times of the Khans' reign were marked by the appearance of works such as *Abdullanoma* by Khofiz Tanish, *Dastur al-Ilozh* by Sultanali Samarkandi, etc. and were the golden age of poets and writers such as Mazhlisiy, Khasan Nisriy, Binoiy, Vosifiy, Ubaidiy, Goib Samarkandi, etc. This period has left us a heritage of didactic values. The following aspects are worth mentioning: (a) reliance on the principle "from the simple to the complex" (it was continued and developed); (b) implementing views and approaches on the basis of faith and beliefs; (c) deep learning of Arab and Farsi; (d) the unity of teaching and upbringing (girls were taught to make jewelry, do needlework, cook, etc.); (e) fostering of

ethical behavior (standards for hosting and paying visits to others, building family relations between husband and wife, etc.), etc. Moreover, learners were given advice about taking care of their health in different seasons, information about diseases and ways to heal them; (f) the teacher's right of free choice; (g) reasoning in the course of discussion, etc.

The next stage in the development of didactics in Uzbekistan is the period of national revival (the Jadid enlightenment movement). The characteristics of didactic values of that period include the following: (a) matching a monosyllabic word to each letter when teaching the alphabet; (b) textbooks focused on national issues; (c) using the syllable and sonic methods; (d) textbooks reflecting new achievements in science; (e) visual teaching means (this method is mainly associated with work of Munavvarkari Abdurashidkhonov); and (f) the development of oral and written speech (this method is reflected in textbooks by Makhmudkhodzhi Bekhbudiy and Fitrat), etc.

We are convinced that the history of education can offer a large toolbox of teaching values that should be used in the modern educational process. Modern didactics should be upgraded taking into account the continuity of educational values in the following areas: (a) when teaching the mother tongue, Russian and English languages, it is possible, under certain circumstances, to use the method of writing letters "in the air", i.e. showing the writing of a letter by hand (this method was widely used during the Khans' reign); (2) developing a technique for the development of rhetorical skills, of which teachers of the past were masters, when preparing for presentations, reports and lectures; using the reassuring "learner – teacher" traditions; (3) teaching reflection through polemics; (4) using the mentor's right of free choice (which was widely exercised in the past) in the modern context; (5) introducing more poetic and rhymed prosaic learning content and asking students to learn it by heart; (6) conscious memorizing after revealing the content of the text (this method is effective for foreign language classes).

## LIFELONG EDUCATION IN RUSSIA: HUMAN CAPITAL INVESTMENT TRENDS AND ITS EFFICIENCY

**D. V. Didenko**

During the period of economic boom of 2000s we observed the growth of governmental and total (including non-governmental) expenditures on education in Russia (Table 1). Moreover, the level of investment (both public and private) in human capital was recovering somewhat faster than in physical capital.

*Table 1*

The investment dynamics in human and physical capital

Year	Expenditures of the consolidated state budget on education to GDP, %	Total expenditures on education to GDP, %	Gross investment in physical capital to GDP, %
1996	4.2	4.5%	18.7%
1997	4.8	5.3%	17.5%
1998	3.8	4.4%	15.5%
1999	3.1	3.6%	<b>13.9%</b>
2000	<b>2.9</b>	<b>3.5%</b>	15.9%
2001	3.1	3.7%	16.8%
2002	3.8	4.5%	16.3%
2003	3.6	4.3%	16.6%
2004	3.5	4.2	16.8%
2005	3.7	4.4	16.7
2006	3.9	4.6	17.6
2007	4.0	4.8	20.2
2008	4.0	4.7	21.2
2009	4.6	5.4	20.3
2010	4.2	5.0	20.4
Growth as compared to min.	55.2	53.1	45.9

Calculated based on Rosstat<sup>1</sup>, Federal Treasury<sup>2</sup>, and Higher School of Economics<sup>3</sup> data

<sup>1</sup> [http://www.gks.ru/doc\\_2010/year10/pril\\_year10.xls](http://www.gks.ru/doc_2010/year10/pril_year10.xls);  
[http://www.gks.ru/free\\_doc/new\\_site/business/invest/Inv.xls](http://www.gks.ru/free_doc/new_site/business/invest/Inv.xls).

<sup>2</sup> <http://www.roskazna.ru/reports/cb.html>.

<sup>3</sup> Бюджетное финансирование образования. Информационный бюллетень. М.: ГУ-ВШЭ, 2005; Образование в Российской Федерации: стат. ежегодн. М.: ГУ-ВШЭ, 2006, 2007, 2010; Экономика образования: итоги мониторинга, 2009; Информационный бюллетень. М.: ГУ-ВШЭ, 2010.

In terms of funding volumes of public education from the consolidated budget, Russia was in the same group of countries with similar levels of gross domestic product (hereinafter "GDP") per capita and the index of human capital (hereinafter "HCI"), but it was behind most developed countries<sup>1</sup>. Taking into account the costs of non-governmental sources and the inclusion of indirect costs of the overall cost of the educational sphere in the Russian Federation at the beginning of economic recovery (5.5% of GDP in 2002) came in line with the average level (according to median of 5.5% of GDP in 2001), and even somewhat higher than the level of some developed countries (the average level of the median in 2001 was 5.9% of GDP)<sup>2</sup>.

With the emergence of post-industrial intelligent-driven economy the accumulation of human capital is mostly being implemented not only in standard multi-stage forms of education, but also in a variety of formal and informal practices of Lifelong Professional Education (hereinafter "LPI"), learning at home and at work, which is reflected in modern literature as the concept of "lifelong education". Reducing the life cycle of economically valuable knowledge in the post-industrial economy, information society and the growth of intersectoral labor mobility enhances feedback between the markets for educational services and labor markets. This results in the fact that the transition to the postindustrial society with the leading development of "knowledge economy" LPI becomes the key element of lifelong education. In this regard, the most important trend in industrialized countries is increasing participation of adults in further training and retraining<sup>3</sup>.

The intensity of the transformation processes in the ideological, economic, social and political spheres of Russia in the late 1980s-early 2000s stimulated a sharp increase in the mobility of human capital. According to the study based on the most large and representative panel survey of households (Economic situation and health monitor the of the Russian population, Higher School of Economics)<sup>4</sup> in 1991-1998 about 42% of employees changed their professions 2 times more frequently than during the attempts of evolutionary changes (1985-1990)<sup>5</sup>. At the same time, our calculations are based on Higher School of Economics research have confirmed the information from other sources<sup>6</sup> that during the economic boom in Russia there was a trend opposite to typical post-industrial countries in educational modernization: instead of increasing the participation of economically active people in supplemental educational practices, there was a decrease of core

---

<sup>1</sup> Доклад о развитии человека 2010. Реальное богатство народов: пути к развитию человека. М.: Издательство «Весь Мир», 2010. P. 202-205; Global Education Digest 2010: Comparing Education Statistics Across the World. Montreal: UNESCO Institute for Statistics, 2010. P. 212-221.

<sup>2</sup> Агранович М.Л., Полетаев А.В., Фатеева А.В. Российское образование в контексте международных показателей. М.: Аспект Пресс, 2005. P. 30, 74.

<sup>3</sup> Westat K.K., Creighton K. Participation in Adult Education in the United States: 1998-99. NCES 2000-027 rev. November 1999. Washington, DC: Department of Education, National Center for Education Statistics. P. 1.

<sup>4</sup> URL: <http://www.cpc.unc.edu/projects/rhms-hse>, <http://www.hse.ru/org/hse/rhms>.

<sup>5</sup> Sabirianova K.Z. The Great Human Capital Reallocation: A Study of Occupational Mobility in Transitional Russia. Journal of Comparative Economics. 2002. Vol. 30. № 1. P. 197.

<sup>6</sup> Затраты семей на образование взрослых. Информационный бюллетень. М.: ГУ-ВШЭ, 2008. С. 15; Затраты семей на образование взрослых в 2006/07 учебном году. Информационный бюллетень. М.: ГУ-ВШЭ, 2009. P. 15; Система дополнительного профессионального образования. URL: <http://www.dpo-edu.ru>.

indicators of lifelong professional training<sup>1</sup>. Perhaps this is due to the fact that restructuring of the industry of human capital that took place in Russia in the 1990s was sufficient for the successful implementation of export-commodity model of economic growth, and in a relatively weak development of innovative industries the incentive to further investment in human capital of adults were not strong enough.

Our calculations of the income index bonuses received as a result of Lifelong Professional training have shown that the income of those who originally had LPI grew faster than with those hadn't been trained (Table 2).<sup>2</sup> When viewed on an annualized basis the levels of individual benefit from lifelong professional education shows extremely high values that are several times higher than typical levels from traditional forms of training. We can observe comparable positive effects of the qualification improvement in the workplace in similar research abroad. On the micro level it confirms the existence of common patterns in the area carried out by professional lifelong education as facilitator of the human capital of the national economy.

*Table 2*

Index bonuses for Lifelong Professional training of respondents (2001–2008)

<b>Cohort 2001–2002</b>	<b>X1</b>	<b>X2</b>	<b>X3</b>	<b>X4</b>	<b>X5</b>	<b>X6</b>	<b><math>\bar{X}</math></b>
<i>Average nominal bonus, %</i>	22.5	15.4	-5.6	5.9	-10.4	2.6	<b>0.4</b>
<i>Median nominal bonus, %</i>	9.6	8.5	1.6	4.2	12.6	11.3	<b>1.8</b>
<i>Logarithmic nominal bonus, %</i>	22.6	5.9	18.7	-5.1	22.5	58.3	<b>8.0</b>
<i>X1 – a year of professional lifelong training, X2–X6 – correspondingly 1–5 years after professional lifelong training, <math>\bar{X}</math> – annual average fluctuation of the corresponding index. Calculations are based on RLMS–HS data.</i>							

The regression analysis of the combined subsets of students and those not being educated in the course of professional lifelong education among different groups of respondents also showed that training led to a noticeable but statistically insignificant increase of individual income. Setting a question about the factors that determine the subsequent success or failure in obtaining economic benefits from training in Lifelong Professional Education, we discovered that the most powerful of them is specialty training. Among the students in Lifelong Professional Education the share of successfully employed is higher and the index premium for Lifelong Professional Education is much higher and more evenly distributed among those who were educated for new industry areas in Russia (office clerks, service industry)<sup>3</sup>. On the one hand, it indicates the presence of incentives for the implementation of structural modernization of the Russian economy on the microeconomic level, on the other hand, this confirms the weak efficiency of the Russian labor market, as well as its lack of backward linkages with the market of

<sup>1</sup> Диденко Д.В., Дорофеева З.Е., Ключарев Г.А. Некоторые оценки эффективности дополнительного профессионального образования в России (2001-2008) // Мир России. 2011. Т. XX. № 1. Р. 126-127.

<sup>2</sup> The same. Р. 135-136, 138.

<sup>3</sup> The same, p. 140-141.

additional educational services (in the of the equilibrium state the effect of factor would be almost zero).

We have discovered weak dependence of individual results in Lifelong Professional Education on the factors that typically influence the cost-effectiveness of traditional forms of education acting as social constraints for accessing such as the current level of education, the general and specific work experience, gender, type of settlement, place of residence of a student. At the same time, this fact can be interpreted as evidence that Lifelong Professional Education has performed an important modernizing function: it acts as a meritocratic institution that helps select and promote the members of the economically active population according to their abilities. Thus, relatively good results after training in Lifelong Professional Education have shown that those who changed their occupation as a result of training are residents of the Russian province (rural and urban settlements), mostly women. But in contrast to the developed countries the bonus income received as a result of training in Lifelong Professional Education is distributed unevenly and is rated by minority in Russia. The average positive result provides an increased amount of the bonus income from individual “successful” graduates of Lifelong Professional Education, while only a small minority receives the economic benefits of education. To some extent this may be regarded as a demotivating factor for potential recipients of these educational services.<sup>1</sup>

The report includes the materials of scientific research conducted within the Russian Humanitarian Science Foundation grant program. (Project № 10-03-0247a).

---

<sup>1</sup> The same. P. 137-138.

## CONTINUITY AS A SUPER OBJECTIVE IN MODERN EDUCATION

**T. Kh. Deberdeeva**

1. *"The goals of education are the goals of the society"* (I.S. Hessen). The main tasks of education today is not just to arm a student with a fixed set of skills and knowledge, but to build skills and desire to learn for life, to work in a team, to be able to self-transform and self-develop through self-reflection, and the ability to continuously work on one's own personality. [4] In Mirandola's opinion: "You're not constrained by any limits to define your image according to your decision with the power that I give you. I created you neither to be in heaven, nor on earth, neither mortal nor immortal, so that you would be as free and glorious a master as you choose to be. You can be reborn as a lower, irrational creature, but you can be reborn at the behest of your soul as a higher, divine one as well. [5, p. 248] The world is open. Self-creation is possible. Postmodernist critiques of the Western model of human researchers generated by Renaissance and the Enlightenment do not belittle the merits of Mirandola's "Speech ..." as a humanist anthem, and especially the fact that a person has the ability of self-creation. In later centuries, the idea of human nature as an unfinished opportunity, and of life as "the adventure of self-development" have been recognized. This always occurred in the newest versions.

"The Crisis of Education in the Modern World" by Ph. Coombs opened a new chapter in the understanding of self-creation as the most important thing that determines the future of the process. Developing Coombs' analysis, G. L. Ilyin [2] notes that the essence of the crisis is in the destruction of tradition and traditional solutions, a lack of recognition of common patterns and solutions, and intensive interaction between educational systems, i.e. awareness of the need to develop a new outlook (open outlook, not preset or ready-made solutions and uniform patterns). With the development of post-modern culture, this new reality (negation of rules, boundaries, hierarchies, denial of the truth, from the rigid oppositions: subject-object, author and reader ...) has become increasingly evident. "The dominance of social personality traits in the postindustrial society (post-market) type that tends to maximize the diversity of its members is substantiated. Estimates of post-modernism, as you know, are very diverse, but no one disputes the fact that postmodernism could reflect some new historical condition of society" [7].

Thus, the trends in society and its culture are focused on the process of personal self-creation. "Ideology as a mechanism of public opinion control will be replaced by the personal self-determination in the space of contemporary issues and in the area of human history" [6, p. 98].

The man is "a unique integrated system, which is predetermined, but an open possibility for self-actualization, which is inherent to the man only" [3]. According to humanistic psychology, the main thing in the person's identity is "striving for the future, to an independent realization of one's potentials" (G. Allport), especially creative (A. Maslow), to strengthen self-confidence and the ability to achieve the ideal "Self" (C. Rogers), to the fullest self-realization (B. S. Gershunsky). The main task of the humanist pedagogy is that of helping the

individual's self-determination, i.e. identify its own nature, which is neither organic nor social, nor psychoanalytic, not determined by any material or social dependency, and as something not reducible to them. The main objective of a teacher, A. Diesterweg thought, "should be to develop the initiative, through which a person may become the manager of one's own destiny, the successor of the development of one's life ..."

"Self-realization, self-actualization, all these terms are the expression of a unique process, characteristic only of individual development, implementation chosen or composed for one's own life journey. Human nature is determined by what an individual is creating of oneself. The idea of self-determination of a man, the idea of self-organization and autonomy of human beings ... "[2, p. 38-39]. But does this mean that the process of self-creation should take its own course? Education is the act of spiritual development of a man, realizing the original purpose, and the inherent opportunity to become a man [8, p.21]. Development (self-development) is most actively realized in the process of activity.

2. *"The great aim of education is not knowledge but actions"* (Herbert Spencer). The developers of the Federal State Educational Standard of general education talk about the activity paradigm of education, postulating as the aim of education the development of an individual student based on the development of generic methods. The learning process is understood not only as acquisition of knowledge and skills that make up the instrumental basis of a student's competencies, but also as the process of personal development, gaining spiritual, moral, and social experience. The learning process is a process of human activities directed at the development of one's mind and personality as a whole. In connection with understanding self-identity as an open and independent process "instead of the old concept of education (in general), a new concept of "personality development" as the process and the result of personal care, personal responsibility, merits and failures, student's activity on the creation and development of one's own individuality. The result of education is understood as personality, one's essential features and what really determines a person's behavior" [1].

The purpose of the systematic and active approach is the development of a child as the subject of life. Being the subject is being the master of one's work, setting goals, solving problems, developing one's own activity, being responsible for the results, matching the results with the initial ideas, and being in a constant process of introspection. The crisis of the knowledge-education paradigm characteristic of the modern information society, leads to the realization that the knowledge of how and where to apply it is much more important than knowledge itself. However, it is more important to know how to extract, interpret, or create new information, and which is more important, self-determination or the self-creation of oneself.

In modern Russian education, there actually exists "two educations". The first, represented in the programs, are subject to mastering and control (Final State Examination and the Unified State Examination), the second is "latent education" (V. I. Slobodchikov) which is a secondary product of the educational process (all the results that contribute to the development of competence, experience and other personal indicators of education, which cannot be made out of a set of knowledge

and skills). The peculiarity of the current transformation in education is that what used to be of secondary importance is now (should be) a priority. Now more than ever, D. Pisarev's words are relevant as follows: "We have to learn at school, but there is much more left to be learnt upon leaving school, and the second is the doctrine in its consequences and according to its influence on the man and society is infinitely more important than the first one. This "second education" is in fact lifelong education, the on-going work of self-creation by the man himself. The ideological, methodological, legal and other (external) conditions for realization of Miranda's humanist anthem have been created.

#### **Bibliography**

1. Азбукина Е.Ю. Рефлексивная деятельность педагога как фактор повышения качества образования. – Томск, 2004.
2. Ильин Г.Л. Философия образования (идея непрерывности). – М.: «Вузовская книга», 2002. – 224 с.
3. Краткий психологический словарь, – М., Политиздат, 1985.
4. Наша Новая Школа // <http://mon.gov.ru/files/materials/5457/nns-p.pdf>
5. Пико дела Мирандола «Речь о достоинстве человека» // Эстетика Ренессанса: Антология. В 2 т. – М., 1981. Т.1. С. 248.
6. Розов Н.С. Культура, ценности и развитие образования (основания реформы гуманитарного образования в высшей школе): учеб. пособие. – М., 1991. – 154 с.
7. Сохраняева Т.В. Ценности образования на фоне меняющегося образа человека/ // Социально-гуманитарные знания – 2002 – №6.
8. Шелер М. Формы знания и образование // Шелер М. Избранные произведения. – М. Гнозис, 1994.

## **PECULIARITIES OF PRACTICAL TRAINING OF STUDENTS IN PEDAGOGICAL SEMINARIES (LATE 19<sup>TH</sup> – EARLY 20<sup>TH</sup> CENTURY)**

### **A. A. Osavolyuk**

One of the urgent issues facing modern teaching science is to find ways and means of improving the process of preparing professionally competent teachers. It is not the first time that pedagogical education faces the challenge. Therefore, referring to historical experience, it is important to take into account the positive changes in pedagogical training. We believe that the research of the state policy on education, and holistic approaches to the development of teaching staff in the late 19<sup>th</sup> – early 20<sup>th</sup> century will be useful, given the current changes in the reforming of the educational sector. This fact predetermined the choice of topic for the present report, which aims at analyzing archival records on the activities of pedagogical seminars, considering innovations in professional teaching and applied training of future teachers in this type of educational institution of that period.

The main task of pedagogical seminars was for the students to obtain practical skills. According to the headmaster of Korostyshevskaya Pedagogical Seminary A. Tarnavsky, as he reported at the Congress of Headmasters in Kiev in 1909, “the more classes a student has during his internship, the more he learns. Therefore, the optimum number of seminarians is 60 and the practice should start at the third grade, with 15-18 students in a group” [3, p. 86]. The headmaster was in charge of the educational process in the seminary. The headmaster was the supervisor of the pedagogical seminary and the elementary school. He had to attend the classes conducted by the teachers, students and interns [3, p. 90].

The workshops at the pedagogical seminars were regulated by certain rules. An example of such regulation is the requirement for practical training of future teachers developed at the Velikosorochinskaya Seminary by the headmaster M. Grigorovsky: “§ 1. Practical exercises are conducted for acquisition by the seminarians of pedagogical skills. § 2. Practical classes start at the beginning of the school year and continue till April, 1 and include: (a) monitoring of classes conducted by teachers, (b) trial lessons conducted by seminarians. § 3. The seminarians should attend classes in municipal schools till October 1. During their visits to the lessons the students should observe the orders of the school, teaching methods, acquaint themselves with pedagogical literature and the courses. § 4. After October 1 students prepare written reports on the results of observations of the lessons visited and arrange presentations with the outcomes of their observations. § 5. From October 1 till April 1 seminarians have to conduct trial lessons. Students practice teaching geography, history, arithmetic, geometry and the Russian language. § 9. Interns conduct model lessons in the presence of school teachers, headmasters and other students. If they fail to conduct a good class, it does not count and they have an opportunity to pass it again. § 10. Upon completion the lessons are discussed by everyone present. Moreover, the first word is granted to the students present in order to develop their ability to analyze, criticize, express and defend their point of view. § 11. The best trial lessons are

selected to be evaluated by the pedagogical council. § 12. The model lessons are discussed by the academic council [4, p. 25-26.]. After each trial lesson discussions were also held with the participation of all persons present in the classroom. Moreover, the pedagogical seminars had a clear procedure and plan of discussion: (a) self-criticism (the student who conducted the lesson pointed out the drawbacks, deviations from the intended plan, the reasons for these deviations, the difficulties and barriers in communication with the class and in the process of interaction), (b) criticism by a reviewer, (c) criticism on the part of colleagues, and (d) criticism by a supervisor, (e) conclusion on the part of the headmaster of the seminary. Regarding the plan of the discussion, it was as follows: selection and structuring of the material, development of methodological materials, teacher's activities in the classroom (posture, gait, facial expressions, gestures, speech, etc.), the outcome of the lesson [2, p. 33-34]. Thus, while practicing in teaching, the seminarians had to prove that they had sufficient scientific knowledge, could clearly structure the material, were able to teach this material in class and revise it by systematic repetition, and were able to maintain proper discipline in the classroom.

The activities of pedagogical seminars had certain disadvantages. Their programs were limited to the course of elementary school. Lack of general education and scientific training significantly reduced the capacities of future teachers. Despite the fact that pedagogical practice was held on a sufficient level, the course in theory of pedagogy and practical work at schools was conducted in parallel, and therefore, as a rule, practice was ahead of theory. This led to mechanical, unconscious training of practical skills. In our opinion, the so-called supervisory (introductory) practice was organized on a poor level. The visits by the second class seminarians of 3-4 lessons led by the teachers of model schools led to the situation that the theoretical classes were skipped at the seminary. Educational work in the pedagogical seminars was of a conservative nature. The lifestyle of seminarians was strictly regulated; there were many different limitations.

Despite this, it should be noted that the pedagogical seminars were the most common and popular schools among the youth. They prepared highly qualified teachers for primary schools. This is confirmed by the participants of the Congress of Headmasters and inspectors of public schools, which took place in June of 1912 in Ufa. The delegates declared: "There is no doubt that the best teachers are those who have completed a course with seminars, where they obtain both general education and specialized teacher training for 4 years." [1, p. 428].

Thus, to sum up the ideas above, we would like to note that the professional and pedagogical training of teachers in the seminars of those years were on a high professional level. The pedagogical institutions of this type had a unique system of education that combined the traditions of religious and secular culture, and professional and traditional pedagogy. Succession of secondary and higher education enabled young people to deepen their pedagogical knowledge, and acquire knowledge and teaching skills, which contributed to the development of skills and revealed the creative potential of students. This type of education was a step forward in the system of pedagogical training, aiming at professionalism, competence and a high level of scientific and practical education of future specialists.

#### **Bibliography and Archival Records**

1. Журналы заседания съезда директоров и инспекторов народных училищ Оренбургского учебного округа в г. Уфе 11-16 июня 1912 года. – Уфа, 1913. – 437 с.
2. Государственный Архив винницкой области (ДАВО). Ф. 1105, оп. 1, спр. 255. Переписка об организации в институте учебной части. 05.04.-22.08. 1882 г. – Л. 33 об. - 34.
3. Центральный государственный исторический архив Украины в Киеве (ЦГИА). Ф. 707, оп. 229, сп. 108. Доклад директора Коростышевской учительской семинарии А.И. Тарнавского на съезде директоров в Киеве (9-14.02.1909 г.). Дело в устройстве съезда директоров народных училищ, Учительский институт и Учительский семинары Киевского учебного Округа в Киеве в феврале 1909 года. - л. 96 об.
4. Центральный государственный исторический архив Украины в Киеве (ЦГИА). Ф. 707, оп. 229, сп. 174. Переработанные М. Григоровским (директор Велико-Сорочинской учительской семинарии) "Правила касающиеся практических занятий воспитанников III-го класса городского училища при институте". Дело о утверждении программ и правил для воспитанников. – Л. 25-26 об.

## THE ROLE OF TEACHER TRAINING IN POLAND AFTER WORLD WAR II (1945–1955)

### E. Gorloff

Analysing the development of teacher training in Poland after World War II one must be aware of the significant impact of political, social and economic conditions of the time. As for teacher training, the time of 1945-1955 can be divided into two periods. The first one is the time of 1945-1948, when assistance in good preparation for teaching and educational work was the main idea. That is when the political and educational authorities developed a single, centralised teacher training system. The second period, the years 1949-1955, saw the development of a single structure of teacher training institutions<sup>1</sup>, which enabled full control over all forms of teacher training in terms of organization and programmes, and which also focused on ideological shaping of teachers' attitudes.

Providing teachers for schools of all levels was one of the most urgent problems in the first years after the end of the war. The great shortage of teaching staff was due to extermination of Polish intelligentsia by the invader, army draft of many teachers, pedagogues leaving their profession for better paid jobs and reserve or even aversion to new authorities<sup>2</sup>. So teachers with no qualifications were hastily employed. In the situation of such a shortage, the main objective in the period of 1945-1948 was creating a system of teacher training both for unqualified teachers and those having qualifications relevant for their position<sup>3</sup>. Two trends in teacher training could be observed. The first one included training outside the teacher's work place, in the form of courses, seminars and conferences. The other one included advisory services, most often provided at the teacher's work place, which consisted in giving advice to the teacher, lesson observation, organizing school pedagogical conferences or indicating and supplying teaching materials. It must be emphasised that at that time teachers improved their qualifications mainly in a self-educating manner. To enhance that, as early as in 1945, the Ministry of Education established teaching-educational centres similar to methodology of teaching centres functioning in the Second Republic of Poland. They did not constitute one consolidated institution but most often were based on teams of subject instructors, who were recruited mostly from among high school teachers<sup>4</sup>. Very soon the Union of Polish Teachers got involved in the teacher self-education, with its offer of regional conferences, known from the pre-war period, whose organization, with the assistance of local educational authorities, started in the liberated areas as early as in the spring of 1945<sup>5</sup>. In November 1945 the Minister of Education, in his ordinance on transferring the organization of regional conferences to the Union of Polish Teachers, sanctioned its patronage over that

---

<sup>1</sup> It should be noted that the structural system survived till the 1970s. Z. Ratajek, *Przegląd form doskonalenia nauczycieli w okresie 40-lecia*, "Nowa Szkoła" 1984, № 10, p. 438-439.

<sup>2</sup> Grzybowski R. *Wyższe Szkoły Pedagogiczne w Polsce w latach 1946-1956*, Gdańsk, 2000, p. 28-30.

<sup>3</sup> Krawcewicz S., *Kształcenie i doskonalenie nauczycieli. Problemy i tendencje*, Warszawa, 1974, p. 84.

<sup>4</sup> Potyrała B., *Oświata w Polsce w latach 1949-1956*, *Prace Pedagogiczne LXXXIV*, Wrocław 1992, p. 121.

<sup>5</sup> Kahl E., *Związkowe doskonalenia nauczycieli w Polsce (1944-1989)*. *Uwarunkowania, Przejawy Konsekwencje*, Kraków 2008, p. 31-33.

form of teacher training. The minister also considered participation in the conferences to be an obligatory form of training for all the teachers and authorized school inspectors to excuse teachers going to such conferences from their absence at classes<sup>1</sup>. During that initial period the content of training activity of the Union of Polish Teachers was based mainly on general pedagogical subjects and included information on pedagogy, psychology and methodology of teaching. The regional conferences were also to improve the teacher's work methods. Their programme was being adjusted to the current needs of the teacher community in a given region. The rich offer of the conferences was often complemented by classes attended by the conference participants and periodical lectures, which earned it appreciation of many teachers. It must be noted, however, that already at that time the Union of Polish Teachers tried to unify, in terms of programme and organization, that form of training, and the content of self-education was always subordinated to the guidelines of educational and political authorities<sup>2</sup>. To standardise the programme and organization of teacher training system, in 1948 the Ministry of Education decided to create a network of teaching-educational centres located in the capitals of regions and counties. In September 1948 the Minister of Education established the Central Teaching-Educational Centre, with its registered office in Otwock, which was to take care of subject and methodological teacher training. In the capitals of the regions there were Regional Teaching-Educational Centres, and in the counties - County Teaching-Educational Centre<sup>3</sup>. Their main objective was to improve the quality of work of teachers and their ideological awareness.

Significant changes in teacher training system in Poland took place after 1948, influenced mainly by political situation connected with the establishment of Polish United Workers' Party and the growing power of the mono-authority in the country. It was the period the so called "building of socialist society", based on the Marxists-Leninist doctrine. All the areas of the state's functioning, including the entire teacher training system, were subordinated to that purpose. At the beginning of 1950, Department of Staff Education and Training was established in the Ministry of Education. Its goals in terms of teacher training focused on their ideological self-education, preparing holiday actions and courses, re-organization of teaching-educational centres<sup>4</sup>. In 1951 the existing teacher training system was replaced by a new organizational solution in the form of Central Educational Staff Training Centre. There were also Regional Educational Staff Training Centres and County (Municipal) Educational Staff Training Centres. Regional centres were to attain three basic groups of tasks: 1) improving the ideological and political

---

<sup>1</sup> Ordinance of Minister of Education of 9 November 1945, Official Journal of Ministry of Education (Dz. Urz. MO) 1945, No 7, pos. 295. See also E. Gorloff, *Sytuacja zawodowa nauczycieli szkół ogólnokształcących województwa gdańskiego w kontekście migracji powojennych* [in:] *Edukacja w warunkach zniewolenia i autonomii (1945-2009)* edited by E. Gorloff, R. Grzybowski and A. Kołakowski, Kraków 2010, p. 140.

<sup>2</sup> See.: U. Pulińska, *Doskonalenie zawodowe nauczycieli szkół ogólnokształcących na Warmii i Mazurach w latach 1945-1989*, Olsztyn 2005, p. 40-42. B. Grześ, *Związek Nauczycielstwa Polskiego od korzeni po współczesność*, Warszawa 2000, p. 94-95, A. Smołalski, *ZNP na Dolnym Śląsku w latach 1945*, Wrocław 1976, p. 24-25.

<sup>3</sup> Ordinance of Minister of Education of 9 September 1948., Dz. Urz. MO 1948. № 11. pos. 1971.

<sup>4</sup> AAN, Ministry of Education, file: 2470, Reports on operation of Department of Staff Education and Training for the first quarter of 1950.





– peacefully resolving conflicts, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion; (4) Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

Knowledge is the key resource of the society and is characterised by the following three features: (Drucker, 2005:175): firstly, uncontrolled expansion, because knowledge spreads and travels easier than money; secondly, vertical mobility because knowledge is available to everyone through formal education system and is easily accessed and achieved in this way; thirdly, the potential for success, as well as for failure, because knowledge is necessary for any job and almost anyone can obtain and use it as a "work tool", but it does not guarantee success to everyone. Together these three features make the knowledge society highly competitive in modern learning organizations. Any organization that is constantly expanding its ability to create its own future can be considered a learning organization. This is achieved through the gradual development of learning, which can be either generative or reactive (Senge, 2003:89). The emphasis is on encouraging people to work in a team and think systemically, to learn from each other and understand what needs to be done in order to introduce changes and make these changes a part of everyday practice.

**3. Universities and Lifelong Learning.** Universities are very important in designing the lifelong learning system at the national level, through developing entrepreneurial skills, creating special syllabi, knowledge transfer, stimulating innovations etc. The role of universities in lifelong learning is in acquiring knowledge and skills that one can apply in practice, as well as the professional development after graduation. The openness of the university, through a flexible approach to the study programmes, certainly contributes to the regional development and knowledge transfer and provides learning opportunities to the different age groups. To achieve these goals, universities need to be accessible to motivated and talented individuals who have completed some form of formal education, adults who want to improve their knowledge in particular areas, persons who seek support concerning career planning and development, as well as to marginalized groups in order to enable equal access to knowledge and education. It is also necessary to develop a new educational model for higher education. Unlike the current system, which is focused on transferring knowledge from teachers to students, the new model should be directed towards empowering students to seek knowledge themselves. Instead of merely learning a given content, the new model should create a new context for learning, provide new learning models and help eliminate additional learning burden known as unnecessary knowledge (Mrvac, et al., 2010:700). The relationship between universities, various employment programmes and stakeholders is also important.

**Conclusion.** Lifelong learning and professional improvement and such education that provides knowledge in all relevant areas are becoming a necessity and challenge in modern times. The increased pace of globalization and technological change, the changing nature of work environment and the labor market, and the ageing of populations are among the forces that drive the need for continuing upgrading of work and life skills throughout life. In the practical

implementation of lifelong learning concept, one may, however, come across certain problems, i.e. this concept may be wrongly interpreted as a means to just gain some certificate (the emphasis is only on obtaining such document and not on acquiring new knowledge and skills) or a substitute for formal education, which is also a deviation from the basic concept of lifelong learning. However, the benefits of lifelong learning for sustainable development and competitive advantage are many and more numerous than the aforementioned issues.

#### References

1. Delors J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty – first Century, UNESCO.
2. Drucker P. (2005) *Managing in the Next Society*, Adizes, Novi Sad.
3. European Commission (2007) Educational and Training, The Lifelong Learning Programme: Education and Training Opportunities for all.
4. <http://www.edukacija.rs/> (Accessed: January 2012).
5. Krstic B. (2007) Intellectual capital as a determinant of value creation and competitiveness of enterprise, Economic Themes, Faculty of Economics, Nis.
6. Mrvac N., Tomisa, M., Milkovic, M. (2010) Development a modern model of higher education, TTEM, Volume 5, Number 4, DRUNPD, Sarajevo, B&H.
7. Senge P. (2003) *The Fifth Discipline: The Art and Practice of the Learning Organization*, Adizes, Novi Sad.

## **CONSTANT EDUCATION OF ADULTS IN THEIR WORK ENVIRONMENT**

**R. Tomaszewska-Lipiec**

Work environment is one of the adult constant education areas which has become a subject of immense interest among representatives of various scientific disciplines. P. Senge has formulated a thesis that nowadays "work must become learning"<sup>1</sup> and the thesis is the topic of considerations of the following paper.

Education at work institutions is a part of personal policy implemented by economic organizations and is connected with the development of human resources. The policy comprises specific groups of tasks which aim at improving professional qualifications and competence among workers which, in turn, will help them reach mastery in their professions. The tasks of organizing and conducting education are a part of educational and training activity in the places of work. The activity includes vocational training, additional training, professional advancement, self-improvement and qualifying for a new job. In the last few years systematic educational activity conducted in the work environment became of strategic importance. It is the human factor that plays the key role in making work institutions competitive, especially in the case of economy based on learning. As P.F. Drucker claims it is the qualified employees, able to implement their knowledge to achieve production goals, able to create new knowledge which will result in unique and unparalleled innovations, who will become the leading groups of society<sup>2</sup>. Knowledge is becoming a fundamental working tool and that is why the theory of human capital is more and more frequently taken into account in management. It is assumed that people, due to hereditary conditions, possess certain qualities and features which may develop independently. Therefore it can be concluded that it is necessary to invest in their improvement<sup>3</sup>. Many researchers claim that it is human capital which is the only true value of modern economy; human capital which is unique and difficult to imitate or substitute and which brings particular qualities to the work environment. What makes it special is its ability to increase its value autonomously due to the process of learning and that is why education is one of the most important tools of personnel improvement.

The increasing significance of education in workplaces is influenced by the more and more rigorous requirements that are faced by employees which, in turn, are a consequence of implementing necessary changes in organizations which function in a dynamic and unstable economic environment. The changes force employers to give their employees more authority, more freedom in the decision-making process and a more flexible range of duties. This is possible only if the workers have appropriate qualifications and professional competence. Therefore there are two reasons why education is significant for the development of work institutions. First of all it enables employees to improve their professional

---

<sup>1</sup> Senge P. *The Fifth Discipline: The art and practice of the learning organization*. London, 1990.

<sup>2</sup> Drucker P. *Post-Capitalist Society*. Oxford, 1993.

<sup>3</sup> Schultz T.W. Investment in human capital, "American Economic Review" marzec 1961, 51; T.W. Schultz, *Investing in People: The economics of population quality*, University of California Press, 1981.

qualifications necessary for accomplishing their productive or service tasks - in other words - their direct objectives. The results of learning increase economic potential of work institutions, potential which is based on human resources. Secondly, education in the work environment increases chances of individual workers to remain in the labour market and facilitates the improvement of skills which help fulfill higher needs such as the need of security or attachment and will eventually arise the need of self-improvement. It also facilitates identification with co-workers and the employer. Acting according to the rule of reciprocation, the work institution in a natural way creates favourable educational conditions. However, the quality of learning that occurs in the institutions depends on their specific character. It means that a particular work environment is not just a tool to conduct learning but a place which may both facilitate or block the process of learning<sup>1</sup>. As it is so, workplaces can be divided into three types: "workplaces as places of learning", "workplaces where learning occurs" and "workplaces as an environment where work and education are inseparable"<sup>2</sup>. That is why the theorists who advocate an innovative approach to the education of adults consider workplaces as educational institutions.

The most common idea of learning in a workplace nowadays is the idea of a learning organization. Its author P. Senge defines the conception as an organization in which "people constantly learn how to learn together"<sup>3</sup>. According to its main assumptions learning processes that take place in work institutions are not exclusively confined to the knowledge stored in the brains of the workers. Due to the educational processes institutions gain knowledge which is at their disposal even when employees leave the workplace. The knowledge is stored in databases, documents, publications, products, services and parts of structural capital which all belong to a particular organization. It is worth mentioning that the model of a learning organization has been in operation for over ten years now. However, there are few accounts of a successful implementation of the idea on a large scale. As of now the evidence has been obtained from the analysis of individual cases of pioneering companies, such as Microsoft, whose functioning is based on the innovative approach. The author of the paper has conducted research on fifty work institutions. The findings show that workplaces are educational organizations only to a little extent. Education of employees seems to be casual and it is not a part of an established strategy for growth. Only 6% of the researched workplaces consider educational activity as "very important", 62% lack any educational strategy and 44% lack educational schedules. Systematic educational activity (58% according to the employers and 31,9% according to the employees) is mainly connected with the essential knowledge without which employees would not be able to perform their professional duties. Therefore education in workplaces in Poland seems to be rather insufficient. It is still marginal although more and more frequently employers finance training courses for people aged 25 + (41% in the years 2009-2011). In 2011 only 6,5% of people aged 25-29 and 13,3% of people aged 30-39 attended training courses organized by workplaces and other institutions<sup>4</sup>. The above data

---

<sup>1</sup> Knowles M. S., Holton] □ 2009

reveal that education in workplaces is seriously unaccomplished and the arrears are mainly connected with three strategies of staff management that function in economy: (1) the sita model, where the issue of personnel self-improvement is of marginal importance, (2) the model of human capital in which development and education are key questions and (3) the mixed model which combines ideas of the two above<sup>1</sup>. Although the sita model is still dominant, the importance of personnel education is constantly growing and the model of human capital with its human capital investment principle is becoming more and more common.

The necessity of preparing adult individuals to function in contemporary society and contemporary labour market forces an implementation of various forms of educational and qualifications improvement and widening the range of educational services. An increase in employment is impossible without the development of human capital. Its lack may result in growing unemployment and passiveness. One can therefore assume that in the years to come more and more work institutions will appreciate advantages of personnel education, especially the workplaces whose objective is to become competitive in the more and more demanding home and international markets. Numerous publications and international documents, strategy for Europe 2020 among others, consider the growth of constant education in the work environment as one of the main priorities. Fifteen years ago the authors of "The White Paper on education and training. Teaching and learning - Towards the learning society" wrote that "work and learning circumstances approximate each other, in fact they are becoming identical in the context of mobilization abilities"<sup>2</sup>.

In the context of the described phenomena constant adult education in workplaces seems to be rather a compulsion than an option or a need and in this respect the conception of a learning organization may seem the most favourable solution.

---

<sup>1</sup> M. Kostera. Zarządzanie personelem. Warszawa, 2010.

<sup>2</sup> The White Paper on education and training. Teaching and learning - Towards the learning society. Luxembourg, 1997.

## **CONTINUITY OF PRESCHOOL AND SCHOOL EDUCATION IN THE PEDAGOGICAL THOUGHT OF S.F. RUSOVA (1856–1940)**

### **I. V. Zaychenko**

Sofia F. Rusova (nee Lindfors) (1856-1940) was a teacher, writer, journalist, Doctor of Sociology at the Ukrainian Sociological Institute, Professor of Pedagogy at the M. P. Dragomanov Ukrainian High Pedagogical Institute in Prague, Czechoslovakia, head of the preschool and extra-school education department in the Government of the Ukrainian People's Republic (1917-1921), head of the Ukrainian branch of the International Women's Organization, organizer of the first kindergarten in Ukraine and well-known public figure of her era. She has left a rich pedagogical heritage (more than 300 of her works have been currently introduced into scientific use) which contains many interesting ideas, notions and conclusions on topical issues of public education, pedagogy, national schooling and education.

Lindfors was born on February 18, 1856 in Oleshnya, a village in the former Gorodnyansky County of Chernigov Province (presently Repkinsky District of Chernigov Region) to a retired Russian Army officer of Swedish extraction, Fedor Lindfors, and a Frenchwoman, Anne Gervais. Sofia received primary education at home and in 1871 she graduated with honors from Fundukleyev School in Kyiv (Kiev). In the same year she organized, together with her sister, one of the first kindergartens in Ukraine. She actively participated in the Hromada ("territorial commune") in Kyiv and then in the Ukrainian community in St. Petersburg, where she had gone to study. After marrying the ethnographer and statistician Alexander Rusov, Sofia helped him in preparing a new edition of Taras Shevchenko's "Kobzar" (originally published in 1840) in Prague, and worked as a teacher. Due to her educational activities and pro-Ukrainian views in the Tsarist Russian Empire of the time, Rusova was sent to prison a number of times and was under constant police surveillance. Consequently Rusova was enthusiastic about the February Revolution in Petrograd (St. Petersburg) in 1917, hoping that it would bring social and national liberation to Ukraine. On the invitation of I. Steshenko, Rusova headed the Department of Preschool and Extra-school Education of the General Secretariat for Education in the Central Rada ("parliament") and the Central Bureau of the All-Ukrainian Union of Teachers (initiated by her as early as 1906). After 1921 as a consequence of the Russian Civil War (1917-1922) and an end to independent Ukraine in the coming Soviet Union (from 1922), Rusova was exiled in Lviv (Lvov), Ukraine (1921), Tarnow, Poland (1922), Podebrady, Czechoslovakia (1922-1923) and finally Prague (1923 until her death in 1940). In 1937, Rusova became the Honorary Chairman of the World Union of Ukrainian Women. She was buried in Prague.

The creative heritage of Rusova includes such monographs as "Theory and Practice of Preschool Education", "Preschool Education", "New Schooling for Social Education", "New Methods of Preschool Education", "Didactics"; such textbooks as "Ukrainian Primer" and "Basic French Tutorial for Self-Study and First Grades of School with a French-Ukrainian Dictionary", and a great many articles.

The central role in the pedagogical heritage of Rusova is played by the concept of "Ukrainian schooling", a system of national education and national upbringing. She went down in the history of educational thought primarily as a prominent theorist of preschool education. As a teacher educated in a European way, she had good knowledge of the diverse reform movement of the late 19th and early 20th centuries. She was especially impressed by the theory and practice of free education combined with ideas of experimental pedagogy (Ovide Decroly, Addolphe Ferriere, Georg Kerschensteiner, Sebastian Faure and the preschool education ideas of F. Froebel and M. Montessori). However, Rusova viewed foreign achievements and international experience through the prism of "Ukrainian national schooling" as a system of education and upbringing. Appreciating Montessori's idea of the need for the free development of children and Froebel's idea for the need for a harmonious combination of man (child) and nature, Rusova built her own system of preschool education, emphasizing the need for educating preschoolers on a national ("ethno-ideological") basis.

Rusova believed that the main task of kindergarten was not only to awaken the child's abilities and curiosity and to nurture feelings of love, but also to promote a love for Ukrainian national ("ethno-ideological") culture using didactic games, drawings, sculpting and singing pertaining to the Ukrainian people. Children should grow out of this culture to subsequently enrich it. According to Rusova, both in the family and kindergarten environments, it is not only important to give children ready-to-use knowledge but also to awaken in them spiritual forces, curiosity, and to nurture their senses so that the child sees and hears everything and is able to work with pencils, scissors, clay and paper. All training and upbringing should be based on respect for the personality of a child. In this regard, the native language is the foundation of national ("ethno-ideological") education and upbringing. These notions of Rusova have a special meaning for the modern organization of preschool education in Ukraine.

The pedagogical heritage of Rusova clearly contains the idea that an important prerequisite for the creative development of a child is to ensure the continuity of the educational process between preschool and school education. As early as the late 19th and early 20th centuries, Rusova believed that Ukraine possessed all the necessary conditions for the development of its own national ("ethnic Ukrainian") school system in which children could creatively develop their intellectual, moral, aesthetic and physical abilities, industriousness, citizenship and be brought up in the spirit of friendship and fraternity between the all peoples of the world. She believed that this new Ukrainian schooling must meet the following requirements: (a) it should be secular, free from any class, inter-ethnic and religious restrictions; (b) boys and girls should study together at all levels of education; and (c) systematic school education should start at the age of seven. Preschool educational institutions should be available to children under seven, and compulsory primary schooling should last for six years. Compulsory subjects should include: the native language, arithmetic, basic natural history, the geography of Ukraine, drawing, Russian language, the geography of Russia, the history of Ukraine, singing, craftwork, dramatic reading, the history of Ukrainian and Russian literature, the history of Russia, world studies, a brief history

of culture, general information about physics, chemistry, soil science and botany, as well as information on legislation.

Rusova's ideas are being implemented in contemporary Ukraine by creative teams of educators. They are opening educational institutions for children that use her ideas about the specifically "Ukrainian kindergarten" to develop their own charters. In the modern context of the development of Ukrainian education, Rusova's notion of the critical conceptualization and creative use of achievements in European and world educational thought in preschooling, schooling and upbringing has become especially important.

#### References

1. Джус О.В. Творча спадщина Софії Русової періоду еміграції (1922–1940) / О.В. Джус // – Івано-Франківськ: Плай, 2002. – 260 с.
2. Зайченко І. В. Педагогічна концепція С. Ф. Русової: [навчальний посібник для студентів педагогічних спеціальностей вузів] / І.В.Зайченко // Передмова М. Д. Ярмаченка. – [3-е вид., доп. і переробл.]. – Чернівці, 2006. – 234 с.
3. Коваленко Є.І., Пінчук І.М. Освітня діяльність і педагогічні погляди С. Русової / Є.І. Коваленко, І.М. Пінчук. – Ніжин, 1998. – 214 с.
4. Русова Софія. Мемуари. Щоденник / С.Русова // . – К.: Поліграфкнига, 2004. – 544 с.
5. Русова С. Проект новой свободной школы для Украины // Народный учитель. – 1907. – № 9. – С. 5–9.
6. Софія Русова: 3 маловідомого і невідомого. – Частина 1. "Несторка української педагогічної літератури..." / Упорядники О.Джус, З.Нагачевська. – Івано-Франківськ: Гостинець, 2006. – 456 с.

## **ARCHITECTONICS OF LIFELONG EDUCATION IN A VIRTUAL AGE**

**L. P. Tsylenko**

The intensity of the innovation processes in the fields of science and technology accelerates loss of functionality of existing knowledge, generating in a specialist of any sphere a need for the latest information and its adaption for operational use. In the age of virtuality, the mainstream of information processes is not confined to the space of high-tech and knowledge-intensive industries, and it spreads its influence on the whole socio-economic system in all spheres of public life. Nowadays, the concept of "lifelong education" is determined more and more as a way of socio-economic development for creating a modern society, i.e. a society based on knowledge. The system-architectonics of "lifelong education" identifies the features of interaction of structural and functional components, compulsory vocational training for relevant skills and improving and the updating of archaic knowledge skills, teaching not only professional skills but also other vital and necessary interesting competences.

Participation in society is almost impossible without a successful professional career, as it is the foundation of personal independence, self-esteem and well-being as it determines the quality of human existence and therefore the quality of the society as a whole. In this context, the scientific community and educational community faces the task of a timely and accurate flexible reorientation of the regulatory parametric establishment, of a specialist and or technical industries as well as from the humanities. The interdependent personal and vocational development of man as a subject of activity and communication throughout life is more and more becoming the priority trend of the educational strategy. There is a need for a specialist who would have the "outrunning vision" of a rapidly changing global processes, but at the same time would be a highly competitive and erudite expert in his professional activities.

The whole integrity of the professional-pragmatist functions as a specialist of a new generation and is inherently linked to pragmatic-communicative competence – the knowledge of language is of geolinguistic importance i.e. English and globalization is a new game with new rules. That is why today like never before the importance of English is paramount. As English is of the planetary importance and is in close interaction with all spheres of human life, be it social, economic, or political. English is the language of high technology, business, the Internet, Humanities and Arts and is a measure of intelligence of modern man and his academic mobility. With knowledge of English a specialist of any profile is a free, active and full participant in the social and economic life of the society. Following this logic, in the vector of the synergetic concept, we need to naturally integrate into a program of educational institutions learning English language in a new destination, dominant in the regulatory parametric characteristics of a competitive specialist of any profile. A specialist of the next generation has a unique imperativeness to master the language of interlinguistic importance. Consequently, in the strategy of lifelong education of a specialist of a new generation, the constructive capacity is the capacity on a receptive as well as creative level in the

figurative, graphical and audio-visual format to actualize these ideas, meanings, algorithms, and concepts in English.

Education in the modern world is becoming more and more functional in its nature and its development of abilities to process and analyze information, to perceive hidden relations between different phenomena, to be capable of integrated assessment of various points of view for taking non-standard breakthrough solutions, and not focusing on the patterns becomes essential for a productive lifelong education. At the same time, a lot of other metacompetences necessary for professional, intellectual, emotional, and volitional activities of the specialist are formed. For example, the information and analytical ability provides an engineer with an ability to search, differentiate and generate new knowledge in the most promising areas of science and technology, as well as to create fundamentally new materials and devices that implement new physical or physico-chemical principles for their operation.

There is no limit to perfection as a modern specialist of any sphere continues to constantly learn. As we see today, many highly profitable companies conduct a targeted policy of development and staff training by developing high-tech projects together with foreign partners. Internships in reputable world-renowned companies are becoming the norm in professional activities of a specialist of the next generation. In the world market economy representatives of Corps of Engineers should have a high potential for commercialization to be able to modify existing things and design something new. Thus it is necessary to take into account the real cost of high performance materials and components, the cost of packaging and delivery, cost and performance of equipment purchased on credit, and, most importantly, that this something could be sold on the international market, a task that baffles many engineers with great experience who do not speak English. Therefore, one of the priority components of an integrated system of lifelong education of a modern specialist is the ability for pragmatic-communicative activities in the formation of which English courses play a leading role.

Meanwhile, the global problem of a secular society, which if not resolved, will make it impossible for a positive result and its cultivation for an integral individual. In a rapidly changing world, there is something common to all generations, that is, the traditional core values which make possible the survival for us in the turbulent stream of life. These are the values we should address and search for the meaning of our existence in the world of globalisation. Therefore, for each individual lifelong education should be not only the process of formation and meeting his professional needs, but spiritual needs as well. Unfortunately, economic, technological and scientific progress is far ahead of spiritual development of the society. Today, however, an expert should be, above all, a harmonious personality, and thus consciously confront the moral relativism in a dialogue that exists on a global scale.

In this regard, the teaching logic in the formation of a specialist of a new generation must be capable of self-reflection, self-presentation and lifelong education as is expressed in the architectonics of content, objectives and procedural components in the educational process, the basis of which is a highly ethical, moral, and spiritually guided. Through a foreign language one can achieve a harmonious unity of purpose in studying subjects in the field, goals and objectives in teaching a language and goals of a personal formation whilst also being capable of achieving lifelong education for a sustainable development to occur.

## **LIFELONG EDUCATION FOR SUSTAINABLE DEVELOPMENT: A SYNTHESIS OF APPROACHES**

**A. M. Avdonina**

Sustainable development is a concept describing a model of socio-economic development where needs of the current generation are satisfied without depriving future generations of this opportunity due to depletion of resources and environmental degradation [4]. An important place in the concept is given to drivers of sustainable development, in particular education.

One of the key ideas of the Conference in Rio de Janeiro (1992) was a call for all sectors of society to recognize the need for sustainable development, and further, to facilitate the transition to it in every way [2]. It is clear that global challenges may not be solved by technical or legislative measures only. It also requires transforming value orientations and worldviews people carry. Only conscious actions can change the nature of relations in the "man-nature" system. Public participation in addressing global issues is essential, but requires raising awareness and special training. In the second half of the 20th century, this function was performed by ecological and environmental education and upbringing. At that time, the concept of lifelong learning was developed contemporaneously with the ideas of sustainable development. These facts are reflected in the legislation. For example, Article 71 of the Federal Law dated January 10, 2002, No. 7-ФЗ "On Environmental Protection," "establishes a system of universal and comprehensive environmental education" in the Russian Federation, which encompasses educational institutions, media, cultural institutions, etc. [1]. However, global challenges are not limited to environmental problems, but also include social and economic issues. Therefore, a new paradigm of education appeared in the beginning of the 21st century, "Education for Sustainable Development" (hereinafter ESD). This type of education is a "new form of 'penetrating' learning that encompasses nearly all subject areas of natural, human and engineering sciences" [5, p. 4].

Lifelong education and ESD have much in common, namely: (a) each of the approaches combines all types (formal, non-formal and informal) and levels of education, ranging from family to post-professional education, and learning is carried out at all stages of life and therefore is often referred to as "lifelong." Experts in ESD note that changes in the structure and policies of education should move from formal education to lifelong learning [5] as (b) the content of lifelong education and ESD includes a system of worldview concepts and questions and is built on the basis of consistency and continuity of learning at different stages; (c) ESD and lifelong education are developed as holistic systems (and have the internal unity of elements, external links to other approaches, and a new quality of knowledge learned); (d) self-learning is a mandatory element of each of the approaches; (e) both concepts are philosophical and educational; (f) the main reason behind the emergence of ESD, as well as of lifelong education, is recognition of the need for change in education to ensure further development of society, economy and environment; (g) both approaches expand independence,

choice and responsibility of an individual in decision making; and (h) the main goal of the education system, when considered as creating an appropriate and effective environment for the continuous development of an individual [3], is implemented in each of the approaches in similar ways.

Lifelong education can be regarded as a catalyst which systematically actualizes the information necessary for the transition to the sustainable development model.

#### References

1. Федеральный закон от 10 января 2002 года № 7-ФЗ «Об охране окружающей среды».
2. Акимова Т.А., Хаскин В.В. Основы экоразвития: учеб. пособие / под ред. В.И. Видяпина. – М.: Издательство Российской экономической академия, 1994. – 312 с.
3. Бугаков И.А. Непрерывное образование как условие и способ существования и развития личности и общества (философский аспект) / Серпухов: сборник трудов XXIV Межведомственной НТК. – 2005. – Ч. 5. – С. 25-29.
4. Наше общее будущее: Доклад Международной комиссии по окружающей среде и развитию (МКОСР): пер. с англ / под ред. и с послесл. С. А. Евтеева и Р. А. Перелета. – М.: Прогресс, 1989. – 376 с.
5. Садовничий В.А., Касимов Н.С. Становление образования для устойчивого развития в России / Экологическое образование: до школы, в школе, вне школы. 2006. – № 4 (29). – С. 3-9.

## **THE BOOK IN THE LIFE OF AN ADULT IN THE POLISH PEDAGOGICAL SCIENCE AND PRACTICE**

**D. Zoladzh-Stzhelchik**

**K. Jakubiak**

**W. Jamrozhek**

In the history of the Polish printed word there have been several periods associated, on the one hand, with the history of culture and education, and on the other hand, with the political history of Poland. The turning point between the above mentioned factors was the Polish-Lithuanian Commonwealth's loss of Independence that occurred at the end of the 18<sup>th</sup> century. The first period is the time of, so to speak, of primitive reflections on reading and the importance of the book in human life, which does not presuppose the absolute absence of reflections on this subject, but indicates their initial nature, which was specific and limited in various spheres.

In fact, the general availability of books and the growth of scientific speculations on the importance of the book are characteristic of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Emphasis on importance of the book, of reading books in general can be observed in the works of writers of the nobility of that period. It is interesting that in the circles of the so-called people of school, that is mostly academic professors or professors of other Old Polish schools on the territory of the Polish-Lithuanian Commonwealth and outstanding Old Polish writers (Modzhevsky), there can be found plenty of speculations on the importance of reading and the role of the book in human life. We can confidently say that it was something normal and obvious for the writers that an educated man, for whom they fought with the pen, must read; at the same time they believed that they should pay more attention to this issue. The importance of reading in adult life was, however, almost entirely neglected. In this context, there appears to be a very interesting phenomenon – the idea that an adult person should read and surround himself with books, that lays stress on the role of the book in different situations and with regards to different human needs, appears in the statements of the representatives of the middle nobility, in particular, Mikolaj Rej and James Casimir Haur. The former stated his point of view, which is of interest to us, in the work "The Life of the Noble Man"; and the latter is a typical representative of his age. In his work "Composition or Treasury of Magnificent Secrets of a Landlord's Economy," he shared his observations about books and the need to read them. Rej's works are characterized by an instructive tone, full of advice to guide an ideal nobleman through his whole life (childhood, adolescence, adulthood and old age). The second piece is a kind of encyclopedia for a landowner, containing on the one hand, advice on agriculture, as well as other relevant information - agricultural advice, medical advice, stories, quotes and morality, and on the other hand, tips on how a landlord's ideal library should look.

For both of them, reading had a specific, measurable and utilitarian meaning. Mikolaj Rej in some aspects was concerned with the problem of reading

books, with reference to the certain stages of the life of a nobleman. He, a noble man, should read from infancy. "Read philosophers, they are serious historians", he instructed the young, and at the same time he warned against abusing: "In reading, like in any other activity, one should stay within reasonable limits and not force the nature."<sup>1</sup> He recommended reading in adulthood, believing that "reading is a good thing" (adding "for those who can read").<sup>2</sup> The ability to read was a problem at that time. Historians believe that about 42% of the average nobility were able to make their signature and, possibly, could read, which was quite unmistakable at that time. In other groups of the nobility, the percentage ratio was as follows: impoverished nobility - 14%, rich nobility - 87%, and the highest level was observed, which is not surprising at all, among the nobility who held some posts in the courts (about 91%).<sup>3</sup> So if a person can read, he shall do this as follows as per Rej: "It is considered a luxury to carve out some time to pore over books and learn about your rights and responsibilities." Through books, you can effortlessly and inexpensively see the world "here, sitting on your chair, feeling as if you had been everywhere and seen everything."<sup>4</sup> Books can tell us a lot about the world around us. However, Rej warns against difficult and ambitious books: a noble man must read books that "propagate virtues and decent life," and must draw from the literature "good examples of respected people, our ancestors and their worthy deeds."<sup>5</sup> In his turn, James Casimir Haur believes that life will be better and more pleasant if "there is some entertainment in the house." It shall not be limited to hunting, quite popular among the nobility, horseback riding, carriage rides and walking; together with these "do not forget your library, where humor rests, where you can polish your memory and common sense in politics, as well as acquire skills that are useful for discussions, debates, and many other social activities".<sup>6</sup> Haur advises every family to have a library, and the model of this library is described in his work: it should contain specially selected works, and when "so is the need, you will not have to search for it everywhere," when a person is willing to read, he can always turn to books in his library. The winter period suits best for reading ("during a long night, when you cannot sleep"), so does the fall when it rains, when it is dangerous to ramble swamps and water on the fields is tricky, when it is windy and stormy, when it is impossible to work or leave the house, then he writes, "it is better to sit at home in silence, and not look for ailments outside." Haur notes that not only men should read, but also women, who often spend their time playing cards, receiving guests, gossiping and the like. They should also read preferably religious literature and "prayer books."

In the following century, the era of great change, advice related to reading books can also be found in the works of Ignatius Krasicki's, who introduced the model of an aristocratic library in his essay "Pan Podstolij." He drew special

<sup>1</sup> M. Rej, *Żywot człowieka poczciwego*, Wrocław, 1956, s. 62 (H. Рей, *Жизнь достойного человека*).

<sup>2</sup> M. Rej, s. 372.

<sup>3</sup> A. Wyczański, *Szlachta polska XVI wieku*, Warszawa, 2011, s. 64 (A. Вышаньский, *Польское дворянство XVI века*).

<sup>4</sup> M. Rej, s. 372.

<sup>5</sup> J.w., s. 374.

<sup>6</sup> J.K. Haur, *Skład albo skarbiec znakomitych sekretów ekonomii ziemiaskiej*, Kraków, 1693, s. 165 (Я.К. Хаур, *Состав или казна превосходных секретов помещичьей экономики*).



served the purpose of intellectual education of women.<sup>1</sup> In the 19<sup>th</sup> century on the Polish territory we can observe the process of expanding the circle of recipients of literature, especially books. Naturally, this process inhibited the phenomenon of illiteracy, though clearly retreating still present in wide circles of Polish society, especially in the villages of the Russian and Austrian regions. Illiteracy was a major barrier to the spread of books and reading, though not so essential to abandon it completely. Awareness of the need to bring the book to whoever it was possible, including peasants and workers, grew in influential Polish circles, especially in the last decades of the 19<sup>th</sup> century. There appeared numerous enlightenment organizations that established libraries and reading rooms available for everyone.<sup>2</sup> Among the mass of associations some strong organizations spurred into the lead, "Branch of the Reading Room of the Warsaw's Charity Society" (from 1861), "Society of People's Reading Rooms," functioning on the territory of the Prussian region (1880), "Society of Public School" functioning on the territory of the Austrian region (c 1891 r.).<sup>3</sup> To kill the interest in educational libraries among the Polish population, the government administration of the country's invaders resorted to establishing libraries with collections of books in foreign languages (German and Russian), or mixed. For example, in the Prussian annexation, at the end of the first decade of the 20<sup>th</sup> century there were over 700 German public libraries.<sup>4</sup>

It should be noted that, in the Russian annexation, where a lack of education was higher and Polish libraries were few, the creators of such libraries faced enormous resistance on the side of representatives of the Russian government. There, over time, in a situation where there was a total absence of Polish schools, self-education developed more and more (more or less legally). The support of publishers and numerous publications contributed to this development. The most important work of that time was, published in Warsaw in 1898, the "Guidebook for Self Learners", the main initiator and editor of which was Stanislaw Michalski. Of great importance for development of self-education (at the elementary level) were primers by Conrad Prushinskiy (pseudonym Casimir Promyk), published by the general circulation since 1875. The expansion of the circle of book consumers among certain parts of the adult population was greatly influenced by a large number of public and political groups in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, which proclaimed the socio-cultural and political emancipation of different social groups, previously marginalized, in cities and villages. This public (especially related to the socialist and peasant movements of the time) entered the path leading to their full civil equality and the socio-cultural empowerment of their possibilities. The book

---

<sup>1</sup> Jamrożek Zob. W. Problemy awansu społeczno – kulturalnego i edukacyjnego kobiet w programach ruchu kobiecego na ziemiach polskich w IX i początkach XX wieku, W: D. Żołądź – Strzelczyk, W. Jamrożek, Studia z dziejów edukacji kobiet na ziemiach polskich, Poznań 2001, s.128-129 (См. В. Ямрожек, Проблемы социально-культурного и образовательного аванса женщин в программе женского движения на польских землях в IX и начале XX века).

<sup>2</sup> Wróblewski J. Polskie biblioteki ludowe w zaborze pruskim i na terenie Rzeszy Niemieckiej w latach 1843-1939, Olsztyn 1975; J. Krajewska, Czytelnictwo wśród robotników w Królestwie Polskim 1870 – 1914, Warszawa 1979 (Я. Вриблевский, Польские народные библиотеки в прусской аннексии и на территории Рейха в годах 1843–1939).

<sup>3</sup> Maleczyńska Zob. K. Książki i biblioteki w Polsce okresu zaborów, Wrocław 1987, s. 170 (См. К. Малечиńska, Книги и библиотеки в Польше во время разделов).

<sup>4</sup> Maleczyńska K., op. cit., s. 159.

was supposed to play an important role in this process. The leaders and animators of the emancipation process repeatedly expressed the opinion that even "a small set of books thrown in a corner, is stored in deep sheltered brain "storerooms", which will be of great benefit and awake the spiritual life, open new horizons, and light smoldering sparks."<sup>1</sup>

In the Polish democratic educational circles of that period it was believed that one of the manifestations of the democratization of knowledge and culture was the degree of availability of books and the printed word to the public. Therefore, there appeared a desire to increase the network of available public libraries and reading rooms. Development of so-called "libraries on wheels" was also promoted, as they were meant to popularize reading in remote locations far from centers of science and culture. Some partnerships and political communities also created libraries and reading rooms. Libraries and reading rooms were also established in workers' organizations, agricultural circles, etc. In those days, it was already noted that functioning of libraries and reading rooms was not only affected by the quantity and quality of books, but also by the role of the librarian. One of the leaders of the Polish Social-Democratic Party of the time, Boleslaw Drobner wrote: "It is not enough to publish a book, register it etc., you need to be a guide, a "self-learner's manual". You should take into consideration the age, occupation, and mood of the reader; you need to detect his preferences. The librarian should be a subtle examiner, who must often impose a book to a person if the book itself does not attract the reader by its title or character."<sup>2</sup>

According to the Polish leaders of enlightenment, at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries, the book was supposed to play an important role in life of an adult, in his further education, and more likely his self-education. It was emphasized that education was not only limited to school; besides school, which during the occupation had many shortcomings, did not always served the interests of the Polish people, as being on the majority of Polish lands was a factor in their Germanization or Russification. In this period the possibility of education and self-education for an adult (with no regard to a particular segment of the population) manifested itself more and more markedly. Such views were represented by Elena Radlinska, quite well known in the extracurricular environment and general public and political life of the Polish people (during the annexation of Austria), a brilliant propagandist of reading among adults, as well as the development of a network of libraries and reading rooms in the Polish lands. She presented her point of view at a session of the 2nd Polish Pedagogical Congress in Lviv in 1909. Radlinska also raised problems connected with the development of reading and library networks after Poland regained independence in the period between the two world wars. At that time it was one of the most important areas of her theoretical and practical research. The book, in her opinion, should be an important tool for education among young people and adults, "help with independent work," facilitate

---

<sup>1</sup> H.O. (H. Radlińska), Ze spraw oświatowych, „Krytyka” 1909, t. I, z. 6, s. 375-376 (X. Радлинска, Из вопросов образования, "Критика").

<sup>2</sup> B. Drobner, Ważny dział naszej pracy, „Kalendarz Robotniczy” 1914, s. 56-57 (Б. Дробнер, Важный раздел нашей работы, "Трудовой календарь").

"participation in creative work of masses, to promote peace."<sup>1</sup> An active promoter of enlightenment and at the same a theorist of the Polish pedagogy, who noticed backwardness in education and culture of the Polish Republic (1918-1939), especially in the rural area, draws our attention to the fact that the book and the printed word can be a significant factor in overcoming the social and cultural isolation of rural residents, thus, they can diversify their social and cultural life.<sup>2</sup> The concept of Radlińska was quite clear to many members of the younger generation of Polish villages. For them the book, the printed word and reading connected with them, and had to be an alternative to the previous ways of spending leisure time, so as to use it not only to recuperate after work, but also for understanding the new cultural values. It was also suggested that the hostility to the book, which was observed in some of the villages, was an echo of the past, the result of traditional views on how to spend your free time. In the columns of the magazine "Seeding", connected with this part of the rural youth, it was written: "The reason for our aversion to books is the dependence, inherited from our bond grandfathers, who spent the little free time they had in taverns, or on useless chatting".<sup>3</sup> Young village leaders insisted on the development of free public libraries, held by public funds. In the villages, there may have been a few libraries, but they were very "miserable" for the most part in terms of selection of books. According to the figures as of 1929, there were only 18.5% of libraries that everyone had access to, as well as libraries with the so-called restricted access (partnerships, and various organizations) in the villages. At that time in villages there was 1 book per every 24 people.<sup>4</sup>

It should be noted that in Poland in between the wars, there were a number of ways of popularizing books among the young people and adults. For example, among the rural youth it was popular to organize competitions to find out the best reader. Radlińska, while assessing them, especially noted their team character and socio-educational effect: "The book encourages the participants to think, talk, and share the experience of new sensations. The book introduces us to the wider world beyond our understanding and our interests ... While discussing books that are represented at the competition readers can learn from each other ...."<sup>5</sup> One of the forms of popularization of reading promoted among the peasant youth was the so-called joint reading, which was held for the most part in winter evenings.

Today, the book plays an important role in life of an adult, and nothing can replace it. However it should be noted that in the past the importance of books and reading for the development of an individual and the society were also appreciated.

---

<sup>1</sup> H. Radlińska, *Oświata i kultura wsi polskiej. Wybór pism*, oprac. H. Brodowska i L. Wojtczak, Warszawa 1979, s. 175, 179 (X. Радлинска, *Просвещение и культура польской деревни*).

<sup>2</sup> *Ibid.*, p. 257.

<sup>3</sup> W. Jamrożek, *Teoretyczne i organizacyjno – programowe założenia oświaty pozaszkolnej w wersji ludowców Drugiej Rzeczypospolitej*, w: J. Hellwig, W. Jamrożek, D. Żołędź, *Z prac poznańskich historyków wychowania*, Poznań 1994, s. 73 (B. Ямрожек, *Теоретические и организационно-программные предпосылки внешкольного просвещения по версии народного движения Второй Речи Посполитой*).

<sup>4</sup> *Ibid.*, p. 74.

<sup>5</sup> H. Radlińska, *op. cit.*, s. 259-260.

**“SLAVONIC CHRISTEN KOLD”  
OR FIVE PRINCIPLES OF IGNACY SOLARZ’S  
EDUCATIONAL CONCEPT**

**T. Maliszewski**

**Introduction.** The achievements of Polish educator Ignacy Solarz (1891-1940) are not, unfortunately, well known in the world despite the fact that in my country he is considered to be a significant figure in the history of adult education – one of the main founders of boarding folk high schools and a distinguished adult education animator in rural areas. After World War II his pedagogical activity was the interest of many authors [e.g.: Nowicki 1947; Wroczyński 1962; Turos 1970; Bednarzak-Libera 2006; Jamrożek 2010]. A number of publications appeared also on the occasion of Solarz’s one hundred birthday [e.g.: Gawor (ed.) 1992; Koprukowniak, Krawczyk (ed.) 1993; Gołębiowski 1994]. For years many practitioners have been looking for inspiration for their own educational projects in his works [see e.g.: Popławski 1948, Popławski, Dyksiński (ed.) 1965; Stanowski 1981; Mierzwińska-Szybka (ed.) 1983]. The activity of I. Solarz in Poland can be compared to what Christen Mikkelsen Kold (1816-1870) did a few decades before to translate Grundtvigian ideas into the language of educational practice [Kozłowski 1902, p. 33-35; Bjerg 1994, p. 21-35; Kulich 1997, p. 439-453]. Because the Polish educator was an activist of pan-Slavic movement of rural youth, his educational ideas also influenced the development of rural areas adult education in other Slavic countries. So the nickname of Slavonic Kristen Kold seems to be very well justified.

Let us recall some of the pedagogical truths that he advocated:

**Truth I: *Full participation of all the members of the society in civic society is the objective of adult education.*** Ignacy Solarz formulated this very relevant also today postulate to the fullest in his sort of pedagogical manifesto entitled “The Rural Folk High School named after Władysław Orkan”. Already the first page of that publication presents the thought that can be considered the *Credo* of his entire pedagogical activity: “It has been and is our principal idea [...] to involve the mass of people in the active and main creative role in the history, to transform it from «social substratum» into a personal, farmer’s element in all fields of culture. It is about upbringing [...] to realise a mature, highly ethical, ingenious democracy. It is about processing figures into vitality and quality, about new sources of development opportunities of Polish and the world’s community” [Solarz 1937, p. 1]. Is it not one of the currently important postulates – the idea of making citizens of all the members of the society with which we have to do nowadays when many distinguished pedagogues, sociologists, philosophers or political scientists formulate similar thoughts? It is thus worth noting that it was Ignacy Solarz who was one of the precursors of such a socially viable contemporary idea of building civic society in the Slavonic region.

**Truth II: *Being a pedagogue/educator is not (only) a profession but (also) a passion and vocation.*** The truth that a pedagogue must with passion and without looking at the hardships of life perform the pedagogical tasks he has taken on should be continuously proved by his life choices. Today, when too many people forget about this hard to observe principle, there appears a postulate of

incorporating it again into the educational canon. So looking for examples from the past, it is worth recalling the attitude of Ignacy Solarz. Let us recall one of his characteristics written down a few decades ago: "On the lead [...] there is an educator – a thinker, a poet, who with the imperatives coming from deep considerations on human fate, creates a type of an employee aiming at transforming himself, a man of the peoples, the nation, the humanity. Words and deeds fraternised in everyday hard work. The truth – in the word, and the word – the pulse of social heart. High ideas should be linked with life for them to become a reality" [Wiktor (in:) Mierzwińska-Szybka (ed.) 1983, p. 370]. We could, of course, find more similar quotations about the Polish pedagogue. Having agreed that an adult education teacher must definitely act in accordance with the ideas and opinions he voices we must say that it is worth recalling and popularising in the world also the attitude of Ignacy Solarz among the personal examples from the history of adult education, as he continuously proved with his life that being an educator is not only a profession but, first of all, a irrepressible passion for doing things and – let us call it grandiloquently – a vocation.

**Truth III: *There is always a necessity of taking care of making a student/course participant a subject.*** Full partnership in student-teacher relations was an important attribute of Ignacy Solarz's pedagogy. According to Solarz it was the dialogue, students' self-government, co-deciding about the elements of the programme, using the elements of cooperativeness, joint organization of life space (accommodation, meals, cleaning, etc. that co-decided about such subjectivity. One could see these issues as another – successful and important – attempt of negating the post-Herbart's educational order that was still at that time the main thinking in the attitude to educational-upbringing issues. In this context, Ignacy Solarz could, in a way, appear to be, just like John Dewey, Ellen Key, Helen Parkhurst or Georg Kerschensteiner, one of the representatives of "New Education" – an extremely ideologically plausible reformatory trend in the education of those times. For his concepts of pedagogical work aiming at making all participants of the educational-upbringing process subjects are a methodological proposal reaching far beyond folk high schools and now have a universal character.

**Truth IV: *Educational institution / organization should regularly cooperate with local community.*** The postulate of embedding each educational institution into the local community in which it functions by developing a number of community bonds was very loud in the opinions of Ignacy Solarz. As a creative educational institution must cooperate with the near (or more remote) social environment to, on the one hand, prove its social usefulness, and on the other hand – to develop in his students the idea of social involvement for their own local communities because – he emphasised – an educational institution: "is not a monastery or a court, it cannot be closed, rigid or foreign to the environment. It must be an integral part of its current life – not only the general life of the country but also of the nearest neighbourhood" [(Solarz) 1933]. Nowadays, when we made the necessity of an educational institution's cooperation with its environment one of the main postulates in the European educational practice, showing that we also have valuable relevant Slavic examples in the form of the concept of environmental

work e.g. Solarz, would surely be worth broader promotion in pedagogical circles – and not only the ones connected with adult education in rural areas.

**Truth V: Creative use of inspiration from adult education world's achievements makes sense.** His ability to creatively use the pedagogical achievements of other nations is another important issue worth paying attention to while searching through the legacy of Ignacy Solarz for its usefulness today. The analogies with the concepts of "New Education" were mentioned above. Here let us remind the reader that Solarz's concept of a folk high school is a creative transformation of Grundtvigian idea of *school for life*, thus referring to the Scandinavian tradition of *folkhøjskole*. Let us also emphasise that the new educational institution he created does not constitute an uncritical takeover of Scandinavian examples and an attempt at unreflective implementation of them in the Polish (and Slavonic) rural social space. Let us illustrate it with a quotation of Solarz himself on one of his institutions: "Although the Peasants' School in Szyce comes from outside the Polish soil, from the great idea of the Scandinavian educator, Grundtvig, it became so deeply rooted in the Polish soil that it [is] an individual expression of this land, of the spirit of Polish rural areas" [Solarz (after:) Solarzowa 1985, p. 249]. As one can see, the reception of the examples from the North constitutes for that pedagogue just the first step in building the educational formula Polish people (and other nations) need. For it must be modified in such a way as to optimally respond to the educational needs of the community it is addressed to. And Solarz is fully aware of that. His attitude to taking from foreign pedagogical innovations can thus be considered to be exemplary – and worth using also today.

**Conclusion.** As one can see, the five pedagogical principles presented above and taken from Ignacy Solarz ("Slavonic Kold"), are of universal character – still valid, despite of the lapse of time from their articulation and regardless of detailed conditions of the given social space. And their list does not exhaust the scope of possible references to the achievements of that distinguished educator in the modern times. It is, however, a good illustration of the universal character of his andragogical thinking. To conclude one must express his hope that Solarz's achievements will be of interest both to the theoreticians and practitioners of adult education from other countries.

#### Bibliography

1. Bednarak-Libera M. (2006): *Ignacy Solarz (1891-1940) – wychowawca młodzieży wiejskiej i spółdzielca [Rural Youth Educator and Cooperative Movement Activist]*, [in:] E. Kryńska (ed.), *Idealy wychowania i wzory osobowe narodu polskiego w XIX i XX wieku [Ideals of Education and Personal Examples of Polish Nation in 19<sup>th</sup> and 20<sup>th</sup> Century]*, Vol. 2, Białystok.
2. Bjerg J. (1994), *Christen Mikkelsen Kold (1816-1870)*, "Prospects. The Quarterly Review of Comparative Education", Vol. 24, № 1-2.
3. Dyksiński S., Popławski F. (ed.) (1965): *Ignacy Solarz i jego uniwersytet ludowy 1924-1939 [Ignacy Solarz and his Folk High School 1924-1939]*, Warszawa.
4. Gawor S. (ed.) (1992): *Ignacy Solarz i jego dzieło. Wnioski dla współczesności [Ignacy Solarz and his Work. Conclusions for the Contemporary]*, Kraków.
5. Gołębiowski B. (1994): *Cywilizacja słońca. O aktualności i perspektywach idei Polskich uniwersytetów ludowych Zofii i Ignacy Solarzów [Sun Civilization. About the Current Meaning and the Perspectives of Polish Folk High Schools of Zofia and Ignacy Solarz]*, Warszawa.
6. Jamrożek W. (2010): *Uniwersytet ludowy Ignacego Solarza a ruch młodochłopski II Rzeczypospolitej [Ignacy Solarz's Folk High School and Young Peasants' Movement in 2<sup>nd</sup>*

- Republic of Poland*], [in:] E. Sapia-Drewniak, J. Janik-Komar (ed.), *Uniwersytety ludowe i inne formy oświaty dorosłych* [*Folk High Schools and other Forms of Adult Education*], Opole.
7. Koprukowniak A., Krawczyk A. (ed.) (1993): *W tradycji idei Ignacego Solarza (w stulecie urodzin)* [*In the Tradition of the Idea of Ignacy Solarz (on his One Hundredth Birthday)*], Lublin.
  8. Kozłowski W. R. (1902): *Krystyn Kold (Karta z dziejów szkolnictwa duńskiego)* [*Krystyn Kold (A Page from the History of Danish Education)*], "Przegląd Pedagogiczny" ["Pedagogical Review"], R. XXII, № 3.
  9. Kulich J. (1997): *Christen Kold, founder of the Danish folk high school: myth and reality*, "International Journal of Lifelong Education", Vol. 16, № 5.
  10. Mierzińska-Szybka Z. (ed.) (1983): *Wspomnienia o Ignacym Solarzu Chrzestnym* [*Memories of Ignacy Solarz, the Godfather*], Warszawa.
  11. Nowicki E (1947): *Solarz Ignacy (1891-1940)*, "Chłopski Świat" ["The Peasants' World"] № 1.
  12. Olesińska B. (1988), *Ignacy Solarz (1891-1940). Bibliografia w wyborze* [*Ignacy Solarz (1891-1940). Selected Bibliography*], Koszalin.
  13. Popławski F. (1948): *Ignacy Solarz w ruchu wiciowym* [*Ignacy Solarz in Wici Movement*] "Chłopi i Państwo" ["The Peasants and the State"], № 13-14.
  14. [Solarz I.] (1933), *Wiejski Uniwersytet Orkanowy w Gaci. Pierwsza chłopska niezależna uczelnia* ["Rural Folk High School Named after Władysław Orkan in Gać. First Independent Peasant School"] [Warszawa].
  15. Solarz I. (1937): *Wiejski Uniwersytet Orkanowy. Cel i program* ["Rural Folk High School Named after Władysław Orkan. Objective and Programme"], Warszawa.
  16. Solarzowa Z. (1985), *Mój pamiętnik* [*My Diary*], Warszawa.
  17. Stanowski A. (1981): *Uniwersytet ludowy i młode pokolenie chłopów* [*Folk High School and the Young Generation of Peasants*], Wydawnictwo Wiejskie NSZZ RI "Solidarność", Lublin May 1981 (*duplicated manuscript*).
  18. Turos L. (1970): *Uniwersytet Ludowy Ignacego Solarza i jego wychowankowie* [*Folk High School of Ignacy Solarz and its Graduates*], Warszawa (*and other numerous works of this author*)
  19. Wroczyński R. (1962): *Ignacego Solarza koncepcja uniwersytetu ludowego i jej źródła* [*Ignacy Solarz's Concept of Folk High School and its Sources*], "Przegląd Historyczno-Oświatowy" ["Historical-Educational Review"], № 4.

## **MODERN SCHOOLS ARE THE BASIS FOR LIFELONG LEARNING AND SELF-EDUCATION OF STUDENTS**

**T. Kompirovi  
P. Zhivkovi  
T. Radoevi**

In the spectrum of the universal life-long concept, the ability for self-education is becoming an increasingly important necessity. In the continuous development of science and the growth of information, the development of need for self-education among students is a key task of every school and a pre-condition for lifelong learning.

Lifelong learning and lifelong education have currently acquired great importance. This is indicated by the numerous UNESCO documents which emphasize that in the 21st century each person individually has to be more self-reliable, and have be able to conduct self-evaluation and be responsible for the performance of public goals, and that no hidden talent should remain undiscovered. The UNESCO report entitled "Education is a Hidden Treasure," prepared under the direction of Jacques Delors, provides the guidelines of the general concept of education, the foundation of which are the four core areas: (a) training to acquire knowledge, (b) training for action (practice), (c) training of society, and (d) life-long learning.

One of the biggest challenges of the modern school is to discover and develop skills for self-education. To perform this task, we should teach students to master the methods and techniques of intellectual work with which students will get access to many sources that lead to acquiring new skills and knowledge. Therefore, even at school, students should be familiar with the experience of independent work.

Research works on androgogy describe self-education as a "social and personal activity of an individual to acquire, expand and enrich knowledge, skills and abilities, regardless of whether an individual does it himself or with the help of an instructor". (Alibabich, 1994, p. 118) Self-education is a strategy that restores the imbalance between rapid change and vast knowledge that is necessary for their assimilation. In interpreting the essence of self-education two approaches are taken into consideration. One approach focuses on the self-activity and the other focuses on the social environment where an individual exists, and the educational category. Since self-education is both a projection of an individual and the society (which is influenced by and influences the development of a person), then the definition of the essence of this term should include both of the mentioned approaches, and self-education should define both social and personal activity of an individual in order to acquire, promote and multiply knowledge, skills and abilities with the possibility of doing them either independently or with the help of a mentor. Self-education is essentially a learning process where a student plans, organizes, realizes, directs, supervises and evaluates this process independently.

The development of skills in the process of self-education can be implemented using various techniques: by mobilizing diverse sources of education and linking them into a system of permanent education. School training is expected to create favorable conditions for self-education of students in an efficient way, and for regular use of efficient teaching methods.

Due to the fact that a student is part of the educational process, we should consider the interaction between self-education and teaching. In the modern context, self-organized training is a reflection of the right life orientation of an individual. That is why education is increasingly becoming a form for self-education as an integral part of continuous (lifelong) education today. T. Prodanović said more than forty years ago that "The process of learning in the broadest sense, and the process of stabilization of a functionally balanced personality, always takes into account both self-education mobility and an individual's activity." (Prodanović, 1965, p. 114). Self-education activity is implemented in the very first years of primary school, and the older students get, the more space these activities acquire in students' learning and self-education. Teaching is not part of self-education, but self-education is part of teaching until teaching becomes obsolete, and training is integrated into continuous education as related to lifelong learning. So self-education is not just a secondary mechanical addition to the educational process, but its most important part.

The issue of whether or not it is worth it, and if so, how to synthesize the elements of independent learning, research and discoveries with elements of classical teaching and learning still remains open. In other words, the most pressing question is the introduction of self-educational labor in the process of modern teaching. Today, the self-education approach is used to teach students to independently learn and develop responsibility for decisions related to desire, need and assessment in education, and to encourage students to continue their education without the help of mentors. Independent learning as a process in which a student takes the initiative in determining the needs and learning objectives, and sources of knowledge in the discovery and selection of learning strategies, as well as in the evaluation of the resulting knowledge, is a new concept of self-education that plays an important role. This concept of self-education changes the roles of the teacher and the student. The teacher helps students learn the content that they have chosen themselves, and instead of a regular testing, the student chooses a topic of independent work, and evaluates the results of his or her own work.

Modern education and teaching should encourage high-quality independent work, make it possible to find solutions to different problems, give students the opportunity to participate in work and in its planning. It is necessary to give students the opportunity to actively and independently demonstrate and use their knowledge, to learn from their mistakes and develop their inclinations and abilities. It is obvious that modern society is, and even more so future society, is becoming a society that learns, in other words it is a "*learning society*". The task of school should be development and promotion of the abilities of independent work and self-education. Thus, students become the subject in the center of didactic activities and at the same time start the process of lifelong learning.

The structure of the school, the organization of its operations and responsible training of teachers is not yet capable of changing the nature and

efficiency of education, teaching and learning. And so the goal is not only to restructure the real components of the school, but also to transform the school into a learning environment within the “learning society”, a society in which both teachers and students together will be able to develop their abilities, and schools will be enabled to promote the need for teaching.

The most radical change of work methods at the future school will be individual teaching, learning, and working with different kinds of educational opportunities for students.

#### **Bibliography**

1. Алибабич Ш. Функциональная письменность и самообразование. Белградский педагогический институт Философский факультет. – Белград, 1994.
2. Глиссер В. Качественная школа. Эдука. Загреб, 2005.
3. Делор Ж. Образование-скрытый кладезь. ЮНЕСКО: докл. Междунар. комиссии по образованию в XXI веке. Министерство образования Республики Сербии-Сектор по исследованиям и развитию образования. – Белград, 1996. URL: [http://www.unesco.org/delors/delors\\_e.pdf](http://www.unesco.org/delors/delors_e.pdf).
4. Дунджерски С. Степень способности молодежи к самообразованию после окончания восьмилетней школы. Преподавания и воспитание. 1993. Вол. 42. – № 1-2. – С. 87-93.
5. Джёрджевич Б. и Джёрджевич Й. Недостатки традиционной и современной школы. Педагогическая реальность. 2008. Вол. 54. – № 7-8. – С. 585-600.
6. Жарова Л. В. Управление самостоятельной деятельностью учащихся. – М.: Просвещение, 1982.
7. Кулич. Р., Деспотович М. Вступление в андрагогику. – Белград: Мир книги, 2004.
8. Компирович Т. Роль преподавателя в развитии способностей учащихся к самостоятельному труду: дис. Косовская Митровица: филос. фак-т. 2011.
9. Проданович Т. Преподавания и самообразование. Наша школа. 1965. – № 3–4. – С. 113–122.

## **MENTAL HEALTH, COGNITIVE CAPITAL AND THE MODERN EDUCATION SYSTEM**

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

Global life expectancy has been growing linearly from the end of the 19<sup>th</sup> century onwards. This is due to improved nutrition, global enhancement of the standard of living, and related progress in medicine, which has defeated the majority of mass fatal infectious diseases. Positive global change is accompanied by demographic modernization: a transition from high birth rates, high infant mortality and low average life expectancy to low birth rates, low infant mortality and high life expectancy. In the nearest decade, the number of elderly people (older than 65 years of age) will exceed the number of children (below 18 years of age), and by the year 2040, the percentage of the elderly will reach 14% in the world and up to 25% in Europe. These trends are also relevant to the post-Soviet countries. An increase in the average life expectancy in different countries is both an achievement and a challenge for mankind, because society now faces new tasks: changes in family structure, the nature of work, pension payments, and relations between different age groups, etc. Special importance is attached to the main problem of elderly people: how to maintain cognitive performance, prevent mental disability, i.e. how to save cognitive capital and ensure intellectual succession between generations.

Modern understanding of these problems is developed in the context of the concept of mental health. Mental health is the condition of well-being, when a person can fulfill his/her capabilities, is able to manage ordinary stresses of life, work effectively and fruitfully, and contribute to his/her community, all while enjoying life. The key components of mental health are emotional intelligence and cognitive health. They are regarded as the crucial potential of society as a whole which determines its competitiveness in the modern globalized and highly competitive world. Determinants of mental health are regarded from the perspective of bio-psycho-social synthesis. These are biological factors (genotype, prenatal development, standardization of development and make-up of an individual, and the health of children and the teenage population), psycho-social factors (standard of living, social structure of society, extent of socio-economic inequality, psycho-social stress), psychological factors (individual and personal characteristics, lifestyle, behavior), ethnic and cultural characteristics and traditions. Thus, mental health is a multi-component category which depends on numerous factors that often interact with each other. On the other hand, mental health is a determinant of many aspects of life of an individual and society as a whole. Positive mental health has a favorable influence on total mortality and morbidity rates, lifestyles, productivity of work, effectiveness of education, etc.

It should be emphasized that positive mental health of wider communities is mainly achieved by educational rather than medical efforts, as well as by efforts aimed at building healthy lifestyles. It is very important to take due consideration of a combination of biological and psycho-social factors in the development and

further aging of a person. Results of the relatively recent Foresight research project implemented in the UK have supported the conviction that early discovery and remediation of cognitive problems and mental health disorders in childhood and teenage years is of principal significance for the prevention of mental health disorders and mitigation of cognitive aging among the elderly. The leading role in supporting important indicators of the development of society, such as mental well-being and cognitive capital, is played by lifelong education, which according to modern ideas should accompany an individual throughout his/her life and through old age. The promotion of these views has coincided with changes in traditions in gerontoneurobiology and neurocognitive sciences (neuropsychology, neurogenetics, biological psychology of intelligence). In the past, it was believed that nerve cells are built during embryonic development and then progressively die throughout life, leading to irreparable losses resulting in inevitable impairment of cognitive performance, whereas preservation of functions was rather an exception than a rule. New views which are based on the ideas of neuroplasticity and the role of stem cells say that neurogenesis continues in the brain throughout life, including in old age, and the brain begins to work with maximum performance by the age of 50-70 years. Furthermore, myelination enhances with age, improving interneuron conductivity. As a result, elderly people are less impulsive, less prone to emotional responses, more associative, i.e. ultimately more intellectual, especially taking into account the current mode of information overload.

All the above enables us to make several statements that can be regarded as a substantiation of a new area in lifelong education. We have in mind not only education for the elderly as a very important component of the modern educational process, but also a wide range of educational measures and programs consistent in terms of applicability in different periods of life. The capabilities of the human brain should be enhanced both in childhood and in middle and elderly age, keeping in mind that early overcoming of difficulties at learning creates prospects for cognitive health in old age. This sets the goal of early identification of mental health disorders and impairment of well-being of teenagers, and prevention of negative tendencies (anxiety, depression, consuming psychoactive substances and smoking). The second crucial goal is to create a system of lifelong education in the form of time consistent programs for people of different ages aiming at improving competitiveness, cognitive performance and preserving mental well-being. Developing such programs requires involving government agencies, the education system, employers of different forms of business ownership, and social and pension funds. Apparently it is necessary to undertake comprehensive research on the efficiency of such programs, taking into account biological and psycho-social factors of mental health and cognitive capital.

## **THE SOCIO-PHILOSOPHICAL ASPECT OF DEVELOPING CIVIC CONSCIOUSNESS IN YOUNG PEOPLE WITHIN THE CONTEXT OF LIFELONG LEARNING**

**D. I. Naumov**

In the modern pedagogical discourse, "lifelong learning" is usually interpreted as the continuous building and updating of all kinds of abilities, knowledge, skills and qualifications by both formal and non-formal training throughout an individual's lifetime. Semantically, this term thus describes all cognitive activities of a person aimed at expanding knowledge, enhancing skills and updating competencies in line with their personal, social and professional perspectives.

The functional significance of lifelong learning for a particular individual is driven by the need for timely and adequate integration into various dynamic and innovative social processes that take place in all spheres of postindustrial society. Knowledge and skills need to be acquired in a timely manner in order for an individual to be able to efficiently adapt to living in such a society and be fully involved in all spheres of social, cultural and economic life in the capacity of a social actor.

The instrumental significance of lifelong learning for society is driven by achieving higher cost effectiveness and efficiency of the secondary and higher professional education system and by the need for enhancing competitiveness of both individual sectors of the national economy and society as a whole. This aspect is determined by the influence of globalization, which has eliminated barriers between different countries and geographic regions and intensified communication flows causing socio-economic, demographic and ethno-confessional transformations in the modern world. Moreover, the development of information and computer technologies has provided the globalization factor with an effective technical means that renders transformation processes continuous and self-reproducing. Thus, the transition of mankind to the postindustrial stage of development necessitates the development of human resources that are flexible and capable of both continuing learning/self-learning and of adapting to ongoing social, economic and technological changes. A drastic increase in the role of the human factor, which in the modern context determines parameters of the new social reality, enables experts to infer the following conceptual conclusions: "The man of the industrial era, who thought in terms of pragmatism and self-profit, should be replaced by a new person who is dynamic, thoughtful, and thinks in terms of large-scale concepts, is responsible and morally sound, cares about human society as a whole and mankind as such rather than about personal capital and ways of increasing it, and, most importantly, is entirely honest" [1, p. 55].

However, the political aspect of the postindustrial model of development of humankind has rendered the modern political system considerably more complex in terms of structure and functions. This has radically changed the existing ideas of the principles and mechanisms of interactions between an individual and the state. On the individual level, this has generated challenges associated with the development of well-balanced and holistic citizenship as a value-driven,

streamlined and personally significant attitude of an individual toward processes and phenomena in different spheres of social life, mainly in politics.

The parameters of the transformation of the political system and change in role-related obligations of its actors in the context of transforming society are unstable and broadly variable due to fluctuations in the political climate and the chaotic nature of political and legal socialization, which is distinguished by conflict-based interactions between its main agents. The political and socio-cultural context of a transforming society naturally generates multiple interpretations of civic and political rights and freedoms and multiple judgments on the significance of an individual action in socio-political life, on the moral and ethical aspect of the political process and the role of ethical values in politics. With respect to modern post-Soviet society, this causes problems with institutionalizing an individual's conscious civic-mindedness, making it incomplete, self-contradictory and to a great extent conflictogenous. Therefore, the globalization context and transformational processes in post-Soviet society that increase the relevance of enhancing the role of an individual in defining and maintaining optimal parameters of the societal development raise the issue of reducing lifelong learning to the modernization of professional competencies of a person only. In this case, there is an overall problem of developing political and legal socialization of young people, which in the context of post-Soviet society acts not only as a dynamic social force, but also as a carrier of xenophobic tendencies and political radicalism. One of the dimensions of this problem is found in the education space and involves the creation, development and operation of mechanisms for civil training/education of young people as a process of institutionalizing citizenship. The functional significance of this process is driven by the fundamental status of human resources in the context of the transforming society with its inherent correlation between socio-economic and political drawbacks of the societal development and the quality of a human personality. In the transformational context, citizenship contributes to minimizing political risk while implementing the sustainable development model in which optimization processes objectively come with social drawbacks for individuals.

The concept of "citizenship" may be interpreted as: (a) an antithesis to political apathy, as active and conscious involvement of an individual in activities of a politically organized community; (b) a socio-psychological feeling of being a citizen, a full-fledged member of a political community who not only has a range of inalienable rights and freedoms, but is also responsible for acts to the community; (c) an ability and willingness to act as a citizen, i.e. as an autonomous actor of the political process who recognizes himself as such; (d) the highest moral virtue typical of a free and full-fledged member of a democratic political community; and (e) commitment to the interests of the political community within national borders. Citizenship is a spiritual element of political and legal socialization, which is most fully expressed in social ideals translated by various systems of societal communications (in particular, in civil education). Thus, citizenship is about organic synthesis between legal, political and ethical cultures, with the ethical component, which defines moral values of an individual, being determinant. As a result, the development of an axiological basis for political action of an individual becomes complete leading to a self-sufficient citizen entering the social scene.

The phenomenon of citizenship is a result of the transformation of political institutes as part of the modernist project – first of all, of the state – toward reducing functional obligations of the latter to a citizen. In this situation the state no longer claims to be an ethical authority and individuals become politically and civically emancipated, facing the challenge of individual, corporate and societal responsibility. In the context of radical change in the principles of relations between the political world and civil society, which may lead to moral loneliness and social isolation of individuals, democratic citizenship becomes a driver for achieving solidarity and ensuring continuity, quality and density of communications in civil interaction.

The focus on education is driven by the fact that education, both formal and non-formal, is extremely important for the development of active citizenship throughout life of an individual and for the creation of a democratic culture. Historically, this aspect was illustrated by Karl Mannheim more than half a century ago as follows: "What we have learned from the last decades is that the aim of social progress is not an imaginary society without a governing class, but the improvement of the economic, social, political and educational opportunities for the people to train themselves for leadership, and improvement of the method of the selection of the best in the various fields of social life" [2, p. 477]. Therefore positioning citizenship as a cultural imperative for the political and legal socialization of young people in post-Soviet society is driven by the need for making its socio-economic development more dynamic, while maintaining steady functioning of the political system.

In education practice, citizenship is regarded as a spiritual and value-based aspect of a human personality, a complex of value- and meaning-based motivations for personal activity that form the basis for the entirety of social relations. The stand of G.N. Filonov is a typical example of this approach. He considers citizenship as "a set of subjective qualities of a personality that manifest themselves in relationships and activities of an individual in performing his key social and role-related functions, such as conscious abidance of laws, patriotic devotion to serving his Motherland and protection of the interests of his Fatherland, truly free and integral commitment toward generally recognized standards and moral values, in particular in the sphere of work, family, interethnic and interpersonal relations" [3, p. 111]. According to G.A. Klyucharev [4, p. 182-183], there are two main models of civil education that can be implemented in practice. These are: (1) an inclusive model aimed at developing in an individual the sense of belonging to society and methods for non-radical transformation of his social environment by augmenting human capital, expanding social connections and contacts and increasing integration of an individual into society; and (2) an exclusive model which is motivated ideologically and provides for regulated parameters for the involvement of citizens in social life, access to knowledge and information for different individual and groups on a selective basis, and creation and dissemination of standard-based behavior patterns through a mass education system. Certainly, these models are historically driven by political and economic contexts, cultural and confessional traditions. However, in the context of post-industrialism and globalization, they show the ability for transformation and

dialectic synthesis on a single axiological and institutional basis provided by the modern democratic state.

The fundamental significance of the moral and ethical factor in the process of developing citizenship creates certain difficulties for a system of education, which, in terms of an idealized philosophy, "produces" autonomous, competent and socially responsible citizens of modern democratic society. On the one hand, citizenship is an instrumental goal which is functionally required for achieving social agreement and consolidation of society on the basis of democratic values and principles. This involves a focus on cognitive and behavioral changes and places emphasis on psychological, pedagogical and technological capabilities of a formalized education process which is functionally aimed at developing a holistic civil competence of an individual and effective adaptive behavior patterns. In terms of content, the development of citizenship through an education process in a higher education part of the education system is based on the humanities and social disciplines (history, political science, culturology, sociology, legal science, economics, ethics, and educational science). However, where constructive forms of civil activism among young people are not fully demanded by society and the state and acquired knowledge cannot be used in social action, there is an objective background for gradual devaluation of the concept of citizenship among young people. At the same time, citizenship is a terminal value which actualizes the unity of a fundamental societal ideal – a democratic rule of law and a citizen as a full-fledged actor of social relations who has a set of inalienable rights and freedoms and is responsible for his acts to society. This dimension of the nature of citizenship determines the relevance of interpreting it as the highest virtue of a free and fully legitimate member of a political community, capable of making sacrifices for its benefit, as and when required. In the framework of this tradition, citizenship is mainly regarded as a result of upbringing aimed at developing patriotism, political and legal self-consciousness, civil responsibility, spirituality, self-reliance and tolerance in pupils and students. The focus is placed not only and not so much on the knowledge component, which is necessary for introducing an individual to the world of social relations, politics and law, but also on mastering certain values, meanings and mechanisms of civil society, and modern political and legal systems. In terms of norms, the mastering of this axiological basis should ideally ensure conscious involvement of a personality in social life, enabling the institutionalization of the image of citizen and the development of qualities that constitute citizenship. Otherwise, an undeveloped system of values causes an existential crisis, nihilism, and political apathy, providing a basis for deformations in personality. The challenge lies in a proper model for translating value-related judgments to eliminate their devaluation through the pretentious declaration which is not supported by respective behaviors to actualize individual abilities and skills in using democratic procedures.

However, the institutional frameworks necessary for the actualization of citizenship, such as civil society, rule of law and the political system resulting from historical development of Western European society are founded on an axiological basis which is different from the standards and values underlying post-Soviet society. What is typical of Western society is the understanding of the necessity of the complementary existence of civil society and the state, and seeking for a

compromise and stability on the basis of values of individualism and pragmatism. On the one hand, these values can channel the potentially inexhaustible energy of civil society toward constructive purposes, but on the other they contribute to the destructive anthropocentrism and replacement of rivalry with soulless and ethically indifferent competition. Moreover, these values do not match the principles of collectivism and social fairness that dominate the mentality in post-Soviet countries. Therefore, for these communities, the ideal personality of Western civil society, which organically combines autonomy and criticism with the acceptance of social institutes and law obedience, is quite specific, if not marginal. At the same time, it is impossible to eliminate the influence of the cultural factor either in the socio-cultural or in political and legal dimensions (which was noted by S. Yaskevich, who underlined that in the modern context of "openness and increasing global integration, no model of organization of society can be regarded as universal and enforced as a benchmark" [5, p. 99]).

Thus, the legal and political socialization of young people in the context of societal transformation drives the relevance of issues of developing citizenship on the basis of a holistic and non-contradictory education process that enables an individual to internalize knowledge, standards, values and traditions in labor, political and legal life of modern society. This actualized the institutional significance of the system of lifelong learning as a major factor of consideration of interests, needs and obligations of young people, increasing their conscious and axiologically motivated involvement in activities of social and government institutes, and achievement of social competence of young citizens on the basis of modern democratic rights and freedoms.

#### References

1. Адуло Т. Контуры гармоничной модели // Т. Адуло / Беларуская думка. – 2011. – № 2. – С. 48–55.
2. Манхейм К. Диагноз нашего времени // Карл Манхейм. – М.: Юрист, 1994.
3. Филонов Г.Н. Воспитание как социально-педагогический феномен. Стратегия развития // Г.Н. Филонов. – М., 2000.
4. Ключарев Г.А. Что понимать под гражданским образованием? // Г.А. Ключарев / Непрерывное образование в политическом и экономическом контекстах. – М.: Институт социологии РАН, 2008. – С. 182-189.
5. Яскевич Я. Непреходящие идеалы и традиционные ценности // Я. Яскевич / Беларуская думка. – 2010. – № 2. – С. 96–101.

## **FORMING OF SPIRITUAL AND MORAL PERSONALITY IN THE PROCESS OF CONTINUOUS EDUCATION**

### **PRE-PROFESSIONAL EDUCATIONAL INSTITUTIONS: THE BASIS OF THE NATIONAL LIFELONG EDUCATION SYSTEM FOR CULTURE AND THE ARTS**

#### **I. G. Vasilyev**

The system of pre-professional education includes a network of additional education institutions for children: art-specific schools and twenty non-traditional educational institutions for gifted children from 7 to 17 years of age. These non-traditional schools educate the future stars of ballet, music and the fine arts.

Since the adoption of the national law "On Education" in 1992, children's art schools have been put in the category of "additional education". This changed everything: the status of educational programs, requirements for the educational process and the status of teachers in these schools. Regulations on educational processes in culture and the arts adopted in 2011 introduced a compulsory education standard applicable to children's art schools which established a legal framework for the policy of social support from the government. This was the beginning of "reinstating" the status of art schools that existed before 1992 and compensation for losses suffered by the system of pre-professional education on a new legal basis.

The number of children's art schools has decreased: less than five and a half thousand at the end of 2010 compared to six thousand in Soviet times. In recent years, the level of art education in Russia has declined. This trend affected almost all educational institutions. The reasons behind this are numerous. Many art schools in provincial areas currently rate higher than those in Moscow or St. Petersburg. This is perhaps because small towns tend to have only one art school and pride is taken in it. People try to retain the best traditions at such schools, despite difficulties they face<sup>1</sup>. Decline in such schools is caused by a reduction in funding. A demographic decline (with entire villages having disappeared) has also contributed to the problem. Against this background, we should be happy that Russia retains a network of music, art, dance and theatre schools. The main task of today is to elevate them to the status that they deserve by changing the status of such schools under the 1992 education law and reducing the social insecurities that led to the outflow of their teachers. Another large problem is the age of such teachers: the number of teachers of pre-retirement age in art schools is greater than that of young professionals, and there are almost no teachers of 35–45 years of age. This has a significant effect on one of the most important dimensions of continuity.

---

<sup>1</sup> Денис Гаврилов. Художественные учебные заведения г. Москвы. URL: <http://www.gavrilovart.ru/lessons/ssylki/44-shkoly>

Teachers in children's art schools and general education schools have different social guarantees and different workload standards: teachers in creativity schools work 24 hours per week and their salary is lower than that of secondary school teachers working 18 hours per week. Retirement benefits granted to regular school teachers are not given to teachers in art schools (although they were in the past). Nowadays, teachers in children's art schools retire as a result of aging only, and not as a result of seniority gained as is the case with regular teachers. These inconsistencies are being addressed by the Russian Ministry of Health and Social Development.

Children's art schools have the right to implement different programs, but if a school enrolls a student under a pre-professional training program, it must train him or her according to this program. At the same time tra

The duration of programs for children entering the first grade at the age of between six-and-a-half years and nine years old is eight years; and for children entering the first grade at between the ages of ten and twelve years it is five years. For children who have not completed basic general education or secondary (complete) general education and intend to enter an educational institution offering basic professional education in the arts, the duration of training may be extended by one year. When enrolling students, an educational institution selects children to identify their creative abilities. During the selection process children are given creative tasks that help reveal their abilities. The Government Requirements form the basis for assessing the quality of education. Upon completion of programs developed by educational institutions on the basis of the Government Requirements, students undergo a final assessment by the educational institution.

Art-specific schools offering pre-professional training perform important social functions. The most important of them is to cater for the need of younger generations for artistic development. This is related to the overall understanding of lifelong education described above. Creating an educational and artistic basis for potential self-fulfillment with the help of the professional education system is a crucial function which enables a conscious choice of career and a path in life. The main goal of pre-professional arts education is to make the process of experiencing art in different forms (singing, drawing, designing, listening to music, fine art, dramatic reading, music and literary compositions, etc.) free and desirable to a child and to promote early orientation towards the profession. What is essential during this period is to organically combine educational work in the field of artistic culture and artistic and creative activities in a given area of art (i.e. professional training in art in the system of additional art education of children)<sup>1</sup>.

In social and professional terms, graduates from schools offering pre-professional training represent a social resource for secondary professional education, the quality of which directly defines the outcomes of professional education at subsequent levels.

---

<sup>1</sup> Ражбадинова А.С. Полифункциональность искусства как основа развития системы непрерывного художественного образования. URL: <http://www.boldric.lact.ru/e/2520782-polifunktionalnost-iskusstva-kak-osnova->

## **QUALITY EDUCATION IS SUCCESSFUL EDUCATION**

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

Today, at the beginning of the XXI century, the international community is not only concerned with economic problems. Wealth and high standards of living do not save us from major collisions in our social and personal life, the collapse of age-old public institutions, traditional life-oriented guidelines, and prevailing moral concepts and norms. In his address to the people of Kazakhstan, the head of the country N.A. Nazarbaev, emphasized the importance of improving the quality of teaching staff and strengthening the pedagogic component in the learning process.

The global education ranking is formed on the basis of the results of international studies of educational achievements of students. Currently, such studies are numerous but the most significant are PISA, TIMSS, PIRLS. Analysis of the results of investigations PISA-2003, PISA - 2006, PISA-2009, TIMSS = 2003, TIMSS = 2007, PIRLS-2001, PIRLS-2006 show that the winning countries, which are home to students who consistently demonstrate the highest educational achievements and efficiency of school education are: Finland, Hong Kong (China), Singapore, South Korea, Japan, Taiwan, Canada, New Zealand and Shanghai (China). Clearly, out of nine countries, six are from the region of South-East Asia. Among them we can see the Asian "tigers" - Singapore, South Korea, Japan, Taiwan, Hong Kong (China). The analysis of experience and the conditions that contribute to the high performance of school education in these countries has allowed us to identify the main reasons that guarantee their success and efficiency: (a) state policies, including educational policy in the Asian region aims at adherence to national priorities, traditional culture, traditional values and the philosophy of the East; (b) the primary task of an efficient system of school education is upbringing and training of a creative, extraordinary thinking, harmonious and spiritually rich person; (c) efficiency of school system is guaranteed by the established approaches to the quality of professional work of teachers; (d) the 6-grade primary school is considered as one of the most important stages of quality education of children. Particular attention is given to the quality of education and training in elementary school, since it prepares the future educational achievements of students; (e) the staff policy of the state in the sphere of education is of primary importance for quality education ; (e) high logistics of the school system [ 1]. The analysis shows that those countries which have achieved a high level of teacher training and education of children, show better results in education on a global level.

It is difficult to overestimate the role of families in the education of students. According to the results of comprehensive research conducted by scientists from the Russian National Institute of "Family and Education" the influence of family is stronger than the influence of other factors (influence of the family on development of the child is 40%; of the media - 30%; of school - 20%; of the street - 10% .) 80.2% of the respondents defined as "insufficient" the time that parents and children spend together, thus making it the main problem in the education of

children; 53.3% mentioned the inability to control the behavior of children; 45.7% pointed out lack of understanding between adults and children. The same situation is observed in Kazakhstan. To date, neither family nor educational institutions are able to deliberately, systematically and efficiently solve the problem of spiritual and moral upbringing of children.

Let us consider how this problem is addressed in foreign countries.

*Finland.* According to the Education Index Finland consistently ranks first. What is the Finnish secret? The secret consists of the education of children. Finland is the European leader in the number of psychologists and social workers working with students. The most highly qualified teachers work in the pre-school sector and in elementary school. Parents are actively involved in school life. Every Wednesday is parents' day. Along with an invitation, parents receive a questionnaire in which they are asked such questions as: "How does the student feel at school?", "Which topics does he enjoy?", "Which topics troubles him?", "How are his relationships with classmates?". Parents can give feedback on the activities of the school, and participate in three-sided talks to assess the quality of education of their child (parent, school and student) [2].

*Singapore.* In the absence of natural resources, Singapore has to produce competitive products (out of imported raw Si r ool, sessct a

Mo ties

01

main vital principles, which reflect the spiritual and moral values of the Japanese society: learn to think, make decisions independently, seek and find the best ways to solve problems, understand beauty, cultivate a sense of beauty, have a beautiful soul and a kind heart, be able to empathize, be healthy, enduring, and strong. Parents are full and active participants in school life. They regularly participate in the activities of the parent-teacher associations [5].

In Kazakhstan, one of the most significant contradictions of modern education is the existence of the socio-pedagogically perceived need to consolidate the needs of families and educational institutions to create a common educational environment for the development of a child, in which neither the family nor education system are ready to meet this need. It is necessary to develop and implement a new paradigm for teacher training that will guarantee a transition from the model of education as an informational and didactic pressure to the model of psychological and pedagogical competence of teachers and parents.

#### **Bibliography**

1. Ковалева Г.С., Красновский Э.А., Кранокутская Л.П. и др. Изучение знаний и умений учащихся в рамках Международной программы PISA. Общие подходы. – М.: Центр ОКО ИОСО РАО, 2001. <http://centeroko.ru/public.htm>
2. Особенности образовательной системы Финляндии <http://alfa-dialog.ru/articles/>
3. [www.materinstvo.ru/art/singapur/](http://www.materinstvo.ru/art/singapur/)
4. <http://nansysan.narod.ru/index481.html>
5. <http://votaku.ru/forum/index/>

## **TRAINING OF TEACHERS IN EDUCATIONAL ACTIVITIES IN THE SYSTEM OF ADDITIONAL PROFESSIONAL EDUCATION**

**N. A. Savotina**

At the end of the 20th century, mankind entered a new stage of their development. It is referred to as the "information revolution" and increasingly clearly highlights the growing crisis of the existing system of education. In Russia, a vivid manifestation of this crisis is that 50 to 80 percent of graduates in some areas of professional training do not work in their profession. The reasons behind this lie either in the crisis of overproduction (where a specialty is not in demand) or in the crisis of the quality of education (where the level of qualification does not allow a specialist to perform respective functions in a professional way). Therefore, a modern specialist faces the challenge of continuously updating his/her acquired knowledge. At the rational-pragmatic level, overcoming functional illiteracy and permanent updating of knowledge may be regarded as the need for continuous education of every individual. The idea and practice of lifelong education have existed for a long time. Back in the 1970s, UNESCO regarded lifelong learning as the main principle of the education policy of the future. It is no accident that in the late 20th century, the UN put forward the slogan, "Learning for Life, Work, and the Future."

The quality of development of professional teachers in many respects determines the nature and fate of the modernization of Russian education. This creates an urgent need for developing new theory and practice of the content of additional professional education (advanced training and professional retraining) aimed at building a new generation of teachers for schools of the 21st century. Positive experiences of receiving the second professional education as part of advanced training and professional training are found in a number of regions of Russia (Barnaul, Belgorod, Kursk, Moscow, Novosibirsk, Omsk, Saratov, Stavropol, St. Petersburg, Khabarovsk, etc.), providing an objective background for the development of the content of training of teachers in educational activities.

The phenomenon of the content of additional professional education (hereafter APE) in the context of training of teachers in educational activities is that it is designed to make a notable contribution to self-development of an adult whose personality has been formed, who has received a professional education in teaching, and has experience in creative educational activities and, usually, experience working as an educator. However, the main focus in the content of APE is still placed on functional teaching activities. The content of APE is often formed without the active involvement of teachers, which has an adverse impact on motivate to obtain professional training. The passive role of teachers in the creation of the educational space, where they act as so called "course attendees" instead of being active actors of the educational activity, by no means contributes to the development of educational competence of teachers. Therefore spiritual, moral, legal, creative and other resources of a teacher that can "start" mechanisms of continuous professional and personal self-development in the content of APE are

often not in demand. The traditional approach to defining the content of APE does not take into account the acute need of each teacher for building subjective personal experience in self-design, self-organization and self-implementation of their own path of self-development, of ascending to the "acme" of professionalism. The lack of such experience adversely affects the definition of their own educational mission in educational activities and, ultimately, the quality of solving professional problems.

Learning experiences in the modernization of teacher APE leads to the idea of new requirements for designing its content:

A. Designing the content of the additional professional education of teachers should contribute to the advanced, integral formation and self-development of the personality of professional teacher to reaching the peaks of professionalism by nurturing designers of the educational space from among the students, and to building and implementing individual routes of professional and personal self-development.

B. The content of teacher APE should be based on perceiving a teacher as an agent who is capable of self-organization of his/her ascension to the "acme," the peak of professional and personal self-development through self-actualization of educational potential (existing spiritual, moral, psychophysiological, socio-cultural, creative and other resources) that underlies the development and enrichment of professional competence and culture.

C. The content of APE of teachers should be based on methodological grounds dictated by system-activity-based, professional-competence, socio-pedagogical and andragogical approaches that ensure that the focus of the content is on professional and personal self-development of the teacher.

In order to apply a qualitative approach to the development of priorities in the training of teachers in educational activities in the system of additional professional education, we had to study the major areas of modern research in the field of training in educational activities. An analysis of dissertations on Specialty 13.00.08, Theory and Methodology of Professional Education, completed in the period between 2006 and 2010 has led us to the following conclusions: (a) the most common area of current research is improving the system of APE with the use of information and computer technology, and training of specialists in patriotic and military-patriotic education; (b) areas of training of teachers in the course of additional professional education that remain outside the wider scope of research include labor nurturing, moral and sexual education, and the organization of self-government of students and young people; and (c) a new area of research is Tutoring in the System of Advanced Training.

The areas of teacher training in educational activities in the system of additional professional education that become relevant in this context include: (a) the development of monitoring training of teachers in educational activities; (b) the content and organization of training teachers in the APE system of informatization of the educational process; (c) the legal framework for preparing teachers for solving educational problems; (d) training of teachers in the APE system in effective professional activities aimed at developing social competence in schoolchildren; (e) educational techniques in the professional training of teachers; (f) humanization of educational activities by deploying health-preserving

techniques, developing self-government, civic, patriotic, moral and aesthetic activities; and (g) the socio-pedagogical problems associated with the education of children in a small rural school, etc.

Giving due consideration to these trends in the development of the content of teacher training in educational activities will contribute to the advanced, integral formation and self-development of the personality of a professional teacher through self-actualization of educational potential. This content will actualize the level of a teacher as an agent and personality, enhance the integrity of the content of teacher APE, making it more open for considering and realizing professional and personal needs of learners and preventing early emotional "burnout" of teachers.

#### References

1. Воспитательная деятельность педагога / под общ. ред. В.А. Сластенина. – М.: Академия, 2005. – 336 с.
2. Демакова И.Д. Функционально-деятельностные характеристики воспитательной деятельности педагога // Воспитать человека: сб-к нормативно-правовых, научно-методических, организационно-практических материалов по проблемам воспитания. – М.: Вентана-Граф, 2002. – 384 с.
3. Подчалимова Галина Николаевна. Теория и практика проектирования содержания дополнительного профессионального образования руководителей школ: дис. ... д-ра пед. наук: 13.00.08 : Курск, 2001. – 560 с.

## **LIFELONG EDUCATION AS A SUBJECT OF SCIENTIFIC KNOWLEDGE**

**J. A. Chitaeva**

1. The concept of lifelong education as a scientific theory dates back from the first half of the 20th century. It appeared thanks to the expansion of adult education and became global through the activities of UNESCO. Lifelong education is associated with the dynamic development of society, constant restructuring and modification of technology leading to a change in the content of labor.

2. Lifelong education is a set of public education institutions, private education institutions, and education institutions of other forms of ownership that provide the organizational and substantive unity, continuity and interrelation of all parts of education, and retraining and upgrading of each person's skills, taking into account present and future social and economic needs and personal goals and opportunities for education.

3. The fundamentals of the organizational and substantive basics of the concept of lifelong education are as follows:

(a) *the basic idea*: education is pursued throughout one's life in accordance with the interests of society and needs of the individual regardless of the person's age, educational qualification, and other internal and external limitations;

(b) *systematic organization of lifelong education*: organization of consistent education from preschool level to permanent adult education in different forms of additional education, retraining and skills upgrading, including modern forms of distance learning and self-education;

(c) *principles*: democratism, social openness, integrity, continuity, flexibility and variability of the education system.

**THE BASICS OF RELIGIOUS CULTURES  
AND SECULAR ETHICS  
IN LIFELONG EDUCATION:  
SPECIFICS OF THE NEW COURSE**

**V. O. Gusakova**

The development of the new course "Basics of Religious Cultures and Secular Ethics" is aimed at solving a number of topical social and cultural issues faced by students in Russian schools that define not only the success of lifelong education, but also many aspects of social development. Noteworthy among these are: (a) the development of national identification among representatives of the ethnic majority and minorities; (b) overcoming disunity among students from families of different social, cultural and ethnic backgrounds; (c) lack of readiness for an intercultural dialogue; and (d) proneness to deviant behaviors often caused by the inability to find optimal solutions to the first three problems. Thanks to its characteristic features, the new course becomes one of the most effective means for addressing the above social and cultural problems and promoting the continuity of education. The main positive characteristic of the course is that it incorporates diverse materials into a single package under common goals and objectives for the spiritual and moral education of Russian students on the basis of traditional ideals and human values.

It's noteworthy that the course is tested among fifth grade students who have reached a difficult transition age. Changes typical of this age (11–12 years) "are of indirect significance, being refracted through the social perception of development, through cultural traditions of growing up, through others' attitude to a teenager and comparing themselves to others" [3]. Therefore, the development in each student of a vision of small traditions of their people in the inseparable context of the larger traditions of Russia should begin during this period. This approach involving the unity of spiritual values in a variety of cultural forms contributes to achieving the main goal of education, which is to create a "national educational ideal" or "moral, creative and competent citizens of Russia who perceive the Fatherland's destiny as their own destiny, and realize their responsibility for the present and future of their country, and who are rooted in spiritual and cultural traditions of the multinational people of the Russian Federation" [2, p. 11].

A significant feature of the Basics of Religious Cultures and Secular Ethics course, which offers a number of advantages in terms of maintaining the continuity of education, is the integration of general education subjects (History, Social Studies, Literature, Art, and World Culture) and cross-disciplinary links. This enables a teacher to address a few challenges of lifelong learning in the classroom. One of the major challenges is to maintain the learners' inner (spiritual) motivation for assimilation of moral values. It is well known that in the period between the 5th and the 9th grades students become less interested in education and more enthusiastic about mass consumer culture. Teenagers develop their own axiological scale and begin to base their behaviors on temporary categories. They become estranged from family (ancestral) traditions and lose vital footholds. They

are vague about the future and anxious about the present. These teenagers are most susceptible to negative influences and prone to deviant behaviors.

Another characteristic feature and a positive aspect of the course is that it is designed both to provide knowledge to students, and to build a teaching environment and events enabling each student to comprehend and feel ("experience") categories (meanings) of religious cultures and secular ethics that are most important for them and their people. Hence, a teacher has to achieve the following goals: (a) keep students interested in, and expose them to, different manifestations of creative life of the nation; (b) expand their cultural outlook; (c) create a harmonized community among students from families of different social and ethnical backgrounds on the basis of mutual respect and humanism; (d) find didactic concepts which are the archetypes of cultures; (e) identify moral and aesthetic aspects of these archetypes through collaboration with students; and (f) use them to develop and promote motivations for learning. The last three items are especially important for lifelong education.

As opposed to Religion Studies, the Basics of Religious Cultures and Secular Ethics course is purely culture-oriented. The core concept of the course is a "cultural tradition" which represents the main prerequisites for lifelong education. Rooted in religion (a cult), the cultural tradition grew to integrate and continues to integrate both religious and secular components of human life, and therefore represents a vector in a person's strategy for his or her life journey.

The Basics of Religious Cultures and Secular Ethics course [1] is structured in such a way that students are immersed in traditions of religious cultures in the context of traditions of the multinational and multicultural state of Russia. This undoubtedly contributes to the development in students of both national and nation-state identity, and represents one of the goals of lifelong education. The course consists of six uniformly structured, consistently organized and logically complete modules, with each containing unique content. Four modules are devoted to traditional religious cultures of Russia: Orthodoxy, Islam, Buddhism and Judaism. The fifth module discusses all of these cultures together, and the sixth one covers issues of secular ethics. Each module begins with the theme titled "Russia is Our Motherland" thereby encouraging students to realize their national identity in Russia as a single large country, regardless of their socio-cultural identity. Further, the material is structured in such a way that topics covered by each module are connected by semantic links uniting representatives of different cultures in the space of a single multinational Motherland. These links are spiritual and moral values of all religious cultures and moral norms of secular ethics. The central component is the family as a center of cultural traditions and the first step in lifelong education of an individual. The final theme of the course, "Love and Respect for the Fatherland" helps students to understand the notion of "patriotism", which is declared by the Concept as a paramount basic national value, thereby laying a basis for the development of a personal axiological scale within the framework of human values.

The Basics of Religious Cultures and Secular Ethics course contributes to the development of civic responsibility, humanism, national and state identity, and the unity of spiritual and moral values in a variety of cultural forms covered by the course helps to overcome disunity among students, encouraging them to enter into

an intercultural dialogue. The course satisfies important needs. The development of this new course, the Basics of Religious Cultures and Secular Ethics, is an important step towards meeting the requirements of government education policy regarding moral consolidation of young people and their spiritual enhancement and integration into global culture. The use of the concept of "cultural tradition" as the core component of the course is the key to successful efforts to maintain lifelong education.

#### References

1. Данилюк А.Я. Основы религиозных культур и светской этики. Основы мировых религиозных культур. Программы общеобразовательных учреждений. 4-5 классы. – М.: Просвещение, 2010.
2. Концепция духовно-нравственного развития и воспитания гражданина России / А.Я. Данилюк, А.М. Кондаков, В.А. Тишков. – М.: Просвещение, 2009.
3. Слободчиков В.И., Исаев Е.И. Основы психологической антропологии: Психология развития человека. Развитие субъективной реальности в онтогенезе: учеб. пособие для вузов. Книга вторая. – М.: Школа-Пресс, 1995. – 384 с. [Электронный ресурс]. URL: <http://www.twirpx.com/file/125154>. – [дата обращения 08.02.2012].

## **THE IMPACT OF LIFELONG EDUCATION ON THE DEVELOPMENT OF CREATIVE INDIVIDUALS**

**L. K. Kuzmina**

The development of creative individuals is driven by a few factors, such as the intensity of work, overtime, working in life-threatening conditions, wages, dissatisfaction with work, and lack of career opportunities. Tension may be caused by the unkindness of coworkers (this is especially true of highly competitive employment segments) and low appreciation of the significance of one's work. Tension among staff not only has adverse effects on relationships, but also significantly reduces self-esteem and promotes to emotional burnout (which manifests itself in inappropriate emotional responses to even insignificant situations). This threatens the development of individuals due to a deterioration in relationships, and most importantly, a deterioration in the socio-psychological climate, which in turn narrows the socio-psychological space. Anxieties and depression not only impair the health of individuals, but also expand the scope of the economy of emotions.

The transformation of social values and work motivation, social tensions, economic, and operational and psycho-emotional stressors undermine the quality of human capital, disrupt the dynamic stereotype among workers, etc. These factors reduce the quality of human capital by damaging health (physical, mental, social), intellectual potential, value orientations and work motivation. Therefore, lifelong professional education including self-improvement programs have become a prerequisite for the development of people capable of achieving the goals of the innovation economy. The higher the intellectual level of an employee who is reliable, sociable, adaptable, self-starting, willing and able to undertake responsibility, responsive and flexible in thinking, the higher the level of economic development and quality of life.

In order for education to be focused on the continuous development of employees a cross-disciplinary approach should be applied. It will help to significantly improve the performance of educational institutions, and enhance the influence of all mechanisms on the continuous improvement and development of an employee's personality. Special attention should be paid to training in new professions. The focus on the formation and development of individuals through work makes it relevant to consider the educational process as the continuous self-improvement of knowledge, abilities and skills as inherent capabilities of an individual for harmonious interactions with the surrounding world, himself and others. Therefore, the development of diverse abilities is always conditioned by values. This suggests that the purposeful development of individuals through lifelong education is possible where it is filled with content and organizational components on a goal-oriented basis. A fundamental approach to optimizing lifelong education should be the formation of a space for self-improvement, assessment and personal development.

Issues of lifelong education for workers in the context of the innovative development of the economy should be addressed by various mechanisms, including motivation tools. According to a number of opinion polls, the leading

motivation to work nowadays is financial. This appears to be more important than the fulfillment of individuals in terms of professional achievement and social status. This indicates low utilization of motivational resources in understanding the need for continuous self-learning not only due to the reluctance of workers, but also, mainly, to the low status of work in the hierarchy of value orientations. Values of self-assertion and self-fulfillment in work are far behind, as are educational values. The substantive dimension of the hierarchical structure of value orientations shows pragmatism and the predominance of financial values over the values of the highest order. Therefore the efficient involvement of employees in the labor process under radically changing conditions should be provide for the use of the mechanisms that enhance the interest of employees in the continuing improvement of their qualifications and self-improvement as individuals.

The quality of human capital is determined by a large extent to the socio-economic environment and depends on motivational attitudes, psychological characteristics, value orientations, standards of behavior, and the need for continuous self-improvement of individuals, both in employment and the social spheres.

Thus, the theory and practice of lifelong education can contribute to improving professionalism, labor and production management at national enterprises, the development of the potential capabilities of staff, and ensure high motivation. The development of individuals in modern industry stands as the economic basis for high performance from all categories of staff.

## **PEDAGOGICAL DYNASTIES AS SUBJECTS OF LIFE-LONG PROFESSIONAL TRAINING**

**M. F. Solovyeva**

During the last 20 years, researchers have tended to study the lives and activities of Russian teachers. They include not only domestic but also foreign specialists such as Ben Eklof, Larry Holmes etc. What are the reasons for a heightened interest in this subject in general and pedagogical regionalism in particular?

Firstly, Russia is creating a new model education system. As everything old is new again, and the issue of education has become topical. The pre-1917 "Vyatka" education model displayed some extraordinary achievements in organization, management and quality. Actually, "Vyatka" represented Russia at the Paris World Exhibition in 1900, where its model was demonstrated, its elementary education system won a gold medal, and a silver medal was awarded for the organisation of its secondary general education. In the Soviet period, the achievements of the pupils in mass schools in Russia and Kirov Oblast attested to the high quality of general secondary education both in the Russian Soviet Federative Socialist Republic and the greater USSR. The policy remained after a new type of state, the Russian Federation, had been born in 1991, confirming its reputation of high achievement in the preparation of talented schoolchildren and continuing to produce high scores in the knowledge measurement procedure known as the Uniform State Examination (USE). During the last six years, the USE results of Kirov Oblast have come first among Russian Federation districts and regions, and leaving other cities, including St. Petersburg and Moscow, far behind.

Secondly, state and family archives have been opened since the early 1990s. They have allowed research into the importance of hitherto little-known parts of history: the role of the clerical and mercantile classes in the development of education.

Thirdly, 2012 sees the 145<sup>th</sup> anniversary of the formation of the "Vyatka Zemstvo" (Territorial Council) as a special form of state-public self-management. The "Vyatka Zemstvo" was formed in the second period of introduction of territorial bodies of public management in Russia in 1867. It was only the "Olonets" and the "Vyatka Zemstvo" that had a right to form territorial bodies without the nobility represented; therefore, the two models of the public-state education system are interesting for comparative research.

Fourthly, 1864 and 1914 are known for important events: 1864 saw establishment of a mass education system in Russia and 1914 saw the foundation of the Vyatka Teacher Training Institute, the only institution of higher education in Kirov Oblast up to the middle of the 20th century. In the area of farming, education in the humanities generated a special stratum of rural and urban intelligentsia, specialists in local geography and history with a new way of thinking, a special system of patriotism through family-labour dynasties. The research done by school museums of local lore, history and economics in the Year of Teacher identified the particular contribution of pedagogical dynasties in the socio-cultural landscape of the local environment.

Fifthly, the early 1990s strongly undermined the vital roots of teacher-family dynasties. Some teachers had to leave the education system to provide elementary survival for their families. Research has shown the split of pedagogical dynasties and reflected the pain of the older generation, whose children and grandchildren have deviated from the common cause by, first of all, neglecting the way of life of a village teacher and the notion that the school is the centre of culture, morals and true patriotism in Russia. It was at that particular time that Vyatsk State Teacher Training University began research into pedagogical dynasties among students under the guidance of Professor V.F. Sakharov.

The sixth aspect of the research concerns the problems of crisis of the national education system. The national-state mass education system created by J.A. Komenský and the Russian mass education system developed by K.D. Ushinsky disagreed in the most essential thing: attitude to the personality of the child and the teacher. We can fully agree with the academician A.M. Novikov's conclusions that the reorganisation of such an education model has been a serious strategic mistake. The Russian model of mass general and professional training was initially based on development of modes of thought but not adoption of knowledge in a ready form. That was why the Russian mass education system was focused on continuity and self-education.

So, we support A.K. Oreshkina in showing the dependence of educational quality on the availability of life-long parallel general and additional education.

#### **Bibliography**

1. Новиков А.М. Я-педагог. – М.: Изд. «Эгвес», 2011. – 136 с.
2. Орешкина А.К., Цибизова Т.Ю. Развитие преемственности образовательных процессов в системе непрерывного образования. – М.: Издательство МГОУ, – 228 с.
3. Педагогические династии Вятского края: сборник материалов проекта (дайджест) /авт-сост. О.В. Коршунова, М.Ф. Соловьева /под ред. О.В. Коршуновой.- Киров: Изд-во ВятГГУ, 2012. – 189 с. (Вып. 1. Серия «Образование Вятского края: Педагогические династии»).
4. Сахаров В.Ф Вятские учительские династии / В.Ф. Сахаров, Е.Ю. Мясникова. – Киров: ВятГГУ, 2008. – 93 с.

This research was carried out within the framework of the Pedagogical Dynasties of the Vyatka Kray Research Project with the support of the Russian Humanitarian Research Foundation, Project No. 11-06-00329a

## **CONTINUITY OF LEGAL EDUCATION AND UPBRINGING AS PART OF SOCIALIZATION OF YOUNG PEOPLE**

### **O. Plakhotnik**

An acute problem of legal education and the upbringing of young people is one of the topical issues faced by teachers, lawyers, psychologists and employees of various government and public institutions in Ukraine. Experience shows that young students have many difficulties in adapting to legal norms and the institutional setup of society, which sometimes requires public enforcement with respect to its individual members. This indicates a lack of legal socialization of students, which manifests itself in the inability to learn and comply with prescribed legal regulations. The Decree of the Cabinet of Ministers of Ukraine "Program for Public Legal Education in Ukraine" (dated May 29, 1995) is designed to address this problem.

Everyday practices reflect typical gaps in the legal education and upbringing of young people. These include: legal infantilism, legal nihilism and legal cynicism. Legal education and upbringing should become one of the key focus areas for teachers, tutors and professors. This requires that legal education and upbringing should start in early childhood, and continue to grow more and more profound across all stages of the educational process. Legal education and legal upbringing should be linked. Young people should realize that they cannot exercise their rights without undertaking certain responsibilities towards other people they interact with.

The media should provide effective support in achieving the goal of legal education and upbringing. The legal education and legal upbringing of young people should be the focus of not only teachers and lawyers, but also the state and society.

## **ON THE ROLE OF SPIRITUAL AND MORAL VALUES IN THE UPBRINGING OF SENIOR HIGH SCHOOL STUDENTS**

**O. L. Rakovskaya**

The issues of morality and aesthetic artistic perspective in the process of lifelong education are among the most relevant problems of the modern times. A spiritual person shapes themselves throughout their life. Every learner represents a certain level of everyday consciousness shaped by society. He or she has a variety of creative inclinations, abilities for learning, communication habits; also, the emotional level of childhood is a powerful factor that contributes to the active spiritual building of a personality. Certainly, values of students may differ from those of society, because they are shaped anew for each generation and closely intertwined with the individual characteristics of a personality.

Numerous pieces of psychological and pedagogical research show that most relevant for education and development of spiritual values is the age of 14 to 15 years when an individual develops a system of interests and basic needs (it is the beginning of either future spiritual wealth, emotional generosity, moral strength, or spiritual poverty, narrow interests, emotional callus, and uncontrollable will). During these years, a person rethinks and reevaluates the experience gained to that point and develops a foundation for life philosophy and attitudes to people, society, the world and their place in it. Life philosophy of a senior high school student is inseparable from the world outlook of the personality, where the social value of a person is determined by the extent to which their activities contribute to the progress of society. It is very important that a teacher is able to explain a moral motive for an action and show its creative purpose. When asking about the meaning of life, senior high school students think about both the direction of public development in general and a specific purpose of their own life. Every child has to understand "what kind of talent is given to them by nature, why one should feel good in this inconceivable world, what things they should know and be able to do" [1]. "Young people" (S. L. Rubinshtein) resolve the issue of their world outlook in a categorical manner; these issues reflect the conflict between the abstract and the concrete. As long as a senior high school student does not have their own value system, he or she is easily prone to moral relativism: if everything is relative, then everything is allowed; anything that can be understood can be justified, etc. Goal-specific ethical education explaining the principles of morality in general or on specific, real life examples and literature promotes the level of moral consciousness of the personality, helps them better understand, weigh and evaluate different situations of life, and develop spiritual values.

An analysis of a few foreign and Russian sources on psychology and pedagogy leads us to a conclusion that middle adolescence is the most favorable period for fostering spiritual values into a persistent feature of the personality. E. Spranger believes that the primary novelties developed in middle adolescence include the discovery of one's self, the appearance of reflection, and the realization of one's own individuality. He laid the foundation for a systematic research of self-

consciousness, value orientations and world outlook of teenagers [2]. It is typical of a teenager to strive to understand and appreciate themselves as a personality in terms of specific goals in life, which is transformed into a holistic attitude towards one's self.

It is only through the experience of life and actions that a person develops moral appraisals, assimilates and fixes moral judgments and understanding of moral norms and requirements – all of which constitutes the basis of ideological and moral beliefs of a young person. Moral judgments of a senior high school student are often vague, unstable and erroneous. Besides, there is a gap between moral knowledge and behavior: regardless of good knowledge and understanding of the essence of moral requirements, a person acts contrary to them. Therefore it is necessary to continuously foster "social adulthood" in teenagers by involving them in self-governance efforts and active, socially useful activity.

The process of fostering spiritual values is understood as step-by-step mastering of social values that enrich the inner world and contribute to the holistic development of an individual, because it is not through endless self-analysis but through being fully oriented toward others in their acts that a person finds themselves. Only this can reveal the best traits of personality. As a state of mind, morality determines the behavior of a person from within, from conscience, helping to withstand adverse external influences and counteractions. It appears as an aggregate product of the material, spiritual and social being of a person. It contains the spiritual side, which is common for all moral people, and forms its core by manifesting itself in the principles of life of an intellectual, moral, free, conscientious and responsible person. Morality is about the attitude of one person to another, the way they define the limits of their behavior, while spirituality is about a person's attitude to the world, the universe, and the cosmos. According to V.A. Sukhomlinsky, moral values should become a personal spiritual wealth of every learner" [3], and hence turn into spiritual values in the course of activity.

Moral and functional analysis of works of art, including imaginative literature, is commonly considered to be an effective means of fostering spiritual values in senior high school students. Consequently, lessons and extracurricular activities in literature play a special role in the educational process for fostering spiritual values in senior high school students. Imaginative literature can give a teenager correct and clear ideas about ethical norms and attitudes, teach to properly treat the surrounding environment and other people, give strength and depth of experiences which will subsequently form a basis for the motivation for acts and deeds. It is Russian literature that promotes the fusion of spiritual, aesthetic, national, educational, ideological and moral aspects in the mastering of life. According to V.Y. Troitsky, humanities subjects (Russian Language, National History and Russian Literature) are essential for the development of national self-consciousness and building a personality in schoolchildren. Spirituality should serve as a basis of perception of these subjects.

The system of spiritual values is characterized by ethical knowledge and behavior, and thus is closely linked with the moral position, representing a system of attitudes to society, other people, oneself and the entire universe throughout one's life. A rapidly growing public system of lifelong education based on a

systemic complex of traditional spiritual and moral values is currently seen as optimal, which in turn will be determined by whether society will keep its traditional spiritual and civil identity. Lifelong education should guide a personality towards continuous self-learning, development of spiritual moral qualities, and correspondingly the entire education system, starting from the pre-school level, should contribute to the development of this aspiration.

#### References

1. Рубинштейн С. Л. Научный архив. Из научного наследия Сергея Леонидовича Рубинштейна [Текст] // Человек и мир. – М.: Наука, 1997. – С. 175-187.
2. Шпрангер Э. Два вида психологии // Хрестоматия по истории психологии / под ред. П. Я. Гальперина, А. Н. Ждан [Текст]. – М.: Изд-во МГУ, 1980. – С. 286–300.
3. Сухомлинский В. А. Проблемы воспитания всесторонне развитой личности. Избр. соч. в 5 т. [Текст]. – Киев: Рад. школа, 1979–1980. Том I. – С.121.

## **FROM EDUCATION TO SOCIAL CULTURE**

**O. B. Khovov**

The brilliant finding of the Russian pedagogy expressed in the formula “Knowledge, abilities, skills” represents a particular case of results of successive stages of purposeful human activity. Teachers see in this formula, in the first place, learning activities of students, that is, the acquisition of knowledge, generation of abilities, and formation of skills. Similar triads are well-known in other areas of science [1]. The metaphysical nature of these triads (in other words, the stages of purposeful human activity) is expressed by three relevant principles: communication, structuring, and systematisation. From this point of view the triad “training, building of abilities, education”, also known through the works of P.F. Kapterev [2], needs to be clarified. If “training” (in the context of the triad) includes the study of various fields of culture, and “building of abilities” includes the development and deployment of skills, relevant competencies, creative abilities in the studied areas of culture, the third component of the triad should comprise the skills, rules, algorithms, technologies in the considered fields of culture, not just the social and moral norms inherent in education.

In the history of Russian pedagogy, this term has been both comprehensive, the one that included education, equivalent to education; and its integral part. In the article “Social Education” [3] it is noted: “The most generalized classification includes mental labor and physical education.” If we take into account that the main methods of education are encouragement and punishment, then how these methods can “educate the mind” is beyond comprehension. Now to be serious, the article in question begins with the following phrase: “Education is the social purposeful creation of conditions (material, spiritual and organizational) for the development of a person.” This beginning further confuses the situation with the understanding of the meaning of “social education”. The article closes with an enumeration of sciences, which consider certain problems of education and social relations. Among them there is philosophy, sociology, ethnology, economics, law, etc. The fact that various sciences address the problems of social relations (education) beyond the issues of education reveals a wider range of problems that are so far not reflected, or not fully understood to become the subject of learning in secondary school. A particular understanding of the subject (as a school subject) nature of social relation of a person to his deeds, environment: friends, acquaintances, etc., to the society and the state is provided by the idea of social learning.

The leading representative of the theory of social learning, American psychologist Albert Bandura, undertook research that testifies that when children watch others they learn many forms of behavior, such as participation, aggression, cooperation, social interaction and encouragement [4]. Children that see somebody being punished and by this, through imitation learned, show a less similar reaction in comparison to the children who saw encouragement of such behavior. Bandura’s followers found out that social learning, based on observation is a complex process, involving three stages: exposure to influences of others, and

agreement with what a person sees and subsequent adoption of the samples as guides of one's own behavior.

The logic of our reasoning leads us to the understanding that subjects of "education" (morality and social norms) should and must be studied within the frameworks of learning, as well as within the exploration and development of capabilities, thereby implementing the entire chain of metaphysical principles. Thus, when considering the methodological problems of pedagogy, we concluded that the objects of education, as well as other disciplines, should be studied and adopted. I am well aware that I am not a pioneer who proposed this idea, because in the past our educators and researchers expressed similar thoughts. In particular, I.Y. Lerner defended a similar idea. Nevertheless, I think it would be appropriate to draw attention to the problem of upbringing, directorial in itself, by offering to consider it in a broader context; that is the context of social culture, the course of development of which should become inter-subject cycle, studied from the first to the eleventh grade.

Speaking about the functions of education, first of all we highlight the most important of them: the function of transition of socially significant cultural achievements. However what does the concept of culture mean? After all, there are about 500 definitions on this term.

Since Marx singled out material and spiritual culture as a dialectical pair, until recently this dichotomous view has been dominant in Russian sources. However, the idea of Marx's industrial relations has become the rational grain, which has grown to the size of social relations and social culture. In the process of development of the activity theory in 2004, the author formulated the concept of culture as a systematic process of an individual's transformation of the surrounding reality in social, spiritual and material spheres.

Culture as an artificial human environment, including the world of relations, spiritual and material worlds created by humans throughout their historical development, can be represented in the frameworks of the following model (see the table). Structural components of this model are: the social culture, the culture of creation of images, the culture of material and practical activities.

*Table 1*

Structural model of culture

Social culture	Culture of creation of images (spiritual culture)	Material and practical culture
Culture of language and writing, communication culture; family culture; culture of community (immediate environment); culture of law; professional culture; organizational, corporate culture; political culture; culture of national relations; culture of universal human and ethical values; culture of faith-based relationships; ecological culture, culture of citizenship and patriotism, social networks	game; myth; religion; philosophy, arts: fine art, applied art, architecture, literature, cinema, theater, ballet, television; basic science; mass media, advertising, music, the Internet	physical education; sports; crafts; system of education; medicine; construction; service and maintenance; recreation and leisure area; creation of technical resources (transport, equipment, energy, armament); agricultural production, commerce; mining; mechanical engineering; applied science related to design, construction, technological preparation of production

How did these components evolve historically? If we consider the development vertically we can observe the dominance of movement from particulars to generals (see the table). "Horizontal" development proceeded in a spiral that is cyclical. History shows that every new mode of social production (e.g. in the early Middle Ages, VI-X centuries AD) is generated by strategically important discoveries and inventions created in the previous stage. In its turn, a new way of production gave rise to new social relationships that will dominate the next phase. The depths of these relationships gave birth to knowledge that could lead to new scientific ideas and from them again – to new ways of production related to new technologies. Material and spiritual culture has long been reflected in the curriculum of secondary schools, while social culture only in recent years started to be presented in part, by separate programs, completely uncoordinated with the idea of education.

The task of creating a theoretical and methodological concept of the cycle "Social Culture" is only due to be realized by the research community, at least because, in spite of the "Education Act" of 1992, which stated that "education is the process of educating and training", even today you can find books, serious scholarly works, which continue to assert that pedagogy is the science of upbringing.

#### **Bibliography**

1. Ховов О.Б. Исторические циклы культурно-образовательных парадигм (научный доклад на Ученом совете ИТИП РАО 06.10.2008г.). Деп. ИТИП РАО 02.12.2008г. № 27-08. – М., 2008.
2. Каптерев П. Ф.. Избранные педагогические сочинения». – М., 1982.
3. Российская педагогическая энциклопедия, т. 1. – М., 1993.
4. Философский энциклопедический словарь. – М., 2001.

## **ECOLOGICAL EDUCATION OF PERSONAL CULTURE IN THE CONTEXT OF STABLE SOCIAL DEVELOPMENT**

**V. A. Skovorodkin**

The global community has determined the direction of the future development of human society as "stable development". In this direction, one of the main positions is given to the pedagogical component, forming the man of the future. Undoubtedly, the man of the future must possess a high level of culture, and most importantly an environmental component.

The founder of the laboratory of development of ecological culture of the Institute of "Family and Education", the academician B. T. Likhachev, emphasized that education was the process of "entrance" into an individual's world, his values and needs. The formation of values of an ecological culture is one of the goals of ecological education. Ecological culture is a qualitatively new phenomenon of the spiritual sphere, which characterizes the true intelligibility of an individual. Ecological culture is seen as a set of characteristics of a person (his knowledge, eco-congruent behavior, and lifestyle) that promotes the harmonious development of this individuality in society, in cooperation with the outside world. The ecological culture of a personality is manifested through their way of life, and all types and results of one's personal experience. Its components are: (a) priority of values of life over material values; (b) responsibility for various activities and one's own actions; (c) knowledge and skills necessary for gradual development, (d) striving for harmony with oneself and the world.

Development of ecological culture is the formation of moral-psychological qualities of a person that integrates the character of interaction with the environment, the ability to adequately assess one's own actions and the activities of others, and anticipation of their consequences. Development of the above mentioned qualities enables us to address the problem of a personality formation that knows and is able to live in a system of relations with natural and social factors. The responsible attitude of a personality is expressed in the ability to consciously, and thus, intentionally and voluntarily comply with the requirements and obligations, and to solve the problems of moral choice. The ecological culture of a personality involves the assessment of various activities and making corresponding adjustments in relation to oneself and to the work of others. Manifestations of ecological culture of an individual are: responsiveness, responsibility, frugality, rationality, and the ability to take responsibility for one's own actions. At the forefront comes the immediate attitude of a person to the surrounding world. A person's attitude toward the world is actually the attitude of the modern person to the future of humanity. The opportunity to check and fix personal qualities, both volitional and moral ones, is provided by pedagogically compiled activity, where the content includes the right to make mistakes, blunders and joyful openings, fixing internal beliefs and moral values. The process of development of the ecological culture of a personality is complex and multifaceted, and takes place along with the growth and development of an individual on the basis of practical perceptions of all the diverse components of the world. Furthermore, in the process of continuing education we can single out four major

stages: kindergarten, school, vocational education, and professional activities. Each stage has its own specifics in the development of ecological culture. There is no doubt that the world is turning into the object of the constant concern of humanity, and everyone bears personal responsibility for the world's welfare. These are only first steps of the emerging anthroposphere.

Expansion of boundaries of the educational space aims at the future, and places high demands on the social activities and responsibilities of individuals. Modern man has to make independent decisions, and to establish new relationships in a changing reality quickly and carefully. For the first time, the concept of eco-congruity is considered as a "correlation of a child's life to the environmental conditions, raising him in harmony with the environment" [6]. The principle of eco-congruity promotes the understanding of any problem as a whole, accumulation of personal experience, formation of attitudes to make balanced and competent decisions. "Ecological education cannot be considered outside the social and cultural aspects, ecological culture is the foundation of life and human evolution" [3]. Thus, development of ecological culture of a person is necessary for achieving the meaning in life of every person. Ecological culture of personality is not only the basis of the personal happiness of life, but also provides a basis for the sustainable development of the social environment, society, and determining the evolutionary path of the planet.

The American eco-philosopher Paul Taylor (the author of the book "Respect for Nature") has developed four basic rules of human behavior in relation to nature [1, 2]: *the rule of nonviolence* (do not harm any creature in the world; refrain from any action which may be detrimental to the organism, population, species or community); *the rule of non-interference* (refrain from restricting the freedom of individual organisms; in common politics – "hands off" in relation to ecosystems and biotic communities); *the rule of fidelity* (with respect to individual animals if an animal treats us with confidence, we are obliged to meet the expectations of the animal); *the rule of restoration* (restore the balance between man and nature. Restoration methods can be ways of creation of new reserves and sanctuaries, the restoration of monuments of nature, conservation and breeding of rare species, cleaning of territories.).

After detailed analysis of these rules, we proposed rules for the principle of eco-congruity conducting human interaction with the outside world: *live in harmony with the environment* (act so that you are not troubled by your conscience); *love the world the way it is* (the world contains both black paints, horrible on closer inspection; things change over time and space, clean snow will fall tomorrow, and silver will sparkle on what caused the trouble.); *find joy and beauty in everything* (the purpose of life is a "good mood", which is not equal to pleasure ... this is a condition in which the soul lives quietly and peacefully, without disturbing fears and passions - Democritus); *while opening the world open yourself* (only self-cultivation can lead to harmony in one's soul and open the colors of the existing world).

The proposed principles and rules naturally complement the concept "The surrounding world is the school of life" (A.A. Ostapets-Sveshnikov), in which a developing personality opens up the territory of the surrounding world [4, 5]. This concept focuses on education in nature and, in particular through tourism and local history activities. Education is a long, complex process of personality formation,

and education through travel requires the teacher to be patient, volitional, attentive, and sympathetic to the students, who trust and believe in their strength and capabilities. He considers the close interaction of teacher and student in overcoming the difficulties of travel as the basic principle of education. While travelling, the student tries on various roles of livelihood or professional activity, which promotes the accumulation of personal experience, and formation of attitudes to make balanced and competent decisions.

#### **Bibliography**

1. Taylor Paul, 1994, Biocentric egalitarianism, Environmental ethics, ed. Louis P. Pajman, Boston-London, Jones and Bartlett Publishers, p. 71-84.
2. Борейко В.Е. Прорыв в экологическую этику. – Киев, 1999. – 80 с.
3. Лихачев Б. Т. Психология воспитания. Опыт педагогической экологии. – М.: ГосНИИ семьи и воспитания, 2004. – 181 с.
4. Остапец А. А. Могучее средство развития личности. – М.: Агентство “ДОК”. 1994. – 213 с.
5. Остапец А. А. Универсальное средство экологического воспитания. – М., 1995. – 18 с.
6. Социально-педагогические основы воспитания экологической культуры детей и подростков в условиях модернизации образования: моногр. / под ред. Е. М. Клемяшовой – М., 2006. – 18–25 с.

## **MORAL EDUCATION AS A VALUE BASIS OF THE LIFELONG EDUCATION OF A PERSONALITY**

### **S. Budzey**

The establishment of certain moral qualities as a holistic process that predetermines the need for a systematic approach at all stages of an individual's life. Therefore, moral education as a value basis of lifelong education at each of the life stages of a personality has its own features. In our view, training and the internalization of socially significant individual moral beliefs, norms and principles, take place only during the course of activities. As we believe that lifelong education activities motivate a person throughout life, we are confident that this activity will be possible and efficient, provided it is recognized as a personal value.

We believe that a systematic approach to the management of the educational process and, therefore to the management of the process of the establishment of students' moral qualities, i.e. moral education, involves: (a) the ability to formulate and put forward specific goals and objectives of education with regard to the social order, changes in the social life of the country, and the level of students' social training, (b) planning and organizing the educational process, and consistent orientation of the system to perform specific goals and issues, and (c) implementation of a permanent corrective influence on the system (introduction of new versions of outdated forms and methods), (d) analysis of educational activities at schools in implementing the goals and objectives [3].

"Morality (Latin "moralis" moral, "mores" customs) is a system of beliefs and ideas, a set of rules and regulations that governs the behavior of people and their responsibilities in relation to society and each other, a form of social consciousness." [4] Which means that, if the need of an individual in lifelong education will be included in the set of "rules and regulations that govern the behavior of people", then we can say that this need has acquired the significance of "value". Morality is different from other forms of spiritual life (science, religion, art, philosophy) with such features as the imperative, normative, and estimability. Morality is a complex multi-system phenomenon. In literature on ethics there are two relatively independent, but closely interrelated areas: moral practices and moral consciousness. Moral practices and perception are implemented in the moral sense; it forms the vital functions of an individual. Moral consciousness is a complex and contradictory phenomenon of spiritual culture, which has its own level, form and structure. It operates on two levels: emotional-sensual and rational-theoretical, which exist in cooperation and unity, complementing each other [2].

As a summary, we can say that lifelong education in fact represents a transformation of the moral consciousness of moral practice, as it is well known that moral qualities are the motives of behavior and human activity. The embodiment of the moral qualities in an action generates a deed. "The moral qualities, as identified by M. Toftula, are relatively stable features of human behavior that are similar to actions that meet the criteria of goodness (virtue, integrity), or contradict them (moral flaws, defects)". [6] We will add that in such interpretation "good" may as well be the same as lifelong education. K. Ushinsky, within different areas of the main place of education in the development of an

individual, assigned hard work to education as well. The basis for the comprehensive development of personality is labor – physical, mental, moral and aesthetic. He considered the main means of educating to be the children's hard work in the classroom, their participation in productive labor, as well as their performance in assignments within the powers associated with the life of a home. All of these types of labor must educate and improve the children's desire to work, avoiding idleness, because "idleness is the mother of all defects" [7]. Analyzing the pedagogical heritage of V. Sukhomlinsky we should note that he referred the conclusion by K. Ushinsky about the determining role of emotions and willpower of an individual in shaping their moral values to the methodological fundamentals of the process of education [5]. I.V. Sukhomlinsky and K. Ushinsky considered the most important task of a teacher to correct the influence of the awakening and development of children's best moral, intellectual and aesthetic senses, including hard work.

We address the scientific heritage of V. K. Ushinsky and V. Sukhomlinsky for the reason that at our school (private school "Harmony", Alchevsk, Ukraine) preschoolers and primary school children are educated. For us, it is important to control the moral upbringing of children through organization of activities in which learning is identical to developmental and creative work. The mastering of the basic moral culture by the children gives them the opportunity to understand the purpose and meaning in life. Pedagogical rules are that, although there are dozens, hundreds, thousands of relationships and interdependence between educational influences, the effectiveness of education is determined by how these relationships and this interdependence are taken into account and implemented in practice.

N. Basyuk believes that the characteristic of having a moral standing for an adult person and being able to defend these qualities should be formed in primary school, as in adult life it serves as the basis for making choices and decisions that affect their lives, family and society as a whole [1]. We also adhere to this approach, complementing it with an important conclusion based on the analysis of the last five years of our school activities: the basic moral position in the form of educational activity as students work, if the management of systemic moral education is aimed at developing of students' personal values, among which the leading one is the need for lifelong education.

We see this as a way of solving the problem of continuity and linkage of each of the subsequent stages of lifelong education: early childhood education, schooling and education, vocational training, and lifelong education for professional and personal development in order to achieve the acme.

#### **Bibliography**

1. Басюк Н.А. Воспитание чувства ответственности у младших школьников. Ступеньки к ответственности: учеб.-метод. пособие / Н. А. Басюк. – К.: ЦНЛ, 2006. – 192 с.
2. Етика: навч. посіб. / за редакцією В.О. Лозового. – К.: Юрінком Інтер, 2004. – 224 с.
3. Красовицкий М.Ю. Системный подход к управлению воспитательным процессом в школе / М.Ю. Красовицкий // Родная шк. – 1996. – № 3. – С. 7–12.
4. Современный словарь-минимум иностранных слов: около 6000 сл. – 3-е изд. испр. и доп. – К.: Доверие, 2005. – 445 с. – (Словари Украины).
5. Сухомлинский В.О. Как воспитать настоящего человека / В.О. Сухомлинский // Выбранные произведения: в 5 т. – К., 1976. – Т. 2. – С. 149–416.
6. Тофтул М. Г. Этика: учеб. пособие. – К.: Изд. центр «Академия», 2005. – 416 с.
7. Ушинский К. Д. Проблемы педагогики. – М.: Изд-во УРАО, 2002. – 592 с.

## THE SPIRITUAL ESSENCE OF LIFELONG EDUCATION

**S. A. Terepishchiy**

The issue of interaction between education and society has these days become extremely important. Education, which is supposed to anticipate developments in the society, is lagging behind. Education, the point of which is to prepare a person for life, goes on, but the problem is that life is different now. The world has changed, as have social relations, while the education system continues preparing in people an industrial mentality. The way out of this situation, as shown by many theorists and practitioners, is lifelong education, education that continues throughout life that loses the status of a stage in life and becomes equal to life itself.

This report focuses on contradictions between the concept of lifelong education as a technical sum of its components (preschool, school, primary, professional, vocational education, additional and advanced training) and the concept of education as an integral spiritual phenomenon, which cannot be viewed just as such a sum.

Taking into consideration limitations on the space we have, we will get straight to the fundamental idea that we dare to defend: that the preservation of the spiritual essence of mass lifelong education is not only justified in terms of the didactic technological efficiency of the process itself, but also because education without integrity, without its own axiological spiritual core, loses the ontological ties binding it to reality. In other words, education is either a spiritually enriched value (as diverse as it is) or no education at all. Without this value, it becomes training, preparation or drilling, but not education. We can justifiably assert that without this principle even the idea (technology) of lifelong education will not be grounds for progressive development of either man or society. E. Andros points out the "crisis in human self-identification" [8, p. 193–213]. In particular, he writes: "This systemic crisis cannot but effect the social self-sentiment of almost all social, professional and age groups, it manifests itself through considerable change (sometimes destruction) of value guides, choice, thinking stereotypes of each person." [8, p. 193]. I. Anosov remarks: "Education as a result can be viewed in two aspects. The first is the image of the result which is supposed to be achieved by a definite educational system and fixed as an educational standard... Modern educational standards include requirements as to the qualities of a person, on completion of a certain educational stage, and as to his knowledge and skills. It is obvious that the content of standard education is a potential idea of social and cultural experience kept in an ideal condition. The second aspect of the result of education is the man himself, who acquires education in a certain system." [2].

These processes develop against the complex modern situation that humanity finds itself in: "Addressing the perception of life of modern humanity you inevitably feel the lack of such terms as the absence of God in human souls...this is first of all the feeling of there being a void, the eventuality of a human being feeling as a lonely stranger who walks the sad Earth and is doomed to search eternally and to be eternally disappointed ... a longing for the sacred, which runs into ultimate might of this extremely hackneyed world." [7, p. 197]. Wittgenstein once wrote: "An apocalyptic vision of the world consists in the fact that nothing

repeats itself. For example, it is not that clumsy to think that the age of science and technology is the beginning of the end of humanity. The fact that this is wrong is not so evident." [3, p. 463]. The picture we describe suggests philosophical contemplations about what the standard of lifelong education should be like, which values it should propagate, which ideals the man should look up to ensure harmony with nature and technology, and what is mbe oꝑ n m

us w

combining the values of life and the values of education, set forth by Gessen, is far from its realization. If education does not take into consideration conclusions reached in the past, it cannot often adequately react to needs of today. Still, this subject requires much deeper and more profound reflection, which our colleagues and we intend to carry out, being guided not by cognitive motives, but by the social responsibility of science.

#### **Bibliography**

1. Андрущенко В.П. Духовна сутність освіти / Андрущенко Віктор Петрович // Вища освіта України. – № 1. – 2007. – Р. 5–10.
2. Аносов І.П. Антропологічний фактор як системотворчий елемент освітнього процесу / І.П. Аносов // Педагогіка, психологія та мед.-біол. пробл. фіз. виховання і спорту. – 2003. – № 12. – Р. 36-44.
3. Витгенштейн Л. Философские работы / Л. Витгенштейн – [Часть I.]; [пер. з нем., сост. С.М. Козловой, Ю.А. Асеева]. – М.: Издательство "Гнозис", 1994. – 612 р.
4. Гадамер Г.-Г. Ідея Університету – вчора, сьогодні, завтра / Ганс-Георг Гадамер // Ідея Університету: Антологія [упоряд.: М.Зарубицька, Н.Бабалик, З.Рибчинська]; відп. ред. М. Зарубицька. – Львів: Літопис, 2002. – Р. 169–184.
5. Каган М.С. Философская теория ценности / М.С. Каган. – Санкт-Петербург: ТОО ТК "Петрополис", 1997. – 205 р.
6. Стычень Т. Что такое аксиология? / Т. Стычень // Культурология XX век: Антология. Аксиология, или философское исследование природы ценностей. – [отв. ред. И.Л. Галинская]. – М.: ИНИОН РАН, 1996. – 144 р.
7. Філософська антропологія в контексті сучасної епохи. – [Булатов М.О., Загороднюк В.П., Малеев К.С. та ін.]. – К.: "Стилос", 2001. – 245 р.
8. Філософська антропологія: екзистенційні проблеми / [В.І. Шинкарук, В.Г. Табачковський, Г.І. Шалашенко та ін.]. – К.: Педагогічна думка, 2000. – 287 р.

## **CREATION OF EDUCATING ENVIRONMENT AT SCHOOL BY MEANS OF IMPLEMENTATION OF THE BASIC PRINCIPLE OF CREATIVE PEDAGOGY**

**O. N. Machekhina**

What is creativity in a broad sense? This is a person's ability to be creative, to address problems creatively, and to create something new. Creativity is closely linked to both curiosity and exploratory behavior, and to the search for new sensations - the desire to diversify one's own activities, to create something new. Some authors define it as the ability to solve problems (Cattell, 1971; Klahr & Simon, 1999), others consider creativity to be a trait of a personality (MacKinnon, 1999). According to this definition, only some people possess it. Still, others define creativity as the ability to generate ideas (Guilford, 1967). However, this range excludes those who, although they did not succeed in this process, are able to recognize the creative idea or product. Some authors believe that the definition should include the ability to recognize creative ideas (Tyler, 1978). Edward de Bono [4] devoted a lot of his works to creativity issues. He believes that during the course of evolution, the ability to estimate the predictable and the permanent was being developed. Exploring the world around, the individual connects various elements of the stimuli that affect him. This allows him to create an image of the latter, even if there is only one element. According to De Bono, the problem is that, considering the elements only as a part of the whole, we will inevitably experience difficulties when they are created in a new, original way.

In most areas of creation, most outstanding achievements, as a rule, belong to young people, and the peak of less significant achievements falls in the middle age (Lehman, 1966). This can be explained in different ways: as one age's creativity gets weaker and the character of motivations changes. Young people are more inclined to strive for distant associations. Probably, the basis of creativity is the creative imagination, understood as the synthesis of imagination and empathy (as the ability to feel subtle expectations of other people). The need for creativity is an essential feature of a creative personality, nothing but a constant and strong demand for a creative imagination.

The subject of the report and the conceptual approaches in focus, allow us to formulate only,

hypothesis is as follows: the use of the “Educational Photo biennale” technology in schools helps to create a harmonious environment through the implementation of the basic principle of creative pedagogy. We consider this principle to be the possibility and necessity of development of creativity starting from childhood, giving priority in this activity to the joint school-parent community. Introducing the “Educational Photo biennale” technology, we believe that it is a sort of “thread” that can bind and unite us, adults, whoever we are, teachers or parents, with our children.

The implementation of this technology is connected with experiencing different situations of interaction, split-level and diverse: child/teacher, teacher/parent, teacher/teacher, child /administrator, child/parent, etc. In any case, there is a kind of “insight”, “collision” of the internal and external contexts of different people, generating a situation of personal development of each member of the educational process. Let us consider the most important notions of the theory of contextual learning, developed by the scientific-pedagogical school of A.A. Verbitsky, which represents a conceptual basis of the “Educational Photo biennale” technology [3]. Education can be called contextual if it dynamically models the substantive and social content of life, and thus provides conditions of transformation of the educational activities into social and practical activities. This being said, the context is a system of internal and external conditions of life and human activities that affects the perception, understanding and transformation of their particular situation, giving meaning and significance to both this situation as a whole and to its components. The internal context is considered to be the individual psychological characteristics, knowledge and experience of a person, while the external context includes the substantive, socio-cultural, and spatial and temporal characteristics of different situations in which a person functions.

Our life is full of various events and phenomena, but in their own way all of them are situations that we experience in different ways, and this depends precisely on our internal context and willingness to positively perceive the external context. The purpose of the use the “Educational Photo biennale” technology is to teach children to initiate the creation of space, shared with parents and teachers, of high creativity, aimed at the birth of an image that reflects the perceptions of social reality of the given children-adult group. Among the problems to be solved in the course of implementation of this technology the following can be mentioned: (a) to introduce such terms as “image”, “sense” and “meaning of the image” into the lexicon; (b) to teach “grasping” the main idea and implement it with the help of both the means at hand and the computer; (c) to learn the technique of brainstorming as a method of collective searching for new, innovative solutions; (d) to nurture the sense of team spirit and mutual support; (d) to develop the ability to bring what you started to the end, making the necessary adjustments; (e) to accompany and guide the creative and cognitive activities of the project participants, taking into account their age and individual experience; (g) to develop in the project participants the capacity to defend their point of view and the ability to admit mistakes, extracting maximum benefit from them; (h) to teach them not to be afraid of public speaking with the use of multimedia presentations.

The result of using this technology is to produce a creative project that reflects a meaningful image, for example, the image of family, school, and vacation. The “Educational Photo biennale” technology is a modification of the technology of project activities with a strong practical emphasis. Its advantage is the creation of a child-adult community, which optimizes the involvement of parents in the education of their children. The technology allows a harmonious combination of manual labor and computer technologies; it also helps children to combine their favorite hobby with the educational process. The joint school-parent community becomes the priority in this process.

#### **Bibliography**

1. Де Боно Эдвард. Серьезное творческое мышление. – М., 2005.
2. Вербицкий А.А. Компетентностный подход и теория контекстного обучения. – М.: ИЦ ПКПС. – 2004. – 84 с.

## **THE CULTUROLOGICAL ASPECT IN IMPLEMENTATION OF TUTORING ASSISTANCE OF SCHOOLCHILDREN**

### **E. G. Kolesina**

In teaching practice, as noted by V.A. Yamburg, there is “a process of loading the memory of a pupil and improving one’s erudition, but the most important thing doesn’t take place, i.e. actual inclusion of young people in the context of culture”. Being in a culture means to enter into communion with the past and the future, with other cultural spaces, to rise above one’s own limited existence. It is necessary “to imagine the Cosmos, Nature, and History in one’s biography as much as possible and to be involved in the culture of Kindred and the Nation”. A tutor should contribute to the development of cultural identity in his student’s personality. Tutors’ efforts should be aimed at overcoming the passive cultural position of students, and at raising an active perception of the cultural mode of the student’s personality.

A crisis of values and disorientation of one’s worldview deprive the growing generation of the opportunity to form a strong personal foundation to gain a high level of awareness of oneself as a driving force. All this requires the tutor’s support in a spiritual direction with the supreme goal of the tutor being the creation of an individual’s cultural and moral foundation.

“The culture of humanity moves forward not by moving in time, but through the accumulation of values, – said D.S. Likhachev. Values do not replace each other, and new values do not destroy old ones. Rather, combined with the old they increase their relevance to the present day. Therefore, the burden of cultural values is a special kind of burden. It does not make our step forward harder, but rather easier. The more values we possess, the more subtle and acute is our perception of other cultures that are far from us in time and space, and other ancient nations. Each of the cultures of the past and other countries is each person’s own deeply personal culture, because this person’s knowledge involves the knowledge of others” (239.201). The focus of an individual on certain values is one’s value orientation. These values act as “a strategic line of conduct”, an “integrator” of various forms of human activities, and create the “axis of consciousness” which balances actions, behavior, and human activities.

Such a value-oriented “axis of consciousness” does not appear by itself; it requires the work of thought and feeling, a long process of learning and self-development. An apprentice is a person who is not only growing, but also seeking a way of learning the truth. He needs help in order to avoid disasters and errors along the way. The role of the tutor in the development of value orientation of students to understand the world and man is still decisive.

The focus of cultural studies of tutors’ activities strengthens the tutor’s capabilities in education of students as personalities of culture, and involves consideration through the prism of culture, organization of educational space as cultural environment, humanization of the content and technology of pedagogical education, and improvement of their personal and meaningful focus. A

culturological approach is a way to transform professional pedagogical training of a tutor in the context of culture, which essentially consists in identifying cultural trends in the structure of the curriculum, in filling the content of academic subjects with knowledge about humanity and culture, changing the value orientations, corrective goals, objectives and content of education; penetration of humanization and humanitarian processes into the educational process; inclusion of the personal component into the content of education, creating a cultural society in which a person becomes the subject of culture by merging into the atmosphere of dialogue. The eternal research topic of the works of national culture interprets the essence of a man through his relationship with nature, the earth, the universe, and culture, and promotes the ideals of humanism, connecting the reality of social existence with various social issues, and forms the core foundation of morality in students, making it possible to approach the sources of our spiritual cradle of knowledge, enriching the area of values, giving us an idea of a modern world view and national images of the world.

## **PRINCIPLES AND EDUCATIONAL CONDITIONS FOR PREPARING STUDENTS FOR INTER-ETHNIC COMMUNICATION IN UZBEKISTAN**

**Kh. I. Yusupova**

In the multi-ethnic environment of Uzbekistan, the development of tolerance in schoolchildren is regarded as an urgent priority. Tolerant thinking manifests itself, first of all, in the perception of other cultures, other lifestyles, and, of course, in inter-ethnic communication.

An important aspect of preparing students for inter-ethnic communication is developing in them civic qualities that grow into personal qualities and contribute to the development of inner freedom, national pride, love and respect for the motherland and its people, and at the same time, respect for other ethnic groups that are part of the Uzbek citizenry. These attitudes are reflected in inter-ethnic harmony. In order to develop civic qualities in students, it is necessary that constitutional and legal concepts, and constitutional norms and standards of public morality be shaped in their minds. The goals and objectives for the development of society set by the government should be taken by students as their own. A developed civic consciousness will enable students to objectively evaluate social phenomena and processes, work for the good of society and be active in life.

When participating in the social process, each person brings to it the personal relationships which determine their status in society. In this connection, it is very important to develop basic patterns of behavior in students. Inter-ethnic communication is one of the aspects of social behavior that requires certain knowledge and skills. A mechanism for the development of personal qualities in students is still to be defined and scientifically justified. First of all, the development of students is understood as the social development that shapes their qualities. One of the prerequisites for the development of students is properly organized training activities. It is in the course of learning and cognitive activity that students develop as personalities and build attitudes toward the surrounding world. Preparing students for international communication includes a few components. These are, for example, the assimilation of heritage and traditions of ancestors, getting acquainted with the surrounding world (in terms of the social environment), a task-oriented educational process and personal practical activities. These factors form a complex system for the development of students as individuals.

The development and socialization of students take place in certain social and educational conditions. These include a task-oriented educational process; the living environment of the student (Mahalla); social and cultural conditions; family relations; and the ethnic traditions of the Uzbek people. But the basic preparation for inter-ethnic communion certainly takes place in the course of training and education in school. The activities of students themselves also play a very important role. In particular these include self-guided learning of other ethnic cultures, mastering of inter-ethnic communication skills, visits to museums and historic sites, familiarizing themselves with the literature, arts, cultural and traditions of different peoples. Equally important is the creation of educational conditions for

the preparation of students for inter-ethnic communication, where the decisive role is played by the teacher. The teacher's task is to choose necessary information and training materials, identify an effective technique of their presentation and provide an opportunity for direct communication of their students with representatives of other ethnic groups.

It is known that tolerance and openness to other ethnic groups have been the main moral values of the Uzbek people for centuries. Therefore the introduction of national spiritual values into the content of education becomes particularly relevant, since, along with the development of ethnic self-consciousness, students are prepared for inter-ethnic communication, which is fully in line with the government policy of the Republic of Uzbekistan aimed at the elimination and prevention of ethnic conflicts and building an atmosphere of trust and cooperation between all ethnic groupings in the country.

## **LIFE SAFETY CULTURE IN EARLY CHILDHOOD**

**M. V. Pogodaeva**

The number of emergency situations of various kinds has been growing steadily in our country in recent decades. In connection with this safety of human life in all spheres of human activities, assessment and analysis of the existing risks are a priority. That is why it has become necessary to find a mechanism for formation of a conscious and responsible attitude towards one's own safety and that of others in the young generation. It is obvious that education should become such a mechanism. Teaching the basics of life safety must begin at a preschool age. It is easier to cultivate motivation among children, prompting them to comply with safety standards and rules of life.

Development of responsibility for one's own life is based on the natural instinct of self-preservation, and therefore, at first glance, should not call up any difficulties. However, man, withdrawing from his natural instincts so fast, violates the laws of nature and breaks the ecological balance. This results, on the one hand, in a significant loss of natural instincts, but on the other hand, in an increase of the number of natural and manmade disasters. Therefore, generating responsibility for one's life, and developing harmonious interaction with the environment and skills of safe interaction with the world should begin to be developed in early childhood, when natural instincts are still there and contribute to the development and safety of the child. In parallel with training and formation of skills of interaction in the environment, we witness the formation of a holistic vision of the unity and interdependence of phenomena of the world. Preschool age is a sensitive period for the development of successive powers of cognition, personality traits, and the culture of human interaction with the outside world on the whole. Preschool education is the initial element of lifelong education and is aimed at providing conditions for socialization of the child and the harmonization of his relations with the world of humans and nature. Building a culture of life safety, as a means of preservation and development of the child, should be the goal of the educational process, because it is the human factor that in 80% of cases is the cause of environmental emergencies and disasters. Low professionalism, environmental illiteracy, lack of responsibility, greed, immorality, and the predominance of economic priorities over environmental ones have already caused thousands of deaths, and may lead to extinction of the mankind as such. At present, life safety education, which is now a method of knowledge transfer, should turn into a mechanism of development of culture of interaction with all the elements of the surrounding world, formation of personal qualities that enable one to experience and empathize with the events taking place in the world, assess them and act in accordance with the situation [3]. In connection with the increase in the number of hazardous and emergency situations in the country and the world, one of the most important tasks of all levels of education is formation of a safe, health saving educational environment [4]. It is important to give children, as early as possible, a variety of general concepts of peace and unity which are reflected in the triad "nature-man-society", including the many dangers of everyday life, natural,

technological and social hazards. It is necessary to cultivate in children a sense of caution, but not fear, with basic skills of safe behavior in various situations [4].

Building a culture of safety is possible only through purposeful, systematic and continuous work. Each educational institution must have a program of safety, regulating actions of each member of the educational process, government, administration of educational institutions, teaching and support staff. A specialist of the education system, like in any other field, cannot consider himself a professional if he does not know the basics of life safety. Psychological and pedagogical preparation of staff and students of educational institutions for the dangers and cultivation of safety culture in them are decisive factors in the prevention of diseases, injuries and other emergencies.

The best way to reduce the risk of injury during natural disasters is to change people's behavior by providing knowledge and formation of appropriate life skills to ensure people's own and collective security.

#### **Bibliography**

1. Авдеева Н.Н., Князева О.Л., Стеркина Р.Б. Безопасность: учеб. пособие по основам безопасности жизнедеятельности детей старшего дошкольного возраста [Текст] / Н.Н. Авдеева, О.Л. Князева, Р.Б. Стеркина. – СПб.: Детство-Пресс, 2002. – 144 с.
2. Смирнов А.Т. Основы безопасности жизнедеятельности // Б.И. Мишин, В.А. Васнев. – М., 2007.
3. Горина Л.Н. Многоуровневая педагогическая система формирования культуры безопасности жизнедеятельности человека на основе изо- и гомоморфизма [Текст] / Л.Н. Горина: автореф. на соиск. уч. ст. д-ра пед. наук. – Тольятти, 2002. – 43 с.
4. Белая К.Ю., Зимонина В.Н., Кондрыкинская, Л.А. и др. Как обеспечить безопасность дошкольников [Текст] / К.Ю. Белая, В.Н. Зимонина, Л.А. Кондрыкинская и др. – М.: Просвещение, 2001. – 173 с.

## **THE METHODOLOGICAL ASPECT OF THE TECHNOLOGY-BASED APPROACH IN THE PROCESS OF SOCIALIZING STUDENTS**

**. B. Matnazarova**

The focus of the national educational system on the needs of young people, and active search for innovative conditions for their social self-fulfillment dictate the need in motivated structuring of the process of socialization. Young students have to solve one very important task, i.e., to react quickly and efficiently to dynamically developing social changes in the environment. Improvement of socialization processes becomes an important condition of social advancement, because it directly relates to satisfaction of the social needs of the whole society.

Particular characteristics of socialization of present-day youth depend on change of objective social environment conditions and subjective situations arising as a result of such changes. It is obvious that certain groups of the youth successfully explore the social and cultural environment indeed. The educational system is one of the most important social institutions ensuring the process of integration of an individual into society, and it makes it possible to make the process of socialization, to a certain extent, regulated, based on the technological approach. Technological innovations in educational activities mean use of new knowledge, approaches, means, methods, and techniques in order to receive a result in the form of educational services that are in demand in society. Study of the innovative experience shows that the majority of changes cover development of precisely such techniques.

The new requirements of the well-informed society to the level of education and development of a person result in a need for change in educational techniques. Nowadays, efficient techniques make it possible to organize the process of socializing students through career guidance, as well as focus on the student's personality, interests, skills and favorite subjects. Information technology determines new requirements for present-day youth. The technology-based approach is one of the most important factors in the process of socialization of present-day youth, it is the efficient tool, and in this context, it has a large social value to the community and is of practical importance. Thus, there is currently a need in scientific rethinking and analysis of problems of methodological aspects of the technology-based approach in the socialization of students.

Despite the fact that the issues of integration of youth into society are widely discussed in present-day scientific papers, specific characteristics of present socialization require their consideration at a level of general theoretical approaches from different scientific viewpoints. The issues of socializing students and young people are covered very fragmentarily and predominantly within the framework of the research devoted to problems of socialization in general. Different aspects of the problem are touched upon; however, there is a need for a work with a comprehensive generalized analysis of the methodological aspects of the technology-based approach in the process of socializing students in the current conditions of Uzbekistan. In particular, there is a lack of research papers

representing the technology-based approach to socializing students, which explains the importance of the problems discussed.

We developed and justified pedagogical conditions for implementation of methodological aspects of the technology-based approach in the process of socializing students. The main provisions of the research paper include the following: (a) a person not only studies a set of activity and behavior patterns characteristic of a certain cultural tradition, but by using innovations is able to participate in reorganization activities in order to change life in the society; (b) development of such directions of the research as a "technology-based approach" and "process of socialization" will make it possible to reflect the dynamics of the process of socializing youth under conditions of informational support of education; (c) development of methodological aspects of the technology-based approach to the process of socializing students takes place under conditions of information support for education; and (d) to reveal and characterize content and technological aspects of the process of socializing youth.

Thus, development of methodological aspects of the technology-based approach in the process of socializing students makes it possible to observe the dynamics of change in students' socialization processes.

#### **Bibliography**

1. Гузеев В.В. Планирование результатов образования и образовательная технология / В.В. Гузеев – М.: Народное образование, 2000. – 240 с.
2. Голованова Н.Ф. Социализация и воспитание ребенка. – СПб., 2004. – 272 с.
3. Гурова Р.Г. Современная молодежь: социальные ценности и нравственные ориентиры / Р.Г. Гурова // Педагогика. – 2000. – № 10. – 32–38.
4. Потемкина И.А. Социализация студентов как предмет социологического исследования / И.А. Потемкина // Вестник ИрГТУ, научный журнал. – Иркутск: Изд-во ИрГТУ, 2006. – №1. – С. 243–244.

**THE SOCIAL AND PEDAGOGICAL SYSTEM  
“INDIVIDUAL – PROFESSION – SOCIETY”  
IN THE PROFESSIONAL  
AND EDUCATIONAL ENVIRONMENT**

**V. I. Belov**

During life a person forms a system of relations with the world, with every component of life, with every area of culture. Such relations and ties may arise spontaneously or be created purposefully, deliberately. Education is one of the means of creation of the system of relations of a person with the world. Education may be considered to be one of the forms of connection between the elements of the society structure, between the society and a person, between a person and the world in general. The most important types of relations of a person with the world in the social and pedagogical system are: “Person – Profession”, “Person – Labor”, “Person – Person”, “Person – Society”, “Person – Culture”. However, if we look at the social and pedagogical system of relations of people and society through the “intermediary” – profession, it becomes a system of relations “Person – Profession – Society”. And in this context, professional training, and not education in general, becomes of vital importance.

A person is considered and evaluated in pedagogical theory in the context of his or her activities. This person actively participates in his or her self-organization and development. At the same time, society dictates a person’s development path. Such purposeful efforts of the society, social groups, and teams aimed at getting certain results in the organization of the professional, physical and moral state of a person are the basis of professional and educational activity in the process of training. Furthermore, it is necessary to consider that professional development is a continuous process; it cannot be limited by career guidance or professional selection. Professional development is accomplished during the whole labor life of a person. Each profession lodges its own specific requirements for a person, i.e. professional characteristics.

The strategic goal of development of up-to-date professional training is to switch the focus towards full satisfaction of the needs of the economy in terms of qualifications of labor personnel. Under such conditions the new social and pedagogical system “Person – Profession – Society”, being a set of social and pedagogical components, plays an important role in a person’s development as a modern competitive employee. This system reflects a complex process of interaction in social and economic, cultural, psychological and pedagogical areas of activity that represents interaction of the stages of professional education from the point of view of its contents and periods. In the current context the issue of development of a new system of relations between the educational institutions and enterprises, unions of employers, and employment service becomes more and more important, i.e. with all institutions that not only are the users of “products” of an educational institution, but also direct participants of this process. In other words, it is necessary to build a unified system of professional and educational environment, in particular, in the regions. This system of united employers, employees, employment services, students and their parents, as well as education

management bodies and educational institutions themselves could help the educational institutions to satisfy the requirements of employers to the fullest extent, to react more quickly to changes in market conditions. Social partnership in professional training is a special type of interaction of educational institutions with the subjects and institutions of the labor market, state and local authorities, and public organizations focused on the fullest agreement and satisfaction of the needs of all participants of this process.

First of all, employers are interested in educational institutions, because they are training students who will become potential specialists with professional and labor potential, capable of becoming a “product” in the future which will be competitive on the labor market. It is also necessary to take into consideration that nowadays, together with professional characteristics, a person’s professional skills are among the requirements of an employer, such as professional competence, new economic thinking, new labor motivation, the level of development of professional and general culture, etc. The employment service is also very much interested in partnership with professional schools. The goal and practical interest of state employment services in social partnership in professional training is to decrease the level of unemployment, to cut down retraining costs. Social partnership should be a natural form of existence for the system of professional training. In the context of the market environment, educational institutions may successfully fulfill their mission only in close cooperation with employers, the direct users of their products. The main purpose of educational institutions is to prepare a specialist who is a professional who is competitive on the labor market, the bearer of professional and general culture who has up-to-date economic thinking, i.e. a participant of modern social and economic relations.

**USING MULTIMEDIA TECHNOLOGIES  
IN PHYSICAL EDUCATION OF STUDENTS  
(a case study from St. Petersburg State University  
of Cinema and Television)**

**V. I. Gavrilov**

**A. V. Shigabudinov**

The use of multimedia technologies in students' physical education stimulates students' cognitive sphere and develops their creativity by shifting from the pedagogy of knowledge to the pedagogy of competence. These can be multimedia presentations, on-line tests or educational films. Training films allow students to enhance their knowledge, improve learning efficiency, and develop self-educational and self-organizational skills. The technology developed by our Department of Physical Education for creating educational films by using modern TV and computer hardware and software makes it possible to create instructional videos of various subjects.

The methods of production of educational films are as follows: firstly, the goal of the video, its audience and tasks are defined, then the film script that is to be implemented by the teacher and camera people (students participating in scientific work of the Department) is written.

Examples of applying this technology include the movies produced in 2010 – 2011: "People, Sports and Career" (directed by V. Gavrilov), "Strength Training in Arm Wrestling" (directed by V. Tatarentsev), "Teaching Methods for Attacking Techniques in Taekwondo" (directed by A. Shamanin), "Flexibility in Sport Dancing" (directed by E. Chadnova), and the "Student Sport and Recreational Forum of St. Petersburg State University of Cinema and Television" (directed by V. Gavrilov and A. Shigabudinov). With reference to the newly developed academic program for the educational subject of Physical Culture (according to the new educational standard), we will speak about the educational film named "Development of General Cultural Competence by means of Physical Education and Sport" (directed by V. Gavrilov). The film is focused on the problem of forming general cultural competence in higher educational institutions that fully corresponds to the new federal state educational standards.

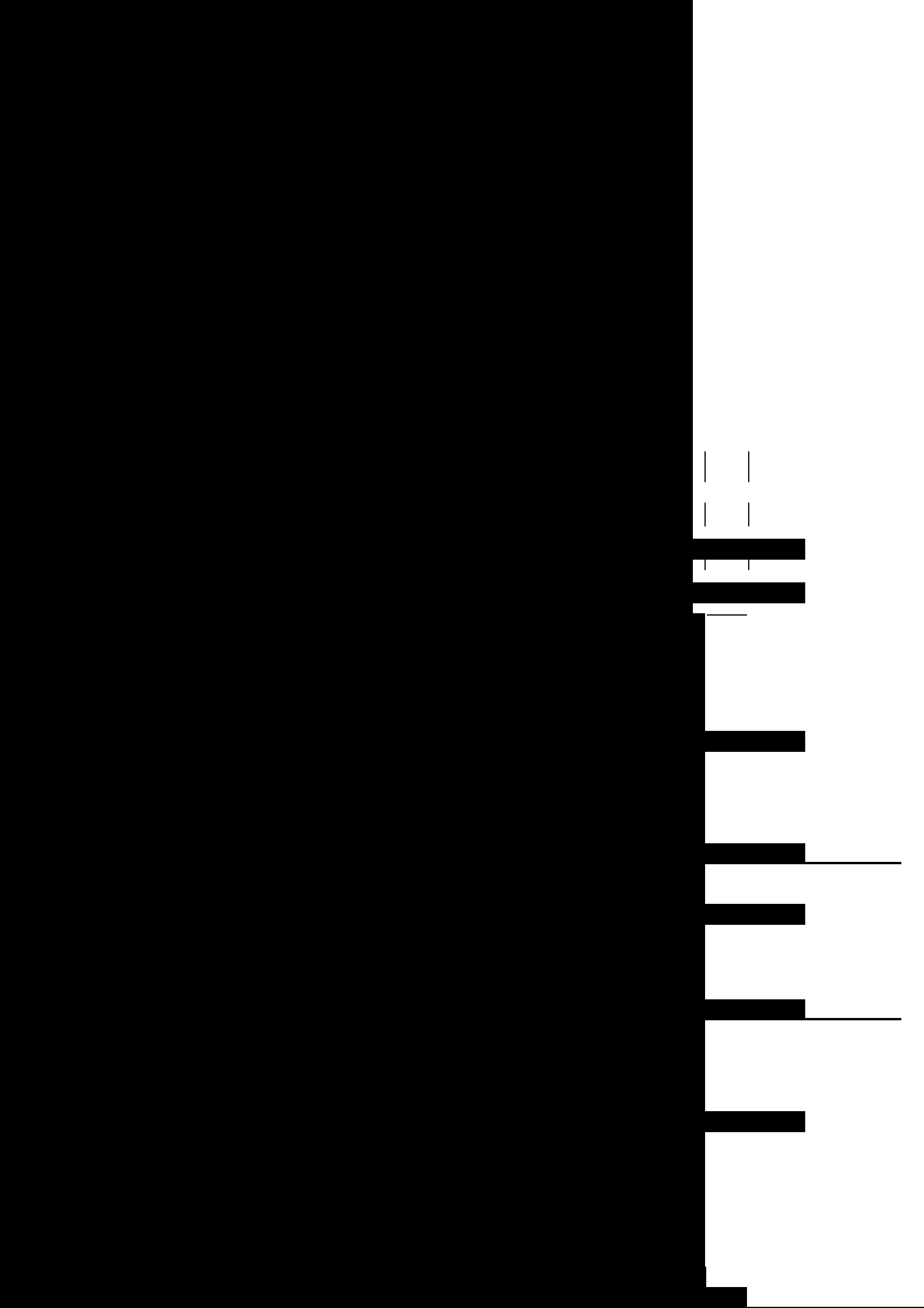
The film comprehensively and thoroughly explains what general cultural competence is, and the tasks of a modern teacher involving not only transfer of knowledge but also the development of ability to apply knowledge and skills, i. e. to act. An active person is the one who estimates any kind of work as an indivisible task both for the brain and muscles as a prerequisite condition for creativity. This idea was clearly stated by Pestalozzi, the Swiss teacher and a founding father of this interpretation of education. Physical education is a solid educational component and a major means of development of general cultural competence. The film demonstrates the diversity of physical culture and sports which students can master, thus expanding their skills and improving their performance in various professional activities. The use of the film in the learning process of physical education proves its relevance and timeliness.

We believe that using multimedia technologies in the learning process of physical education allows teachers to get closer to the goal set for teachers by the "Modernization Strategy for Russian Education" which is to raise a multi-sided person and modern expert.

## THE RUSSIAN TEACHER AS AN OBJECT OF DISSERTATION STUDIES IN 2001–2010<sup>1</sup>

V. I. Klyushkin

The present report sets the goal of analyzing Russian dissertation research on pedagogics for the last decade and asks the question if doctoral and post-graduate students are paying attention to the teacher as the most important subject of modernization of the modern educational process, as well as answering the question: “How continuous and intense is the modernization of the modern educational process?”



fluctuating and unstable for all specialties (see Fig.). This, in our opinion, can be the result of unstable nature of the dissertation councils, as well as, apparently, a reduction perhaps due to a certain exhaustion of interest and motivation of applicants in scientific degrees. In particular, it is obvious, that activity in the preparation of candidates for a degree in work on a specialty “general pedagogy, history of pedagogy and education” (13.00.01) has *decreased*. In 2001-2002 there were 1942 dissertations and by the end of the past decade their number decreased to 627 theses (according to the information of the electronic catalog of theses of the Russian National Library). These data suggest inhomogeneous temporal dynamics of presentations if we consider them through the prism of the disciplines they combine (particularly evident is the influence of 13.00.01 t on the dynamics of the first group of theses). Modifications on the presentation of dissertations on specialty 13.00.02 on the theory and methodology of training and education (by regions and educational levels) played the same role for this group (but in a more relaxed version of 2003-2004.). In other words, the statistical analysis of dissertation research in all the researched specialties showed that there are significant variations. That is why for greater reliability of this conclusion, we have calculated a Lorenz index for each specialty. This index allows us to record changes in value of non-uniformity of a social process in time (**Ri**). As the analysis of our data on the preparation of dissertations showed, for all specialties there were recorded significant fluctuations. The largest variations were for specialty 13.00.05 – theory, methodology and organization of socio-cultural activity: the Lorenz index (**Ri**) made 32.8%. The maximum uniformity in the preparation of dissertations in time was achieved for specialty 13.00.07 – theory and methods of preschool education: the Lorenz index (**Ri**) made 1.7%.

4. In the course of the research, we further examined the issues that were related to the territorial heterogeneity of the dissertation presentation on pedagogical specialties. Here we also discovered some disparities. For example, the analysis of the amount of dissertation research related to the second group for the period 2001-2010 by region showed that in this period there are two regions within this group of educational specialties which are most proactively preparing academic professionals. They are the Moscow region and the Ural-Siberian region. In this case we are dealing with an uneven distribution of the national scientific educational potential. In particular, we found out that 43.8% of all the presentations in the field (13.00.03 – 13.00.07) are held in the Moscow region. This suggests that some regions lack qualified scientific personnel, which can provide a qualitative study of a large number of post-graduate students. Therefore, many of them have to travel across the country to Moscow and St. Petersburg. However, in the modern conditions, when it is very expensive to arrange the relocation of scientific personnel, this leads to a decrease in the efficiency of interaction between the capital and regional communities, particularly if they are located far to the east of our country.

At the second stage of the research we found out that the dissertations widely discuss the issues of methodology and theory, suggesting new theoretical and applied concepts, methodologies and tools to improve the training of future teachers. In the past decade there have been many studies on teaching, which indicates their relevance to professional pedagogy. There are a number of dissertations that focus on management aspects of pedagogical education. They reveal the following important issues of pedagogical education: the development

of information culture, the problems of successful adaptation to their professional activities, and the development skills for creative, innovative activity. It should also be noted that a large number of dissertations are devoted to scientific concepts, revealing new teaching principles and training models of future teachers, as well as didactic, methodological and technological components of training, organizational conditions of teachers and an adaptive model of the social environment of teachers to their professional activities. To address these issues in cognitive dissertation research, the modern ideas of modernization of vocational education and its integration and informatization, personal, developmental, systemic, synergistic, and paradigmatic approaches, the competence and continuity principles are widely used.

However, as we summed up the results of the scientific analysis of dissertations in this area, there are areas of minor and major attention to the nature of pedagogical education on the part of the researchers. For example, the area of minor attention includes issues related to the quality of pedagogical education, professional interactions of teachers and teacher training in colleges and universities. These works have a lack of monitoring surveys of teachers and professional educators, and do not study the issues of adaptation of bachelors and masters for professional careers in today's educational institutions as well as the issues the scientific rationale and practical solutions to economic issues and the use of health-technologies in today's activities of educators and teachers.

In particular, there are the following areas of knowledge of modern pedagogical processes to which researchers have paid less attention, namely the issues of: (a) reforming the current system of education in the context of development of modern social and economic relations, (b) the development of positive motivation of students to designing their own lifelong pedagogical education, (c) development of educational services as part of the intellectual product of society, which has its own specific features, and (d) developing a system of lifelong ecological education of teachers, and through them the entire population of the region, (e) the construction of flexible differentiated methodological approaches to different academic disciplines, (e) the interaction between educational community, the region and educational (cultural) environment of educational institutions, (f) providing of efficient interrelation of distance, correspondence and full-time education, (h) the transition from training to professional lifelong learning, the improvement of the inner world of the modern teachers, (and) a review of current relevant differences between various methodologies for organization of lifelong professional education of teachers.

The master's theses refer to similar issues and cognitive areas: (a) pedagogical conditions of development and leadership potential of students (future teachers) are inadequately identified, (b) methodological provision for the development of self-control with the future teachers has not been thoroughly developed, and (c) the health improving technology in the course of training future teachers have not been approved, and (d) there is no system of criteria and indicators for the development of a professional culture of pedagogues, (e) there are few attempts to develop the systems of cognitive activity and stimulate the creative activities of students of the pedagogical universities, (e) the peculiarities of integrative processes in professional pedagogical education have not been adequately researched, (g) the gender approach as an important condition for students' adaptation to the modern educational environment has not been fully developed, (h) little attention is paid to the analytical activities of the educational

establishment; it is not considered to be an effective means of quality management for the training of future teachers and educators.

The analysis shows that the above-mentioned problems associated with the most important research directions for the development of training and retraining of teachers in the modern school in the broadest sense of the word together with the improvement of their professional and personal growth, as defined by the Russian Academy of Education, are namely: with monitoring of scientific schools, areas and teams, providing innovative professional development training for the modern national school, with the development of methodology for the design requirements for content and level of additional vocational training based on social partnership between the state and scientific associations, educational institutions and participants in vocational training; with the issues of developing socially and professionally competent teachers of various categories of the modern school, with the creation of networking, providing methodological support for the staff in early childhood, primary and supplementary educational institutions for children, with the improvement of the system of professional competence of executives of additional education for children, etc. Solving the tasks set requires organization of the appropriate scientific support, and, arrangement of not only applied but also fundamental research, creating a scientific basis in pedagogical sciences in the long term perspective.

Based on these priority areas of fundamental and applied research in the field of education as defined by the Russian Academy of Education, we believe that further continuous development of dissertation research on education can be achieved through the establishment of the theoretical and methodological modernization framework of the educational system on such principles as openness of education to external demands, innovations, and the use of interdisciplinary methodology that promotes any research project to the level of the system of recommended and adopted decisions. To do this, more attention should be paid to the issues of scientific rationale: methodological, substantive and categorical areas of contemporary pedagogical education; leading theoretical ideas, laws and principles of professional pedagogical education; development of innovative intensive systems of the modern methods and forms of social and personal self-realization of a teacher; concepts of psychological support for a teacher in an educational institution as a condition of further professional development; the essence of modern professional pedagogical culture in relation to the development of theoretical bases for the controlling and determining of methods of development of their professional competence, with the substantiation of creative-oriented models of educational environments for future teachers and educators. In our opinion, it should be implicitly linked to dissertation research together with the creation by post-graduate students of modern research and development methodology of innovative forecasting principles in the educational process, connected with the main directions of foreign educational policy in Russia, and with the modernization of the management issues of pedagogical education in an integrated educational environment of the modern world. This correlates with the spirit of modern Russian schools' improvement in the broadest sense, including the development of continuing education of Russian educators.

## **DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A TEACHER: CONDITIONS OF SUCCESS**

### **I. Z. Skovorodkina**

In the context of modernization of the Russian educational system in the short and long term, new requirements are imposed on a teacher. Therefore, it is important to determine what constitutes successful professional growth, and based on this, to build a path of a teacher's professional development. The Professional development path of a teacher includes the development of their personality, the enrichment of their subjective experience, and the harmonization of their selfhood and social life – two interrelated sides of the orientation of a person towards him or herself (internal life) and towards society (life in the society). Professional success depends on many factors and mainly on whether a person understands that he/she was entrusted to take care of future generations (this results in responsibility for personal development), on free choice of an educational institution, professional team, free use of creative approach to one's professional activity (training in traditional and innovation techniques of study of the human nature), trust and support of individuals in their social and pedagogical activity (resulting in interaction and integration of forces), a well-thought out realistic system of encouragement (resulting in the exercise of control, gaining creditworthiness and responsibility, determination of risks and their elimination).

If the path of the professional development of a teacher is understood and accepted as a stage by stage process during the whole of one's professional activity, it may be represented as demonstration of such competencies as: (a) diagnostic (determination of personal and professional requirements and capabilities, search of self-actualization techniques); (b) setting of targets (setting and understanding of prioritized professional goals); (c) planning (free choice of direction, types of activity, pedagogical situations, pedagogical design and

energies and professional freedom in understanding and changing him or herself, and the surrounding social and pedagogical environment (independence in making decisions, moral evaluation of actions and deeds, relevance of personal and social activities, goal setting, self-regulation, and creativity). Subjective experience is very important – life experience (including professional life experience), acquired and developed under the conditions of a social and pedagogical environment, as well as the self-concept of a teacher as a realized and recognized system of concepts of a person about oneself, based on which it builds its life activities (first of all, professional activities), interaction with colleagues, students and their parents. The relationship with personal development (as a personality and professional development) plays one of the most important roles in its professional activity. In the course of the professional development of a teacher, their personal choices are very important, i.e. the use of possibilities to choose from the aggregate of conditions (social, pedagogical, psychological, etc.) the best option for development of their individual activities. In this sense, we are talking about the situation of the development of the personality of a teacher as an aggregate of conditions encouraging self-development, and self-improvement (which gives the right to be in the social and pedagogical reality). The support of a teacher on behalf of the management of an educational institution for the purpose of rendering quick assistance in solving of professional problems is not the least of the factors.

Resources of success of a teacher include: (a) the understanding of oneself, industry, the direction of science, specific subject matter (scope and quality of professional knowledge); (b) the ability to set goals and fulfill them; (c) desire (cognitive activity, positive motivation, combination of training and self-training during the whole working life); (d) support and professional assistance on behalf of pedagogical staff and management (pedagogical management). However, even a successful teacher bears certain risks. They relate to high (too high) self-appraisal, predominance of pedagogical selfishness and conservatism, opposition to the integrity of pedagogical requirements, lack of ability to work in a team, etc. Thus, the professional success of a teacher adds up to the concept of a teacher as a self-improving person.

**QUALIFICATION TESTING  
OF A SPECIALIST AS A BASIS  
FOR SELECTION OF A COURSE SUBJECT  
IN THE SKILLS UPGRADING SYSTEM**

**A. A. Margolis  
I. V. Konovalova**

A significant focus of the priority national project "Education" is placed on implementing the ideas of the competency-based approach which is incorporated in the education system due to a shift in the Russian education paradigm and Russia's joining the Bologna Process. Competency criteria are more easily identifiable where the outcome and scope of professional activities are clearly defined (for example, in the case of "engineer"), while it is fairly difficult to do so in an impartial and unambiguous manner in the case of professions with a "variable outcome", such as "psychologist". Psychologist is a creative profession and thus cannot be readily unified or assessed in terms of performance.

In order to resolve this issue, guidelines of the European Psychological Community (Euro Psy) recommend that "competency" reflecting the fitness for profession is taken as a unit of research, and identify 20 competency criteria. When solving a professional problem, a psychologist follows a certain algorithm of actions. The steps of this algorithm are approximately as follows: evaluate the situation; provide a primary hypothesis; investigate the situation; test the hypothesis; select a method for influencing the situation; use the correctional and/or developmental method to solve the problem; assess the outcome of influence; and provide recommendations. Each step represents a certain "competency", and may be assessed as an outcome of a psychologist's performance.

Certification as a formal confirmation of both knowledge and practical skills in specific activities is an important step for any professional. A certificate shows that the specialist is highly skilled, and serves as a pass to the world of professionals. In international practices, a qualification test for certification of psychologists consists in a comprehensive examination that helps assess the level of competence. It is comprised of two parts: a test covering specialty questions and situational problems. In Russia, the Regulations on Certification of Teaching Staff of Education Institutions (adopted by the Russian Ministry of Education and Science on March 24, 2010, No. 209) have also introduced certification of adequacy for the job in the form of a written examination covering profession-related questions. It is necessary that the right to identify oneself as a "psychologist" is only granted to those who are officially certified to carry out this activity and have proven that their practical abilities and skills are appropriate and effective.

The Moscow City Psychology and Pedagogy University has developed a methodology and technique for a detailed written examination (a qualification test). This qualification test lays a basis for certification, i.e. confirmation of one's adequacy for the job. The methodology titled "Professional Competency of an

Educational Psychologist” includes practice-oriented tasks. The basic, unified professional competencies of an educational psychologist are assessed on the basis of working tasks that a professional has to perform in any education institution. At the current stage of development of the education system, these should match the requirements of the Federal State Education Standards, and include the following: (a) psychological support of the educational process and solving learning and behavioral problems of children; (b) preventive interventions designed to improve psychological and social competence of children, (c) correctional work with certain categories of children, and (d) psychological aid and advice for actors of the educational process (children, teachers, parents). Moreover, there are things that are required by a specialist to be able to achieve the desired goals, such as knowledge and application of psychological and educational principles; knowledge of the scientific method of activity; management of psychological activities in an education institution; psychological diagnostics to assess the level of development, the extent of the problem and provide rationale for the intervention; and compliance with ethical and regulatory principles applicable to an educational psychologist.

The structure of the methodology is based on the international standards for licensing and certification of psychologists and includes two stages: a close-ended test, and a description of professional activities for a given problem situation (an open-ended task). This combination of test tasks helps reliably assess the level of professional competence in general and contextual terms.

The main goal of the qualification test is to determine the level of professional competence of an educational psychologist, and if and when any problem is discovered, to help notice such problems, and build an education path in order to fill the gaps.

The first stage of the qualification test (testing) consists of invariable and variable parts. The invariable part covers general questions relevant to all educational psychologists working in education institutions of different types and forms. The variable part covers questions relevant to activities of an educational psychologist working in an education institution of a particular type or form, such as school, kindergarten, correctional education institution or a psychological, medical and social center.

The second stage of the qualification test (an open-ended task) involves solving a professional situational problem designed to evaluate the ability to select appropriate and effective methods of psychological work with respect to a particular problem encountered by a specialist.

After processing data of the qualification test, the results are submitted to the specialist. These include information reflecting the specialist's competence in the key areas of activity (diagnostics, correctional, developmental, counseling, preventive and educational activities), as well as the level of special theoretical knowledge, compliance with legal standards and ethical principles in work, and ability to work in accordance with the new requirements of the Federal State Education Standards.

The consultation for the specialist includes recommendations on improving the professional performance of an educational psychologist and the need for upgrading skills. The consultation specifies the student's major and subject areas.

## **IMPLEMENTATION OF A MODERNIZATION STRATEGY FOR PEDAGOGICAL EDUCATION IN THE SYSTEM OF HIGHER EDUCATION**

**N. Muslimov**  
**M. Urazova**

Pedagogical education performs a crucial mission of providing staffing assistance for pre-school, secondary, vocational secondary and higher vocational education institutions. The need for modernization of pedagogical education is determined by the objects stated in the "National Program for Staff Training in the Republic of Uzbekistan", the internal development trends of pedagogical education, and prospective social and individual demands. To resolve these issues, the Tashkent State Pedagogical University (hereinafter referred to as TSPU) developed the "Modernization Strategy for Pedagogical Education". This strategy ensures the development of a competent expert and determines the quality of the pedagogical training.

Let us review the main concepts of the "Modernization Strategy for Pedagogical Education" by TSPU.

1. *Academic and educational provisions for renovating pedagogical education.* The core objective is to: (1) upgrade the state educational standards for higher pedagogical education in order to provide consistency of all educational levels and stages and augment its practical orientation; (2) develop next-generation textbooks for psychological and pedagogical training for the pedagogical education system; (3) support and stimulate promising fundamental and applied research as well as improve the existing academic schools and research fields of top priority within the pedagogical education system.

2. *Intense application of innovations and innovative technologies for educational activity* makes it possible to: use innovative methods in the educational process that greatly stimulate the development of educational innovations as well as implement remote learning, e-learning, multimedia trainings, online tutorials, etc.

3. *Information support for research and educational activity* contributes to the improvement of an integrated information management and monitoring system for the quality of academic and educational activity.

4. *Development of interdisciplinary integration for pedagogical education* involves the convergence of the contents within various educational subjects and creation of unified educational facilities by using innovative learning technologies implemented by us on the basis of information and computer technologies, thus radically making it possible to integrate the system at the most general level, that is research methods and information and computer technologies with Internet resources.

5. *Development of a support system for gifted students* is organized through the educational process provided to gifted students, including identification and selection of gifted students, the method for assigning the leading teachers to those students, etc.

6. *Integration of the teaching and training process for pedagogical education* contributes to corporate culture, improves active student engagement in self-

administration, as well as participation in various kinds of mass, sports and club activities, contests, panel games, festivals, and academic and research work.

7. *Development of consistent pedagogical education* makes it possible to enhance pre-university training in the academic pedagogical vocational school and pedagogical colleges housed by the University. The pre-university training involves recruiting the teaching staff of the University to hold master classes at vocational schools and colleges, as well as run a specific pedagogical training for teachers in pedagogical vocational schools corresponding to the university profile.

Such pre-university training makes it possible to improve the quality of vocational secondary education, and organize the selection of promising students and the further admission of the most successful alumni to the Pedagogical University. Thus, the successful modernization of higher pedagogical education, transforming the content, forms and methods of its organization, creates an entirely new technological support for academic activity, improves professional pedagogical culture, and may become a resource for the sustainable development of Uzbekistan.

## **STUDENTS' SELF-DIRECTED WORK IN FOREIGN LANGUAGE STUDIES**

**I. R. Zernova**

It is first necessary to define what self-directed work of students means. Broadly, self-directed work should be understood as a combination of all self-directed activities of students, both in and outside of the class, and both through interactions with a teacher and without teacher support. Therefore, planning, managing and carrying out the student's work in the absence of a teacher is one of the most important goals of student's studies in a higher education institution. In order for this aspect of the training process to be successfully implemented, it is necessary that a few prerequisites be met, such as ensuring the right balance between the amount of classroom and self-directed learning; providing the right methodology for managing the student's work both in and outside of the class; and providing the student with necessary learning aids in order to render the self-directed learning creative.

It is well known that it takes regular practice to achieve perfection in any activity. This is especially relevant in the case of mastering a foreign language. Given the specific nature of our university, this should involve speech practices and learning activities of various forms, such as reading, translating, retelling and abstracting. General discipline, a systematic approach and responsibility for accomplishing tasks in students can be promoted through weekly reporting and monitoring. The success of achieving the final practical purpose of teaching a foreign language – for the student to fulfill his or her aims with the help of adequate linguistic means – is to a great extent dependent on the quality of the student's self-directed learning efforts. Since the self-directed work of a student studying a foreign language is an intellectual pursuit which requires a lot of thinking, language self-learning should, first of all, develop logical thinking in the student to enable him or her to think in the right way and respectively express thoughts not only in the student's own language but also in the foreign language.

The main effort in teaching a foreign language should be focused on arranging for self-directed work of students, bringing the time budget available to the student in line with the amount of tasks assigned, and providing learning aids for self-directed work. This involves: testing first-year students in order to identify the level of their knowledge and maintain a certain sequence and succession in learning; questioning in order to identify students' needs and demands for the purpose of selecting the content of foreign language teaching; minimizing the subject-specific content with a view towards developing communicative competence to enable self-directed language learning on the basis of meticulously selected language and speech-related material; making study guides aimed at developing different types of language behaviors; selecting exercises for self-directed learning; selecting texts for self-directed learning; planning all types of self-directed work; and other activities.

Now let us discuss the specific aspects of self-guided work in the course of language practice in class and through extracurricular activities. In this respect, managing self-guided work involves a teacher's direct and indirect influence. At

first, the teacher serves as an information source. Later, he or she becomes a facilitator and coordinator of communication. Unprepared or initiative speech is possible even in the context of the teacher's indirect influence, as well as facilitating creativity and thinking. It is spontaneity that promotes self-reliance in selecting the content, and drives the thinking process. When developing receptive skills, it is advisable to focus on promoting creative understanding of the information received, with preference being given to the abilities to predict, conceptualize and break down the whole into meaningful fragments and efforts to cut down a text. A component of such a task should be either personal appraisal or reasoning. Based on the final goal of teaching a foreign language as a specialty, it can be expected that self-directed work in practical mastering of a foreign language is mainly aimed at: (a) achieving the relevant level of communicative competence in the foreign language during one's studies in a higher education institution; and (b) preparing pre-graduate students for effective self-learning practices in the foreign language after the graduation. Therefore, we can not only differentiate the content of self-directed learning, but also flexibly manage and gradually expand its scope and intervals between giving tasks to students and following up on their completion.

In order to develop self-learning competence, it is important not only that a student learns to study a language on his or her own, but also that he or she continues to do so in their new life environment after graduation. Apparently, the achieved level of self-reliance in learning should be integrated into the new environment as early as during the studies in a higher education institution.

Thus, radical improvement of self-directed work in studying a foreign language requires both a significant improvement in its conventional practices and overall development of the forms, aspects and techniques that are aimed at developing self-learning competence.

## **DEVELOPING RESEARCH SKILLS IN STUDENTS OF MEDICAL COLLEGES IN THE CONTEXT OF LIFELONG EDUCATION**

**T. P. Babenko**

Continuous training of nurses, medical assistants, birth attendants, laboratory technicians and pharmacists is a priority prerequisite for medical education and improving competency among professionals. The Law of Ukraine "On Education", the Law of Ukraine "On Higher Education" dated January 17, 2002, and the Decree of the Cabinet of Ministers of Ukraine "On Approval of Regulations on Public Higher Education Institutions" dated September 5, 1996, have triggered the transformation of medical schools into medical colleges. A three-tier training system for nurses is introduced as follows: Junior Specialist Nurse, Bachelor Nurse, and (from May 24, 1997) Master of Nursing. There are currently 69 medical colleges, 44 medical schools, and 2 nursery institutes in Ukraine.

The main areas of reform in the medical industry include improving the system of training of future medical workers, developing and implementing nursing development programs, expanding the functions of paramedical staff to match international standards, and developing professionals capable of providing high-quality medical aid. The system of training for mid-level health workers is based on continuity, and includes training, retraining and upgrading workers' skills.

We understand lifelong education as a conscious, vital process of continuous learning of an individual with support of respective programs, education institutions and personal aspirations. We believe that the main prerequisite of the continuity of learning is the continuity of educational programs in education institutions of different levels.

Development of research skills begins in general education schools in the course of performing laboratory operations, solving creative problems, making experiments, and participating in conferences and academic competitions. However teachers do not always work in this direction due to a lack of time in the curriculum; therefore there is a gap in learners' preparation for self-directed research. Surveys among students show that research activities in schools are fragmented, mainly undertaken in the form of library research, and are often reduced to rewriting a paragraph from a textbook or an article in a popular science publication. With no good previous experience at creative work, such students are quite satisfied with the position of a teacher who offers the only solution to a problem that does not involve a discussion. These students tend to receive educational information in ready-to-use form due to a lack of time for research. Therefore, they experience a shortage of research-related skills throughout the training period, and hence are poorly prepared for self-directed professional activity. However, most of them are willing to engage in research, with the main motivation being a desire to get a positive mark, a passing grade, or to enhance their personal reputation among peers. Only few of them are motivated by seeking to develop their own professional proficiency and by self-improvement. No less important is reproductive orientation of learning. Students receive a large amount

of information at lectures and have to memorize and reproduce it at a seminar or hands-on session as required. With a large amount of learning content, many students do not fully understand and comprehend it. Therefore knowledge is superficial, and the learning process loses much of its effectiveness.

Observations and questioning show that the majority of teachers, especially those with long teaching experience, are not ready to abandon conventional teaching methods. They refer to satisfactory quality of training, and express harsh criticism of new technologies, considering them ineffective. The main reason for this, in our opinion, is the inability to organize and supervise research activities of students in a proper and efficient way. This makes it more complicated to define a problem, select and formulate a topic, goal, an object and subject, and putting forward a hypothesis for future research. The teacher's main task is to teach a student to use the acquired knowledge, skills and abilities, and find the right solutions for non-routine situations. However, most teachers perform tasks by themselves, and offer topics that are of no interest, and sometimes even unknown, to students. In this context, students remain passive observers and do not exhibit any self-creative activity.

We believe that hands-on sessions should play an important role in developing research skills in medical students. However, the conventional method of managing such sessions has a few shortcomings. For instance, the main goal of a hands-on session is to develop skills in working with medical equipment in order to learn the most common manipulations through practice. This leads to a decrease in cognitive activity. Following the clearly defined steps of an algorithm, students succeed in solving set tasks, but fail to gain insights into the essence of work. This prevents the development of research skills and creativity. New training technologies help to get rid of formalism in hands-on sessions, contribute to a better understanding of theoretical content, and develop the creative capabilities of students as part of the personality development.

Thus, research is an important factor in training young specialists, allowing for shifting the focus from the reproductive absorption of knowledge to the development of cognitive interests, a high culture of thinking, and willingness for lifelong learning by continuously enriching their bundle of knowledge, self-determination and self-expression. However, the ready to use conclusions found in textbooks or lecture material create the impression of finality and conclusiveness. When knowledge is taught this way, students have no opportunity to experience the process of acquiring new knowledge on the basis of the data derived from observations or experiments. It is necessary to build an environment where students will be able to carry out research throughout the period of studies at a medical college, taking into account their individual characteristics, and integrate the acquired skills in professional activities and further education on the basis of both theoretical and practical principles.

## **PROFESSIONAL AND PERSONAL COMPETENCES OF A TEACHER WITHIN THE SYSTEM OF LIFELONG EDUCATION**

**U. K. Tolipov**

The Concept of Higher Pedagogical Education of the Republic of Uzbekistan highlights the aspects such educational activities as: (1) humanization of the educational process, (2) diagnostic activities of the teacher, (3) monitoring, (4) willingness to search and research. We will briefly describe the nature of these components of the professional and personal skills of a teacher.

(1) At the present stage the main direction of development of lifelong education is the transition to student-centered interaction, respect of individual students, respect of their rights, and creating conditions for their development. The reorientation of education and disciplines into the student-oriented model of the educational process is defined as the humanization of education. The recognition of personality in training, the focus on needs and interests, and building on the cooperative interactions provide humanistic education and improve their professional competence.

(2) The humanistic approach assumes the diagnostic component in the educational activities of a teacher. It is impossible to successfully educate and train without knowing a student, and not being able to competently assess and record progress and development. Meanwhile, teaching science today does not have any complete and systematic picture of a teacher's psycho-diagnostic culture and the ways of establishing it. These circumstances hinder the solution of some pressing practical issues related to the upbringing and education of the younger generation. The psycho-diagnostic activity of a teacher is a special kind of evaluation practice carried out in conjunction with a school psychologist and the study aimed at individual psychological characteristics of an individual pupil and socio-psychological characteristics of the group to develop the student's personality and optimize the educational process. The main function of a psycho-diagnostic culture is communicative and regulative. Thanks to this, the relationships between entities in the educational process are being transformed; it becomes possible to change the meaning of social interaction between a teacher and students.

(3) The psycho-diagnostic competence of a teacher is directly related to the ability to track, monitor and measure the quality of learning and skills of students, and their level of development. Testing and evaluation of students' knowledge is an essential component of the educational process. The quality of training, and the success of the solution of many didactic and educational tasks depend on their correct formulation. Analysis of the traditional methods of testing and assessment shows that control does not establish common knowledge and common goals to be achieved in the learning process. As a rule, learning objectives are stated very broadly and allow a different interpretation on the part of teachers: to give a strong knowledge of the principles of science, to form logical thinking, to develop their cognitive activity, etc. Research into this issue is connected with the study of the educational function of evaluation, with the analysis of the impact of pedagogical conditions for students and teachers, etc. Educational assessment of the effect will

be much higher if the students understand the requirements on the part of their teachers. To achieve this goal, schools spread rating lists for each discipline in the current tests, and students should know in advance the content of the course or section, and have a list of basic concepts, which are subject to learning and assessment. The maximum efficiency in evaluation of students' knowledge in the end is not determined by the final survey, but tracking the quality of learning and skills during the educational process that achieved the greatest degree with teacher monitoring.

(4) In the process of active innovation in society the determinant of personal and professional competence of a teacher as part of educational institution is the readiness to search, create and initiate, as well as feel the need for self-development. In preparation for teaching practice and later teaching activities, the future teacher needs to get an idea about levels of pedagogical creativity. Of course, young teachers should not expect to immediately enter the heuristic level of creativity and research, but to introduce it in the creative laboratory of more experienced colleagues, constantly introducing innovative approaches and techniques, such is the task of teachers, trainers, managers of educational institutions and institutions of training and retraining educators. Individual psychological education through the integration of experience, theoretical knowledge, practical skills and personal qualities makes a significant commitment to the implementation of teachers' training.

**LIFELONG EDUCATION  
AS A FACTOR OF PERSONAL STABILITY:  
THE VIEW OF RUSSIAN SCHOOLCHILDREN**

**N. N. Shestakova  
E. I. Krasavtseva**

It's obvious that a sense of stability and constancy is particularly important for every person throughout his or her life. This raises the question, what is the factor that gives people confidence in themselves, and the solidity of their position? What could withdraw, at least partly, each individual from the influence of circumstances that are often beyond their control and shape the environment in which they exist? Education seems to be such a factor. Moreover, given the rate of change in the modern information field, which is increasing like a snowball, education cannot be received just once and forever, terminally. Education should become an integral part of life, of the very existence of every person. It should be continuous.

The authors have undertaken a special survey to study Russian schoolchildren's perceptions of and attitudes towards lifelong education. The survey has three purposes: (1) to identify schoolchildren's awareness of the principles of lifelong education; (2) assess their understanding of the concept; and (3) determine how important they find the implementation of the principle of lifelong education in their future life.

This survey was conducted in February of 2011 in the form of a questionnaire-based interview among pupils of the eighth and ninth grades at one of the schools in St. Petersburg. The authors interviewed 59 people, of whom 55.2% were girls and 44.8% were boys. It should be emphasized that we intentionally selected respondents from among teenagers who are at their first vital educational "fork": these are those who are about to finish incomplete secondary education and should make their first decision on whether or not to continue their educational path. It is obvious that such a decision can be made either once (i.e., when a teenager knows firmly and exactly what he or she wants to achieve in life, and sees the ways of reaching their goal) or adjusted (provided that a youngster is either unaware or lacks a clear understanding of what he or she should aspire to, or simply wants to try himself or herself in different fields). Apparently, in both cases, achieving the desired goal is highly associated with acquiring appropriate education.

Our survey has shown that two thirds of the respondents (66.1%) are aware that everyone has to plan their educational path as early as in middle secondary school. The concept of "middle/high school" corresponds exactly to the current status of the respondents, who are eighth and ninth grades of incomplete secondary school. What are teenagers' educational plans? According to the data obtained from the survey, the overwhelming majority of them (96.6%) plan to complete secondary education, whereupon two thirds of the respondents intend to continue their education at universities, institutes and academies. Traditionally, girls are more focused on acquiring higher professional education than boys. These indicators differ by almost two times: 61.5% of girls versus 38.5% boys.

Every fifth student finishing incomplete secondary education is still choosing his or her future educational path after completing secondary education; 11.9% of students intend to get secondary vocational education in vocational schools or colleges. Only 3.4% of the boys interviewed are not going to continue their education. The information obtained quite correctly reflects the pattern of educational targets among young people in large Russian cities in general.

These are general current attitudes of young people. However, up to this point we have been speaking about one-time education. What are the longer-term plans of teenagers for their educational path? How do they understand the *objective need* for continuously maintaining and developing their knowledge and skills in light of the idea of lifelong education? The study has revealed the lack of a mainstream commitment among students to continue their education throughout their lives: only every four out of ten respondents (39%) adhere to this principle. Girls are more committed than boys (78.3% vs. 21.7%). One third of the surveyed students believe that education acquired at a young age will be enough "until the end of life." This opinion is cited by 30% of girls and 70% of boys. More than one quarter of teenagers were not able to provide a definite answer to this question. What are the reasons behind the distribution of results? The authors brought forward a hypothesis that perhaps young people simply do not have enough information about the idea and principles of lifelong education. The questionnaire included a number of questions designed to confirm this hypothesis. Indeed, it was found that the level of awareness of the principles of lifelong education among schoolchildren is not sufficiently high. One fifth of the teenagers (20.7%) had not heard about the concept of "lifelong education" at all. The sources of information cited by the respondents (in descending order of importance) include: "parents and other family members at home" – 24.1%; "school teachers" – 24.1%; "radio and television programs" – 20.1%; "newspapers and magazines" – 8.6%; "classmates and friends" – 6.9%; Internet – 3.4%. Moreover, while every fourth girl had learned something from radio and television programs (an especially outstanding source), boys most frequently mentioned parents, relatives (30.8%) and school teachers (26.9%) as their source of information.

Logically connected to the above was our question designed to evaluate the degree to which students understood the essence of the concept of "lifelong education" among teenagers. One half (49.2%) of Russian (St. Petersburg) schoolchildren associate lifelong education with "continuous studies in various educational institutions throughout one's life at one's own discretion." One fifth (18.6%) see it as "continuous studies in various educational institutions throughout one's life due to business needs/on request of the employer." The same proportion (18.6%) interprets lifelong education as "continuous self-education". A small portion of students (6.8%) see it as "studying in educational institutions from time to time as and when necessary."

What is the purpose of such education according to schoolchildren? Opinions on this question are divided as follows. Four out of every ten respondents (36.4%) believe that lifelong education is necessary "to know the achievements in their chosen profession"; two out of ten (22.7%) think that it will enable them "to keep up with the rapidly changing situation, and be modern"; and one out of six respondents (15.3%) wants to be an interesting conversationalist. Every seventh

respondent (13.6%) believes that lifelong education contributes to active citizenship. Only 3% of the surveyed students linked lifelong education to the opportunity to know the latest professional news. The list of proposed responses was supplemented by the following positions: "To be an educated and intelligent person"; "To be developed, know everything, and in general be a man of the 21st century"; "To be developed and learn many new things." In general, we can conclude that teenagers have nearly correct intuitive understanding of the essence of "lifelong education". It should be noted that the survey has contributed to building interest to the concept among schoolchildren, which can be regarded as one of the absolutely positive results of the survey. This is, in particular, confirmed by the fact that one half of the respondents (47.5%) showed a need for learning more information about lifelong education which can help them choose an occupation. Furthermore, every third student noted that such knowledge is useful.

Thus, we can state that teenagers and young people are poorly aware of the idea and principles of lifelong education, even in a large city like St. Petersburg. Therefore it is necessary to raise the question of the need for large-scale promotion of the idea of continuous maintenance and development of base education, including professional education. It is extremely important to explain to young people that being constantly alert of their attainment level is a real factor which can provide, at least to some extent, personal stability, and offset the influence of the surrounding environment, which is not always controllable. This work may be particularly effective in those periods of social and pre-professional formation of young people that precede decision making regarding the choice of their future educational path.

## **BUILDING INDIVIDUAL EDUCATIONAL PATHS**

### **E. I. Ogorodnikova**

In the context of the Bologna Declaration, Russian educational institutions are changing the philosophy of training of professionals, and are setting new goals for the development of the educational process, placing the main focus on personality-orientated education which facilitates the development of professional competence, consistent motivation for lifelong learning, and creation of learning and professional mobility. Building an educational path in an educational institution is a multi-level task. When moving from one level to another, the path becomes narrower and increasingly more oriented toward the learner.

On the first, basic level, an educational institution follows the State Educational Standard (GOS) which governs the main content of learning (the federal component). The second level involves the development of the regional (national and regional) component of learning. Individualization of the educational path begins on the third level (the institutional component) where the component of learning chosen by a particular educational institution is developed (elective courses, optional subjects, and the certain sequence and duration of subjects and order of their learning during an academic year, etc.). This allows for taking into account the interests, aptitudes and abilities of students, and create conditions for teaching high school students in accordance with their vocational interests and intentions to continue education by introducing change into the structure, content and arrangement of the educational process. On the fourth level, the learning path is individualized through the teacher's making a syllabus for learning a subject, and forms and methods of teaching are selected both for a group of students and for an individual student. On the fifth level, the learning path is individualized by providing each student with the opportunity to create their own educational path at mastering all school disciplines.

Arrangement of training in accordance with an individual path requires a special method and technique. Modern didactics usually offer two opposite methods for solving this task, each of which is referred to as an individual approach.

The first approach is differentiated training. This approach suggests that each student should be treated on an individual basis and educational content should be differentiated by the degree of complexity, area of knowledge or other criteria. In order to achieve this, students are usually divided into groups, such as "physicists", "humanists" and "technicians", or capable, average and underperforming. The first approach is most common (especially in secondary schools), while the second one is quite rare because it requires not only individual movement of a student in the context of general learning objectives, but also the development and implementation of various training models, each of which is unique in its own way and is attributed to personal capabilities of an individual student. Implementation of this approach requires changing traditional forms of training by introducing a lecture-based system of learning (churning out lectures),

group work, hands-on sessions and seminars, consultations, etc.; broadly adopting distance learning which provides a unique opportunity for acquiring new knowledge in different areas of human activity while planning the place, time and form of training by yourself; and using all various types of networking between educational institutions.

The second approach suggests that an individual educational path should be built for each student with respect to each of the areas of learning.

The selection and building of an individual educational path in the framework of lifelong education are based on the following characteristics of personality: (a) aptitudes for a certain activity, such as technical creativity (creative and innovative personality), scientific creativity (innovative and creative personality), public and social activities (public and innovative personality), and organizational activities (organizational and innovative personality); (b) needs of professional self-determination: the development of professional intentions, professional training and learning, professionalization and professional adaptation, proficiency, full or partial realization in professional activity; (c) willingness for professional self-determination: motivation that drives a person to pursue their goal and contributes to their development.

Each of the above-listed levels can be divided into two stages of building an individual educational path: (1) goal setting: setting goals, diagnosis of the basic personal quality (the ability to set goals where necessary elements of the educational paradigm are developed for "launching" the educational path, etc.); and (2) a technique-related stage, which involves the creation of an individual educational program as a means of implementing the educational path. The method of creating an educational program by the teacher includes the following steps: an informed choice of specialization of learning; learning objectives; personally meaningful content of the subject (course); planning; outcomes; and control of learning.

Our study has revealed the following specific features in the development of educational paths at different levels of the education system:

(a) *general secondary education*. Educational paths are chosen in the following areas of basic training: specialized training, gifted children, children with disabilities, additional education in accordance with capabilities and abilities of children (hobby circles and sections), professional training and learning;

*primary and secondary vocational education*. Learning paths are developed by acquiring skills of different levels (from basic to higher), and also additional skills or second professional education;

*higher education*. The opportunities for movement on this level of education are provided by two areas: the Bachelor's program (followed by the Master's program) and the Specialist's program, as well as additional specialization and second higher education;

*postgraduate training*. A wide range of educational paths are provided by various advanced training courses in the chosen or related professions, second professional education and educational programs for personality development.

In conclusion, let us note that in recent years the Russian Government has been paying much attention to professional education at all levels with a view to

raising the prestige of blue-collar occupations and engineering professions. For example, there is an approved list of 93 professions necessary for modernization of the economy. This list includes mechanics, plumbers and other representatives of the working class which has almost disappeared in Russia. From the year 2012 onwards, those who receive vocational training in these occupations can request a scholarship increase of up to 14 thousand rubles per month. These and other measures will help develop educational paths with a focus on mastering professions and occupations that are currently required by this country.

## **SUPPORT OF PROFESSIONAL ACTIVITY OF A TEACHER**

**. V. Polyadyaeva**

Based on a long-term experience of work in the Department of Open Educational Techniques of Moscow Institution of Open Education, we may positively state that teachers are in great need of realization of self-education, building of an educational path in advanced training, critical evaluation of their pedagogical activities, cooperation with colleagues, and self-presentation or presentation of group work. All the above examples, according to the new educational standards, are an obligatory result of learning in educational programs of basic general education. If a teacher does not know how to use "key competences which are the basis for learning", how can he/she teach their students to do this?

Apart from advanced courses giving an impetus for the development and professional self-development of a teacher, one of the main factors that makes it possible to generate skills of self-education, goal setting and self-evaluation of a teacher, to increase reflection culture, i.e. improve the competence of self-education, is the planned work of a school administration with regard to the support of professional activities of a teacher. Each teacher is unique from the point of view of their personal characteristics, features of character, and experience. Hence, the work of a school deputy director should include individual support of the pedagogical activity of a teacher. In the context of switching to the new system of remuneration of teaching work, the role of a school deputy director has changed considerably. Nowadays, their functions include not only control, but also consultations rendered to a teacher with regard to building a path of their self-education, and improvement of their professionalism and career development.

Coaching technology is one of the most prospective instruments for the realization of this direction of the activities of a school deputy director. This technology of career building was widely circulated in business environments in Europe and USA. In Russia coaching technology is circulated in business structures and is demanded mainly by senior managers. The word "coaching" itself is of English origin. It means "to train, to teach, to prepare for something". One of the meanings of the word "coach" is "carriage" or "vehicle", which is why in a figurative sense coaching means the way of bringing a person to the place where he or she wants to be. With regard to educational matters «*coach*» or «*coachman*» for the first time was used in Oxford in XIX. Students called their tutors, teachers in such a way, whose responsibilities included rendering support to students in their choice of courses necessary for passing exams and preparation for schools. Coaching is a new strategy of work with a person, which is used not only for consultations and professional training, but also for the development of creative potential, and support in setting new targets outside the scope of customary perceptions of reality. Coaching may also be identified as a technology of support of the process of upgrading professionalism, planning, and implementation of career development.

The first step in supporting a teacher includes the recognition of professional interests of a teacher and their comparison with its pedagogical practice. The result is the determination of the outcome of the performance of a teacher with regard to self-education during the year and planning of stages of their achievements. The results of each stage are discussed, the teacher draws conclusion about how far he or she has realized their current goals, and then the goals of the next stage are set. We need not repeat that the results of each stage, of each discussion, are supported by documents. Thus, a file is created, which is in a sense a portfolio of a teacher. Work with a teacher is carried out by means of individual interviews. The role of the deputy director is to listen, ask for explanations, and ask questions (not suggestive). Due to this way of organizing work with a teacher, conditions are created under which a teacher makes a decision independently, sets his or her own goals, and makes self-evaluation of the performed work. In the course of support, it is possible to give advice, sometimes suggestions with regard to the means of performance of work. However, a decision on when and how the work is going to be done is always made by the teacher.

Please, consider the following example. Teacher "N" in a Moscow school became aware of a change of the form of the performance review in a higher qualification category and the need to pass the performance review in the form of a portfolio. She requested that the deputy director support her. In the course of the interview, the teacher pointed out the following difficulties in the future performance review: short period for preparation of the portfolio, and a lack of necessary documents. As the following step, the deputy director tried to find measures to be undertaken by the teacher to successfully pass the performance review. The teacher remembered offers about making a speech at a round table, preparation of an article for a journal, participation in a conference, etc. The deputy director offered to make a schedule of works to prepare for the performance review in a week and in three weeks. The teacher immediately made such a schedule, and eventually a question about providing the necessary support to the teacher was asked. Teacher "N" asked to give consultations re: the preparation of an article. Afterwards, such assistance was given to the teacher. During the interview, the deputy director did not give advice, did not try to comfort the teacher, but put questions, and the teacher started feeling better. If at the beginning the teacher had doubts about her abilities and felt uncomfortable, at the end of the interview after making a general plan of action for the short term, the teacher calmed down, her position having changed from the viewpoint "I cannot do anything" to the viewpoint "I have a chance". Questions asked by the deputy director were not suggestive questions. Only the teacher herself knew answers to such questions. The purpose of the deputy director was to render assistance to the teacher so that she could answer her questions herself, and allay her concerns, i.e. to help herself. "N" came to be consulted by deputy director within the established periods, strictly adhered to the schedule of actions prepared by her, and passed performance review successfully.

Coaching gives very good results in an uncertain situation, in the situation of quick change of working conditions, as was the case with teacher "N". The deputy director at that time was also not well acquainted with the new form of performance review. However, the information that the teacher initially had was enough in order

to start moving towards achieving the set target. High efficiency of coaching can be explained by the fact that the conclusions or decisions that were made by the teacher were her own findings. The result is high motivation, aimed at solving problems or implementing ideas, as well as the improvement of self-evaluation of a teacher and its assurance in its own forces. With the experience of self-support, a teacher may translate this to their students; for example by means of organizing tutor support for a student, or comprehensive work with the student's portfolio.

The use of coaching technique facilitates an increase in the activity of a teacher, the level of their professionalism, and as a consequence, an improvement in the quality of education.

#### **Bibliography**

1. Новиков А.М. Постиндустриальное образование. Издание 2-е, дополненное. – М.: Издательство «Эгвес», 2011. – 152 с.
2. Образование через всю жизнь: теория и практика непрерывного образования для устойчивого развития: тр. рос.-болг. междунар. сотрудничества / Ленингр. гос. ун-т им. А.С. Пушкина, НИИ соц.-экон. и пед. пробл. непрерыв. образования; [сост. Н.А. Лобанов]; под ред. Н. А. Лобанова, В. Н. Скворцова и М. Теневой. – СПб.: ЛГУ им. А. С. Пушкина, 2010.

## **THE DEVELOPMENT OF THE ACMEOLOGICAL PLATFORM OF A FUTURE TEACHER**

**N. N. Azizkhodzhaeva**

The modern educational system is characterized by the variety of training methods and innovations focused on the development of a student's personality. The modernization of the educational system in Uzbekistan determines how to reach a new quality of education. In this context the requirements for the training of future teachers in the system of higher education of teachers also change.

During the period of training, students obtain their main professional skills. Future teachers understand the need of continuous self-improvement. They build up such qualities as the ability to make decisions, to bear responsibility, and to develop professional skills. In such an environment it is necessary to facilitate the achievement of high levels of professionalism. As practice shows, the acmeological approach is focused on the determination of objective and subjective factors of a person's professionalism as a demonstration of the highest level in the professional activity of a specialist, and their self-improvement and self-development. A.A. Bodalev notes in his research papers that "small acme" is a forerunner of the "macro-acme" of a person. The development of "small acme" depends on the way the professional training of a student is organized. When a person is a student, their life strategy is actively developing, and a student understands how to live and act successfully and how to gain steady occupational status in modern society in future.

The achievement of the best results, i.e. "acme in professional occupation", in educational systems was studied by A. A. Bodalev, O. P. Burdakova, A. A. Dergach, V. G. Zazykin, N. V. Kuzmina, etc. In accordance with the theory of S.G. Vershlovsky, the acmeological platform (position) of a teacher is considered to be an integral part of their professional competence and a necessary precondition for carrying out training activities. The concept of an "acmeological platform" is based on acmeology ideas as a part of the science of achievement of the highest level of professionalism. Acme is the top level of personality development, however, it does not mean a final point of development, it just means a higher level that opens new horizons for further development.

Levels of competence of a future teacher depend on the way their professional training was organized, when he/she was a student. During this period, "small acme" is very important, when an individual reaches their top level, typical for this period. The acmeological platform of a future teacher means their devotion to the achievement of the highest level in training activities, and the development of creativity and presence of humanistic motivation in professional activities. The acmeological platform can be characterized as integrative characteristics of a person, it is both a result of the development of a person and a potential force or leverage for the further evolution of a person; this is a force that makes a person move further. The acmeological platform includes the following components: knowledge and experience, emotions and a system of values, self-consciousness and the ability to make conclusions, communications, and

motivation. When a future teacher develops their acmeological platform he/she needs to set goals, gather information, make a plan of future activities, plan how to implement the goals, and to analyze the foregoing (process of reflection). In order to decide whether a teacher has developed its acmeological platform, it is necessary to determine the integrated criteria, which include: self-education, professional and personal skills, dominating position, style of training activities, drive to gain successful results, self-determination, self-respect and respect of other people, which are interrelated and accumulated in professional activities.

The acmeological platform, as a pedagogic phenomenon, is multi-dimensional. Depending on the circumstances it may be both a purpose and a result of the process of education, as well as a method that determines the essence of the pedagogy phenomenon. Training conditions that contribute to the development of the acmeological platform include the amplification of such disciplines as: (a) psychology and pedagogics, (b) methodology and (c) pedagogical practice. Adherence to the above conditions makes it possible to reduce the "gap" between theory and practice, create training environment of collective "acme" that makes it possible to coordinate and agree the activities of all students, provide for high motivation in reaching success, and focus of students on the improvement of personal characteristics and professional skills.

In the process of education it is necessary to use active methods of education, new pedagogical techniques and innovative methods of training. At the learning sessions, students should use new skills and knowledge, develop their own strategy and activities, and demonstrate their theoretical and practical skills and knowledge. Learning sessions should include interactive games, special exercises, and training tasks. Practical training should provide for the presence of a "cognitive component" of the acmeological platform, and the ability of students to test their own knowledge and skills. Participation in such sessions should stimulate reflection, understanding and reconsideration of one's own motives, goals and interests. Students should know how to solve professional problems with creativity, and plan their own self-development and professional self-improvement. Exercises undertaken during practical sessions should provide for the presence of motivational, communicative, emotional and axiological components of the acmeological platform. Sessions devoted to the development of reflection skills should be focused on the development of the skills of carrying out self-analysis and self-evaluation of one's own activities. The curriculum should be prepared taking into account the ability of students to solve professional tasks and correspond to emotional, axiological and reflection and self-consciousness components of the acmeological platform.

The process of training students should create conditions for independent recording and evaluation of one's own achievements. For this purpose, it is possible to use a professional portfolio. The students' portfolio may include performed tests, exercises, papers, essays, results of tests, rating control pictures, etc.. The process of the development of the acmeological platform of a future teacher depends on the use of acmeological training techniques, i.e. such techniques that are focused on the successful activities of each student. Training techniques are focused on the achievement of a certain result using a specific training system. The acmeological training technique is a technique that helps a

student to achieve success and high level results, based on a steady incentive of achievements; this is a systematic training technique built by means of design of the training process and stage-by-stage diagnostics. The acmeological technique helps to gradually organize learning activities of a future teacher by providing for their success in training and self-development. The lecturer's task is to purposefully design the development of a future teacher through the organization of their core activities, in the process of which the intellectual, personal, social and communicative development of a person takes place. Acmeological techniques include: interactive games, workshops, development techniques; techniques of personality-oriented training; methods of making forecasts; teaching how to solve problems.

A well-developed acmeological platform of a teacher mainly determines the competitiveness and professional and social success of a teacher. This process brings results when a future teacher has developed such a professional and personal quality as communicativeness. The acmeological platform of a future teacher is an integrative characteristic of their personality focused on the achievement of high level results and pedagogical performance, the development of creativity of a teacher and a student, and steady humanistic motivation in training activities.

#### **Bibliography**

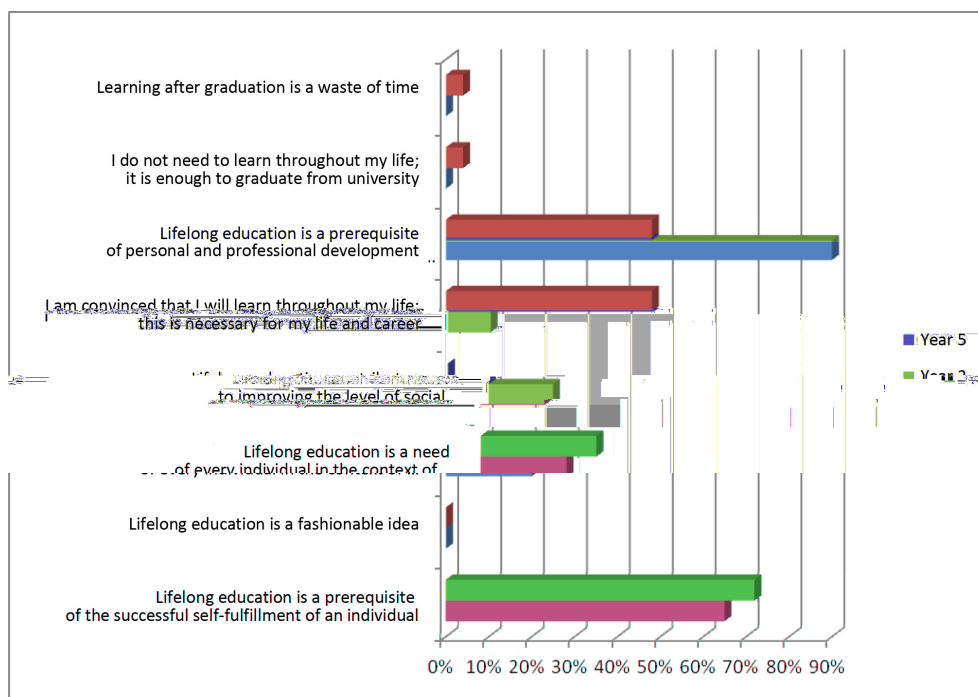
1. Дергач А. А., Кузьмина Н. В. Акмеология – наука о путях достижения вершин профессионализма.
2. Кузьмина Н. В., Зимичев А. П. Проблемы акмеологических наук. – СПб., 1991. &

## **ATTITUDES TO LIFELONG EDUCATION AMONG DIFFERENT YEAR STUDENTS**

**G. V. Marchenko**

The National Doctrine of Education Development approved by the Decree of the President of Ukraine on April 17, 2001 defines the basis for the development of lifelong education in the country, taking into account the global trends in education throughout life, as well as socio-economic, technological and socio-cultural changes that take place everywhere. The principle of continuity in education is implemented by providing the continuity of content and coordination of educational activities at different levels of education. Government documents on education in Ukraine define the main areas of continuity, namely: (a) creation of integrated curricular and training programs; (b) establishment and development of educational research and production facilities for manpower training; (c) introduction and development of distance learning; (d) provision for training in accordance with the needs of an individual and the labor market in vocational schools, higher education institutions, post-graduate institutions, etc.; and (e) provision of continuity between secondary, vocational, higher and post-graduate education. However, according to the government, one of the main aspects of the implementation of the idea of continuity is "the development of a need for and ability of self-learning in an individual, and optimization of the system of retraining and advanced training of workers, modernization of the post-graduate education system on the basis of relevant state standards" [1]. Reforms, and the need to ensure that they are effective, drive the teaching community to pay more attention to improving the quality and performance of teachers. Solving this problem is directly related to enhancing the proficiency of teachers, which is done with the use of a wide range of tools and forms, with scientific and methodological work playing an important role here.

A motivational component takes a special place in the system of internal individual and psychological resources of the personality of a teacher, because it is the inner attitudes and beliefs of the teacher that define their attitude towards professional self-improvement, and hence the quality of the teaching process as a whole. In the light of the above, we have surveyed the attitudes of students of different years in a pedagogical higher education institution towards to the idea of lifelong education. The results of the survey are shown on the bar chart below.



Second and fifth year students of the English department were given eight statements (shown on the bar chart) and were asked to choose those that they believed were true. According to the majority of students of both years, lifelong education is a prerequisite of the personal development, professional improvement and successful self-fulfillment of an individual. This means that personal motives related to self-development, self-improvement and self-fulfillment of the personality of future teachers are key for students of both years. We find it positive that nearly none of the students consider lifelong education as a fashionable idea. In addition to personal motives, second year students also have motives related to the development of society and the state (social motives) that are almost totally lacking among fifth year students. This can be explained by the fact that junior students are more idealistic than undergraduates, who have already closely faced the realities of modern times, and by the time of graduation have lost almost all illusions about the real life. These results may indicate that graduates do not feel like citizens of their country, do not feel themselves socially protected and therefore they believe they owe nothing to their country. Four percent of the fifth year students regard the continuity of education as something irrelevant and unnecessary in their lives, because they find it possible to live their life after having received higher education only once. Fortunately, their position is not shared by the second year students, which is to a certain degree encouraging and makes it possible to hope that there is a future for this country, if a new generation of teachers is focused on lifelong education being motivated by both their own growth and the development of the country.

The results of the survey suggest that the attention paid by scholars and practicing teachers to the development and improvement of individual forms of scientific and methodological work is neither accidental nor groundless. Let us recall that D. Pisarev once wrote that he "who values the life of thought, knows very well that only self-education is the real education... One should study in school, but many should study even more after leaving school, and this second ability is much more important than the first one in its outcomes and influence on man and society" [2].

Self-improvement is an important aspect of the creativity of teachers. Without motivation for lifelong education, any form of advanced training is unlikely to lead to effective results. The main goal of both individual and group forms of scientific and methodological work of a teacher in the context of the lifelong learning strategy is to motivate a teacher for self-improvement and enhancement of personal qualifications, and to transform them into the subject of the process. Apart from traditional individual forms of scientific and methodological work (a teacher's work on a scientific and methodological problem, self-learning, pre-course and post-course training, internship, consulting, creative reports on teachers, mentoring, etc.), forms such as master classes, presentations of creative achievements, individual creative exhibitions "I am Being Evaluated", etc. become increasingly recognized, too.

The Law of Ukraine "On Education" guarantees teachers the opportunity for advanced training and retraining, and gives freedom in choice of content, programs and forms of education, educational institutions and organizations that provide advanced training and retraining [3]. The results of our survey convince us that young people are willing to pursue education throughout their lives.

#### References

1. Національна доктрина розвитку освіти, затверджена Указом Президента України від 17 квітня 2002 р. № 347/2002. – URL: <http://doshkolenok.kiev.ua/zakon/63-2009-09-03-18-48-50.html>  
Дата обращения: 4.03.2012.
2. Писарев Д. И. Соч. : [Текст] в 4 т. / Д. И. Писарев. – М., 1956. – Т. 3. – 527 с.
3. Закон Украины «Об образовании» (1991 г.)

## **THE MISMATCH OF TEACHING AND LEARNING STYLES AS AN OBSTACLE TO THE STUDENTS' SUCCESS IN THE PROCESS OF LIFELONG EDUCATION**

### **A. Tatarinceva**

**Introduction.** A growing body of research are devoted to the topic how the match of learning and teaching styles affects students' cognitive outcomes. If instructional resources can be considered as having a style of their own, then several studies verified the increased academic achievements and improved attitudes towards learning evidenced when students' learning styles were matched with complementary methods or materials [4], [10], [11].

**I. What is a learning style?** Numerous definitions of learning style have been suggested in literature. A learning style are the conditions under which a person begins to concentrate on, absorb, process, and retain new information [9]; a learning style means general differences in learning orientations based on the degree to which people emphasize four models of the learning process as measured by a Self-Report Test called the Learning Style Inventory [12]. There is the positive relationship between how each lecturer teaches and how successfully students achieved [1]. The closer the match between a lecturer's teaching style and a student's learning style is, the higher the student's progress is. The Concept of a learning style, includes 21 different variables [4]. Buell [5] matched students with lecturers whose perceptual strengths were similar to theirs and obtained increased achievements and improved attitudes. Studies of at-risk students revealed—the majority of the underachievers strongly preferred collegial-rather than authoritative—lecturers [9]. The author believes some elements of style can be revealed by creating varied instructional areas and permitting students to experiment with learning in the ways responsive to their styles.

How can lecturers respond to students' emotional elements? Motivation is increased when students' learning styles are acknowledged and responded to. Students having "short attention spans" process globally and work on multiple tasks simultaneously. Lecturers should give them moments of "down-time" to accomplish tasks. Less persistent students are the globals and process information differently than persistent analytics do [12]. A less responsible student responds best to (1) knowing why the thing you want him to learn is important; (2) collegial rather than authoritative vocal tones; (3) being given a choice to do the task by own way. The author would like to encourage lecturers to do the following: Give time for a task slightly longer. Tell students they may work alone, if they prefer, or with a group-mate. When they choose to work with you, they need to do that. When students ask additional questions about the task, they need more structure (place the directions on the blackboard, allow such students to read them, draw symbols to help the visual/global students comprehend procedures more easily).

How can lecturers respond to sociological elements of learning styles? The Authority-oriented students may be unable to learn either alone or with a peer and the option of sitting near you and obtaining guidance, reinforcement, or assistance may be a necessary alternative. How can lecturers respond to students' perceptual

strengths? Many people tend to be analytic/visuals; they make sense out of printed words. Global visuals look at diagrams, pictures first. Some students classify tasks and analyze what to do first, pick things up as seem appropriate, begin to experiment through a hands-on approach. Those are likely to be analytic/tactuals. The global/tactuals analyze each part of the task. Some students prefer to read the directions again. That is the easiest way for an analytic/auditory student to accomplish the task. The global/auditory students ask for the additional directions, have the reader skip around, repeat, synthesize. Students do their work according to their processing style and perceptual strengths. Auditory students (they are about 30%) remember 75 % of what they hear at a 40-minute lecture. It is the most difficult way for many people to remember new information. Visual learners (they are about 40%) remember 75 % of what they read or see. That number is divided into the analytics and the globals. Tactual learners remember what they write (if analytics) or draw (if globals). The kinesthetics remember best the things they experience and should be involved in going, doing, traveling, acting. There were experimental studies where students were taught through matched and mismatched perceptual strengths. In each case, the researchers [7], [3], [13], [5] claim that statistically higher test scores resulted when students were taught new information through their preferred, rather than non-preferred modalities. Kroon [13], obtained significantly higher (.01) test scores for students in matched rather than mismatched treatments, and an additional .05 significance when the same students were reinforced through their secondary or tertiary modality. Teaching by a lecture is effective only for auditory or auditory/tactual students who listen to it and take notes. The author believes if a teacher is going to lecture, the following method for introducing new and difficult material through each student's perceptual strengths; reinforcing through a secondary or tertiary strengths increase the effectiveness of lecturing.

Can you identify your own teaching style strengths? If you are an analytic processor, you never concentrated on how to teach reading, maths, or science globally. If you a global processor, you rarely stay on a task without a structured lecture's plan. Both approaches are correct; it is important to teach the entire required curriculum, to do it through students' learning preferences and to relate them with students' achievements. Thus, both analytic and global lecturers can profit from understanding how to reach both types of student processors. Ramirez [4], believe that the majority of lecturers seem to be strong analytic processors, whereas the majority of higher school students are strong global processors. Thus, the type of information processing is one of the learning style's important element.

**II. What is teaching style?** Researchers [8], [9], [4], believe there are many ways of teaching the same content; some people do it verbally, or visually, others – experientially, All ways are effective – but not for the same students. Barnes [2] claims that there are three significantly different teaching styles: (a) closed-a formal didactic style with little negotiations; (b) framed –an overall structure is given by the lecturer without students' contributions; (c) negotiated – lecturers and students largely negotiated the content. Just as with a learning style, perceptual communication is only one part of a teaching style. There are nine major components of a teaching style, including each of the following – (1) *Instructional planning* – encompasses the diagnosis, learning prescriptions, evaluations

completed for each student. Knowledge of each student's ability, a learning style, interests, skills development, the ability to retain information, the concept formation - is essential to the diagnosis. The prescription includes the design and use of materials and multi-sensory learning activities at various levels [9]. (2) *Teaching methods* - refer to the way a lecturer groups students for learning, designs resources, uses interaction techniques, employs basic ways to teaching each student. (3) *Student grouping* - is the way a lecturer assigns learning to occur through groups, pairs, individuals, large groups, one-to-one tutoring. (4) *The lecture-room design* - reflects the way in which the lecturer designs spaces to match the characteristics of students. (5) *The teaching environment* - includes time schedules, different types of instructional stations, the optional learning activities. (6) *Evaluation techniques* mean the methods the lecturer uses to assess the progress of students. Testing, observations, performance assessments, and Self-evaluation are the part of each student's assessment. (7) *Teaching characteristics* are values a lecturer holds and ways used to transmit those values. (8) *Educational philosophy* refers to the lecturer's attitudes towards the key program descriptions. (9) *Students' types*: the types of students the lecturer prefers to have. You could determine your teaching style in The Teaching Style Inventory (Cafferty, 2000).

**Conclusion.** Higher schools increasingly diverse their capacity to provide a meaningful and empowering lifelong education for individuals. It is directly related to lecturers' willingness to invest their time, resources and guidance to move towards teaching that meets individuals at their points of readiness, interests and learning style preferences.

#### References

1. Adams J.F. 2003. Learning Style Preferences. USA: KOGAN PAGE;
2. Barnes D. 2001. Language and Learning. Journal of Curriculum Studies, 3(1),27-38.
3. Bauer E. 2001. Learning Style Perceptual Preferences. USA: HILL BOOK
4. Bruno J. 2010. Effects of matching and mismatching college students' hemispheric preferences. Journal of Educational Research, 83(5), 283-288.
5. Buell B.G. 2007. Perceptual preferences as variables. USA: JOSSEY-BASS
6. Cafferty E. 2000. An analysis of student performance based upon the degree of match among the cognitive styles of lecturers and students. USA: TEACHER COLLEGE
7. Carbo M. 2000. Teaching students through their individual styles. USA: PRAEGER
8. Curry L. 1987. The concept of a cognitive learning style. Canada: PALO ALTO.
9. DeBello T. 1990. Hemispheric preference. The American Biology, 44 (5), 291-294.
10. Douglas C. B. 1999. Making biology. American Biology Teacher. 4 (50), 277-299.
11. Gardiner B. 1986. An experimental analysis of selected teaching strategies. USA: WILEY.
12. Kolb D. 1985. Learning Style Inventory. USA: MCGRAW-HILL.
13. Kroon D. 2005. An experimental investigation of the effects on academic achievements and the resultant administrative implications of instruction congruent and non-congruent with secondary, industrial arts students' learning style perceptual preference. USA: PERGAMON.

## **A PORTFOLIO FOR TEACHERS FOR CIVIC EDUCATION**

**O. Bombardelli**

**The aim of this paper** is to describe and analyze a teacher portfolios linked to education for citizenship. It describes briefly the mainlines of an experience carried out with the students of the University of Trento (Italy) in the years 2010–2012.

Recent surveys (s. ICCS 2010, of the International Association for the Evaluation of Educational Achievement IEA) aimed to investigate the ways in which young people are prepared to undertake their roles as citizens in the 21st century in a range of countries, and demonstrated carences in this field. Already in the year 1999 the IEA CIVED study could find out that teachers don't feel prepared to educating for citizenship. The Eurydice report 2005 documented that the training of teachers in many countries, doesn't include civic education (Eurydice, 2005, p.2). The European Parliament Resolution on improving the quality of teacher education 2008 calls for civic education to become a compulsory subject both in teacher training and at schools, so that teachers and pupils have the requisite knowledge of citizens' rights and obligations and of the Union and can analyse and critically assess topical political and social situations and processes (art. 23 of the European Parliament Resolution 23/09/2008). Anyway "You cannot alter people's deep-seated habits by directive, only they can do it themselves, when they really want to, when they themselves experience a strong need to do so" (Amado and Ambrose 2001 p. xviii), especially in fields like education for citizenship, where there is still a compliance gap between policy and implementation.

A portfolio can support the assessment of 'softer' areas such as the affective aspect of being a teacher, as well as academic content and critical thinking, or education for citizenship, and can motivate for improvement. Shulman defines the teacher's working portfolio as a "structured documentary history of a set of coached or mentored acts of teaching, substantiated by samples of student portfolios, and fully realized only through reflective writing, deliberation, and conversation" (Shulman, 1998, p. 37). In this contribution the portfolio is considered as a tool for professional development, not as evaluation or accreditation measure. The main purpose of this portfolio is to increase the disposition of the pre-service teachers (teachers, and teacher trainers) to be reflective about their own behavior for professional growth, and to feel able to guide pupils in education for citizenship.

It is a short document in extension, but has annexes which are collected documents proving the claims made therein; portfolio entries are: work examples, plans with strategies, resources and summaries of experiences. The use of portfolios and the feedback by the mentores can ensure that competences are met. I adopt the following definition of the concept of competence offered by the European Tuning project: "Competences represent a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes, which build on the patrimony of knowledge and understanding developed over a period of many centuries.

Competences are developed in all course units and assessed at different stages of a programme" (Wagenaar, 2008).

**Education for Citizenship.** Education for citizenship implies cognitive and attitudinal strands, and behavioral aspects (Bombardelli, 1993), it concerns students' knowledge and conceptual understandings, interests, skills and competences, values and beliefs. The Recommendation of the European Parliament and of the Council (2006) on key competences for lifelong learning defines Social and civic competences as following: "These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation." The term 'citizenship' can be perceived as related to the knowledge and exercise of rights and responsibilities; it ranges from socio- cultural to political and economic dimension, all closely connected among each other. Aspects of the teaching profession addressed in the portfolio are: (a) knowledge of students, society, the self and the significance of the role of teachers, the goals of education and schools, (b) disciplinary and interdisciplinary skills, (c) interpersonal skills and cooperation, (d) organization and teaching ability, (e) professional development, focussing of the skills and values for a balanced citizenship education.

All subjects and the whole school life include aspects of education for citizenship. The programs of study can highlight the global interdependence, strengthen the awareness and sensitivity to the "problems of the world", support compliance with the rules of citizenship. It is a difficult task working in the field of citizenship at school, focussing on documentation and critical thinking, and avoiding indoctrination. Civic education should not be neglected in educational policies for initial and in-service training.

**The teacher portfolio for citizenship education.** While building a Portfolio, future and in service teachers reflect on the skills and knowledge necessary to teach, check their competencies and values, their ability to support students in building a personal development plan of the pupils, develop skills of selfevaluation. I report some examples:

(a) In the area of: 'knowledge of students, society, the self and his/her ideas on the importance of education for the development of society', there are items such as: "I'm aware of the challenges of the knowledge society in the global world, and of the importance of education for citizenship at school"; "I think about the significance of the role of teachers, about the goals of education and schools, in a longitudinal view"; "I think about my own social, civic identity and about the identity of the pupils"; "I become aware of my openness to collaboration across borders"; "I'm conscious of my teaching beliefs and of my value system relating to education, diversity and cultural identities, inclusion (ethnic, gender, handicap, religion, language, etc.), in full respect for human rights including equality as a basis for democracy, understanding of differences between value systems, working for intercultural, interreligious dialogue, social inclusion" etc.

(b) Related to the 'disciplinary and interdisciplinary knowledge', the portfolio records: familiarity with the taught discipline (political science, history, economy, law, etc.), knowledge about the community around the school, being update with current affairs in the own region/ country and abroad, knowledge and understanding of the historical, socio-cultural and ideological contexts. It implies knowledge of the official regulations and the curricula by the National Ministries, and by the Local authorities; information about the Recommendations of the main International bodies like UNESCO, the Council of Europe, etc. Attention to the best researches about teaching the civic topics and guiding pupils to develop civic skills, based on the concepts of democracy, justice, equality, and civil rights is important in promoting the principles and the achievement of objectives of responsible citizenship.

(c) Thinking about 'interpersonal skills and cooperation', the portfolio addresses items such as: analyse the human and educational relationship, the dynamic of communication, the social and learning climate in the classroom, in the school, the norms of convivence, discipline, rules of behaviour, empathy, involvement of colleagues (working in team), headmasters, and parents, engagement for preventing conflicts and violence at school etc.

(d) In the field of 'organization and teaching ability, and in the process of curriculum development', every student writes items to think at which level: he/she is capable of organizing teaching strategies and instructional settings, can use open, project oriented and pupil centred forms of education; use and product new teaching materials, technologies, multimedia; he/she knows how do students learn best; he/she believes in every child, experiences solidarity with his learning problems. They wonder how much: he/she can guide pupils to the acquisition of decoding methods for a vigilant and responsible citizenship, develop responsibility, solidarity, sense of justice, a sense of belonging to one's locality, country, to Europe and to the world, and a willingness to participate in democratic decision-making, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion. This involves critical and creative reflection and constructive participation at school (ex. debate, student council) and in community activities as well, also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values of others, voting. It implies think about how the author of the portfolio can use strategies for successful classroom management, for motivating pupils; whether they can design learning environments, inquire the hidden curriculum, offer learning opportunities appropriate to the age, grade and learning styles of the students, using strategies to work with "at-risk" kids, and with gifted students. Student teachers assess how they can master situations where they give to student groups different assignments in parallel, can adapt strategies, materials relevant to student needs, build links in partnership with the actors of the social environment. They analyse how they are able to assess skills, to monitor progress, adopt process oriented support diagnostics and new forms feedback.

(e) In the context of 'professional development', there are items like: I'm confident with meta-competence about my education and teaching practice, can record experiences as a teacher, am aware of my own teaching style. I keep myself informed about the decisions in the school field and give my own

contribution for the development of the school policy. I participate in public debate on educational topics, am an active member of a teacher professional association etc.; I demonstrate interest in extra learning opportunities and in longlife learning; I know that a teacher acts as role model, and am aware of the professional ethic. The list of items in the portfolio is of course not exhaustive, and depend on the learning situation of the authors in their way to accomplish the goals of citizenship education and professional growth.

**Conclusive remarks.** In this paper I argued that a teacher (and a teacher student, a teacher trainer etc.) should be aware of his/ her competences, values, and beliefs, especially in delicate fields as education for citizenship. A good portfolio can be a tool that empowers the authors, and help them in developing, or reshaping their professional growth, are helpful when they are results of a voluntary process by the authors. It leads to higher levels of observation, meta-thinking and criticism instead of being passive in waiting for external judgement. Teacher training in the field of citizenship education is concerned with issues of social justice, and with competences that equip individuals to participate in an effective and constructive way in social, political and working life, to become aware of and understand the ethical and political issues. A teaching portfolio can be understood as a premise to foster education for citizenship at school.

#### References

1. Amado G., Ambrose A. The transitional approach to change. – London Karnac, 2001.
2. Bombardelli O.. Educazione civico-politica nella scuola di una società *democratica*, La Scuola, Brescia, 1993.

## **IN-SERVICE EDUCATION OF SECONDARY SCHOOL TEACHERS IN SERBIA<sup>1</sup>**

**M. Maruši  
A. Pejatovi**

Analyzing the systems of teacher continuous education, we can focus on the content of the improvement programs, the forms it is organized in, and approach that is underlining this process. According to Hobart (Hobart, 1987: 787) three components can be recognized inside of every system of teacher education: preparation for realizing the specific teaching content – vocational contents, preparation for working in the classroom – pedagogical contents, and preparation intended for personal development of the teacher – developmental contents. The possible approaches in teacher professional improvement system defined by some authors are the deficit approach, based on covering the gaps that are recognized in the teachers' knowledge and competences. In this kind of systems the improvement is defined by the educational politics authorities. The other one, development approach, tends to transform the implicit theories of teachers, to stir rethinking of their practice and experiences. In this kind of approach, the participants themselves are taking part in the process of goal and content designing (Stanković i Pavlović, 2010, 17–40).

In Serbian schools, required education of elementary and secondary school subject teachers is the same – university degree in the relevant subject domain. This fact implies that any faculty can educate the future subject teachers, no matter if it can offer the proper pedagogical preparation as well<sup>2</sup>. The consequence of these regulations is different level and different kind of pedagogical preparation of subject teachers educated in different faculties and universities. For example, program Teacher of Physics and Chemistry in the University of Novi Sad, offers up to 30% of contents designated to prepare students for the teaching tasks (for example: psychology, pedagogy, chemistry teaching methodic, physics teaching methodic, school practice). Some faculties offer pedagogical courses as optional ones (for example History in the Faculty of Philosophy, University of Belgrade does contain: psychology for teachers, basics of pedagogy with didactic, history teaching methodic as optional courses). On the other hand, there are numerous faculties where the future teachers are being educated without any knowledge of pedagogical science or any other kind of preparation designed for school work. The lack of pedagogical knowledge specially refers to the education of teachers of vocational subjects in secondary vocational schools (for example in faculties of machine and electrical engineering, faculties of economics, faculties of law, etc. in

---

<sup>1</sup> This article is a result of the projects: „From encouraging initiative, cooperation and creativity in education to new roles and identities in society“ (№ 179034); „Improving the quality and accessibility of education in modernization processes in Serbia“ (№ 47008); "Models of evaluation and strategies for improvement of education quality in Serbia", (№ 179060), financially supported by the Ministry of Education and Science, Republic of Serbia (2011-2014).

<sup>2</sup> Described regulations have defined the pre-service education of the present teachers, they have been changed by the law in 2009.

all Serbian universities). Reviewing the contents of different faculties infers that the vocational contents are the major ones in the system of pre-service teacher education in Serbia. Having in mind this fact, we can understand that pedagogical knowledge and competences are to be attained during the in-service teacher education.

In Serbian system of in-service teacher education, participation in certain number of educational programs is obligatory, the law demands one hundred hours of teacher training during a five year period. The forms of organizing teacher training are usually short forms, mostly seminars. There are more than 800 programs offered, the content of which covers different school subjects and pedagogical disciplines, for example: methodical contents, identifying and developing certain abilities of students, developments in different vocational areas, quality of textbooks, student evaluation, communication skills, classroom management, active learning etc. The catalogue of professional improvement consists of programs selected out of a bigger number of programs offered by different authors, but it is not based on teachers' educational needs identification and analysis.

In the 2011 a comparative study was conducted in two countries Serbia and Greece in order to describe teachers' education and their professional development as well. For the purpose of this article, we will present the data concerning teachers' professional improvement in Serbia (N=118): how often do teachers attend different forms of improvement; if they have chosen pedagogical contents and which ones; and what their plan for the further improvement of their knowledge is.

<b>Pedagogical contents</b>	<b>Never</b>	<b>Rarely</b>	<b>Vocational contents</b>	<b>Never</b>	<b>Rarely</b>
seminars	21.4%	32.1%	seminars	7%	40%
conferences	61.6%	32.1%	conferences	25%	49%
lectures	36.6%	46.4%	lectures	12%	43%
Books and magazines	12.5%	45.5%	Books and magazines	1%	15%
Internet	13.4%	42.0%	Internet	6%	21%

We can see from the table above that the frequency of attendance is much lower for pedagogical topics, for every form of professional improvement named above. Further on, 64 of 118 (54.2%) teachers could name the three pedagogical topics they have learned about lately. Among others, they have named the following domains: (a) didactics, students evaluation; principles of teaching, plan and program; (b) development of educational science, teacher's personality; (c) different forms of group work and workshops; (d) active teaching, test constructions; (e) educational psychology, classroom communication, self evaluation; (f) special education, adult education. The most frequently chosen topics by our teachers are (1) student evaluation; (2) didactic and (3) methodic, which uncovers where the major lacks of knowledge and the main educational needs of our teachers are located.

In order to learn if the teachers do plan their future professional learning activities, we have asked them about the field of their forthcoming improvement. The field of future professional improvement was defined by 90 teachers, which is

76.3% of the sample. We can conclude with big certainty that the rest 23.7% of teachers do not plan in advance the content of their own learning. The named topics of the forthcoming improvement are divided into three categories: various pedagogical topics, both pedagogical and vocational and strictly vocational topics. Examples of the three categories of answers are listed below: (1) Contemporary teaching methods; methodic and didactic; active teaching; multimedia teaching of mathematics; evaluation; psychology and pedagogy; (2) Didactics and economy; both vocational and pedagogical topics; informatics and pedagogy; pedagogy and car diagnostics; (3) Entrepreneurship, marketing; economy; topics concerning Serbian language and literature; marketing, tourism; vocational topics; natural science and ecology. Compared with previous professional improvement, we can expect that the attendance of pedagogical programs will enhance, because the proportion of pedagogical contents is equal to the proportion of vocational contents inside the teachers' plans for the future learning. This fact which implies that during their practice some teachers come to a conclusion that pedagogical contents are important as well. However, the previous research indicates that the influence of in-service programs is rather forceless and has no implications to teacher theories or to ideas under beneath teacher practice (Kennedy, 1999: 81).

During the short term professional development programs, in the system designed to cover the gaps created during the pre-service education, teachers freely choose certain contents and not to choose other ones. As our research results have displayed, teachers in practice do attend much more vocational content programs than the pedagogical content ones, which can be explained by the fact that teacher appreciates more the areas close to his own knowledge and competences, at the same time, participating in programs with familiar contents he/she feels more self assure. On the other hand, this behavior results in building of vocational competences, related to the subject being taught, and neglecting of pedagogical skills and knowledge. The necessary teachers' job elements are mastery of the science he teaches but does not apply, and pedagogical knowledge and competences he does not teach but he needs to apply every day. Described situation in Serbian system of in-service teacher education creates a contradiction, since the development exists in the not applied vocational domain, while the applied pedagogical domain remains with the attempts of covering the gaps.

#### **Bibliography**

1. Hobart R. B.: Teacher Education for Vocational and Industrial Education, in: Dunkin, M. J.(Ed.) (1987): *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press, Oxford, New York, Beijing, Frankfurt, Sao Paulo, Sydney, Tokyo, Toronto (787-807).
2. Kennedy M. M. (1991): The Role of Preservice Teacher Education, in: Darling- Hammond, L.&Sykes, G. (ed.): *Teaching as the learning profession*, handbook of policy and practice, Jossey- Bass, San Francisco (54-85).
3. Stanković, D i Pavlović, J. (2010): Modeli profesionalnog razvoja nastavnika, u: Polovina N. i Pavlović, J. (ur.) *Teorija i praksa profesionalnog razvoja nastavnika*, Institut za pedagoška istraživanja, Beograd (17-40).
4. Zakon o osnovama sistema obrazovanja i vaspitanja (2009), Beograd, Službeni glasnik RS, 72/09.

## **SOME ISSUES OF THE PROFESSIONAL SELF-EDUCATION OF ACADEMIC STAFF**

**M. E. Morozova**

The issues related to the professional self-development of academic staff are especially relevant at present. One of the solutions to this problem is to create a certain environment for the stimulation of professional self-development that will contribute to enhancing cognitive functions, the emerging of interest in professional self-development, self-actualization, and self-improvement. But with reference to this, a teacher should first find out for oneself a goal to be set for the improvement of one's knowledge and skills. It not only the knowledge of one's subject that is important for pedagogical staff, but also the ability to transfer this knowledge to others, and have confidence in one's professional mission.

While considering the issue of self-development, we focus on the fact that self-development is a process that promotes self-improvement and self-realization, so it is energetic in its nature. In addition, it is important to have a desire to promote self-development with your own efforts, and to work on them with the help of internal stimuli, needs, motives and interests. Besides this, external factors also promote self-development, new ideas, pedagogical techniques, forms and methods of professional self-development.

One of the most important means of self-improvement among the teachers in the modern system of education is the knowledge and implementation of the andragogic approach.

Self-development is impossible without self-control and self-assessment of its performance, as well as cognitive reflection, action, mental processes and your own potential. Self-assessment and reflection reveal the success and gaps in self-development. An important component of self-development is the self-regulation of activities. It promotes the ability to manage their condition, their cognitive activities and deal with problematic situations.

Thus, professional self-development of academic staff can be defined as the process aimed at achieving a certain professional level.

## **EXPERIENCE AT APPLYING TECHNOLOGY FOR ASSISTING SCHOOL TEACHERS IN THE COURSE OF DEVELOPING INFORMATION COMPETENCE IN STUDENTS**

**Ye. V. Geraskina**

The current stage of Russian school development will be called the “age of changes” by historians. Previous approaches to education are being criticized, and new ones are in the stage of development. Unfortunately, currently there are no clear criteria to judge a teacher’s information competence in the first place. One of the most pressing issues now is the question of teachers’ basic information competencies, because they require detailed development and improvement.

While defining the core information competencies, teachers need to develop a new model of pedagogical training. The modern school teacher is in need of constant, lifelong education, especially in information technology. But this education has a number of contradictions: (a) in educational and methodical work – this conflict has developed between the need for continuous development of information competence of teachers and a lack of effective models of lifelong education at the lowest level (in the educational institutions), (b) in scientific and methodical activity – between the use of traditional methods of education of information competence and the need to create conditions for its development and so on (Kochegarova L. V., 2010). With all these contradictions, the modern teacher above all needs high quality methodological support. This experience in advising teachers who experiment in the field of information technology took place in Moscow school № 185. Based on the school’s example, we can trace the most effective support methods. The following types of work with the teachers are applied: (1) regular monitoring. At the beginning of the school year and in December-January teachers deliver their plans for the next six months. The Deputy Director for Innovation draws a summary report, and introduces all the activities in which the teachers participated. This resource is available on the school website, (2) the teacher who are participants in the experiment present reports and write articles that reflect the use of innovative context-oriented technologies in their work, and (3) all necessary information to improve knowledge in the field of computer technology (for example, courses on the effective use of MS POWER POINT), and e-books on new forms of classes are available at school and accessible to every teacher, and (4) The Deputy Director for Innovation regularly consults teachers, informing them about the upcoming seminars, conferences and other events on issues related to the their questions of interest, providing them with methodological assistance in the preparation of papers and reports, (5), but the most effective part of our work, in my opinion, is exchanging experience within the school.

The educational technology “Adaptive system of education and its application in primary school” is used in the elementary grades (developed by A. Granitskaya, 1991). In secondary and high school the educational technology

“Individual collection of educational resources of a teacher” has been applied for three years to help teachers to (a) organize the materials collected in the course of preparation for the lessons, (b) help each student to choose his or her own strategy (and, correspondingly, educational material), (c) quickly change the lesson strategy (in the case of poorly acquired material), and (d ) apply (differentiated) tasks of different levels to test knowledge, etc.

Thus, support of teachers in the development of information competence brings good results. Teachers’ motivation to work increases; they receive ongoing support at all levels – administrative, psychological and methodological.

## **TRAINING TEACHERS TO WORK WITH GIFTED STUDENTS: THE AMERICAN EXPERIENCE**

### **I. E. Babenko**

The experience of American education is rich in many best practices and ideas in the aspect of training teachers to work with perhaps one of the most difficult groups of students – gifted children. At the 9<sup>th</sup> World Council for Gifted and Talented Children (1991), issues of training teachers to work with gifted children were recognized as a priority in the development of pedagogical talent. The study and practice of preparing teachers to work with gifted students was defined as the principal concept at the 5<sup>th</sup> Conference of the European Council for the Exploration of Exceptional Opportunities [1].

The teacher's personality has always been the most important factor in any education. Preparing teachers to work with gifted children is a very time-consuming and critical process. Almost all researchers point out that working with gifted children can only be arranged by a specially trained teacher with an intellectual level and psychological and emotional openness which meets the increased requirements of students. Teachers who work with gifted children can be characterized by the use of such teaching methods that encourage students to work independently and develop their abilities to stimulate complex cognitive processes and be more oriented towards creativity. A teacher's willingness to work with gifted students is determined by strong theoretical knowledge and practical experience. The main element of special teacher training is an internship in the classroom in which gifted children make only part of the team. Many scholars (among them J. Feldhusen and T. Fraser) consider it necessary and appropriate to arrange practical training of teachers to work with gifted students [2, 5].

Teachers who work with gifted students should be the best in their profession. J. Freeman noted in his research "On Teaching Gifted Children" that gifted children require care in a more stimulating way. The best teachers, according to J. Freeman, are those who have a dynamic style and can encourage students to study [3]. According to the research by B. Sanders, gifted children require even more assistance in training than usual ones. That's why they need teachers who have the highest training level.

The experience which was been gained in Russian, Ukrainian and foreign practice shows that teachers face difficulties in optimizing the knowledge necessary to be modified and customized based on the existing educational programs.

You must follow certain guidelines for the preparation of teachers for this work in order to arrange successful education of gifted children: (a) unity and differentiation of general and special education, (b) phasing of training, (c) unity of theoretical and practical training.

The specific character of training teachers to work with gifted students in the United States is implemented both on the state and local level. Although there are

gifted and talented students in each school and grade, only a few counties require that all class teachers be trained at working with students who have outstanding features. Studies show that teachers who have been specially trained are able to apply a variety of teaching methods and can see students' abilities. There are special programs for teachers in the USA. The Gifted Child Society is a nonprofit organization that has provided assistance to more than 60,000 talented students. A unique concept of working with gifted students is provided in various extra-curricular educational programs for teachers. These programs consist of organizational and methodological units: Saturday workshops, a six-week summer camp, a training program for teachers at the state level, conferences for parents, and others. A social organization for teachers working with gifted students was named the "U.S. Department of Education National Demonstration Model" in 1975.

There are many organizations involved in training teachers in the USA, ranging from governmental to private ones. For example, The National Association of Government Communicators is a professional network of federal, state and local government organizations which provide information about the project both to government officials and to all interested parties that deal with these issues. The members of this association are editors, writers, artists, filmmakers, broadcasters, photographers and teachers. The NAGC Activities are aimed at implementing opportunities for professional development, and development of more effective skills. The Association has developed standards for training teachers who work with gifted students. The content of the standards is provided in two textbooks, one of which is designed for university teachers, and the other for school teachers.

The Association for the Gifted established a special project entitled "Teacher Knowledge and Skill Standards for the Gifted and Talented" that includes a set of research standards for teachers. When developing these standards, the organizers worked closely with the Interstate New Teacher and Assessment and Support Consortium, a division of the National Council for Accreditation for Teacher Education, which provides a national forum for testing standards for licensing of teachers and professional development. The Council for Exceptional Children has been working for more than three years on the development of revised standards for the training of teachers for gifted children.

The National Council for Accreditation for Teacher Education, a professional organization that deals with teacher accreditation at schools and colleges, approved the revised standards for the education of gifted children in the autumn of 2006. The new standards are more clearly structured and detailed in all aspects of working with gifted students.

The organization of teacher training to work with gifted students is quite efficient in the United States. Much funding is allocated on the official level (as well as federal and state or county level), which testifies to the fact that the future generation will be able to get the best education. Everyone understands that society's development prospects depend largely on the teacher. Nothing is more important in children's education than a professional teacher who is always ready to learn. The state provides opportunities for teacher to make professional growth and implement their skills.

### **Bibliography**

1. Антонова О. Є. Підготовка майбутнього вчителя до роботи з обдарованими учнями як складова його професійної компетентності / О. Є. Антонова // Вісн. Житомир. пед. ун-ту. – 2003. – Вип. 12. – С. 66–69.
2. Feldhusen J. F. Teaching creative thinking / J. F. Feldhusen, S. J. Bahlke, D. J. Treffinger // Elementary School Journal – 1969. – N 70. – P. 48–53.
3. Freeman J. Gifted Children Grown Up./ J. Freeman – United Kingdom : David Fulton Publishers Ltd, 2001. – 248 p.
4. Gifted Education Regulations / Using the National gifted regulation standards / eds. Johnson S, J.K. Van Tassel-Baska, A. Robinson. – California : Crowin Press. – 2008. – 256 p.
5. Goertzel V. Cradles of eminence / V. Goertzel, M. G. Goertzel. – Boston: Little, Brown, 1962. – P. 58–70.

## **THE DEVELOPMENT OF TEACHER'S INNER POTENTIAL THROUGH EDUCATIONAL DESIGN**

### **I. S. Krishtofik**

1. The current situation in education imposes high requirements on a professional teacher due to a number of factors. The first and most apparent factor is related to the fact that the Russian education system is currently being renewed in many aspects, as specified in the Presidential Initiative "Our New School". These include: the development of a modern educational infrastructure; the enhancement of educational potential; the development and implementation of new educational standards; the development of a system for support of gifted children; preservation and improvement of schoolchildren's health, etc. [1]. In the modern world, standards of living are constantly changing and a "trial type of life" is being asserted, representing another factor of increased requirements for a teacher. There is a tendency toward "mapping" life, i.e. building "spaces of opportunities" for each individual. According to D.B. Elkonin, for modern man, "the place in being has become inherently problematic. There is no predetermined right tool other than yourself and your circle of life, other than your "own" that you can use to take this place" [4]. Man is forced to seek their own opportunities and create their own world in the world of culture. The development of a cultural identity of another person becomes the subject matter of professional activities of a modern teacher. In addition to the necessary knowledge and skills, the means of such educational activities include a teacher's own personal qualities and character traits, which are crystallized from their personal experience, personal history and productivity. These means contribute to the creation of the inner potential of a modern teacher in the process of continuous education.

2. The technology of continuous education is a holistic system that includes a set of psychological and pedagogical attitudes, a special selection and arrangement of methods, techniques, means, forms and content implemented throughout one's life. The development of the inner potential of a modern teacher addresses its two inseparable components: attitude to the essential goals and conditions of their life and professional activities reflected in motives and motivations; and courses of action implemented in important situations, both professional and life-related. Both components determine not only goals, but also the content and form of organization of the continuous education of a teacher, securing the achievement of these goals.

3. It follows from the above that the purpose of continuous education of a teacher is that they find themselves and their inner creative potential as a basis for professional activities and active citizenship. The context in which the human potential manifests itself plays an important role in its development. The nature of human potential is that it can only manifest itself in the unity with one's values, provided a person is deeply interested in this activity. Therefore, the main condition for the continuous education of a teacher is their involvement in the process of solving educational problems and achieving professional educational goals. This is where the inner potential of a teacher manifests itself.

4. The inner potential of a modern teacher is a combination of qualities that reflect their sustainable, significant value-based attitudes to society, other people, work, themselves and to outcomes of work implemented in the courses of action, and behaviors typical of professional teaching. The development of the inner potential of a teacher is driven by two mechanisms: the development of self-awareness and mediation – the establishment of courses of action. We associate the development of self-awareness with the process of individualization (in the context of professional socialization), which is carried out in a few stages such as self-determination, self-fulfillment and self-identification. The development of inner potential flows through these three stages. The development of courses of action takes place in different situations. We identify three types of situations by the extent of their problematicity: (a) standard, (b) uncertain and (c) extreme. The inner potential manifests itself through the mastering of courses of action relevant to these situations. These are standard, functional and creative courses of action. Each type of situation has its own primary course of action. The qualities of a person that should manifest themselves in these courses of action (a quality as a characteristic of the course of action) include responsibility, initiative and productivity. These qualities become more specific in each type of relationship and manifest themselves as specific features reflecting the level of problematicity of the course of action in a situation. In total we have identified fifteen of these specific features (characteristics) [2]. As these characteristics consistently repeat themselves in the behavior of a teacher in similar situations, they become rooted, growing into traits of the teacher's character, i.e. a personality basis of inner potential. Continuous education of a teacher must include all of these types of situations. They can be organized through project activities, and socially and personally significant goal which can become a meaningful motive for the self-education of a teacher. Situations arising in project activities require a teacher to apply both standard and functional and creative courses of action (depending on the level of problematicity of the situation).

5. Educational design is a productive form of organization of the continuous education of a teacher. The design may target educational situations, a holistic educational process or an education system. It depends on the scale of a problem and the respective goals that demand the designing of new structures of educational or administrative activities. Stages of design serve as an optimal condition for the implementation of the mechanism of the development of the inner potential of a teacher. Self-determination of a teacher takes place at the project conception stage. Self-fulfillment of a teacher takes place at the stage of project implementation in situations involving teaching methods and techniques of project management (training sessions, tutor consultations). Self-identification of a teacher takes place at the stage of reflection and assessment of project outcomes in individually focused situations of success and reflexive communicative situations that arise in team discussions.

6. Thanks to their characteristics, project activities allow for the technologization of continuous education with the focus on the criterion of a secured educational outcome. It creates a multidimensional product: (a) the involvement of the teacher in the relevant educational (and wider socio-cultural and socio-economic) problems; (b) the generation and mastering of modern knowledge

and other intellectual resources; (c) change and development of the structure of professional activities of the teacher in line with the current educational situation; (d) the creation of a high-quality professional product (new quality of education of students and school leavers); and the development of the inner potential of the teacher.

Thus, the educational design is a productive technique of continuous education of a teacher that ensures the development of their inner potential in line with the requirements of the modern educational situation.

#### **References**

1. Национальная образовательная инициатива "Наша новая школа"/ «Учительская газета», 04.02.2010.
2. Шилова М.И., Криштофик И.С. Становление ценностей характера будущего учителя: учебно-методическое пособие. – Красноярск, 2011.
3. Эльконин Б.Д. Задачи для «Двухнедельного младенца» / «Тьюторское сопровождение». – № 1 (1). 2011. – С. 11.

## **THE INNOVATIVE POTENTIAL OF ENVIRONMENTAL EDUCATION FOR STUDENTS OF HIGHER TEACHER-TRAINING INSTITUTIONS**

**N. G. Lavrentyeva**

Graduates of higher teacher-training institutions can be characterized by a proactive approach to life, competence, creative self-fulfillment and preparedness not only for the stable life but also for changes in working conditions, social mobility, the strategic design of their career trajectory, moral self-regulation and changes in lifestyle. New requirements for the quality of staff training and demand on the education market for individual, creative and competitive personalities capable of innovation necessitate defining the key areas of professional education in higher teacher-training institutions. One of these areas is environmental education which plays a strategic role in the development of an education system at any level.

Environmental education in teacher training has become increasingly relevant as the problems of civilization are conceived. The modern world imposes new requirements on mankind, the key to which is the co-evolution of society and nature. N.N. Moiseev argues that “universities should produce specialists who not only possess an extract of the experience of previous generations, but are also prepared to face the unknown, and continue learning and searching – in all areas of activity... The most important thing in university education is to put the creative potential of people at the service of the future...” [1]. The content of environmental education encompasses all dimensions of being and human activity, and all objects of the natural and socio-cultural environment on a local and global scale. V.I. Danilov-Danilyan and K.S. Losev believe that modern man has to think about how to manage himself rather than nature, and to realize and clearly weigh his activity against the capacity of nature [1]. When looking into the stages of the development of environmental education, N.M. Mamedov identifies the third stage as noospheric environmental education, which is a “forward-looking education by definition” [3]. Environmental education has great innovative and creative potential in the higher teacher-training institution. Y.A. Lobeiko and others associate the specifics of pedagogical innovation with a focus on the education of the individual personality: “When the teacher introduces changes in content, methods, aids and techniques, they should understand that the aim is to develop (change) the personality. Implementing this change in the personality, bringing students to a new, higher level of development ... is the main meaning, essence and goal of pedagogical innovation ... Innovative processes develop into development cycles in which the creation of the innovative potential of education systems lies, and students' aspiration for self-development”. Pedagogical innovation is not only aimed at optimizing personality development, but also stems from the fulfillment of the personal creative potential of the teacher. Personal creative potential represents the “integral integrity of natural and social forces in an individual, supporting their subjective need for creative self-fulfillment and self-development” [2].

The environmentally consistent educational environment of higher education institutions, along with natural and socio-cultural characteristics of the region where

they are located, are prerequisites of and factors in the development of future teachers as actors of innovation. By analyzing historical and contemporary data about the development of the region and studying the characteristics of the nature, life and culture of its population, future teachers learn the regularities of nature and human life, the systematic organization of nature and society, and the commonality of the laws of development and the established nature of relationships in the "society–nature" system. Studying psychological and pedagogical disciplines and subject-specific disciplines help involve students in research projects aimed at identifying ways of optimizing environmental education in the region at different stages of lifelong education and refocus it from a cognition of nature to a humanizing of the cognition of nature and the laws of its development. Research may be undertaken in such diverse areas as: (a) the learning of the role of art in environmental education; (b) the role of environmental education for the personal development of actors of the educational process at different levels of education; and (c) the regionalization of environmental education, etc. One area of research may be to identify the use of the natural and socio-cultural characteristics of the environment of the educational institution for environmental education at different stages of lifelong environmental education. The design and research activities of students at higher teacher-training institutions in the regional natural and socio-cultural context facilitate the creation of semantic fields and innovations in which students design their actual educational goals and the objectives of their education development. In this case, education begins to be productive and forward-looking. The project-based arrangement of research means that students can be grouped by interest and thus create innovation communities, while its regional focus activates in-depth personal potential, channeling it toward self-development and creative self-fulfillment as a simulator for searching for personal meanings in acquiring innovative experience and potential.

Perceived intuitively and learned through practical educational training, regional environmental characteristics in this type of education serve as a basis for the development of value foundations in future specialists and the value-orientation of teaching. Young teachers' activities, initiative and desire to change the "small homeland" around them would be significantly greater if the region, with its unique nature, population and spiritual-societal world, provides the environment for educational and innovative practical training in professional education.

Thus, the natural and socio-cultural space of a region can be regarded as a factor in environmental education, as a simulator for the acquisition and implementation of innovative practices, as an arena for professional environmental and educational activities, as a field of professional innovation in the continuous system of environmental education, and as a resource for the development of the personal creative potential of future teachers.

#### References

1. Моисеев Н.Н. Экология и образование. – М.: Юнисам, 1996. – 192 с.
2. Мамедов Н.М. Устойчивое развитие и экологизация школьного образования / сост. и отв. ред. Н.М. Мамедов. – М.: СТУПЕНИ, 2003. – 288 с.
3. Лобейко Ю.А., Новикова Т.Г., Трухачев В.И. Инновационная деятельность и творческое развитие педагога. – М.: Илекса, Ставропольсервисшкола, 2002. – 416 с.
4. Данилов-Данильян В.И., Лосев К.С. Экологический вызов и устойчивое развитие: учеб. пособие. – М.: Прогресс-Традиция, 2000. – 416 с.

## **THE TEACHER IN EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**T. A. Skopitskaya**

The essence of sustainable development is to resolve these key questions: how to live in order to preserve the Earth for present and future generations, and how to balance opportunities and needs in the system of human-nature-society.

Sustainable development is recognized as a key activity of the United Nations. The years 2005-2014 have been declared as the UN's Decade of Education for Sustainable Development. The special role of education in addressing environmental problems is reflected in the principles of building the Russian system of universal, comprehensive and continuous education and upbringing, which is encompassed in the current Law of the Russian Federation "On Environmental Protection" (2002) and in the Concept of Modernization of Russian Education, which provides for "creating a mechanism of sustainable development of the education system." Education and sustainable development are processes aimed at the future to ensure high quality of life for the present and future generations. Sustainable development defines a direction of a new educational paradigm centered around educational institutions of different levels and specialties and professionals who exemplify ideas and practices of sustainable development in the system of man-nature-society.

The specific characteristics of a new educator/teacher/trainer require revising many of the aspects of training, advanced training and self-education of specialist. This has a number of components, such as arrangement of the educational space, improvement of subject-specific training, psychological and pedagogical unity in the implementation of the educational process, expansion of innovation-based methodological training, self-improvement of specialists, etc.

The strategy of the United Nations' European Economic Commission for Education for Sustainable Development provides for a number of factors, including the following: (a) equipping teachers with knowledge to enable them to incorporate issues of sustainable development in the subjects taught; (b) creating opportunities for cooperation of teachers in the field of education for sustainable development (hereafter ESD); (c) including ESD issues into training; (d) providing access to training materials and teaching aids on issues, goals and objectives of ESD; (e) producing training resources, teaching aids and reference books on ESD/SD; (f) combining theoretical and practical formal and non-formal education under the umbrella of ESD; and (g) organizing ESD with the involvement of a wide range of stakeholders and local communities.

Professional competence, pedagogical skills and professionalism suggest that the quality of professional activity of a teacher is reviewed in a new way and teaching activities go beyond the narrow scope of the subject taught. A teacher teaches learners to acquire knowledge on the basis of its holistic and interrelated nature, to understand and analyze it, to see its practical utility, to anticipate the development and consequences of change in the system of human-nature-society system, and demonstrates methods for the self-education and personal development of learners. This is why nowadays education may not be

constant either in its content or in the form of teaching – it must keep pace with the progress of life, for its effectiveness in many respects determines the prospects of society. Due to its phenomenology and mass scale, education can become the leading element of the transition of society to sustainable development, the noospheric state, which will help solve the major problems of modern society in relation to the human-nature-society system. The Noosphere School, the Bio-Appropriate Textbooks of the 21st Century, the Teacher of the 21st Century, the Tools for Noospheric Education for Sustainable Development of Society, etc. are projects designed for the noospheric transition and implementation of educational ideas of ESD. New projects require new approaches to teacher activity, to their training and personal growth: (a) the need for self-improvement, both spiritual and physical; (b) the goal to collaborate with peers and students; and (c) mastering new innovative technologies in professional activities, etc.

Education for sustainable development is the way to a guaranteed future which requires developing national and regional ESD policies; scientific and methodological research in the field of ESD; training and advanced training of teachers; collecting, analyzing and disseminating information about ESD initiatives; sharing experience; and organizing conferences and workshops.

## **SELF-EDUCATION IN THE SCHOOL SYSTEM**

**N. Yu. Dudnik**

Self-education is an integral part of a modern lifestyle, without which it is impossible to move forward. It is particularly important for a teacher to acquire the skills necessary for self-education, because he plays the decisive role in the formation of a student's personality.

The main task of higher education is to help the future teacher create a stable orientation for lifelong self-improvement, self-education and self-development. Achieving this goal involves a shifting of the center of the training onto a student's personality, his interests, needs and abilities, creating conditions for professional development. V.A. Sukhomlinsky emphasized that the development of someone's personality is highly influenced by the formation and development of the necessity for self-education [2, p. 162]. Unfortunately, school teaching methods for the most part, rely on the organization of work of the students in class and on systematical monitoring of their activities by the teacher. However, post school education methods presuppose that students have certain skills necessary for individual work, the ability to properly and creatively use knowledge, and to solve practical problems. Investigations conducted by different authors at different times, show that the majority of freshmen have not formed such personality traits as a commitment to learning and independent activities, and have acquired poor basic general learning skills (work with notes and books, budgeting time planning, self-organization and self-management, etc.).

In order to determine how well freshmen are prepared for independent academic work at university, specialists from the Krivoy Rog Pedagogical Institute conducted a study, which involved first-year students of the Geographical, Natural Science Faculties and the Faculty of Ukrainian Philology.

At the beginning of the second semester the freshman were offered a questionnaire, which as its basis included questions developed by N.A. Berezovin and L.M. Morozova [1]. The analysis of the questionnaires showed:

37% of the respondents believe that school prepared them to study at university ("the school has given me good training for further education because it taught us to be independent," "at school I received the knowledge necessary to study at a university," "thanks to school I learned to be focused and responsible."

54% of freshmen believe that the level of school preparation for university studies can be assessed as average or low ("at school, only in the higher grades was more time given to individual work, and at university this is the main form of study," "at school we had little to do, and at university we have a lot to do");

9% of the respondents indicated that school gave them poor preparation for university, and therefore "it is quite difficult to study."

It should be noted that half of the students (51%) evaluate the meaning of their school preparation for university studies in only one or two words: "good", "not good enough", "fine", "weak", "bad". Some of the freshmen focus their attention only on its formal external characteristics – the certificate quality. 17% of the respondents emphasize their lack of skills to work individually. Among the skills

of organization of independent work that the students have mastered at least partially in school, we can single out the following: the ability to work with literary sources (textbooks, supplementary literature) – 44%, the ability to take notes – 32% and look for supplementary literature on the subject – 26%.

One of important issues for the first year students is: to master skills of working with a bibliography (37%); to efficiently plan and allocate time for studies and recreation (14%); 21% of students seek to acquire the skills necessary for independent academic work, 12% of freshmen want to learn how to work with a book and 9% want to learn “the ability to properly take notes in a lecture” and “create notes easy for further use”; 5% consider it necessary to learn how to listen carefully, and to understand the lecture and lecturer. Among the main difficulties faced by students in the 1st year of study, we can single out difficulties connected with the transition to the new (lecture and seminar) form of education (“it is hard to get used to seminars so far”, “it is difficult to focus on academic material throughout the whole lecture”); the growing role of students’ self-work in the learning process (“sometimes it is difficult to study topics individually”). Almost 14% of the 1<sup>st</sup>-year students experience difficulties connected with the perception of academic information. The reason for this lies in an incomplete understanding of the content of the material of the lecture (“The meaning of some words and terms is not clear”), in the speed of the lecturer’s speech and connected with this, the low level of formation of the students’ ability to perceive the course material “by ear”. Thus, high school graduates are inadequately prepared to accept the high school program material. They do not have time to independently interpret information, and analyze it, to express their views, argue and defend them.

As early as 1969 V.A. Sukhomlinsky said: “With each passing decade the task of education to develop love for self-education and the ability to independently acquire knowledge comes more and more to the fore.” Yet our research has shown that over the past few decades, the level of preparedness of high school students to study in high school has not actually changed, and is quite low.

Modern students of pedagogical universities – future teachers – can change the current situation that was being formed over decades. To achieve this, the whole educative process in pedagogical institutions of higher education ought to generate in students an experience of self-education activities, and the acquisition of skills of future self-searching and processing of information.

#### **Bibliography**

1. Березовин Н.А. Адаптация первокурсников к педагогическому процессу вуза / Н. А. Березовин, Л. И. Морозова // Педагогика высшей и средней специальной школы. Вып. 2. – Минск: Университетское, 1988. – С. 26-40.
2. Сухомлинский В. А. Рождение гражданина / В. А. Сухомлинский. – М.: Молодая гвардия, 1971. – 336 с.

## **DIAGNOSTIC ACTIVITIES BY TEACHERS IN HIGHER PEDAGOGIC SCHOOLS**

**E. R. Yuzlikaeva**

**. . Abdazimov**

The development of new organizational and management structures, new training content based on the “National Program for Employee Preparation”, study of advanced international experience, and implementation of modern training techniques are among the innovations in the taking place in teacher training in the Republic of Uzbekistan. The main principle behind such innovations is a personality-oriented approach that is focused on the professional, moral and general cultural development of individuals. Nowadays higher pedagogic schooling is focused on providing that quality of preparation that teachers expect, and a renewal of professional standards, responsibilities and skills. The ultimate goal is to produce highly professional teachers and management staff for educational institutions capable of ensuring high quality education. Graduate competitiveness is a demonstrative characteristic of the quality of education. However, in our opinion, the main problem is not just guaranteeing certain achievements (this is regulated by educational standards for professional training and the qualifications requirements of future teachers), but also how these set goals are achieved.

The change in educational institutions toward innovation is a general precondition for implementing a system of pedagogical monitoring into the internal management structure of higher educational establishments. Scientifically-based approaches to quality management in education is dictated by the critical need for information that reveals the state of training and education, educational and training standards, and the dynamics of change. Preparation for pedagogical activity is a complex, integrated, multidimensional and dynamic system that functions in accordance with targets, goals and principles.

The education policy of any education system requires the study of the education needs of the population, the specific character of the cultural and educational environment, the character of public, group and personal interests, and the values and moral standards typical of the mentality of its users – public organizations, parents, children. It is possible to discover such information using diagnostics, as well as continuous observation of change, i.e. monitoring. Diagnostic research is undertaken in three stages: preparatory (setting the goal, determination of object, dates for performance, study of relevant literature), practical (collection of information, observation, interviews, testing, polling, presence at lessons, examination tests), analytical (systematization of gathered information, analysis of the information, development of recommendations for the future, conclusions). Pedagogical diagnostics and monitoring provide high quality and timely information for teachers and administrative staff necessary for making management decisions, helps determine the efficiency of pedagogic means used in the educational process, forms, methods of teaching, timetable of work and their correspondence to the set goals and age-specifics of schoolchildren.

Pedagogic monitoring is closely connected with medical, psychological and social monitoring. Pedagogic monitoring is a multi-level system. At school level, the information discovered in the course of monitoring is used for organization of a personality-oriented process.

In order to gain a comprehensive view of the training process and make timely corrections, it is possible to organize monitoring – observation on two levels: a teacher daily observes and makes records of dynamics of development of each person in the class in general; and the administration carries out observation of the dynamics of the quality of knowledge and development of the class, as well as of the school in general in the academic terms (on quarterly, six monthly and academic year basis).

In characterizing the general pedagogical preparation of teachers, it is possible to specify principles of its organization: (a) its humanistic character; (b) its scientific character; (c) continuity and consistency; (d) uniformity of theoretical and practical preparation; (e) a pedagogically efficient composition of the unified and differentiated preparation that takes into account the individual characteristics of students. In the current context, teacher preparation requires the presence of advanced pedagogic experience and new approaches to the key issues of theory and practice in educational science in the content of pedagogical disciplines. Preparation of future teachers for diagnostic activities is possible when the process of acquiring theoretical knowledge is built in close connection with the process of pedagogical practice, and when the study of theory is a necessary precondition for engaging in pedagogical practice, which, in its turn, is not only the basis for the reinforcement of previous theoretical learning, but also the original basis for further learning of pedagogical theory.

Thus, current system for preparing teachers for diagnostic activities and its content are in dialectic connection. The functional efficiency of such systems depends on the level of its correspondence to social requirements, the level of development of pedagogical science, the presence in its content and methods of the main development trends in modern schooling based on monitoring, specific characters of training activities, and interaction between the goals, principles, content and methods of preparation.

## **TOLERANCE, GLOBALIZATION AND SOCIAL DEVELOPMENT**

**Z. R. Kadyrova**

**F. R. Kadyrova**

The article deals with the conceptual aspects of the globalization of tolerance in the modern world, its relationship with social development, human nature and the formation of reasonable value orientations.

In the twenty-first century, humankind entered the conditions of a sharp increase in security threats and actualization of the problem of tolerance. While studying this problem it is particularly important to investigate its conceptualization and make philosophical analysis. In the last decade of the 20<sup>th</sup> century and the beginning of this century, the problem of tolerance gained a truly global, international character, because its positive solution can regulate both many international conflicts and contradictions within individual countries. To reach compromises in the dialogue of the conflicting parties is impossible without demonstration of tolerance.

At present, the problem of tolerance in the modern civilization is a global problem, as clearly evidenced by the fact that it has been translated into a number of major international instruments adopted at the level of the UN and UNESCO.

Based on the fact that one of the fundamental democratic principles closely related to the modern concepts of pluralism, social freedom and human rights is the principle of tolerance, the study of prerequisites for enhancing tolerance of every citizen in society is of particular relevance.

In connection with this, the positive and negative aspects of globalization of the modern world in terms of creating favorable conditions for the formation of a system tolerant of social relations between states and within them are discussed in detail.

The idea that tolerance is one of the key universal values of modern society is laid in the basis of our concept. This flexibility is associated with increased globalization trends on the one hand, and with the desire to preserve national identity, on the other hand. Full-scale reforming within the Republic of Uzbekistan has affected all spheres of life - economic, social, political, and spiritual ones. This process implies not only the formation of the social status of each member of society, but also an objective necessity to change the mass consciousness, restructuring of which includes a deep reorientation of values, establishing a new view of the standards of living in society. Tolerance as a political and socio-psychological factor in the development of public relations is an essential prerequisite for the formation of civil society in Uzbekistan. Building civil society in Uzbekistan is aimed at ensuring social stability, prosperity, and continuous improvement of the spiritual man, at further harmonization of the rights and interests of people, full and deep integration into the global community in the context of globalization, at overcoming the international extremism and terrorism in their various manifestations. In terms of building civil society, of special significance is the task of overcoming these negative developments. The existence of civil

society is possible only in such countries, where civilized plurality of forms of social, political and spiritual life are recognized, where human rights are respected, and where democratic procedures are observed.

In his speech, President Islam Karimov at the joint meeting of the Legislative Chamber and Senate of the Oliy Majlis of Uzbekistan (November 12, 2010) proposed "The Concept of the further deepening of democratic reforms and the formation of civil society in the country"<sup>1</sup>, which carried out system development of stage reforms and the formation of the more stable, sustainable and flexible political system, further democratization of the country, reforming the judicial system, guaranteeing freedom of speech and information, improving election legislation, further deepening the market reforms and liberalization of economy, and strengthening the institutions of civil society. As the Concept rightly pointed out, the result reforms is that man and his consciousness are changing, political and civic engagement of men is growing, their involvement in everything that happens around them, belief in the future of the country, what serves as a powerful driving force that enables the movement of Uzbekistan on the way of progress, development of democratic reforms and civil society. This concept of major socio-political and socio-economic transformation is also characterized by a profound philosophical intenseness; in particular, one of the common features of the above areas is the trend to increase the importance of tolerance, the need to enrich the spiritual and philosophical content of the tolerance, the status of which has risen sharply in the scale of humanity. All this, in our opinion, is subject to philosophical generalization and philosophical apprehension, in-depth conceptual and philosophical interpretation in the analysis of the nature and content, and ways of realization of this Concept.

It should be noted that in fact the philosophy of tolerance has been developed in the world, which includes a number of conceptual and methodological, problem-theoretical, applied and other trends and theoretical development works, which to one extent or another, in our opinion, should be reflected in the courses of philosophy taught in our universities. This is especially important because many of them are highly actualized in the context of further analysis, teaching, and implementation of this Concept, particularly, in terms of highlighting the nature, some types and forms of tolerance, which were reflected in it.

In the course of teaching and philosophical analysis of the Concept in the context of the problem of tolerance, the globalization of the tolerance itself should be brought into focus above all. As is known, the United Nations proclaimed the year 1995 as the "Year of Tolerance", simultaneously an important international document was adopted – "Declaration of Principles of Tolerance", in which tolerance is defined as "a value and social norm of civil society manifested in the right of all individuals of civil society to be different in ensuring sustainable harmony among different religions, political, ethnic and other social groups in showing respect to the diversity of cultures, civilizations and peoples, willingness to

---

<sup>1</sup> Karimov I. A. The concept of deepening democratic reforms and the formation of civil society in the country // I. A. Karimov Further deepening of democratic reforms and the formation of civil society - the main criterion for the development of our country. Tashkent, Uzbekistan, 2011. T.19. P.96. (further citations are given on the source).

understand and cooperate with people differing in appearance, language, beliefs, customs and confessions”.

Fully adhering to this definition, at the same time we consider it necessary while accomplishing philosophical analysis of the concept of further deepening of democratic reforms and the formation of civil society during the course of teaching philosophy to add some clarifications to this definition of tolerance. As international experience has shown, including the social practice in Uzbekistan, so needed stability of the society may be disrupted by activity of various anti-social elements, primarily associated with extremism and terrorism, with respect to which tolerance in this interpretation cannot be applied. In our opinion, revealing the notion and concept of tolerance in the teaching of philosophy it should be added that tolerance is toleration and patience to the views and actions that do not infringe upon the rights of others, do not violate the principles of humanism, as well as do not offend against the existing laws.

It is very important to explain to young people that only with due account for the above conditions the stability and security of society can be ensured, as well as the success of the Concept of further deepening of democratic reforms and the formation of civil society in Uzbekistan. Based on the globalization of the problem of tolerance on a scale of humanity, it should be given a special place in the educational process among young people, and its social and philosophical analysis in the course of teaching.

## **SOCIO-EDUCATIONAL PREREQUISITES FOR EFFECTIVE VOCATIONAL GUIDANCE OF HIGH SCHOOL STUDENTS**

**Sh. T. Khalilova**

Research shows that modern high school students face many challenges of professional self-determination. These challenges stem from the lack of knowledge about the world of occupations and their own personal characteristics, and an inability to defend their choices to their parents or friends, etc. This is why a social teacher has to provide vocational guidance to high school students. In order for this activity to be effective, appropriate socio-educational conditions should be created. To make activities aimed at professional self-determination of high school students effective, it is advisable to put a focus on the development of students' personal qualities, such as the ability for self-cognition and self-improvement, independence, self-trust, ability to make responsible choices, being goal oriented, self-critical, competent, sociable, self-reliant, mobile and strong-willed. Vocational guidance provided by a social teacher will be effective if: (a) students are provided with deep and comprehensive knowledge relevant to their career choice; (b) students are provided with opportunities for deep self-cognition (learning their interests, abilities, aptitudes, type of thinking, needs, value orientations, etc.); (c) teenagers develop the need for self-determination, taking into account their educational and professional interests and aptitudes, beliefs and attitudes, ideals and concepts of life values; (d) students are supported in a proactive search for their own path in learning a profession, etc. Another prerequisite for effective vocational guidance is interaction between the social teacher, the student's parents and the educational institution and institutions of professional education.

Socio-educational work with high school students for vocational guidance should fully take into account the actual age-specific needs of students and contradictions arising in catering for these needs. It is necessary to involve high school students in activities for professional self-determination on a voluntary basis. The task of social teachers is to help teenagers find meaning in their current and future life. Efforts of a social teacher aimed at professional self-determination of high school students should be based on a personal approach. This suggests that the social teacher should consistently treat his student as a personality.

The current system of vocational guidance is poorly equipped for operation in the modern world. In order for this problem to be addressed, it is extremely important to develop a number of acceptable scientific and practical recommendations for its improvement based on scientific research. Our study shows that many school leavers face difficulties with professional self-determination due to the lack of a knowledge base of professions in educational institutions. Even where such a knowledge base is in place, it is usually very small and only encompasses the most common professions. Besides, this knowledge base often lacks information about the current demands of society for specific specialists. This means that many high school students simply do not know existing occupations, whether they are in demand, and where and how they can learn them. Therefore it is advisable that a social teacher creates and continuously

updates a knowledge base of professions and makes it freely available to students. Another area of improving vocational guidance activities of a social teacher may include interactions with representatives of various professions, as well as with representatives of institutions of secondary and higher professional education. Coordination of activities of educational institutions, institutions of secondary and higher professional education and businesses will broaden opportunities for vocational guidance work. Practice shows that social teachers have very good opportunities to learn and develop the interests, aptitudes and abilities of schoolchildren, and to identify and develop motives of career choice. However, representatives of a profession with years of experience are better equipped to introduce students to the substance of a particular profession or occupation, its specific characteristics and requirements for the level of training of an employee. It is advisable to rely on their knowledge and experience in vocational guidance of school students. Cooperative activities of schools, vocational institutions and businesses have a few positive effects: they significantly expand the professional outlook of students; deepen their knowledge about professions; change their attitudes to professional education institutions; contribute to their enrollment in vocational institutions; help organize practical training; and promote employment of students during school holidays.

In order to be effective, any interaction requires active effort not only from the initiator of the interaction, but also from those to whom it is addressed. With respect to vocational guidance of high school students, it requires an active effort not only from a social teacher but also from students. This should not be limited to involvement of high school students in activities organized by a social teacher. It is necessary to encourage self-guided activities of students. For example, these may include self-guided searching for necessary information, preparing various programmiograms, choosing a professional education institution with whose professors they would like to meet, a profession or a business that they would like to visit, etc.

**THE DIFFERENTIAL APPROACH  
TO THE SUBJECT OF TRAINING  
IS AN IMPORTANT CONDITION  
OF DRIVING MODERNIZATION  
OF EDUCATION IN THE HIGH SCHOOL**

**N. G. Kamilova  
M. L. Saipova**

One of the essential priorities is to upgrade the level of the national education system. For, as the President of the Republic of Uzbekistan I. Karimov pointed out in his speech, “the 21<sup>st</sup> century in which we live is the age when intellectual values, high levels of knowledge and education are in high demand and dominate”. One of the main priorities of the national policy of the state is the interests of an individual and opportunities for realization of one’s constitutional rights. This idea became the basis for reforming the system of lifelong education and is reflected in the national pedagogical program, which is based on the concept of forming a harmonious and fully developed personality, capable of initiative and dedication to solve the problem of creating material and spiritual wealth. This, in turn, implies the search for effective approaches to learning and education of the younger generation.

The current organization of the real training processes in higher education makes a personality largely average. The reasons for this are varied. One of them is that a teacher has a really difficult task: in the course of a lecture or a seminar the teacher has to be in contact with all students and to each one individually. In order to overcome this difficulty the teacher can rely on differential-psychological knowledge about the impact of individual differences on the learning process.

establishing relations between the needs of society in the educational potential of its members and the personal orientation of an individual.

Each student as a carrier of his/her own (subjective) experience is unique. Each of them forms their own individual learning style in high school. That is why right from the start you need to create for each of them, not for the average, but a differentiated learning environment, which gives the opportunity to express oneself. Only when this feature will be found out by a professional educator, can we recommend the most favorable differentiated form of training for development. The essential nature of the development of an individual within a single educational space "School-University" is that differentiated learning constitutes a wide use of various forms and methods of teaching and training activities on the basis of the psychological and educational diagnosis of educational opportunities, aptitudes and abilities of students. The use of these forms and methods, one of which is level differentiation based on the individual characteristics of students creating favorable conditions for the development of the individual in person-centered educational process. The main objective of the differentiated organization of a learning activity is to reveal the personality to help develop, settle, show up, and find out selectivity and resistance to social influences.

Differentiated training combines identification and development to maximize the instincts and abilities of each student. In our view, improving the cognitive activity of students in the course of creating a harmoniously and comprehensively developed generation is possible if we take into account the individuality of each student with one's personal characteristics; training based on level differentiation is not the target but a means of developing personal characteristics as an individual. Only having opened the individual characteristics of each student in the course of its development, can we ensure the implementation of student-centered training processes.

Therefore, the study of the problem and development of the framework for content differentiation in high school plays an important role in the implementation of a personality-centered model of education.

## READINESS TO CONTINUOUS DEVELOPMENT AND OTHER COMPETENCES OF A MODERN EMPLOYEE ACCORDING TO VOCATIONAL SCHOOL STUDENTS

### A. Kulpa-Puczy ska

*Introduction.* The present elaboration constitutes the continuation and addition to the considerations presented in the article titled: "Expectations of Polish employers towards the qualifications and competences of vocational schools graduates. Study report"<sup>1</sup>, prepared for the purpose of the 9th International Conference: Lifelong Learning: Continuous Education For Sustainable Development. This time, however, the focus has been put on the opinions of young people (near graduates), who commented on skills and personal attributes that are indispensable for proper functioning in the open and flexible labour market nowadays.

The presented results have been derived mainly from the study titled: "The preparation of vocational school students to flexible forms of employment and work organization", which has been financed from the research funds in 2009–2010 as a promoter research project (MNiSW grant no. № N106 019236). It comprised, among others, 630 vocational school students. The results of the study were obtained through the opinion poll method and a questionnaire.

*The image of a modern employee according to educatees.* Among surveyed respondents (last year students) there were mainly students representing secondary level of education – namely, a 4-year secondary vocational school (52.5% of all respondents). Students of basic vocational schools constituted 28.1% of the surveyed group while students of post-secondary schools were as many as 11.3%. The least numerous group (8.1%) included students from supplementary secondary vocational schools. Among all professions the surveyed basic vocational school students were trained in, the professions of industrial workers and craftsmen were the most frequent. The most typical ways of education among students from secondary vocational schools include the preparation for the so called middle technical staff (e.g. IT specialists and electronic equipment operators). In case of post-secondary schools, economic and administrative specialisations were the most popular.

The surveyed participants were asked to give their opinion on competences which characterize a modern employee (chart 1). It turned out that all attitudes and character qualities given in the survey were indicated by the students as significant (the average rate of the choices has been between 3.5–4.5 – positive answer). The students decided – just as the employers did – that the most important qualities of modern employees were responsibility and self-reliance, which was indicated by the choice average being 4.40 and 4.39 respectively. When we talk about attitudes, it is readiness to take continuing professional training that has been appreciated the most – with the total choice average being 4.30. The first two have been also

---

<sup>1</sup> A. Kulpa-Puczyńska, *Expectations of Polish employers towards the qualifications and competences of vocational schools graduates. Study report*, [in:] Lifelong Learning Continuous Education for Sustainable Development. Proceedings of International Cooperation, Vol. 9, edited by N. A. Lobanov, V. N. Skvortsov, LSU n. a. A. S. Pushkin, Res. Inst. Soc.-Econ. Saint-Petersburg, 2011. P. 137–141.

ranked above the standard range (from 4.30 to 3.80). Contrary to other surveyed participants (e.g. employers), the students have also noted the significance of openness to new forms of employment (5<sup>th</sup> place in the ranking) and initiativeness (6<sup>th</sup> place). The abovementioned choices constitute an important signal that stands for the positive attitude among young people, students of all types of schools, towards changes taking place in the employment model. On the other hand, the respondents did not appreciate the willingness to implement innovation – an innovative way of solving problems and taking a risk – which is equally important in the flexible environment of labour market.

*Table*

Attitudes and personal attributes which, according to surveyed students,  
should characterize an employee

Attitudes and personal attributes	BVS N=177		SVS N=382		PSS N=71		General average rate	Rank of choice
	$\bar{X}$	Rb	$\bar{X}$	Rs	$\bar{X}$	Rp		
1. Readiness to multiple job changes	3.74	XI	3.67	XII	3.69	XI	3.69	XIII
2. Adaptability to changes in technology and organization of work	3.94	VII	4.13	VII	4.20	V	4.08	VII
<b>3. Self-reliance</b>	<b>4.26</b>	<b>II</b>	<b>4.47</b>	<b>I</b>	<b>4.32</b>	<b>I</b>	<b>4.39</b>	<b>II</b>
4. Openness to new forms of								

Explanation: Rb – rank among basic vocational school students; Rs – rank among secondary vocational school students; Rp – rank among post-secondary school students.

The following range points have been adopted during the analysis of the obtained results (students' answers): Characterize to a very large extent – 5, to a large extent – 4, neither large nor small – 3, to a small extent – 2, to a very small extent – 1. Also, the following evaluation ranges have been 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.

The last places of the ranking are occupied by: readiness to multiple job changes and willingness to move when searching for a job. Low mobility is typical for working residents of the Cuiavian-Pomeranian voivodeship – the region where the survey took place. The vast majority of people work in the place of their residence and they do not commute from other towns. On the other hand, professional mobility is quite popular here, although it is determined by the level of education. Thus, the most confined groups include people with basic and basic vocational education.

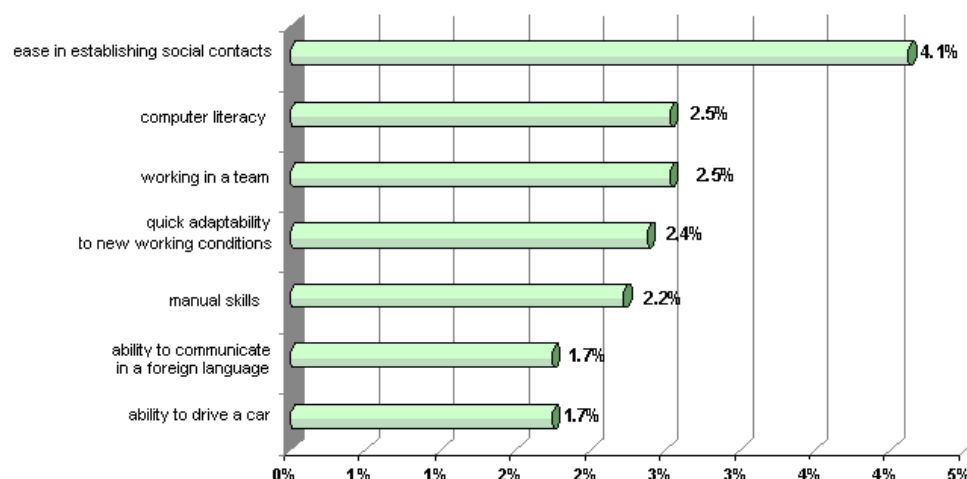
**Students' opinions on their abilities in context of their significance for the labour market.** The surveyed students have also been asked to list their actual skills<sup>1</sup>, which are significant in terms of employment possibilities in the modern and flexible labour market (diagram 1). Unfortunately, only 109 answers were given, which constitutes 17.3% of the surveyed population. It is a very low percentage, taking into account the fact that it refers to vocational school students, who should take their skills and professional interests into consideration when choosing a direction for their education. Respondents often listed personal traits instead of specific skills. If these answers had been accepted, then the number of students who listed their personal traits, would have increased to 234. The students described themselves as responsible, self-reliable, flexible and venturesome people who are ready to learn and commit to work. Hence, their opinions differed from the opinions of numerous employers, who presented a different (less optimistic) image of a vocational school graduate. According to entrepreneurs, young people, who start their professional career, lack abilities to apply theoretical knowledge in practice and that they have not acquired the ability to adapt to new situations. They are also said to have problems with responsible attitude to work and appropriate commitment to fulfilling professional duties.

The problem with highlighting specific abilities of the surveyed participants can be matched with other results of the study. Some respondents (32.7%) did not specify their intentions regarding their future job. When asked about their professional plans after graduating, students were likely to answer: "I'm interested in any kind of work" or "I do not have any specific professional plans". It is alarming that the consistency of a future job and the chosen direction of education has been classified as far as on the

---

<sup>1</sup> The word "*competence*" means nowadays: "the ability to..." - the meaning of "competence" accepted in most European countries (C. Levy-Leboyer, *Kierowanie kompetencjami*, Warsaw 1997, after: Z. Wiatrowski, *Podstawy pedagogiki pracy*, Bydgoszcz 2005, p. 110). "[...] *Kompetencje określają powiązania między indywidualnymi zdolnościami i cechami osobowości a cechami wymaganymi do sprawnego wykonywania zadań zawodowych*" [trans.: Competences determine the relation between individual abilities and personal traits and skills required for efficient execution of professional duties] (K. Symela, *Kompetencje i jakość pracy doradcy zawodowego*, [in:] *Edukacja dla rynku pracy. Problemy poradnictwa zawodowego*, edited by S. M. Kwiatkowski, Z. Sirojć, Warsaw 2006, p. 311–312).

7th place in the ranking. Summarising, the type of school did not influence the students' opinions regarding the characteristics of professional work.



Pic. 1. Actual skills of surveyed students in context of employment possibilities in the modern labour market

Source: Own elaboration

#### Final reflection

The most desired competences in present economy are: flexibility, communicativeness, orientation towards results, leadership, orientation towards customers, organizational awareness and ability to work in a team. Hence, future employees now focus on developing those new life skills<sup>1</sup>.

Economy is one of main stimuli that shape educational development – it takes into consideration individual needs of educatees and offers them huge abundance of forms of education, additional trainings and vocational requalification. However, modern employees need to be willing and ready to improve professional skills required by their professions. Young people should also be enlightened on the fact that their chances for finding and maintaining employment on the present market depend very much on their mobility and entrepreneurship. Employers, on the other hand, should be reminded that individual competences<sup>2</sup> of employees determine, to a high extent, the level of competitiveness and innovation in companies.

<sup>1</sup> A. Bańka, *Otwartość na nowe formy doświadczania pracy i codzienności a procesy integracji osobowości*, [in:] *Praca człowieka w XXI wieku. Konteksty – wyzwania – zagrożenia*, edited by R. Gerlach, Bydgoszcz 2008, p. 65-66.

<sup>2</sup> According to many Polish labour pedagogues, the desired attributes of a modern employee are included, most of all, in personality traits and they allow qualifications to evolve towards professional competences, which constitute a new category of requirements of the present labour market (Z. Wiatrowski, *Podstawy pedagogiki pracy*, op. cit., p. 108).

## **THE SOCIAL ACTIVITY OF A TEACHER IS THE GUARANTEE OF SUSTAINABLE DEVELOPMENT OF RUSSIAN SOCIETY**

**A. V. Petukhova**

There is a discussion in society at present: what kind of teacher is demanded within modern educational and socio-cultural practices? The issue is aggravated by the fact that a professional pedagogical standard has not been formally adopted yet, thus, there is no consolidated position, by which would be clearly defined what kind of teacher is required by the society. But the state, society and the modern economy demands active people, ready for self-improvement and continuous development, responsible for one's family, society and future generations, who can work in a team, and realize oneself in any sphere of social activity. Only a highly professional teacher can raise such a personality, having the most important personal and professional qualities which, along with citizenship, patriotism, humanism, intelligence, high moral and spiritual culture and work ethic also acquire social activism.

Specialized literature contains different approaches to the definition of social activity of an individual. Under this concept we understand: (a) the quality of an individual at a certain stage of one's development, promoting transformation of reality as well as an individual, (b) the actual needs of man, one's readiness to act, (c) the attitude of an individual to social values, (d) the activities of an individual in which one realizes the potential, necessary for life in society, (d) the intensity of the mastering the potential provided for a decent life and the degree of participation in this development of human society.

By social identity activity, we mean integrative moral-volitional quality acquired by an individual together with social relations, which is characterized by the stable demand for social self-realization and is shown as a result, and as a socially useful activity, the ability to include public interests in their activity. This interpretation of the concept of social activity of an individual is based on the following theoretical assumptions: (a) the activity mobilizes psychological and personal resources of a subject, (b) a personality is a dynamic and multi-directional system, (c) this activity is manifested in the social activities that have value-conditioned motivation. Accordingly, the social activity of a teacher can be defined as a leading personal and professional quality of a teacher, which contributes to the professional competence in interaction with other individuals, communities, collectives, and groups of activities, which is pre-conditioned by significant public interest and goals. Taking into consideration the nature of the professional activities of a teacher, we include the following into the list of criteria for his/her social activity: first, values and motivations (friendliness, tolerance, altruism, integrity, hard work, service and loyalty to their professional duties, etc.), and secondly, the informational and cognitive (active live humanistic position, knowledge of ethics and consciousness, voluntary adherence to them, as well as a conscious attitude to work), and thirdly, operations (the ability to organize socially meaningful activities of students, their independent activities, joint activities of students and adults, the ability to create a favorable environment, etc.), and

fourthly, instrumental (skills of self-organization, autonomy, initiative, persuasiveness, teamwork, creativity, commitment).

The social activity of a teacher is important in a social context. It is important to express it in the course of the development of the social state, which recognizes the supreme value of man. Socially active teachers generate and support community initiatives aimed at solving social problems, and increase social optimism and civic engagement among residents of a particular region. Through these activities, they also contribute to the development of partnerships and openness of the school's parents, the general public, and various civil institutions. The social activity of a teacher is also an important factor for the improvement of their social status.

## **CONTINUOUS EDUCATION AS A CONDITION AND FACTOR OF PROFESSIONAL EFFICIENCY AND COMPETENCE FORMING**

### **BIOGRAPHICAL PERSPECTIVE ON THE DEVELOPMENT OF INTERCULTURAL COMPETENCE IN THE CONTEXT OF LIFELONG LEARNING**

**N. Mažeikien  
E. Virgailait -Me kauskait**

As the society diversity is increasing, there appear more people who live in the multicultural environment of different religions, ethnical groups, languages and lifestyles. The gain of intercultural competence becomes an important striving of the democratic society. It acquires a great significance not only in the professional context but also in the civic activities: it becomes important to solve conflicts, integrate immigrants and national minorities as well as overcome xenophobia and various forms of intolerance. Thus, intercultural competence is both professional and civic competence. Intercultural competence is a complex, multidimensional construct which is developed during the whole life of individual and in the process of lifelong learning. It involves all factors of socialization and learning in diverse contexts and locations (family, school, peer groups, communities, etc.), covers various forms of learning – formal, non-formal and informal. The article presents results of the research the aim of which is to reveal life experience of Master's degree students in the process of formal (school, during Bachelor degree studies and Master's degree studies) and non-formal, self-organized learning.

**Factors Determining the Development of Competence and Biographical Narrative.** According to the constructivist approach, there is no universal conception of competence. The competence construct is dynamic and contextual; the definition of competence depends on the position and opinion of people who are defining it, the aim of the definition and the context of the organization, sector and environment. Competence is formed in the particular discourse, culture, situation and context of communication or work. It has been noticed that the development of competence depends on the culture, society, environment in which a person lives, family values, experience and life circumstances, forms of formal and non-formal learning. Developing competence (also intercultural competence) in the context of formal education (e.g. in the higher education institution), it is important to consider personal experience of life and self-organised and non-formal learning determined by the present culture and historical context and acquired in the previous educational settings (family, kindergarten, school, communicating with friends, communities, etc.). Competence elements (attitudes and values) which are difficult to develop, determining the further development of a person and mastering of competence elements, are formed in primary stages of socialization. That is why, analysis of biographical narrative is the most suitable strategy of the research as well as the method allowing the participant of the research, which is embedded

into social structures, historical and social context, to reconstruct and create reflexive project of his/her life, construct meanings related to the development of intercultural competence.

The group of participants of our empirical research consisted of 24 Lithuanian and foreign Master's degree (MA) students who are studying at Šiauliai university or Vytautas Magnus university. Foreign MA students from culturally heterogeneous countries (America, Switzerland, Sweden, Spain) were chosen for the qualitative research. Foreign MA students who completed bachelor's degrees in the universities of their countries and during Master's degree studies (partial (Erasmus) or all Master's degree studies used to study at Šiauliai university and Vytautas Magnus university were chosen to be researched. The aim was to evaluate impact of cultural and social context and biographical circumstances on development of intercultural competence.

**Biographical Method in the Research on Education.** Biographical and narrative research originated in educational research when hermeneutics entered into social sciences. There was a transfer from the positivist approach to the interpretative one in which meaning making of the research participants becomes a central axis of the research. Social phenomenon is understood as the text, the meanings of which are understood as the person's interpretation of his experience by telling the life story. Biographical narrative seeks to re-create the historical sequence of a person's experience and events. It is a glance at the narrator's past. Biography is a narration, the expression of a person's subjectivity, the reconstruction and interpretation of one's past. Biographical narrative is a subjective interpretation of reality; it expresses inner world, individual's self and the life experience and shows how everyday experience and the horizon of meanings are constructed. These individual subjective meanings are analyzed in the cultural and social context revealing one's situation and position in the society. Biographical narrative directly and indirectly reveals social processes through the lenses of subjectivity. The processes are considered as the result of the constant interaction between a person's consciousness and objective social reality. Consciousness, in this instance, is both the result of the interaction and the determinant of the interaction. The case analysis of separate people's stories not only reveals meanings of subjectivity but also contributes to the understanding of broader objective structures. Reconstructing the past, research participants generally reveal collective experience related to the culture, economic and social structures. Biographical narrative is like conversation with one's own self, discovering the self, describing one's identity and revealing "who am I" and "what am I". A dialogue between the self and the society, between real I and ideal I, defined by the society, takes place in biographical narrative. Every culture and society has determined particular standards of gender, profession, education, etc., in which people try "to fit". Biographical research allows to understand how a person acquire identity. Analyzing the biography, we appeal to Anthony Giddens's (1991) conception of identity. Identity as a reflexive project is revealed through the autobiographical narrative, an individual's interpretative story of the self which is a trajectory of the development from the past to the anticipated future. "Reconstruction of the past goes along with anticipation of the likely life trajectory of the future" [1, p. 73]. Narration about oneself anticipates narration about one's



foreign-born people into the education system and overall learning process, etc. Our research revealed factors of macro environment as well – monocultural profile and monolingualism in Lithuania, multiculturalism and multilingualism in other countries (U.S.A, Switzeland), situation of national minorities and migrants in the society, language policy of the country, etc.

Participants of the research talking about the experience of intercultural competence acquisition since their childhood and the development of intercultural competence distinguished the role of socialization and education institutes (society / sociality, family, school, peers). That is why, developing intercultural competence in later stages of socialization – in the higher education institution – it is important to take habitus and experience acquired by a person (formal, non-formal, self-organised education, hidden curriculum), determined by social and cultural conditions and factors in the family, kindergarten, school, communicating with friends, etc. into consideration. Thus, this biographical research has showed a complex subjective-objective situation of narrative when objective elements are presented through the subjective understanding as well as significance for a person. Oral reconstruction of past events has unrolled as an interaction of three levels (macro, mezzo, macro) and a combination of various forms of socialization, habituation and education.

#### **Literature**

1. Giddens A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Stanford University Press.



competence-based approach, it is important to come to an understanding that the basis of professionalism and the high mobility of students are made up of fundamental scientific knowledge, combined with practice oriented education. Despite the fact that the third-generation standards are outlined in all areas of training of the necessary competences, the question of determining their priority remains problematic; from the total for all graduates of higher education to the special ones, related to the type of educational program and future professional activities undertaken.

Different approaches to the identification of key competencies made it possible to determine the total: the willingness to notice problems and seek ways to solve them, the ability to analyze new situations and apply existing knowledge to this analysis, and the ability to make decisions based on sound judgment. Consequently, professional competence, defined as the qualitative characteristics of the individual's degree of mastering their own profession, consists of cognitive, social, communicative, informational, research, social and personal competences and presupposes: (a) awareness of their motivations for this work – needs and interests, aspirations and value orientations, motives, activities, perceptions of their social roles; (b) an assessment of their personal characteristics and qualities as a future professional; (c) regulation of their professional development on this basis.

*Cognitive competence* is determined by the fundamental knowledge, degree of differentiation of self-consciousness, characteristics of development of cognitive processes, all of which predetermine the solution to professional problems. Knowledge is a tool for the formation of cognitive competence. It requires deep comprehension, and the essential foundations and relationships between various processes of the surrounding world. Features of individual cognitive processes (adequate perception of a specific professional space and interpretation of variety of information, consistency, flexibility of thinking, etc.) contribute to: (a) the creation of professionally-relevant information on the state of object of the activity; (b) competent labor processes and technical documentation analysis; (c) rational decision-making in critical situations; (d) prediction and design of professional activities, reflecting the subjective focus on the transformation of the world.

*Social and communicative competence* manifests itself in tolerance, the success of the individual while entering the professional community, and recognition of values of certain corporate cultures and their psychological compatibility as the ability to adapt to different characters, social and professional environment. This competence reflects the capabilities of the individual in the realization of cooperation, teamwork, and the ability to set vertical and horizontal contacts, resolve conflicts, show readiness for mutual interaction, mutual responsibility, and mutual control in dealing with significant professional goals, etc.

*Information competence* is determined by the level of development of information-technology culture, considered as a certain level of knowledge of information technology, characterized by informational, technological and culturological components. The information component is a system of knowledge, corresponding to the current level of development of information technologies and providing the implementation of informational activities aimed at meeting educational and professional needs. The technological component is knowledge of information technologies, which allows us to carry out information activities,

creatively combining and updating existing technologies in accordance with the requirements of the time. Culturological components include an understanding and awareness of one's own informational needs, and the motivation for the implementation of information activities.

*Research competence* is manifested in the fact that an expert, constantly tackling a set of professional tasks, acts as a researcher, building his activities based on the research findings. In today's world, research is not seen as a highly specialized activity, but as an essential characteristic of the individual, which is housed in notions of professionalism in every sphere of activity in the lifestyle of modern man. Research activities, as a system formation, are the unity and integration of value bases, personal meanings and ways of organizing professional work.

*Social and personal competence* is manifested in self-management, social identity and authenticity, and personal responsibility. Self-management determines individual characteristics such as the ability to control themselves and others, and critically analyze one's own professional practice and the work of others, as well as the ability and willingness to initiate, build, maintain and manage all types and forms of internal and external activity. Social identity lies in the individual's knowledge of his membership in a particular social group, along with value-semantic and emotional manifestations of this. Authenticity is correspondence to yourself, your idea, and your point of professional and personal self-determination. At the same time a person not only identifies himself with the surrounding social and professional culture, but also considers himself as equally significant and valuable within it.

## **THE COMPETENCE-BASED MODEL OF LIFELONG EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**D. S. Ermakov**

Education for Sustainable Development (hereinafter - ESD) is an innovative meta-trend of the modernization of education, creating conditions for self-realization and personal development in the rapidly changing social and natural environment, aimed at solving and preventing environmental problems, and the development of human qualities (knowledge, skills, attitudes, competence, style, and activities) to ensure optimum control of quality of life within the capacity of natural ecosystems. The participants of the 6th Conference of Ministers "Environment for Europe" (Belgrade, 2007), which presented national reports on the implementation of the Strategy of the Economic Commission for Europe (hereinafter – UNECE) at UN for ESD (2005), agreed that one of the priorities of this strategy should be to develop competence in the area of sustainable development.

The application of the competence-based approach to ESD looks very promising. Competence cannot be memorized or learnt from a textbook. The traditional gnoseological paradigm separates the individual and the world as a subject and an object. The process of development in this paradigm is converted into the development of knowledge about the world. Erich Fromm uses the metaphor of "have", as the meaning of life is limited by consumption (of goods, services, and information), so an individual focuses not on purpose, and the means of existence. It is suggested that we should solve modern issues of the environment along the same line of thinking, which led to their emergence. Competence must be determined in the ontological paradigm, being defined by a metaphor of "being" as living in interaction with the world when a person focuses on the content of life. The search for new solutions, getting innovative educational (and hence social, political, economic, environmental) outcomes is possible if a person has (in essence, that is ontologically) the capacity for self-transformation, in other words, if one is the same carrier of self-support and self-fulfillment, as well as the world at large.

Interconnection of competence with other outcomes of education can be represented by the following scheme (according to B. S. Gershunsky with amendments): literacy is the development of the minimum initial knowledge and skills necessary for future broader education, complemented by experience in the creative application of acquired knowledge and skills; competence is the possession of meaningful theoretical knowledge, skills, methods of decision-making, moral norms, values and traditions necessary for the implementation of specific activities and the most complete human fulfillment. Culture is not mastering the material and spiritual values, which is the actual legacy of previous generations, but their multiplication and reproduction; mentality is the background of the mindset that give the person the feature of unique individuality, originality combined with the ability for comprehensive self-actualization.

One of the first drafts on competencies in ESD was prepared by the experts of the Organization for Economic Cooperation and Development based on the findings

of the project "Identification and selection of key competencies" which identified three core competencies: (1) the use of socio-cultural tools in an interactive mode, in active interaction with the environment, (2) interaction in heterogeneous groups, and (3) autonomous, independent activity. Competencies are divided into: (a) subject-based, i.e. knowledge of facts, concepts, and theoretical concepts, (b) methodological ones, i.e. practical skills, critical thinking, problem solving, and (c) social ones, i.e. communication activities in the interactive mode, citizenship, and (d) personal ones, i.e. inclinations, values, and ethical standards.

In 2005–2007, the competency model was developed within the project "Curriculum, Sustainable development, Competences, Teacher training". The core model consists of the following components: (a) knowledge, i.e. factual, theoretical and practical knowledge, inter-disciplinary and social relevance of knowledge, (b) systematic thinking as a lack of analytical approach and reductionism, spatial and temporal features, complexity and interrelation of biological, geographical, environmental, political, economic, social, and psychological systems, (c) emotions that accompany thinking, assessment, decision making, activities, and (d) empathy and compassion, (e) ethics and values, i.e. norms, attitudes, beliefs, and environmental ethics, (f) action, i.e. practical work aimed at achieving sustainable development, practical skills, and abilities. In 2011 an international group of UNECE experts (UN) prepared the report "Education for the Future", which defines the teacher's competence in the field of ESD, corresponding to the three main characteristics: (1) a holistic approach that focuses on integrative thinking and practice; (2) prediction of the changes which involves examination of alternative options for the future, learning from previous experience and the desire to participate in modern life, and (3) the implementation of reforms.

In the Russian Federation the competence approach is the generally accepted level of vocational education. The draft of the federal state educational standards of secondary (complete) general education under discussion was prepared by the Russian Academy of Education (2011), which offers the subject "Ecology and the fundamentals of life safety" as a compulsory subject on the basic level which will develop following competencies: the ability to reasonably make judgments on environmental issues, environmental protection, awareness of the need to avoid environmental crises and disasters, sustainable development and environmental safety of life on the Earth, and the ability to apply this knowledge to understanding environmental ecological reality. In practice, the contents of Environmental Education for Sustainable Development (hereinafter - EESD) \* in high school is formed around the following core competencies: general cultural, educational, cognitive, informational, social, civil, communication, and personal growth and development (Yagodin, Argunov, Plyusnina, Morgun, 2010). The leading competence is the ecological one as conscious ability, readiness for environmental performance, experience of the activity aimed at conservation and sustainable reproduction of life, practical improvement of the environment in the process of identifying, preventing and solving environmental problems designed to implement the function of the biosphere to preserve humans and the sustainable reproduction of life on Earth (Yermakov, 2009). The practical implementation of these competencies such as regulatory compliance, which provides the development of the corresponding competencies (such as personality traits), may



**CREATIVITY AND EXPERTISE:  
EFFICIENT WAYS OF TRAINING  
SPECIALISTS IN THE CONTEXT  
OF THE MODERNIZATION OF EDUCATION**

**R. Kh. Dzhuraev  
. Kh. Makhmudov**

Modernization of the areas of manufacturing and economy dictates the need for the intensive preparation of a morally sound, honest, and well-balanced person with an independent viewpoint and way of thinking. Graduates of institutions of higher education are expected to meet the requirements of professional fundamentality, a high level of self-development and experience in active and creative endeavors. In order to satisfy these requirements it is necessary to organize the process of preparation of specialists based on the continuous fundamental, creative and moral development of a person, which is only possible if the educational and training processes are based on a competence-oriented approach. The competence-based approach to the preparation of highly sought-after specialists is realized during the process of integration of psychological, pedagogical, and didactic practices into the process of education as follows: 1) the competence-based model of the personality of a graduate of the bachelor's or master's program; 2) the curriculum and creative plan (hereafter "CCP") for the preparation of a bachelor or master; 3) an educational process based on creative pedagogical technology; and 4) competence-based control over the formation and development of different aspects of expertise.

Let us look at the methodology and didactic bases of the competence-based approach using the example of a master's degree holder. The competence-based model of a personality of a master's degree holder is developed based on the State Educational Standard for a master's degree holder, and functions as a methodological foundation which incorporates current and future aspects of expertise sought by high-level production. System and functional analysis of the future professional activities of master's degree holders in technical vocations makes it possible to distinguish four categories of the aspects of competence: scientific and professional; scientific and research; social and economic; and moral and ideological. The content of competence aspects in the above groups reflects the internal connection and system interaction of different levels of competence and expertise determined by the integration of the requirements of the "science–education–production" system. The following components are the didactic bases focused on implementation of the competence-based approach to a personality of a graduate as an "ideal final product" of the process of education in a higher educational institution: curriculum and course schedule, teaching materials, and academic activity.

*Curriculum and course schedule of specialists' training (hereafter "CCS")*

Unlike the curriculum for the purpose of gaining "knowledge," CCS will include not only mono-disciplines, but also the integrated disciplines determined based on the systematic analysis of interconnection between different aspects. The

integrative disciplines enable the obtaining of experience in solving local professional and practical issues and the formation of integrative thinking. Studying the set of integrative disciplines of CCS facilitates the obtaining of experience in efficient solving of current and future scientific and applied professional issues and the development of competence-based (integrative) thinking during the period of study. This didactic model (CCP) will meet the requirements (continuity of fundamental preparation and succession of curriculum, optimization of structure and consistency of curriculum, creation of conditions for development of an independent and creative personality, etc.). CCP has up-to-date control, evaluation and diagnostic methods of continuous appraisal, and self-evaluation of the levels of expertise. In order to ensure the creative character of CCP, its structure will include educational and creative, scientific and research, and practical and diagnostic blocks.

*Competence-based teaching materials (hereafter "TM")*

The important didactic component for competence-based preparation of specialists will include the development and creation of competence-based scientific and methodological complexes in integrative disciplines. In the process of the development of competence-based educational and methodological complexes the following requirements will be taken into consideration: methodological support for the customization of training; career guidance and practical guidance; ability to diagnose; creativity, structural and logical consistency; and other requirements. The content of the structural parts of competence-based educational and methodological complex can be separated into groups into groups: programs, methodology, didactic issues and information. The development and creation of CCP and TM in integrative disciplines are the basis of the block of planning of didactic bases of competence-based preparation of a master's degree holder.

*Educational process (hereafter "EP")*

The practical component of didactic bases in the process of competence-based preparation of specialists includes implementation of the educational process based on creative pedagogic technology. The educational process in the context of the competence-based approach will be focused on: the creation of psychological and pedagogical conditions for the customization and creative training of future master's degree holders; the creation of conditions for an active process of obtaining experience solving important professional issues and the use of research methods in education; pedagogical encouragement of student regularity of pace during fulfillment of independent creative and scientific and research work; the use of diagnostic methods and qualimetric indices for the evaluation of the efficiency of the educational process at different levels of preparation of master's degree holders, etc. Thus, the main didactic elements of the process of training during competence-based approach include topical and topical/creative lectures, laboratory and research practical sessions and independent work.

*Competence-based control* is focused on the determination of levels of the acquired aspects of competence during the academic periods of study. The key point of competence-based control includes the implementation of different types of diagnostics in the course of competence-based preparation. Depending on the stage of study there are: initial control, half-year control and certification control.

The initial competence-based control is organized with the help of initial diagnostics, in the course of which each future master's degree holder is offered to solve a set of diagnostic tasks of the initial level. Evaluation of success in solving the initial diagnostic tasks and the interpretation of this evaluation make it possible to determine levels of development of certain aspects of expertise of a future master's degree holder before the beginning of his/her education. The results of the initial diagnostics make it possible to customize and correct the curriculum for each future master's degree holder. Half-year competence-based control is implemented through the half-year diagnostics, in the course of which each master's degree holder is asked to solve a set of diagnostic tasks of the first, second, and third levels after each half-year of study. The complexity of diagnostic tasks increases every half year. Consequently, successful solving of diagnostic tasks of the third level makes it possible to determine the level of acquired expertise during three academic periods (half-year) of study.

Certification competence-based control is implemented after the fourth half-year of study in two formats: (1) graduates' diagnostics based on the solving of a set of certification diagnostic tasks, which also have integrative and cumulative components, and (2) defense of a master's thesis. The certification competence-based control is focused on the appraisal of the level of the acquired scientific and professional, scientific and research, social and economic, and moral and ideological aspects of expertise of a future master's degree holder. The high standard and level of competence of a graduate confirm the fact that the graduate has good methodological, scientific and professional, and social and economic levels of preparation in the chosen specialty and is ready to solve current and future scientific and applied tasks in the relevant field of production successfully.

Thus, the implementation of the competence-based approach in the process of training at a higher educational institution makes it possible to prepare competitive specialists able to creatively use the received skills and expertise in practical matters, independently develop and improve their personal qualities, and to increase level of their competence in a continuously changing environment.

## **COMPETENCY BUILDING APPROACH AS THE BASIS OF LIFELONG EDUCATION IN THE CONTEXT OF AN INNOVATION-DRIVEN ECONOMY**

**A. L. Kekkonen  
S. V. Sigova**

The Russian society is now facing the essential need to make the transition to an innovation-driven economy. Its development is characterized by the emergence of new technologies, industries, and in this regard, new requirements for employees' qualifications and expertise. At the same time old technology has been replaced, and new product launches require constant the re-training of specialists and mastering new trades.

The term "lifelong education" can be regarded as education throughout the active life of an individual on an as needed basis. Lifelong education allows the implementation of the continuous development of human capital, and what is important is that it allows the planning of this development. Planning of lifelong education is feasible within the analysis and forecasting of vocational skills relevant to the labor market. For our country the vital issue is the development of a system that would help forecast the future skills required from potential employees based on the labor market situation.

This system should complement the quantitative forecasting of the labor market parameters currently carried out in Russia, which is no longer sufficient for the development of human potential. Forecasting in the context of lifelong education should also serve as part of this system. At present it seems important to develop a system of lifelong education, based on the competent approach of forecasting the needs of the economy for qualified specialists. The employees undergoing training and qualification improvement are an important part of the economy's demand for skilled staff. At present the forecasting of the demand for labor force mostly applies quantitative methods.

The transition to qualitative forecasting can be carried out though the development of the lists of required skills and their reflection in the State Educational Standard. The Russian Ministry of Education has developed a new generation of the State Educational Standard which focuses on a competency-building approach in relationships, and requirements for the main results of educational programs in the form of competencies subdivided into general (universal) and professional (subject-oriented) ones. The professional standards and State Educational Standard are closely interrelated. The national system of professional standards is a description of professional qualifications targeted at various levels of interaction between the system of vocational education and the labor market. The labor market warns about general demands for human resources through this relationship. The use of a competency-based approach for high-quality forecasting or predicting of vocational skills relevant to the labor market is important for successful long-term development. The competency-based approach helps to develop a set of key competencies with students/employees that determine their successful adaptation to society and raise their competitiveness in the labor market, as well as find the balance between labor market needs and educational opportunities.

The competence-based approach to planning the development of human potential is actively developed and implemented in Russia. The expertise development issue for certain professions shall be addressed in connection with employers' associations, the corresponding government agencies and vocational education institutions. The list of the required skills can be a key to the transition between the current requirements of employers and vocational education training. Such a list will help employers to formulate their requirements for employees who participate in the development of qualification requirements, and assess the future needs of the economy sectors for skilled workers. In its turn, for the educational system the list will allow greater flexibility in training towards higher qualifications and ensure a mastering of the graduates' necessary skills and abilities. To achieve these goals it is necessary to establish a uniform terminology and tools to assess both knowledge and competencies, as well as develop the mechanisms for efficient allocation of resources to develop the skills relevant for the labor market.

Foreign countries use an extensive list of methods and of ways of research in the field of relevant vocational skills. Forecasting and development of relevant professional competencies in developed countries takes place on national and regional levels. Forecasting of perspective competences also applies to the area of lifelong education. We should rely on extensive international experience and adapt it to Russia. In particular, the introduction of the OECD Development Strategy competencies<sup>1</sup> which are most relevant and adapted to Russian and other documents in the European<sup>2</sup> program of modernization of education, taking into account long-term development programs of the country will allow executive agencies to plan long-term directions of development of regions and provide adequate training.

The main factor in acquiring the required competences is balanced policy in the field of education and qualification improvement. The state, in connection with employers and educational institutions should continue to develop and improve professional standards, the program of retraining and qualification improvement, and the requirements for professions and jobs and also coordinate them with educational standards.

Lifelong education is the foundation of human capital in the transition to an innovation-driven economy. Developing the process of lifelong education within the planning of the competences demanded by an innovation economy is the key to successful development of states in the conditions of global competition. In the country-members of the Organization for Economic Cooperation and Development a balanced system of interaction between government, employers and the education system has been developed to identify and predict the list of required skills to be trained. The study of foreign experience in this field allows us to use the best practices developed for the development of the economy's needs, taking into account the relevant professional competencies.

---

<sup>1</sup> Towards an OECD Skills Strategy. The OECD Skills Strategy. Paris: OECD, 2011.

<sup>2</sup> Boosting Jobs and Incomes: Policy Lessons from Reassessing. Paris: OECD, 2006; Chair's Summary from the Meeting of the Education Chief Executives. Copenhagen, 22 to 23 September. Paris: OECD, 2005; 64. EC (2002c) Communication, The European social dialogue: a force for innovation and change: proposal for a Council decision establishing a tripartite social summit for growth and employment, COM (2002) 341 final. Luxembourg: Office of Official Publications of the European Union and others.

## ESTABLISHING SOCIAL COMPETENCE IN THE CONTEXT OF LIFELONG LEARNING

**J. Dauksyte**

*Relevance.* Political and economic changes taking place in recent decades have produced a direct impact on motivation levels in language training within different population groups. The number of those eager to be included in the process of training, education, as well as learning foreign languages has increased. These changes are especially noticeable in the field of adult education. Living in society means gaining experience and knowledge about people and events in a particular space and time. With the acquisition of this social experience a person grows and improves. P. Jarvis, one of the leading experts in the field of adult education, argues that education is inherently connected with the world around us and is subject to its impact. The author examines adult learning in the context of social learning. Each person is born in a society that already has its own cultural traditions and has internalized this cultural tradition in the process of socialization. The author believes that every relationship between individuals and culture can be considered as a potential learning process and that each participant can perform a dual role in this relationship: the role of teacher and student. In the course of the relationship between the individual and the cultural environment, it is not only the individual (in connection with the acquisition of social experience), but also the cultural environment that is key. The social “Ego” determines how an individual will interpret one’s social experiences, i.e. how the process of exteriorization takes place. In the course of social interaction a person, in the role of student, perceives only those processes that he/she wishes or is obliged to accept. The author examines the process of learning and adult education as a social and individual phenomenon, and focuses on learning through experience. Education can be seen as a response to experience gained or as gaining of experience in the course of action [1, p. 21–23]. An adult student is motivated when it comes to training, having definite objectives and expecting certain results. The following factors produce a positive effect on adult education: an existing pool of knowledge, experience, presentation of educational material via various perceptive means, a variety of social forms of learning, a good environment, positive feelings, partnership between a teacher and students, and responsibility for the training process. Adult education is an important aspect of self-esteem. Interactive learning technologies that give learning a truly energetic and communicative nature should prevail in the adult learning process, thus forming the social competence of a student [2, p. 559].

*Defining the problem:* to improve foreign-language training for adults via the introduction of interactive teaching technologies.

*Research objective:* to determine the feasibility of using interactive teaching technologies in teaching foreign languages to adults for the purpose of forming a social competence.

*The object of research:* the attitude of foreign-language teachers who participated in professional development seminars toward the opportunity of applying new teaching resources for adult education.

*Research techniques:* Analysis of scientific literature with the aim of identifying new means of teaching, a seminar held as an event where new didactic tools could be learned, a questionnaire.

*The results of the research.* During the seminar new teaching tools were presented, namely, interactive teaching technologies, which may be applied in the process of adult foreign-language education. The research involved 100 teachers of foreign languages at non-university higher educational institutions.

In order to determine the attitude of teachers to the possibility of using new teaching tools such as interactive teaching technologies in adult education, the most frequently used active learning methods for the improvement of education in schools and non-university higher educational institutions were selected, such as "clear thinking", "group discussion", "cooperative learning", "role play", etc. In the course of analyzing the results we sought the attitude of teachers to the possibility of using active learning as an interactive educational technology in adult foreign-language education and the possibility of developing social competences. The survey results were based on an evaluation of the frequency of choice (out of all possible options) as a percentage. The results of the analysis suggest that teachers of foreign languages to adults most commonly use the following interactive technologies as active learning methods: "brainstorming" was mentioned by 71 respondent out of all participants of the survey, representing 13% out of all possible choices; "panel discussions" was mentioned by 67 respondents, representing 12.2%; "cooperative learning" was mentioned by 61 respondents, representing 11.1% and "role play" was mentioned by 58 respondents, representing 10.5% out of all possible choices.

Active learning methods develop and create a variety of skills required for dialogue, discussion, critical thinking, the development of a communicative culture, public speaking, building research skills, organizational development skills, listening and record-keeping skills, team-building skills, and the substantiation of one's opinion. Such development of social skills is later transferred into the development of certain social skills necessary for active participation in professional activities and social life [3, p. 23-24]. The research results help us to conclude that active learning methods can be attributed to interactive teaching technologies that contribute to the development of social competence as a result of the foreign-language teaching of adults.

*Conclusions:* (1) active learning methods can be referred to interactive teaching technologies that contribute to the development of social competence in the foreign-language teaching of adults, and (2) the use of active learning in the training process means reliance on private and personal experience, and creates a situation of cooperation in the group. Particular attention is paid to training through existing and acquired experience which is fundamental in adult education.

#### **Bibliography**

1. Jarvis P. Mokymosi paradoksai. Kaunas, VDU, 2001.
2. Aktyvaus mokymosi metodai. Kaunas, Šviesa, 1998.
3. Павлова Л.П. Интерактивные личностно-ориентированные технологии в языковом образовании. Материалы IV Международной научной конференции «Язык и культура». – М.: «ОИД» Медиа-Пресса.

## **SELF-GUIDED WORK BY STUDENTS IN THE PROFESSIONAL COMPETENCY DEVELOPMENT SYSTEM**

**V. V. Gedranovich**

The modernization of the system of higher professional education has led to the emergence of innovative training programs and the active deployment of new techniques, forms and methods of training in the educational process. A new education model requires creating educational conditions for developing in graduates competencies that will ensure that their professional activities are successful and in demand. Competencies are the basis for the development of competency, “an integrated characteristic of personal qualities which is process-oriented, has a motivational aspect, is based on knowledge and manifests itself in (real or simulated) activities” [1].

One of the principles of the competence-based approach to education is the application of various forms of self-guided activity by learners on the basis of personal motivation and responsibility for outcomes. Students' attitudes to learning are characterized by cognitive activity. Therefore, one of the main tasks of higher education institutions is to teach students to engage in learning and research in a sensible and self-guided manner. This goal can be achieved by using different forms, methods and means of training that promote cognitive activity and self-reliance in students.

The most promising approach is to use interactive methods aimed at ensuring wide interactions between students and teachers, and each other. When using interactive methods, teachers should focus on tasks designed not only and not so much for perfecting the material learned as for acquiring new knowledge. Modern educational science offers a variety of interactive approaches, such as creative tasks, work in small teams, problem solving, learning through teaching, etc. The main role of interactive forms and methods of managing “controlled self-guided work by students” (hereinafter CSGWS) is to ensure that a few major educational goals are achieved [2]: (a) promoting motivation for and interest in the disciplines being learned; (b) increasing the degree of activity by students and their self-reliance; (c) developing skills of analysis, critical thinking, interaction and communication; (d) self-development and development through promotion of thinking activities and interaction with the teacher and other participants in the educational process.

Let's consider the management of CSGWS using the example of the discipline of Financial Informatics. The syllabus for this specialty allocates 62 classroom hours for this discipline, including 12 hours of CSGWS. The training program includes the theme “Financial analysis using integrated functions of MS Excel”, which covers the following issues: depreciation of assets, analysis of investment and transactions with promissory notes, analysis of coupon and short-term non-coupon bonds (students have to learn some of the functions designed for financial analysis on their own). In order to organize work in the classroom, each student group is divided into smaller teams (five to six people each) who have to tackle one of the problems and share their knowledge with the rest of the group.

Then each team presents a report to the entire group at a lab session. Each small team has to perform the following set of tasks: explain the economic component of the problem; review specific characteristics of the syntax of functions and examples of their application; select tasks for the demonstration of functional capabilities and solve them in MS Excel; draft test questions regarding the theoretical foundations and practical application of these functions, etc. The benefits of this form of managing CSGWS include the following: (a) a harmonious combination of research and learning; (b) the promotion of learning activity in students which involves promoting vigorous, goal-oriented learning, overcoming passive and stereotypical activities; (c) the development of new knowledge and the sharing of it with the rest of the group; and (d) the development of professional competencies.

CSGWS, based on interactive methods, helps to develop professional competencies in graduates that are based on their ability to: (1) review specialized literature for professional activity; (2) select information resources necessary for professional activity; (3) analyze professional tasks; (4) identify peculiarities in solving applied tasks; (5) set requirements for input data; (6) set and solve applied tasks using ICT; (7) use financial analysis methods; (8) perform professional activities in a goal-oriented manner with the focus on the end result.

#### References

1. Игнатъева Е.Ю. О модели компетентности и ее оценке / Е.Ю. Игнатъева, В.И. Воротилов // Мониторинг качества образования: межвузовский сборник научных статей. – СПб.: ЛОИРО, 2005. – С. 65–70.
2. Гедранович В.В. Применение интерактивных методов обучения как средство повышения познавательной активности студентов / В.В. Гедранович // Управление в социальных и экономических системах: материалы XIX междунар. науч.-практ. конф., Минск, 18 мая 2010 г. – Мн.: Изд-во МИУ, 2010. – С. 274-276.

## **DEVELOPING COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS OF ECONOMICS**

**S. N. Khotskina**

Developing communicative competence in future specialists in economics is an important component of their professional development. Therefore, disciplines of the compulsory humanities cycle (Pedagogy and Psychology) were introduced into the electives part of curricula for first year students (in Krivoy Rog Economic Institute, Krivoy Rog Technical University). Students can select psychology and pedagogy cycle disciplines for additional training in the specialty of "Teacher of Economics". Combining economic and pedagogical disciplines is reasonable in the case of bachelor degree-seeking students. Recently, there has been a more intensive search for ways of improving communicative competence in students through the education process, including studies aimed at achieving this goal. It is relevant to study this issue, since individuals of this age begin to understand social processes that reflect the subject-specific aspect of social and moral relations, social values, and the development of social feelings and needs.

However, the development of communicative competence in future teachers of economics in the course of learning pedagogical disciplines is neither covered theoretically in specialized literature, nor implemented in practice. Successful implementation of certain prospects requires that the psychological characteristics of the student's age be understood, since this period is associated with the development of self-consciousness, and cognitive and professional interests.

It is widely recognized that youth is a period of active development of self-analysis and self-esteem. Therefore, working with students trained to become teachers in economic education should be designed to encourage, as often as possible, their self-analysis, and prompt them to search for rational solutions to challenges of their profession. It should be underlined that communicative competence is a qualitative characteristic of a student's personality, which defines the basis for his or her communicative activity.

Based on the above said, and with due consideration of specific characteristics of psychological development, we can determine the extent to which the components of communicative competence are developed in first to third year students in the course of their studies and identify four aspects as shown in the Table below.

The Table shows that first year students have a high need for communication (42.6%); however, it is still difficult for them to identify a correlation between general human and specific metrics (19.7%). Second (22.7%) and third (29.9%) year students have minor differences in abilities of communicative competence. The level of emotional satisfaction from communication (at all stages) is relatively stable and does not serve as a cause for concern.

Table 1

Development of communicative competence  
in students in the course of their studies (%)

No.	Components of communicative competence	Students (year)			Average value
		1	2	3	
1	Need for communication	42.6	40.9	37.7	40.4
2	Need for interaction between general human and specific metrics	19.7	14.4	8	14.03
3	Abilities of communicative competence combined with communication skills	15.4	22.7	29.9	22.67
4	Sense of emotional satisfaction from communication (at all stages)	23.3	22	24.4	23.23

Based on the above said, we can argue that the development of communicative competence in future teachers of economics is a complex and dynamic process which requires a systemic approach to investigation. It involves unity between the aspects of understanding different learning and life-related situations, and skills for using acquired knowledge in practice and the development of skills and needs for their continuous improvement on the basis of self-analysis.

## **THE ISSUE OF DEVELOPING SPEAKING COMPETENCE IN FUTURE MINING ENGINEERS WHEN LEARNING A FOREIGN LANGUAGE (ENGLISH)**

**V. A. Lapina**

The program for modernization of education in Ukraine is about the need for the implementation of a competency-based approach, and the development and improvement of basic and professional competencies in graduates. One of the important competencies among these is speaking competence, or the formation and development of a speaking person who is able to establish contacts and communicate effectively on the intercultural level in a foreign language.

Theoretical and theoretical-methodological analysis shows that there is no unambiguous interpretation of the concepts of linguistic and speaking competencies among scholars, with two perspectives being identifiable. Some researchers use the term "linguistic competence / competency" (Y. Apresyan, I. Gorelov, J. Zimnyaya, O. Kubryakova, A. Luriya, N. Khomsky), with the majority of them considering the concept of "speaking competence/competency" as part of "linguistic competence/competency". Others distinguish between certain types of competencies, and make a distinction between linguistic and speaking competencies (Z. Bakum, O. Artsishevskaya, O. Bilyaev, O. Goroshkina, M. Kabardov, A. Nikitina, M. Pentilyuk), emphasizing that speaking competence is both related to and developed on the basis of linguistic competence. Linguistic competence/competency is interpreted as a phenomenon relevant to a certain level of awareness of a specific individual or individuals of an ideal sign system for their native or foreign language, while speaking competence is interpreted as an individual's ability to implement their language knowledge in communication.

Works of the above authors enable us to use the following definition: Speaking competence is practical mastering of a language and basic skills in using its lexicon and grammatical structure, adherence to linguistic norms in making oral and written statements in the course of communication, and mastering of all types of speech activity in order to perceive and generate speech acts in vital communication situations.

Since our research is focused on the development of speaking competence in mining engineering students in the course of learning a foreign language, let us consider speaking competence taking into account the specifics of the profession, that is, profession-oriented foreign language speaking competence. Based on available definitions of professional speech, in the case of future mining engineers we interpret professional foreign speech as a process of communication with mining industry specialists in the foreign language. The success of such communication depends on three competencies: (1) *linguistic* competence (knowledge of the rules of a foreign language, professional terminology and standard speech constructs used in the mining industry), (2) *speaking* competence (experience in all types of speech activity contributing to students' ability to understand specialized oral and written texts, to search for, accumulate and

expand professionally meaningful information by themselves, formulate their own opinions, and share information in a foreign language with mining industry specialists), and (3) *communication* competence (an ability to adapt in various situations, select and develop appropriate speech behavior patterns in a natural professional dialogue with foreign specialists in the foreign language). Therefore, we understand foreign language speaking competence of a mining engineering student to be the practical mastering of a foreign language: basic skills and abilities in using its lexicon, professional terminology, grammatical structure, and standard speech constructs used in the mining industry; adherence to linguistic norms in the course of profession-oriented communication with foreign specialists in the foreign language; and experience in all types of speech activity for the perception and generation of speech acts in the course of professional communication.

When investigating the basic components of the structure of professional speech among specialists in different production and education sectors, scholars unanimously argue that the structure of the speaking competence of a specialist includes a certain amount of linguistic knowledge (linguistic competence) and the ability to use this knowledge subject to conditions of communication (speaking and communication competencies). Based on an analysis of pedagogical, methodological and linguistic literature, we find it appropriate to develop our own structure of the profession-oriented foreign language speaking competence of future mining engineers. It consists of three components: (1) a social and academic (basic) component, (2) a profession-oriented component, and (3) a business-oriented component of speaking competence.

Since the credit-module system provides for the development of profession-oriented foreign language speaking competence in future mining engineers, the content of these components corresponds to some extent to the learning goals of five modules offered as part of the standard courseware for the discipline entitled "Profession-Oriented Foreign Language". Let us consider the content-specific characteristic of each of the components:

Module 1: *social and academic (basic) component* (involves knowledge and adherence to the accepted foreign language standards in oral and written statements (orthoepic, lexical, grammatical, stylistic, etc.); contributes to creating and developing skills of effective speech activity and appropriate communication in the social, professional and academic environments);

Modules 2 and 3: *profession-oriented component* (involves speech training in the chosen specialty, knowledge of professional terminology (mining engineering) and standard speech constructs in a specific industry (mining); provides experience in all types of speech activity, contributing to the ability to understand specialized oral and written texts, formulate own opinions and share information in a foreign language with mining industry specialists; creates and develops skills necessary for searching for information in foreign profession-specific sources and for further participation in discussions on professional and educational topics);

Modules 4 and 5: *business-oriented component* (business communication skills necessary for establishing contacts, maintaining business relationships, undergoing employment interviews, participating in seminars, conferences, round tables, professional meetings, etc., that is, knowledge, skills and abilities in the field

of practical rhetoric; skills in written communication associated with students' future profession: writing curriculum vitae, business letters, library research papers, abstracts and similar documents in a foreign language).

The above analysis of foreign language speaking competence and its structure does not necessarily cover all aspects of the problem in question. We believe, however, that knowledge of these components and taking their characteristics into account can help higher education teachers to properly organize classroom work aimed at developing and improving professional speaking skills in students in the course of learning a foreign language for professional communication.

## **SKILLS DEVELOPMENT SYSTEM AS A DRIVER OF THE LIFELONG EDUCATION SYSTEM**

### **I. A. Khramtsova**

Today the contradictions between continuously growing knowledge required by an individual and the limited conditions for mastering it (in the framework of traditional education systems) are growing increasingly deeper. These contradictions can only be resolved through a transition to lifelong education. Creating a flexible system of lifelong professional education in line with the needs of the country and new trends in the labor market has become one of the main strategic goals; education should ensure Russia's competitiveness in the global world and a high quality of living.

The transition of the Russian economy toward innovative development aggravates the problems of the quality of education of graduates from professional education institutions of all levels. The most important issues here include the following: (a) elimination of the imbalance between workforce supply and demand in the context of professions and qualifications; (b) filling the gap between education services offered and the needs of the labor market; and (c) inconsistency of some of the key concepts in the fields of labor and education (such as the concept of "profession" as a multi-level structure, and the concept of "specialty"), to name just few.

The lack of a continuous process of reproduction of human resources meeting the requirements of the labor market to some extent impedes the development of different sectors of the economy. Therefore, employers currently impose requirements on education in order to provide the labor market with human resources possessing appropriate professional skills.

In order to provide an effective environment for a real increase in competitiveness and skills of workforce in the Ural Federal District, the Regional Association of Employers "Sverdlovsk Regional Union of Industrialists and Entrepreneurs" in cooperation with the Chambers of Commerce of the Urals Region established the Urals Regional Agency of Skills Development as a backbone organization for building a regional system of skills development. In order to investigate the conditions for the implementation of this project more deeply, the Committee for Professional Education Development of the Sverdlovsk Regional Union of Industrialists and Entrepreneurs conducted a few surveys in 2011.

The surveys involved businesses and organizations who are members of the Sverdlovsk Regional Union of Industrialists and Entrepreneurs (more than 70 respondents). 96% of these are engaged in manufacturing. The survey was focused on this sector because innovative economic development involves improving the high technology manufacturing sectors and infrastructure, and upgrading the conventional sector of the economy. Presently, manufacturing businesses have significant capabilities for innovation but cannot realize them due to insufficient quantity, quality, and in some cases lack of professionals possessing knowledge of the latest developments and technology. The key issue relating to

the quality of the workforce is that training fails to meet the demands of employers: (a) by activity; (b) by the number of people trained in certain professions; and (c) by changing requirements for professions. Therefore, only 13% of respondents are satisfied with the quality of education of their staff. During the survey, respondents indicated the reasons for the poor quality of education of specialists: 37% cited a lack of a professional guidance system for young people; 24% noted that education institutions do not engage enough practitioners as teachers; and 22% pointed out that the learning process does not provide enough field experience.

The basis of the problem with human resources is that there are no uniform requirements for professional knowledge and skills of specialists. Currently, whether a job applicant is suitable for a vacant position or not is decided on the basis of a company-specific job description or results of a test or interview which may be biased and provide an incomplete idea of the applicant's professional skills. It is impossible to evaluate personnel, set priorities for training programs or make career plans for an employee without having common requirements for professional skills and knowledge in place. This problem can be solved by creating a system of professional standards to list necessary knowledge, skills and competencies of a modern professional. In order to identify the most typical requirements for a profession, it is necessary that the development of professional standards be contributed to by a wide enough range of expert employers who can identify the most critical requirements in terms of quality, safety and efficiency of work. Business-specific groups of employers should develop and update professional standards on a continuous basis. This will require institutionalizing the process, i.e. building a body of industry professionals dealing with the classification of professions, development of professional standards, and updating of lists of professions and liaisons with education. The surveys have shown that 66% of respondents are generally ready to develop and update professional standards.

Employers are becoming increasingly aware that the promotion of a national qualifications system, collaboration with education to build a system for the evaluation of skills of employees and graduates, public-private partnerships in the development of the professional education system, and other areas of cooperation are not only an important social goal, but also prerequisites for the development of the innovative economy. Integration between business and education in the development and implementation of approved professional standards is still in its infancy and is not always complete, which can be explained by a number of reasons. 27% of respondents cite a poor regulatory and methodological framework, and 25% note a lack of specialists contributing to the development of professional standards.

Professional communities of employers use the requirements of professional standards to create a staff certification system which involves identification and confirmation of employees' skills and issuance of competence certificates. This system allows for assessing the staff's competence against professional standards and confirming that human resources are prepared for the implementation and pursuit of the goals and strategies of organizations. When hiring a certified professional, an employer has the guarantee of his or her competence.

The role of communities of employers in the development of the certification

impossible without their awareness of the need for improving the quality of workers and specialists and without their support. The survey has shown that 63% of respondents are already ready to undergo evaluation and certification of professional qualifications.

Developing a regional system of skills development is a rather complex and important task which contributes to the development of a new image of professional education in Russia. This work should involve active collaboration between the government, business, education, science and civil society institutions. We can assume that over time employers' associations and certification centers will play an important role in evaluating performance in the education system. This will largely remove the current barrier of mistrust between education and business when it comes to the quality of education of graduates and recognition of diplomas which they bring to the labor market. This is an important and promising role that the new system for assessing the quality of education of human resources will play as part of the overall strategy for developing professional education and building an effective human resources policy in Russia. The results obtained will contribute to building a Russian national qualifications system according to international requirements.

## **IMPROVEMENT OF TEACHING COMPETENCE AS A PREREQUISITE FOR INNOVATIVE DEVELOPMENT OF MODERN SCHOOLS**

**I. S. Nosova**

The most significant feature of the modern Russian education system is that it pursues two strategies for education management: conventional and innovative. Involvement of a teacher in innovation requires that he/she has: (a) professional competence in the discipline he/she teaches; (b) methodological competence in methods of development of knowledge and skills in students; (c) socio-psychological competence in communication processes; (d) differentiated psychological competence in motives and professional orientations of students; and (e) autopsychological competence in merits and shortcomings of their own work and personality.

Introduction of the innovative processes usually meets active resistance from the socio-pedagogical environment, since innovation requires qualitative change. In order for a teacher to be motivated for involvement in innovation, he/she should undergo a number of consecutive stages, including: (a) elimination of professional stereotypes (desobjectification), self-determination (individual and collective); (b) design and programming of innovative processes aimed at both changing individual professional activity and transforming the common space of work; (c) design and implementation of mechanisms and methods for ensuring self-sufficiency, i.e. irreversibility of the development processes, etc. [2]. An individual willing to be involved in innovative activity has stable, positive and constructive professional orientations, and is able to defend his/her ideas, prove their novelty and feasibility.

The professional qualities of a teacher are determined on the basis of the concept of "professional pedagogical culture" as a reflection of a set of features and characteristics. First of all, this concerns systemic education comprised of psychological and pedagogical knowledge, developed pedagogical thinking, a high level of pedagogical reflection, need for self-improvement, pedagogical improvisation, pedagogical creativity, an ability to combine teaching and research, pedagogical ethics, culture of speech, etc. A competent teacher is focused on looking for a pedagogical meaning (subject of their work) in any educational situation. Its understanding lies in the "objective" (substantive), logical (conceptual) fields and in the field of "student-teacher" relations. This is where problems arise that may impair or kill the motivation for innovation. For example, a teacher's activities are based on interaction with students, while orientation towards a student's personality and proficiency in a subject-subject interaction technique are most frequently fragmentary and require much effort to be developed [1]. Teaching competencies are so numerous that their list can be as long as many pages. Teaching competencies may be compared to Knowledge-Abilities-Skills (KASs) of students, but they cannot be described unambiguously, objectively and reliably. This situation creates a problem for self-assessment, administrative and public evaluation of teacher's work, where the limits of the definition of a "good teacher"

become vague and conditions for the development of such a teacher remain absolutely unknown. This requires a number of pedagogical conditions which will ensure the effectiveness of the learning process and render it innovative. It is also necessary to develop a model of conditions under which the image of a "good" (i.e. highly motivated for efficient creative activity) teacher will develop.

And finally, the implementation of educational programs can only be effectively systematic and consistent where the educational process is continuous. As a process unfolding in time and space, continuity is inseparable from what is called human cognitive activity, i.e. lifelong learning, and the logical structure of learning activity, i.e. organizational culture of activity comprised of levels and stages of education. As an outcome, the continuity manifests itself as consistency between attainments in lifelong learning and a person's needs, and variability of his/her educational paths that are self-sufficient and relatively self-contained, while catering to the needs of the person, society, the state and production.

#### References

1. Мартиросян Б.П. Инновации и личность учителя. / Образование в современном обществе: сб. науч. тр. – М., 2001. – 106 с.
2. Социально-педагогическая среда как условие становления и развития региональных сфер образования / под ред. Ю.В. Васильева, Е.С. Комракова. – М., 1994. – 136 с.

## **LEARNING ABILITY AS A KEY COMPETENCY IN LIFELONG EDUCATION**

**A. A. Beznosyuk**

*Knowledge is a treasure chest,  
but the ability to learn is the key*

In the early 1990s, Ukraine increasingly faced the conflict between the needs of society, which was seeking to achieve democratic change and open up to the world's achievements, and education, which continued to be "academic" in its objectives and responded to the demands of the times at random. Let us note the interesting dynamics associated with the problem in question. In Russian didactics, learning ability is traditionally focused on the development in students of general learning abilities and skills. Different approaches to the content and structure of this skill spread in the 1980s. In particular, works by N.A. Loshkareva recommend using any classroom session to develop in students three large groups of skills: organization of learning, working with a book and other sources of information, and the culture of speech and writing. The prominent educator I.Y. Lerner classified general learning skills into four groups: organizational skills, practical learning skills, intellectual learning skills, and psychological and characterological skills. The founder of the learning optimization theory, Y.K. Babansky summarized different approaches and identified three large groups of abilities: organizational, educational and informational learning, and intellectual learning.

Thus, learning ability means holistic individual education comprised of several parts. Let us update some of the provisions concerning the essence of key competencies before we determine the semantic content and structure of this ability. The key competencies defined by the Council of Europe include five competencies that should be learned by young Europeans. Let us discuss the content of those of them that are directly related to the ability to learn: (a) competencies related to the increasing IT penetration in society; (b) the ability to learn throughout one's life as a basis for lifelong education in the context of professional and social life; (c) needs and motivations that determine the purpose of activity; (d) various forms of activity to achieve such goals; and (e) cognitive processes that ensure the implementation of activities (attention, memory, perception, etc.). One can only justify the composition of its components taking into account the specific features of learning activity by understanding activity as a holistic and multi-functional process. It follows from the structure of learning activity that a student able to learn is one who: (a) defines objectives by themselves or accepts an objective set by the teacher, (b) shows interest in learning and makes volitional efforts; (c) arranges their work to achieve results; (d) picks or finds necessary knowledge and methods for solving problems; (e) performs sensory, mental or practical actions, methods and operations in a certain sequence; (f) is sensible about their activities and seeks ways of improving it; and (g) has abilities and skills for self-control and self-assessment. This list of components describes a well-developed learning activity. The key competency covers a number of general learning and cognitive skills. We understand these skills as the student's ability

to carry out educational and cognitive actions in line with the objective and environment in which the learning task is performed. Each skill is complex and comprised of many operations (actions).

An important role is played by motivation in the system of learning activity and by the ability to awaken and maintain sustainable and positive attitudes of students toward learning activity. Some students show negative attitudes toward learning. The reasons behind this are diverse: chronic illness, poor intelligence, immature motivation, in-depth gaps from previous stages of education, or family troubles. It is clear that when working with different groups and individual students, the teacher should perceive the prospects of their motivation. Motivation which is driven by an intellectual initiative and cognitive interests is important for effective learning. Whether or not students have a well-developed motivational component of their ability to learn may be described by the following characteristics of their attitudes to learning: (a) the ability to determine the purpose of the activity (set goals, focus on achieving them); (b) a developed curiosity, cognitive interest; (c) the need for self-inquiry for and assimilation of new knowledge; and (d) positive intellectual feelings. The content-related component consists of two subsystems: acquired knowledge, skills and abilities that form a basis for studying new knowledge, and new knowledge and a course of action which constitute the subject learned.

According to the structure of the learning activity, all components of the learners' ability to learn should be set at such a level that interactions between them develop their willingness for self-learning, which is a driver of lifelong education.

## **COGNITIVE COMPETENCE AS A BASIS OF A PERSON'S LIFELONG EDUCATION**

**S. V. Roslyakova**

The transition to the concept of lifelong education is dictated by deep structural changes in the field of employment that result in the constant need of advanced training and retraining of the economically active population, and improvement of the population's occupational mobility. Our life is organized in such a way that today people have to study for their whole life. The need to get an education and improve own's skills throughout one's life are essential tasks today. Market requirements are strict and clear – the market needs people that not only have knowledge, but also have a certain set of competencies required for successful work. That is why the leading countries of the world, including Russia, are interested in using a competence approach to higher and general education. The Council of Europe has determined five key competences that young European people must have. These include cognitive competence as the ability of a person to receive lifelong education and to improve one's personal, professional and social qualities. School plays the most important role in development of this competence, because cognitive and learning activities are most important during the period of study at school. Consequently, schools shall be responsible for development of cognitive competence.

Presently, the bases of the new education paradigm are being developed, which means that schools are switching from the declaration "learn how to study" to actual development by students of the integral system of the ways of cognition. Cognitive competence is both a factor and the result of development of this system. Cognitive competence has been a subject of scientific research for two decades now. Referring to the theoretical research of our predecessors, as well our own ideas, let us characterize this competence and demonstrate its meaning for the process of lifelong education. In accordance with the "Strategy of modernization of the Russian educational system for the period until 2010" with classification of the main competencies of the Russian education system, cognitive competence is a competence in the area of independent cognitive activity based on learning the ways of acquiring knowledge from different sources of information. In the classifications of key competences given by A. V. Khutorskoy [3], I. A. Zimnyaya [2] this competence is named *cognitive*. People that research school practices (S. G. Vorovschikov, T. V. Shamardina, etc.) more often call it *educational and cognitive*, because cognition in the process of studying at school is specific and is organized within the scope of the educational process or learning.

When analyzing psychological and pedagogy works covering the issue of development of cognitive competence of schoolchildren, we made the following conclusions relating to this phenomenon: (a) cognitive competence has a social nature, because it has a socially-oriented substance, and is developed, generated, reveals itself and functions in society; (b) it is among the key competencies that each person in the world must have (I. A. Zimnyaya, A. V. Khutorskoy); (c) from the point of view of its substance, it is double-sided: first of all, through experience, as

an instrument, the ability to act, and secondly, as a characteristic of the personality of a schoolchild that reveals itself through accumulated knowledge and skills in organization of independent cognitive activities, studying the ways of solving training and cognitive problems, or an integrative capacity of a person that reveals itself through motivated independent educational and cognitive activities. However, all the above definitions have one thing in common, i.e. an understanding of cognitive activity to be the ability to carry out independent cognitive activities in the future based on the wish of a person to receive knowledge (to study); (d) from the point of view of its structure, cognitive competence is: first of all, the system of general educational skills representing the ways of receiving and using knowledge which are universal for many educational disciplines; and secondly, a set of competencies in the area of independent cognitive activities including elements of methodological and general educational activities related to actual objects that are to be studied; and thirdly, integrative education including such values as experience, learning, the general principles of epistemics as theory of knowledge, a categorical formation of science in general, etc.

From our point of view, none of the above-mentioned structures of cognitive competence is complete, because any competence shall include such aspects as the value-and-conceptual aspect, the motivational and pragmatic aspect, the cognitive aspect, the behavioral aspect, and the emotional-volitional aspect [1]. However, pedagogic research papers more often describe only cognitive and motivational and pragmatic aspects of cognitive competence. At the same time we agree with researchers that cognitive competence is important for people today, first of all, from the point of view of the pragmatic component, which includes: general scientific and special ways of cognitive activities; general educational ways of pedagogic activity, first of all, general educational skills focused both on training students and on development of students' mobility in the changing environment. So, how do learning and cognitive competence help a person? If a person has specially organized skills of a declarative character (about facts, laws, theories, concepts) and procedural character (about methods and ways of learning), this person will be able to use them for solving standard and non-standard cognitive issues. Abilities and knowledge at goal-setting, planning, analysis, self-consciousness, and self-evaluation in the course of educational and cognitive activity, and possession of creative skills for productive activity will allow the person to get knowledge directly from life, use techniques of actions in non-standard situations, and possess heuristic methods of problem solving.

Knowledge of the comprehensive procedure with a set of interrelated concepts, skills and knowledge will make it possible to efficiently organize self-regulated activities with regard to solving educational and cognitive issues. General educational skills that are the basis for cognitive competence will enable the use of different techniques and technologies of learning and cognition in standard and non-standard educational and life situations.

Furthermore, cognitive competence is important for people from the point of view of their social life and development of their individuality. First of all, it is a factor of academic mobility during years of study; secondly, it is a factor of professional mobility enabling implementation of modern policy of lifelong education, thirdly, it is a factor that increases the efficiency of work of a school as a

social institution that is supposed to develop students' universal skills. The ability to continue education during one's whole life must be developed at school in the course of the educational process, where cognitive competence is a key competence. Development of this competence means that a person has an ability to learn, which is the basis for the lifelong education process.

#### **Bibliography**

1. Загвязинский В.И. О компетентностном подходе и его роли в совершенствовании высшего образования. Доклад на Ученом совете ТГУ 18.01. 2010. – URL: <http://www.wtmn.ru/> – Загл. с экрана.
2. Зимняя И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании / И.А. Зимняя. – М.: Исследовательский центр проблем качества подготовки специалистов, 2004. – 40 с.
3. Хуторской, А.В. Ключевые компетенции как компонент личностно ориентированной парадигмы образования / А.В. Хуторской // Народное образование. – 2003. – № 2. – С. 58–65.

## **DEVELOPMENT OF A MODULE-INTEGRATIVE COMPETENCY BASED EDUCATIONAL PROGRAM OF ADDITIONAL EDUCATION FOR CHILDREN**

**G. I. Panova**

In institutions of children's additional education, (hereinafter referred to as ICAD) two types of educational programs of children's additional education (hereinafter referred to as EPCAE) can be implemented: (1) programs of general orientation, (2) programs of professional orientation (this applies to the possibility of teaching students on the basis of training programs at ICAD. We do not consider this issue here). EPCAEs of general orientation can act as both basic and additional programs simultaneously. They act as basic programs for an ICAD itself. However, in cases when an ICAD actively cooperates with school, it undertakes a part of responsibility for the general cultural development and education of the child. Furthermore, here we can say that additional educational programs are implemented through ICADs, in the sense that they complement the basic education programs provided by the school. That is, there are points of contact of these programs. Otherwise, such programs cannot be considered optional. Hence, ICAD's task in the case of interaction with a school consists of the following: developing their own basic educational programs so that they would complement the basic educational programs implemented by a school.

The development of such programs is based on the ideas of: (a) complexity, (b) integrity, (c) implementation of a modular and competence-based approach. Complexity presupposes that the program itself should incorporate all the educational programs implemented by ICADS. In this case, a comprehensive educational program becomes a document regulating the general requirements of the content and organization of educational activities, this being a kind of standard for a particular ICAD. The only difference is that the requirements of the development of basic educational programs are defined by the federal state educational standards, and requirements of the development of EPCAEs are prompted by the interests and needs of children, family, educational institutions (first of all school which lays emphasis on efficient organization of extracurricular activities, aimed at achieving goals of upbringing and personal development) and other social institutions.

We believe that the development of EPCAEs as well as development of basic educational programs is based on the requirements imposed on: (1) EPCAE structure, (2) results of EPCAE implementation, (3) conditions of EPCAE implementation. Let us briefly consider each of these components.

*1. EPCAE Structure.* By analogy with basic educational programs, EPCAE includes the compulsory part of the program - an integrative course (comprises content from different subject areas and provides: continuity of the content of primary and secondary education; trouble-free integration of children enrolled in educational institutions of additional education in the unified educational space of the Russian Federation) and a part, formed by members of the educational process - modules (each module generates a specific competence, acting on the one hand as a social requirement, rule, on the other hand - as the image of a

desired future, a reference point for development). An integrative course covers the content, which can be integrated into the content of basic subjects, as opposed to the content of the modules which include additional (to the main) educational content, often not associated with a single subject area. Specific competences should satisfy the individual interests and needs of ICAD students. Specific competences are formed in the course of the study of modules, on the basis of learning the content of the relevant part of the development of an integrative course.

***Here is a sample wording of a specific competence: "After the training the student shall be able to choose and perform exercises aimed at elimination of postural disorders and formation of correct posture"***

2. *Results of EPCAE implementation.* Results of EPCAE implementation are twofold: first, the contribution to the formation of personality, meta-subject and subject competences, which are the results of the development of basic educational programs. In this particular case we are talking about the formation of the fundamental, basic learning outcomes (competencies). These results are defined by the standard. Secondly, it is the development of specific competencies, corresponding to the interests and needs of children and family. Here we are speaking about utilitarian (useful) competencies. These results are dynamic and subject to change.

3. *Conditions of EPCAE implementation* - human, material and technical, and other conditions. Requirements of the results of implementation, terms of EPCAE realization depend on the specifics of a particular EPCAE.

In the development of an EPCAE program, it is important to determine the requirements of the results of learning. It is necessary to determine the contribution of each program implemented in EPCAE in the formation of personality, meta-subject, and subject specific competences which will reveal the contours of integrative course content, and also identify the range of specific competencies that need to be formed, which will allow us to recognize the structure and content of the modules.

## **MANAGING PROFESSIONAL COMPETENCE OF HIGH SCHOOL TEACHERS WITHIN THE CHALLENGES OF THE EDUCATIONAL ENVIRONMENT**

**Z. Yu. Zhelnina**

The urgency of the study of modern trends in education is predetermined not only by the issues that exist in this field of social reality, but also by the many approaches to the assessment of problems and forecasting of their future development. The range of issues of modern education is certainly large, but to a greater extent it concerns educational technology, development of skills, and creation of an environment that initiates the student's educational activity. However, the fundamental question is the role of teachers in today's educational environment. The usual reference that "the main thing in the profession is the *Teacher* ..." (the capital letter is intentional) is no longer an unambiguous statement, which is defined both by the natural tendencies of post-industrial society and by the new priorities in education.

The specific nature of post-industrial society is very clearly objectified in education by the following: (a) design of competence in the field of the current task, which has no analogues and algorithms of retrospective nature, (b) principal reliance on design technologies in the sphere of knowledge, where transcendence is in demand, that is, going beyond the limits of current knowledge and experience, and (c) the lag in training content behind informational capabilities and the needs of the profession, (d) the lack of a forecast horizon in educational science in the long term, (d) active divergence of educational economics, educational sociology and educational policy.

The modern educational system also has unique characteristics that cannot be reduced to artificial political structures, but at the same time perceiving the current concepts of competition as follows: (1) routine nature and institutionalization of value-semantic context in the "education – freedom" pair (2) pendulum-like appraisal of education in the "process – output" pair (3) direct relationship with global and local labor markets, which are in constant development with distinct phases of the recession, and (4) educational mobility as a resource of competitive pressure and reproduction (the constantly revolving number of students allows reproducing educational technologies in a cycle as successful ones), (5) implicit elimination of the teacher in the training process. This last fact is one of the least-known in the philosophical and methodological sense, but is really problematic in terms of the current organization of the educational process. We should provide some arguments supporting this fact.

First of all, the leading role of the teacher ceases to be such due to the consolidation of learning technologies for individual trajectories based on maximum autonomy in the development of the discipline. Although there is no management task presently, and therefore there are no valuation techniques to estimate a student's readiness for independent choice, this ideology of educational standards contributes to the rapid reduction of the classroom load. In addition, workshops and

seminars are trainings in nature, where the teacher acts as a moderator of the colloquium, business games and other active forms of work, developed on the participants' active knowledge. The question of the source and level of development of newly required knowledge remains open. The second problem can be called the problem of qualimetrics of the educational process. Quality management in education, which is one of the most active modern innovations of education science, is based on technology standards, that is, activities aimed at achieving order in a particular area through the establishment of provisions for general and repeated use in relation to actual and potential problems. In practice, a so-called system of methodical maintenance of discipline is formed, which means the unity of the terminology and logic of topics, interdisciplinary communication, interdependence of modules and teaching units, the availability of open source ("sanitized" books, electronic resources, case studies for workshops). Ideally, a complete methodical set as an educational product, accompanied by recommendations for self-development, requires programmed educational success. In other words, a closed, circular system is formed where the tutor's advice and comments are just complementary.

Of course, such a system has an alternative, the model of open research involving students as associates of scientific inquiry. This model is attractive because of its ideal nature. Scientific work is inherently logical and consistent, but in its external manifestation it is semi-structured and it reaches a high level of formalization at the final stage. At the same time we should emphasize the inequality of intellectual resources of the "team" as a creative and analytic-synthetic type. Here we can also talk about the difference between didactic and scientific work as a knowledge-independent processes: a teacher considers knowledge to be the result of a student's work, and a scientist considers new knowledge as a result of one's work. The classical polarity of didactics and scientific activity in non-classical education is eliminated by work in small research projects, and in practical, step-by-step implementation of social and technical innovation, including participation of students in presentation events. The latter are a powerful incentive for deliberate systematization of learning and knowledge representation for the non-target audience, which is often a necessary action in volunteer practice in obtaining grants to non-earmarked funds, participation in regional multi-exhibitions, etc. But there is a problem of leadership in these activities and its recording in the planned (reported) timesheet of a teacher.

Taking the above described problems as determinants of the trend of the educational system, one must directly specify the problems of a teacher working in innovation and legal modernization of education. The most complicated in the design of educational activities is the introduction of new concepts in the specialized content of the program, and forecasting the demand for knowledge included in the curriculum. There is no method of preliminary assessment of the existing content of the implemented in practice in main educational programs (MEP), but there is a requirement for annual renewal of the MEP. The aggregated approach often becomes an innovation, where the discipline is formed from two or more essentially distinct areas of knowledge. The situation gets further complicated due to the emergence of new disciplines in the curriculum that are not being tested by copyright courses. In terms of self-control, it is important for teachers to



## **COMBINATIONS OF VARIOUS FORMS OF EDUCATION IN THE COURSE OF LIFELONG LEARNING**

**O. L. Petrenko**

At the 2000 Lisbon Summit, the basic document entitled "Memorandum of Lifelong Education of the European Union" was adopted, which determined the place of lifelong education in the modern world [1]. The modern world means post-industrial society, the main feature of which is to form a new type of production. Its foundation is knowledge-driven and resource-saving technologies. A part of the functioning of post-industrial society is the development of an innovative economy, often called a knowledge economy or intellectual economy. This is no coincidence, since the innovation economy suggests that its development is mainly due to the generation of new knowledge, human intelligence, and the development of an information society, not only material production. A successful transition to the economy and society based on knowledge must be accompanied by the process of lifelong learning. Therefore, in many cases, adult education acts as a "catch-up" education, that is, in the case of job loss or changes in the activity structure, people are trying to supplement their knowledge and skills through training, professional development, and additional education.

For a more balanced development of the professional activities, it is necessary to transfer education into the category of "advanced" which actually means lifelong learning. You must define the structure of education, which will allow a person to perform professional activities under any social conditions [3]. One of the essential conditions for effective lifelong learning is the use of appropriate forms of education. "The forms of learning can be defined as a mechanism to streamline the educational process for the position of its actors and their roles, as well as the completion of the structural units of cycles of learning over time". [4, p.1] Therefore, in lifelong education there should be the possibility of combining different forms of training to ensure that each person can choose the most appropriate way. Developing their own individual learning plan will depend on such factors as: (a) the targets set, (b) the amount of new knowledge, (c) the availability of educational materials, (d) the availability of technical training. The very process of lifelong learning can be represented by the following forms: (1) formal education, finalized by the issuance of a generally recognized degree or certificate, (2) non-formal education, usually held in educational institutions or public organizations, as well as in the form of individual sessions with a tutor or trainer and accompanied by a diploma, certificate or other document, (3) informal education, our individual cognitive activity that accompanies our daily lives and is not aimed or targeted at any specific goal.

The first step of choosing an educational path involves determining the type of education. For the majority of people only formal education can be the basis for professional activities. However, it is difficult to imagine that education, for example, acquired in high school "provided" for a person for the whole of their lifetime. Therefore, taking formal education as a basis, each person needs to think through a strategy of personal growth in one's specialty. Lifelong education should

be targeted as an adult would not study what one already knows. Recently, a preference was given to distance learning courses. Taking into account individual requirements, the role of human self-actualization is becoming more and more essential. We have the great advantage of self-actualization: a person is engaged at a convenient time and at one's own pace. In any case, lifelong education is a combination of the proposed forms within self-education.

The efficiency of self-education depends not only on the selected content, but also on the chosen method of mastering it. Self-education is associated with the processing of large amount of information. Moreover, this information may be specifically structured and equipped with a search engine, or it may be arbitrary. The first type of information is typically used in distance learning courses, and the student defines how to use this information independently. In the second case, the student himself has to find a quick and efficient ways of learning information. It is great if people have acquired the skills to work with texts from school. The most interesting ways to offer open educational technology (e.g. development of critical thinking through reading and writing and debates).

When training how to use the technology of critical thinking, skills are formed as follows: (a) the ability to work in a group, (b) the ability to graphically draw the text material, (c) the ability to creatively interpret the available information, and (d) the ability to rank the information according to the degree of novelty and significance. It is these skills that can be used for lifelong education.

Modern educational technologies offer many different ways of reading texts. We will mention some of them below.

*Markup table.* When reading a text the students put the following marks on the margin: "V" means "I know this", "+" is a new thing that I learned, "-" is knowledge contrary to my opinion, "?" is a question. Once you have finished marking, you draw a table filled with such markings, made of four columns, corresponding to the four symbols. The final table is the initial level of knowledge to start studying the issue. Such a table will create an individual plan of studying subjects.

*Making a cluster.* A cluster is a representation of an unstructured vision of a problem by a person. It includes knowledge, associations, emotions, and impressions of this problem. Especially interesting is the cluster map, which makes a plan for studying the topic. The cluster map has been used for a long time, and as you progress through the material some parts of the map are being painted.

*Pictures and images.* One's attitude to a text can be expressed, for example, as a picture. Also, the picture is viewed not only as an illustration to the text, as well as a concentrated expression of the essence of graphic helps the reader understand it. A set of such pictures will help the student to learn more about the product from different perspectives, to assess the views of other readers, and to join in discussion with them.

**Schemes and charts.** For example, some events and ideas are recorded, and we must assume they will meet whether reading the text or not, and then after reading a book to verify the correctness of their assumptions (tangled logic circuits). Another trick is to include in the table everything we know about future reading. After discussion, we reveal controversial issues (whether something that I

know is true) and try to find answers to these questions in the text (Table – I know – I want to know – I learned). After this preliminary work, the reading process

## **VOCATIONAL TRAINING OF STUDENTS: THE EXPERIENCE OF IMPLEMENTING A MODEL OF SOCIALLY ORIENTED EDUCATION**

**T. V. Nikulina**

The federal state educational standard of the third generation is focused on human development of an individual as the subject of professional activity and communication throughout life. The expected outcome produces an ideal specialist (a model) trained in certain professional education programs. On the one hand, educational institutions will be performing the state order and carrying out training in accordance with the federal government standard; on the other hand, through the implementation of the elective component of professional education programs, they will maintain compliance with the terms of the labor market and the requirements of employers who are consumers of educational services. The determining criterion is the quality of vocational education training. The educational institution has the ability to generate the model relevant and demanded in the future labor market if it implements the entire set of training programs within the framework of lifelong education.

The Ural State Pedagogical University (hereinafter - USPU) is aimed at creating conditions for students to acquire up-to-date knowledge and skills, to acquire quality, designed to solve practical problems in a professional manner and, if necessary, a new specialty for any of the stages of higher education. USPU has three main features: first, government funding of its activities determines the precise and rapid control of the quality of educational services, and secondly, USPU implements curricula of bachelor's and master's degrees for management of educational institutions: organization of innovation activities, marketing management, and educational management etc. Thirdly, a practice-oriented learning process is part of the continuous system of practices on the basis of institutions of the city and the region. The unity of teaching and learning environment at USPU forms integral educational activities at all levels of education. The vector of the University is directed at open education and application of open learning techniques.

Schools, colleges and USPU form a unity of practice in the course of training. This unity helps bring education to the needs of employers and organize a network of internship. The purpose of internship is to consolidate the knowledge and skills of trainees acquired at training, as well as the acquisition of practical experience in professional activities in a particular workplace (depending on the level of education). This minimizes the well-known illnesses of higher education: (a) a high level of "theorization" (b) a large gap between education and real life behind the walls of educational institutions, and (c) formal organization of internships, both from an educational institution, and from the hosting organization. It is important to point out that ideology and the educational process in USPU are aimed at training students in a creative way to develop the pedagogical potential of the country. The implementation of this objective involves the integration of scientific and educational activities with innovation. Therefore, a system of workshops is introduced in the learning process along with an internship according

to the state educational standard. Workshops as a form of classroom work involve direct involvement of practice in the learning process and the development of the professional competencies necessary and required today. The need to address the strengthening of the relationship of theoretical and practical activities, the development of professional competence and, consequently, the future demand for university graduates in the labor market, and the success of their professional activities and (or) lifelong professional education has resulted in the introduction of additional disciplines to the basic educational program.

Higher education today is one of the most important pillars of any modern state, striving to preserve its independence, identity, and competitive economy. The purpose of the mission of any modern university is to develop and implement a people-centered model of education, capable of sustainable and efficient innovations in education. If so, then there is no doubt that the strategy of the university should be targeted at the preparation of creative, active, independent personalities focused not only on their own high achievements, but also on the overall success of the people, organizations, communities, city, region and country around them.

## **CREATIVE POTENTIAL: VARIOUS APPROACHES FOR STUDY**

### **K. Khachaturova**

The category of “potential” refers to scientific notions whose methodological significance is extremely important for pedagogy. In philosophy potential is defined as a resource, ability, means or reserve that can be applied, put into effect and used to achieve a certain goal or resolve a certain problem.

“Human potential” is a concept denoting the idea of a sustainable development that appeared in the 90’s of the 20th century and was intended to create an integral representation of a person that could be rather strict, yet deployable and effective. Earlier, in the 1960-80’s, a lot of concepts that were similarly target-oriented, such as “Human Resources”, “Human Assets”, “Living Standards”, “Life Quality”, etc. were proposed. The first two of them regarded a person primarily as a social being, whereas the two latter regarded a person as a consumerist being. The notion of “Creative Potential” includes both dimensions, yet it is more comprehensive since it is designed to display the idea of a person’s inherent worth to the fullest.

Potential is implemented as a pedagogical tool through the guiding role of a person’s activity that serves as a foundation for transformation of life activities in general. The problem of development of a students’ personal potential is considered within the studies of progress in their creative abilities (intellectual, literary, artistic and musical), artistic activities, and aptitude and creativity. With reference to the psychological and educational literature analyzed, we shall consider personal potential to be: (1) an integrated quality of a person expressed in this person’s attitude (life positions, principles and orientation) towards the world; (2) a system of knowledge and beliefs that are principal for the construction and regulation of a person’s activity, a sophisticated sense of innovation, as well as the ability to quickly adapt behavior patterns to new conditions; (3) the amount of a person’s real abilities and skills defining the level of their development; (4) one of the spheres of a creative person and its axiological potential, etc.

There are various specific manifestations of creativity within its involvement in social processes. As for methodology, within the concept of “Creative Potential” it is essential to separate the objects of the studies, on the one hand, and the media (of any size or properties), on the other. In this context, speaking of “potential” as a concept, it will be helpful to mark that for Physics, as well as for similar subjects, potential is designated to be a precision of an intercept. Thereupon, what one has to operate with is not in fact potential, but rather the difference that defines the ability of a system to perform work. This observation is important to the extent that the abilities given to a person from birth are just a part of his or her creative potential (an equivalent to an intercept of potential in Physics). The creative potential of a person progresses increasingly within the process of socialization. Consequently, the measure of accomplishments of a society or state is its ability to ensure the creative potential of its citizens to be protected, manifested and developed.

To successfully perform any activity, especially in adverse conditions, a person is forced to use additional internal resources. These resources are used both to obtain a positive result and to compensate the negative effects of the environment. Hence we can speak of the internal potential (or resource) available for a person which is a required foundation for his or her successful socialization. The term "resourcability" is used to describe a person's potential. Accordingly, there is a certain set of properties considered as the internal capacity (or resource) ensuring successful mastering of the learning process, social and cultural norms, and self-development. We will denote this set as a person's potential. Psychologists use the notion of "a personal capacity". This term defines a person's internal physical and spiritual energy, his or her active attitude, creative self-expression and self-actualization. Psycho-physiological and creative potential are also distinguished within personal potential.

## **CONTINUITY IN THE IMPROVEMENT OF ONE'S SKILLS AS A PRE-CONDITION OF HUMAN DEVELOPMENT THROUGHOUT ONE'S LIFETIME**

### **A. Liduma**

**Introduction.** It is very important to start improving one's skills in early childhood, keeping continuity and regularity in order to successfully continue one's development in preparatory and elementary school. Practice shows that the development a preschooler's skills can be successful if a holistic approach is used, balanced content and form are provided, and the child can develop and assimilate cultural values and form his or her own relationships in the classroom.

The goal we set in this report is to consider the relevance of the importance of early human development in the process of learning throughout one's lifetime. The method we apply is practice based on an analysis of theoretical literature about one's capabilities.

**Results.** At the beginning of the 20<sup>th</sup> century the pedagogues K. Dekens (1919) and Ju. Students (1929) from Latvia believed that we should take one's individual characteristics into account and develop them deliberately, and that training should not be a very easy process, but not a very hard one either, which requires certain emotional and volitional efforts. Every child has certain inherent anatomical and physiological features, which are a prerequisite for the development of an individual's innate talent, but the development of these talents requires an impulse (Liduma, 2004). In the 1960s-1980s I. Plotnieks analyzed the relationship between emotions and abilities, and pointed out the importance of timely diagnosis and improvement of skills in the course of a game, in training, or in the family. It's noteworthy that there was significant research on improvement of one's skills in preschool in the 1990s, which made a significant contribution to the promotion of learning throughout life.

J. Bizkops (2000) explains that schools do not improve emotional intelligence, which is extremely important for students, well enough. The task of a teacher is to provide students with active work, which includes making music (playing piano), thereby promoting general and special abilities. We used many different theories in the core of the timely commencement of development of skills: (1) A. Shpony's theory (2001) on personally meaningful and purposeful activities, (2) the theory of continuity in cooperation and collaboration for the timely encouragement of capabilities, (3) the theory of S. Rubinstein (1989) and B. Teplov (1985) on instincts and abilities is the basis for the development of various skills of a child (Liduma, 2004). Within this study, it is important that any ability improves one's activity, and to promote a particular activity one must have specific personal abilities to a greater or lesser extent. Abilities include innate preconditions for the development of abilities, i.e. inclinations which can be varied and may develop in different directions.

According to the research done by Rubinstein, abilities are an individual's complex synthetic properties, which determine the personal utility for an activity: less or more specific properties, which are necessary for the performance of some activities. A person can be formed only in the course of activities and operations on the basis of one's inclinations. The study by A. Bodalev considers general ability (thinking, perception, attention, memory) as mental qualities that meet the requirements of not a single, but several kinds of activities and special psychological characteristics. In order to carry out any activity, it's necessary to develop special skills relevant to the efficiency of activities performed together with general skills. Psychologists recognize that the development of special abilities can help achieve a high level on the basis of general ability. But this is not relevant for all professions. For example, in such professions as teaching and medicine, practical abilities can reach a high level, without developing general ability or a higher degree of intelligence. L. Vengers points out that whether or not a child will develop a certain kind of skill or does not depend on instincts alone, but instincts determine the ease and speed with which the student will absorb different kinds of abilities. B. Teplov suggests that skills can be discovered only by analyzing a particular activity. Successful human activity depends on a complex of abilities, where one skill can be compensated by others. Exploring the issue of individual differences in theory of abilities, B. Teplov develops his idea based on I. Pavlov's theory of genetic characteristics of the individual nervous system, but believes that they should not be regarded only as inherent. This is because abilities start to develop in the prenatal period and continue development in the first years of life. The central nervous system of a child is formed for many years after birth.

V. Myasishchev and A. Gotsdiener believe that a person may have an innate tendency to implement a particular type of activity. It is important that innate ability and acquired abilities, as well as their combination, can be expressed and later formed in a particular activity. Therefore, the development of different abilities predetermines the circumstances of an issue and assimilation of different types of activities. The prerequisites for the development of different abilities may be specific psychological features. A person's psychological characteristics help one to understand how to apply the necessary knowledge, skills and competence in practice. Abilities are disguised as long as a man does not begin to carry out specific activities. Consequently, without special training, the inclinations may remain potential for a long time. The condition for the development of abilities is ambition. Potential abilities are expressed in the inclination to act in a certain direction or area; in other words, more rapid assimilation of a particular field of knowledge as compared to others in similar circumstances. It is important to carry out the timely diagnosis of abilities, which is carried out under the supervision of children involved in activities. It is worth mentioning a recent study carried out by E. Maslo, who developed a theory of purposeful development of skills for learning at school age and subsequent years of study that ensures the successful development of a person throughout life.

**Conclusions.** Inclinations are innate distinctive anatomical and physiological characteristics. Abilities are complex, synthetic, more or less specific

personality traits for efficient implementation of any activity which is formed only in the course of activity on the basis of instincts. A person's interests and attitude to his or her activity have an impact on the development of this person's skills. A condition for continuous human development is that there be a systematic character and continuity in the development of one's skills throughout one's life.

#### **Bibliography**

1. Birzkops J. (1999). *Muzicēšana kā labākā intelektuālo spēju attīstītāja*. – Rīga: Liesma.
2. Līduma A. (2004). *Pirmsskolas vecuma bērnu muzikalitātes attīstības pedagoģiskais aspekts*: promocijas darbs. Rīga: Latvijas Universitāte, 199 lpp.
3. Maslo E. (2003). *Mācīšanās spēju pilnveide*. – Rīga: Raka, 193 lpp.
4. Špona A. (2001). *Audzinašanas teorija un prakse*. – Rīga: Raka, 162 lpp.
5. Бодаев А. А. (1988). *Психология о личности*. – М.: ИМУ, 188 с.
6. Венгер Л. А. (1973). *Педагогика способностей*. – М.: Знание, 95 с.
7. Мясищев В.Н., Готсдинер, А.Л. Проблема музыкальных способностей и её социальное значение: сб. ст. / сост. А. Готсдинер. – Л.: Музыка, 1980. С. 71–85.
8. Рубинштейн С. Л. (1989) *Основы общей психологии*: в 2 т. Т. II. – М.: Педагогика, 328 с.
9. Теплов Б. М. *Избранные труды*: в 2 т. Т.I. – М.: Педагогика, 1985. – 328 с.

## **PROFESSIONAL DEVELOPMENT OF THE TEACHER BASED ON THE STANDARDS OF THE TEACHERS' COMPETENCE**

**I. uri  
D. Vu ini**

The changes that are taking place in recent decades, in both fields of education in general and in education and specialization of teachers (the changed values, globalization, labor organization, the development of information and communication technology) require a redefinition of the role of teachers and their professional duties. Obsolescence of traditional concepts (teaching as transmission of knowledge, or skills), the widely shared "theoretical" education at the universities (which were even by the students themselves regarded as irrelevant for their future work), as well as the spreading of the opinion that teachers does not have the adequate preparation during the initial education, indicating the necessity of solving these and many other problems in this area. As one of the possible ways to address them, there is a new approach, respectively, a model of teacher education based on professional standards of teachers' competencies (Competence-based teacher education). Competencies now occupy increasingly important place in representing the key concept in educational system and in professional development of teachers, becoming, increasingly an integral part of national and international qualifications framework and the framework of the whole idea of lifelong education of teachers.

Insistence on model of teachers' education based on professional competencies, has caused the increase of number of theoretical works which are clearly set out and define the terms "competence" and "teaching competence". In this sense, some authors the term "competence" understood widely, and defined them as: "a combination of knowledge, skills, attitudes, motivations and personal characteristics that allow individuals to actively and effectively act in a certain (specific) situation" (Poole, Nielsen, Horrigan, Langan - Fox, 1998). However, other with "competence" considers someone who is able to use natural and personal resources, in order to achieve a good result development (Sroufe and Waters 1983, by: Hrvatić, Piršl, 2007). The defining teacher competence, one of the leading theorists of modern education John Eliot (Elliot, 2006) say that starting point is that in the basis of the process of education and professional activities of teachers are certain values, and, that a competent teacher is one who is able to in interaction with the students recognize the educational value. In the framework of the Tuning project harmonization of educational structures in Europe (Tuning educational structures in Europe) made a list of 30 key competencies grouped into three broad categories: instrumental, interpersonal, and systems competency. It was pointed out also that "(Set) competency means that the person use a particular skill or ability to perform tasks in a manner that allows assessment of the level of his achievements, and competence to be developed by exercise and education, what, in fact means that a person does not have them in absolute terms (Gonzales, Waagenar, 2006). Competence, therefore, are not permanent. Each teacher has them in some degrees on specific way, and developing them by

learning and practices. Also, about teachers competences, referred to as a type of knowledge and expertise includes the ability to use existing knowledge in a real teaching situation. Therefore, some authors (Buchberger, 2000) rightly suggests that teaching competence constitutes a complex system, or, a set of cognitive and practical skills and abilities, experiences, strategies, habits, and emotions, values, motivations, attitudes (...) and their ability to timely use of the appropriate problem. In this way, competencies are integration of declarative (knowledge), procedural (knowing how) and conditional knowledge (know when). Many Russian authors gave a considerable attention to issues of key qualifications and professional competencies (Е.Ф. Зеера, А.К. Марковской, С.Е. Шитова, Л. А. Андрејев, В.Д. Симоненко, and others).

For example, Andrejev (Андрејев, 2006) emphasizes that, competency model of education corresponds to a dynamic "open" society, in which the individual is prepared to become responsible individuals, ready for the exercise of free choice humanistically oriented. Since the professionalism of teachers is an essential precondition for successful quality improvement of education, understood the great interest of "creators" of education policy for the status of the teaching profession. In an effort to solve successfully and in efficient manner problems of initial education and professional development of teachers, in the last few decades, is establishing a model of professional development for teachers based on professional standards of teacher competence. In this sense, some authors (Радловић, Пејатовић, Вујисић-Живковић, 2010), rightly, to develop the standards of professional competence of teachers, it has to be preceded by a serious discussion in order to identify clear and valid criteria for the selection of key competencies. That is, that in this process is necessary to find the right balance between precision and detailed, clarity and comprehensiveness, and the specific operational, general and complex, to ensure common understanding of required standards.

Modern analysis shows that the expected teaching competence, in recent years becomes an integral part of national, European and global document, regulating the educational policies in developed countries. In this sense, some authors (Ogienko, Rolyak, 2009) pointed out that it is possible to formulate a model of professionally competent teachers of 21st century (Education and Training, 2010; Work programme, 2004). That is, the professional competence of teachers classified into the following three categories, keys, basis and specialized, including the establishment of education and training for teachers in which teachers will be able to respond to the numerous challenges. In that context, education teachers are placed in the context of lifelong learning, which involves constant professional development, capacity to grow, adapt to new requirements and at the same time insists on multidisciplinary. However, although in most modern countries the recognition of the value of lifelong education and training for teachers is based on clearly defined standards of teacher competence, in pedagogical and adult education there are opinions that through standardization process actually takes place de-professionalization of teaching profession and violates their professional autonomy. Critics, in fact, considered being over prescriptive standards, teachers often come down to the level of 'technical' enforcer, rather than develop as an autonomous reflective practitioner (Harris, 1997) according to opinion of some authors (Bates, 2007; Storey, 2006; Maroy, 2004). In this case the definition

of educational goals and standards is taking place at the central level, including lack of teacher participation in the adoption of the standards of their profession. In this way, the main task of teachers is reduced to meet the prescribed standards, due to increased control over their work and pressure for additional professional development cause increased erosion of individual professional autonomy of teachers (by: Stanković, 2010).

However, despite some shortcomings, the modern model of teacher training based on competency standards, now largely takes the place of earlier models, which in practice is not proved sufficiently effective. Advantages of the new educational approaches are contained in the fact that it insists on professional development that takes into account the actual practice and actual requirements with which a teacher meets daily. The aforementioned shortcomings are, to a great extent, be overcome by insisting on the reflection and the reflection of their own labor, detachment from social pressures, developing independence, taking responsibility for the treatment status of teaching. That education aimed at developing competencies actually contributed to the realization of the proclaimed goals, it must be understood in terms of the existence of a relatively complex system of acquisition of professional qualifications and competence, based on national standards and request. Standards describe what teachers should know and how to acquire knowledge into practice, rather than describe how the possession of that knowledge will be assessed and what is meant by the standards achieved. Therefore, observation of teacher through standardized competencies today presents, we would say, the dominant approach in the teaching profession. In most developed countries of the world, lists of standardized skills of teachers are contained in educational documents in providing for the education development strategy for teachers. Thus conceived, standards lists are one of the instruments of educational authorities in planning and implementing policies on the teaching staff, especially in the areas of professional development for teachers in the context of their life-long education and training.

## References

1. Андрејев Л. А., (2006), Компетентносна парадигма у образовању: искуство филозофско-методолошке анализе, у: *Педагогија*, LXI, 3, Београд.
2. Buchberger F., (2000), Политика образовања наставника у Европској унији и квалитет перманентног учења, у: *Васпитање и образовање – часопис за педагошку теорију и праксу*, Подгорица.
3. Elliot J., (2006), Професионално образовање наставника и развијање компетенција: да ли је могућ срећан брак?, у: *Педагогија*, Vol. 61., бр. 4, Београд.
4. Gonzales J., Waagenar, R., (2006), *Tuning educational structures in Europe: University contribution to the Bologna process – an introduction*. Socrates-Tempus.
5. Hrvatić N., Piršl, E., (2007), Kurikulum pedagoške izobrazbe učitelja, у: *Kurikulum – teorije, metodologija, sadržaji, struktura, Školska knjiga*, Zagreb.
6. Ogienko O., Rolyak A. (2009): *Model of Professional Teachers Competences Formation: European Dimension*. URL: [http://www.htk.tlu.ee/tepe/wp-content/uploads/2009/05/ogienko\\_roljak.pdf](http://www.htk.tlu.ee/tepe/wp-content/uploads/2009/05/ogienko_roljak.pdf)
7. Радуловић Л., Пејатовић А., Вујисић-Живковић Н., (2010), Професионалне компетенције наставника (Стандарди професионалних компетенција наставника: да ли су нам потребни и како да до њих дођемо) – полемика, *Андрагошке студије*, бр. 1, Београд.
8. Симоненко В. Д. (ред.) (2006): *Общая профессиональная педагогика: учеб. пособие для студентов педагогических вузов*, – М.: Издательский центр, «Вентана-Граф».
9. Зеер Э. Ф. (2003): *Психология профессионального образования*. – М.: Московский психолого-социальный институт.

## **ISSUES IN THE ADVANCED TRAINING OF POSTGRADUATE TEACHER EDUCATION WORKERS**

**L. V. Kalacheva**

Based on the thesis regarding continuity of education and the need for continuous personal self-improvement, the main challenges facing modern teachers are to acquire theoretical knowledge and practical skills that meet the demands of the times and society they live in. In Ukraine, the principle of continuity is implemented by postgraduate education institutions. However, periodic advanced training of teachers at these institutions has not been properly thought through. Therefore, special attention must be paid to ensure that this category of educators acquires theoretical knowledge and practical skills in the sector of new educational technologies.

Among the many principles of the science of teaching adults, let us pay special attention to the key principles offered by the American theorist and practitioner of adult education, M. Knowles: (a) the principle of self-direction – conscious learning and self-management; (b) the principle of experience – the use of life experience as a source of knowledge; (c) the principle of focus on learning – problem-solving in the course of learning instead of training for learning a discipline; (d) the principle of motivation for learning – immediate application of acquired knowledge; (e) the principle of preparedness for learning – determining tasks on personal development and learning to perform social roles. Based on the basic principles of adult learning, and first of all, on the fact that knowledge acquired by teachers through advanced training must satisfy their urgent needs and solve the challenges they face in their daily work, we have analyzed the most topical problems in the work of teachers at postgraduate teacher education institutions that create certain difficulties due to being innovative. One of the most urgent problems is advanced training of students on a full-time/distance-learning basis.

A standing seminar, "The Fundamentals of Practical Work in the Virtual Space," was organized to improve the computer literacy of staff of the state higher education institution, the University of Education Management of the National Academy of Educational Sciences of Ukraine, and to promote the application of computer-based Internet technology in training. In the course of training sessions it was discovered that the most significant challenges in preparing electronic teaching aids and didactic materials for students are faced by teachers at the distance-learning stage of advanced training, and also when they need to use specialized application software to create content. The specificity of distance communication in the virtual information space is that a student does not establish a direct emotional, visual and auditory contact with a teacher, facilitator, or tutor. That is why, in addition to texts, diagrams, and illustrations, appropriate attention should be paid to audiovisual didactic support of teaching aids. Ready-to-use videos, video lectures and other similar materials that are available in the libraries of educational institutions or on the Internet do not always fully correspond to subject-specific syllabi. Didactic support of advanced training has always been more difficult than in the case of stationary disciplines. Advanced training usually covers individual unstable topics and programs instead of relatively stable

disciplines (courses), due to the need to quickly respond to significant change taking place in education and in the socio-economic environment of society. Therefore, there is a need for teachers to be able not only to use available multimedia educational products, but also to create or edit them by themselves in line with their individual teaching styles and differences in the content of modules offered to different categories of students.

Therefore, in order to further enhance the professional competence of staff of the Central Institute of Postgraduate Teacher Education and promote the use of computer-based learning technologies, the University organized a standing seminar on the "Training of Teachers and Employees of Departments in the Creation and Use of Computer-based Multimedia Teaching Aids," which was conducted on a monthly basis during the year. Since the seminar participants had to perform their teaching duties, attendance at lectures was irregular and this violated the logic of acquiring theoretical knowledge by the seminar participants and led to different levels of knowledge and skills required for group and individual work. As a consequence, only 4 of 23 registered participants have successfully completed this course. Therefore, it was decided to improve the process of teacher training by providing them with an opportunity to build an individual training schedule with the use of the most convenient means of learning as follows: to provide remote support for teacher training and provide them with systematized training materials in print and electronic form (for example, "Methods of Preparing Didactic Material Using Audiovisual Teaching Aids," an e-textbook on a CD-ROM, and other training materials). The remote support of teacher training was provided by creating a virtual environment and an e-learning course which provided not only 24-hour access to the necessary information, but also continuous interaction of the seminar teacher (facilitator, tutor) with the participants and of the participants with each other (The course is available at: <http://avzn.distance.in.ua>). Communication is provided with the help of chat rooms, forums, Skype video communications technology and webinars. The latter are given a significant role, since they allow for demonstration of any type of material (videos, presentations, desktop, web applications, and specialized software) accompanied by the teacher's speech and a possibility to communicate with the audience both through a chat room and by means of audio or video communication.

Thus, a new model of teacher training at postgraduate teacher education institutions using audiovisual teaching aids has been implemented. Due to the possibility of distance learning and relevance of topics covered by the seminar, in 2011, a standing seminar entitled "Training of Teachers at Postgraduate Teacher Education Institutions in the Creation and Use of Multimedia Teaching Aids" was offered not only to teachers of the University of Education Management of the National Academy of Educational Sciences of Ukraine, but also to educators of other Ukrainian postgraduate education institutions. To date, the course has been successfully completed by more than 100 participants from different cities of Ukraine.

Thus, the proposed and tested pattern of training postgraduate teacher education working provided an opportunity for continuous on-the-job advanced training of teachers, a free choice of time and place, an individual path of learning, and learning the necessary amount of content depending on the initial level of the learners. The e-learning course allowed the shortcomings of full-time training for students of this category to be overcome and expanded the geographical range of seminar participants due to its availability via the global Internet.

## **TEACHERS' SELF-EDUCATION IN THE CONTEXT OF LIFE-LONG EDUCATION CONCEPT**

**N. V. Kuznetsova**

Foreign sources often refer to self-education as self-directed learning. Learning implies subject-object interaction. Self-direction is connected with the division of directing and directed functions within one subject. In self-education, a person functions both as a teacher and a student. Therefore, it is quite fair to refer to it as self-directed learning because a person assumes responsibility for his/her own learning and decides on the nature of learning and its direction, as well as the learning objectives, contents etc.

The focus of foreign research into adult education is self-directed learning. However, research into self-direction in the context of andragogy is hindered by inconsistency in theory and application of the term of self-direction. Critical analysis of this term as used in the education theory reveals its application to designate three different phenomena: (a) personal autonomy; (b) autodidacticism; (c) learner-control.

Self-education can be seen as productive/creative personal development. Psychologically, productive activities are driven by personal cognitive needs materialised in cognitive objectives, motives and interests that push the person toward regular self-education. Unlike adaptive activities, productive processes survive the achievement of a particular result/objective. Their subjective result is generation of new motives and knowledge, as well as new problems generating new productive activities. A restatement of the questions stipulating a need to seek new knowledge is an indicator of the person's ability to self-develop and self-educate (Matyushkin, 1981). The core of practical readiness for self-education is a set of cognitive, intellectual and organizational skills for working with information sources. The personal ability to select, extract, assess and apply information is based on a set of cognitive skills, including those to generalise, compare, analyze and conclude; see the general in the particular, extract the primary and reject the secondary. The level of cognitive skills, as well as the level of organizational ones (an ability to place the educational challenges before him/herself, determine the rational ways of their achievement, stipulate the scope of work, sources etc.) are indicators of the level of the self-educational activity of the student.

Self-education performs a special function in the teacher's lifelong education system. A necessity of the teacher's lifelong self-improvement is emphasized in classical pedagogy where the basic argument is Seneca the Younger's statement: "Docendo discimus" ("By teaching, we learn").

The place and the role of self-education in the lifelong education system is defined in different ways: (a) as a form of the cognitive activity; (b) as an education system component; (c) as a link connecting the stages of the adult person's educational process into a single whole; (d) as the pivot that promotes the integrity of education in its various forms. In our view, self-education is a condition of continuity in teachers' education. Teachers' lifelong education includes the following quite independent stages: pre-university (occupation-oriented), university

(occupational education), post-graduate (professional formation). Educational continuity is understood as a process of mastering of the permanently renewing and developed system of knowledge and culture by the teacher, and implies self-education. Theoretical analysis of the problem defines the teacher's self-education as a self-directed cognitive activity focused on improvement of professional activity and personal development [1].

The psychological and pedagogical literature suggests two approaches to the matter of teacher's self-education. One approach comprehends self-education as the teacher's purposeful, systematic and independent work for the improvement of his/her professional skills. Self-education is considered as a professional function, and its objective is connected with the enhancement of the efficiency of pedagogical activity. A wider approach to the problem is an understanding of self-education as an individual and personal process of purposeful and systematic improvement, perfection and development of oneself and one's activity. The strictly personal nature of self-education as self-development leads to the development of the teacher's consciousness.

Research into teachers' self-education carried out by us for the past 25 years has allowed us to study the influence of different sources of motivation toward lifelong education. In the 1980s, experimental work done by the Laboratory of Sociological Problems of Adult Education, headed by Professor S. G. Vershlovskiy, at the Research Institute of General Adult Education of the Academy of Pedagogical Sciences of the USSR, part of the Leningrad Regional Teachers Improvement Institute, headed by Director V.N. Skvortsov, conclusively proved the importance of communication between teachers in a specially created and directed professional environment. Unfortunately, the 1990s generated social and economic reasons preventing the use of such efficient forms of work as the Young Teacher's School, Service Club etc. The Internet is gradually becoming the dominating source of self-education. By the beginning of the 2000s, most young teachers had mastered and actively used its information capabilities. The same decade saw the middle-generation teachers and even some older-generation teachers learning to use this new source of teachers' self-education. At the same time, the need for not only functional but also wider general cultural communication, remains pressing and is developing into new forms and Internet capabilities. Teachers are starting to hold Internet conferences, using e-mail, social networks etc. At the same time, new forms of lifelong education enabling direct communication are appearing. Different cities and countries are inventing different projects intended to provide the necessary frameworks. For example, in Ilyichyovsk, Ukraine, the Ladies' Salon Project, headed by O. Zagorulko, has been successfully implemented for ten years. Most of its participants are teachers of different generations. The program includes such forms as meetings with interesting people, viewing and discussing theatrical performances, etc. An inquiry of the project's participants demonstrates the important motivational role of communication toward the self-education and self-improvement of teachers of different generations, as a condition of their lifelong education.

#### **Bibliography**

1. Косенко Н.В. Самообразование молодого учителя как условие непрерывности его образования: дис. ... канд. пед. наук. – Л., 1990. – 204 с.

**AN ACMEOLOGICAL APPROACH  
TO ESTIMATING THE EFFICIENCY  
OF THE FUNCTIONING OF CONTINUOUS  
PROFESSIONAL EDUCATION SYSTEMS**

**V. P. Medvedev**

effort; productivity, setting new goals, finding non-standard techniques, getting an essentially new product, going beyond the existing professional experience, etc.; (2) procedural indicators (diverse tasks of occupational activity, using the socially acceptable and flexible methods, maturity of the subject of occupational activity; application of past experience both occupational and personal, acquired background in related fields (versatility), etc. The occupational activity results may have social and subjective significance. The criteria for socially significant “acme” of the occupational activity are the results achieved and highly appraised by fellow colleagues. The criteria subjectively important “acme” are the personal accomplishments.

*The parameters of a well-developed professional communication* are: (1) increasing efficiency of the joint occupational activity; (2) highly productive activity in the professional association, adoption of “team work” methods; (3) design of a new professional environment and new forms of business and creative communication; (4) rational identification of functions and roles in joint work; (5) use of a wide range of communication techniques excluding manipulation; (6) ensuring a positive psychological climate within the occupational activity, (7) observation of professional ethics, communication and language standards relevant for the professional environment, etc.

*The parameters of the expert’s maturity* can be designated by: (1) apprehension of the moral values and mentality of the profession; (2) ability to obtain and analyze professional experience; (3) planning yourself as an expert, ability to draft an effective plan for professional progress and to follow it; (4) ability to mobilize resources to the fullest and focus one’s efforts; (5) ability to combine preparedness with an increased focus on work with regard to available capacities and to prevent overwork; (6) adoption of the methods for drafting an individual program of career growth, acmeo-schemes, etc.



consciousness between society and learners [1, p. 36]. By using information and communication technology in English classes, the teacher optimizes the rate of presentation of training material and devises professionally oriented texts in tandem with the theme "Innovation as a factor of improving the quality of training" [5, p. 63]. We have developed professionally oriented, anthropocentric texts on the theme "Man in his professional activity" and tested them in the classroom. Our professionally oriented texts include terminology and abbreviations, enabling the student to achieve creative dramatization of conversational situations using ESP to conduct a special conversation on professional topics. When reading and analyzing texts in their specialty, students perceive terms and abbreviations as part of a professional communication system in a specific subject area [3, p. 138]. It should be noted that interest in specialty-specific texts is supplemented by their investigation with the use of information and communication technology, providing real-time acquisition and sharing of knowledge in different spheres of life that takes into account the ethnic and cultural characteristics of people of different professions. At the same time, Internet content should be carefully selected. The multifaceted information environment of English abbreviation (EA) is a pedagogical tool for improving the quality of knowledge and enhancing cross-cultural cooperation implemented through intercultural professional communication. Today, in order to strengthen international contacts, work constructively and perform well, both schoolchildren and professionals use not only the standard literary English, but also English abbreviations [4, p. 71-72]. English lexical abbreviation is a kind of mobile bridge for quicker understanding and exchange of experience in industrial and professional fields. Specialist of the 21st century should understand and properly use English abbreviations in their field of knowledge. Terminological, in particular pedagogical, vocabulary helps express the content of the subject as accurately as possible and provides the correct understanding of the issue discussed. For example, issues raised by the Bologna process have produced a number of abbreviated educational terms, such as ECTS – European Credit Transfer System, ENQA – European Network of Quality Assurance in Higher Education, EUR-ACE – Standards and Procedures for the Accreditation of Engineering Programmes, LLL – Lifelong Learning, and others [2, p. 112]. Thus, professional vocabulary is "a window on the world" in the transnational Internet which accumulates experience in intercultural communication, and contributes to flourishing progress. We agree with the opinion of V.N. Skvortsov who believes that new specialists should have a professional culture which is organically based on a new personal system of values and creative innovation potential and should be as consistent as possible with not only the modern information society, but also the knowledge-based economy [6, p. 19].

In conclusion, it is worth recalling the truth proclaimed by the ancient Greek philosopher Protagoras, "Man is the measure of all things". Therefore even the best professional knowledge and new technologies in the educational process cannot be a substitute for the spiritual and moral goals of education.

## References

1. Сабирова Л.В., Сабирова Л.А. Информационно-коммуникативные технологии и английский язык – инновационный вектор в непрерывном образовании // Образование через всю жизнь. Непрерывное образование в интересах устойчивого развития. – СПб., 2011. – С. 361–363.
2. Сабирова Л.В. Сабирова Л.А. Педагогический инструментарий английской аббревиации // Проблемы управления качеством образования в гуманитарном вузе. – СПб., 2008. – С. 112–113.
3. Сабирова Л.В., Сабирова Л.А. Подъязык компьютерных терминов в профессиональном общении // Актуальные проблемы лингвистики и лингводидактики иностранного языка делового и профессионального общения: мат. IV междунар. науч.-практ. конф.: М., 2010. – С. 138–140.
4. Сабирова Л.В. Семантика педагогических терминов в процессе управления качеством образования // Управление качеством образования в современной России: сб. ст. мат. междунар. науч.-практ. конф. – Пенза, 2009. – С. 69–73.
5. Сабирова Л. В. Термины подъязыков в инновационной теме спецтекстов // Филология и образование: Современные концепции и технологии. – Казань, 2011. – С. 61–65.
6. Скворцов В. Н. Формирование личности XXI века: о европейской доминанте развития современного российского образования // Образование через всю жизнь. Непрерывное образование в интересах устойчивого развития. – СПб., 2011. – С. 16–28.

**PRE-UNIVERSITY TRAINING  
IN THE SYSTEM OF LIFELONG EDUCATION  
TO PROVIDE CONTINUITY OF TRANSITION  
FROM SECONDARY SCHOOL TO UNIVERSITY**

**D. O. Medvedeva**

Until recently, the main goals of pre-university training of schoolchildren had been believed to include the creation of an environment to meet the needs of students aiming for higher education, and the acquisition of knowledge required for starting university. However, many school leavers who entered higher education institutions appeared to be not ready for university studies due to poorly developed skills of self-direction, self-learning, working with educational literature and interpersonal communication [2]. Over time it became clear that preparation for university is not confined to admission exams. It is a set of activities aimed at preparing school leavers for a conscious choice of their future profession and successful study in a higher education institution, which involves determining the individual educational path of a student. In connection with this, we propose to classify the functions of pre-university training as follows: (a) comprehensive preparation of school leavers for successful study in university; (b) identification and development of the school leavers' qualities required by professionals; (c) providing the unity of continuity and succession between secondary and higher education; (d) development of the need and motivations for study in a given university; (e) searching for gifted young people, etc.

Today, virtually every higher education institution, whether public or commercial, has divisions providing pre-university training. They may vary in organizational forms or names (institutes, centers, departments). They may use different methods and forms of pre-university training (preparatory courses, preparatory department, specialized classes in schools, as well as high schools and colleges at universities, etc.). For example, the Ufa State Oil Technical University has a special division for pre-university training, the Pre-university Education Center. It was established on the basis of preparatory courses in 1996. The Center provides a variety of pre-university training forms designed for different age and socio-demographic groups of school leavers. At the same time, along with pre-university training, this unit is active in occupational guidance both in Ufa and in regions of the Republic of Bashkortostan and the oil-producing regions of the Russian Federation.

Occupational guidance work is an integral part of pre-university training at the Pre-university Education Center. It uses techniques involving educational and career guidance activities to enable schoolchildren to integrate into the educational process of the university and student life, and thereby increase their level of education and motivation for learning.

Thus, the implementation of an integrated approach to pre-university training and occupational guidance can ensure the high quality of enrollees who have completed proper basic training and choose their future profession on an informed basis. In turn, this promotes continuity in the transition from secondary school to university.

## **DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE SYSTEM OF LIFELONG PROFESSIONAL EDUCATION**

**N. I. Shcherbakova**

The modern world sets forward new requirements for the vocational education of a graduate and his personal qualities. These are the most important ones: profound professional knowledge and skills, the ability to flexibly apply them, creativity, sociability, and commitment to continuous self-development. Today, foreign language skills are one of the main criteria for employment, at the same time being a competitive advantage, as the "cost" of a specialist, who speaks at least one foreign language, increases at least by 20%. Knowledge of a foreign language is rightly considered a social value; therefore the introduction the respective discipline into the program of vocational education is a social mandate.

In the curriculum of educational institutions of secondary professional education in the sphere of service industries, the subject "Foreign Language" occupies an important place in terms of class hours (from 160 to 190 hr.). Foreign language is an interdisciplinary subject, and as such is designed to promote the expansion of educational horizons and the socialization of students; it can be seen as a means of professional and social orientation of the future specialist. According to the European framework, one of the key competences is communication in foreign languages. Analysis of scientific and educational literature revealed three groups of foreign language communicative competencies: linguistic, communicative and pragmatic competence.

The first, linguistic, group includes core competencies that determine the command of oral and written speech. If the language competence is manifested as the sum of the command of a language and the ability to recognize and use language elements, the speech component can be represented as a verbal behavior in accordance with the purpose of communication.

The second, communicative, group includes professional and intercultural communicative competences. Vocational and communicative competence is the ability to adequately use language and speech tools in relation to the problems of communication and is based on the ability to build verbal behavior taking into consideration professional communication situations. Intercultural competence presupposes possession of a certain body of knowledge about the culture of the foreign language one learns, which mediates cultural interaction in the profession, as well as the ability to overcome cross-cultural differences in foreign language communication.

Informational and technological competence is based on the ability to search for and extract necessary and important information from the professional point of view in a foreign language from various sources, assess it, and transfer its content in accordance with the preset goal, as well as the ability to efficiently use internet resources during the course of professional activities. Growth of self-development competence is limited by the small amount of time which is allocated for the study of foreign languages. That is why the ability to enrich knowledge in the process of

independent research and creative activities is a crucial condition of the lifelong self-education of a specialist aiming at further improving his professional activities.

What are the characteristics of professional foreign language communicative competencies of students majoring in service industry?

The goal of any study of foreign languages in educational institutions of secondary professional education is achieving a level sufficient for practical use of a foreign language in any future professional activity. Professionally oriented training provides a professional focus on not only the content of educational materials, but also activity, which includes methods and operations that make up professional skills. The professional activities of a future specialist in the service industry, in particular in applied aesthetics and hairstyling, have a number of peculiarities. Representatives of these professions are responsible for the well-being and health of the client, which is why they must be attentive, careful and reliable in the course of fulfilling their procedures. The great healer and philosopher of ancient times, commonly known as Avicenna, said that things that heal are a word, a herb and a knife. This sequence clearly expresses the essence of work of an esthetician, a cosmetologist. The word goes first. Genuine interest in the client and his problems, amiability, tact, ability to build relations, converse with the client at his own social level – these are personal characteristics a service industry specialist

of students. Study of a foreign language has a wholesome effect on the communication culture and speech activities in the native language.

However, if we consider the foreign language as a discipline, under the present conditions we will come to the conclusion that its educational and pedagogical functions are not essential. The function of a foreign language as a means of forming a professional orientation, i.e. interest in the future profession, and the desire to acquire knowledge through as many communication channels as possible, is of paramount importance. On the basis of interdisciplinary links, a foreign language is used as a means of systematic replenishment of professional knowledge, as well as a means of forming the professional skills and abilities of future specialists.

Knowledge of a foreign language, along with the aforementioned applications, has an immediate, applied importance. As we all know, there exists a "language fashion" of borrowing linguistic material from a certain language. Today, the English language is "at its peak". Following the "style" of the day, we borrow English words even if we have more adequate Russian equivalents. But there are other reasons for borrowings. Almost in every topical group, most of the borrowed Anglicisms are words that appeared in the Russian language as a result of meeting the need to describe a new thing or concept, in the absence of a respective (or more precise) name (or its failure in competition with a borrowing) in the Russian language. 15% of the latest Anglicisms are borrowed due to the absence of a respective name in the Russian language. In this regard we can mention such terms from the beauty industry as *make-up* (*мейк-ап* – макияж); *concealer* (*консилер* – карандаш-корректор); *peeling-cream* (*пилинг-крем* – крем, убирающий верхний слой кожи); *lifting-cream* (*лифтинг-крем* – крем, подтягивающий кожу) and others.

A modern specialist in any sphere cannot do without a foreign language, which is especially true for the area of applied aesthetics. Why? Let me name some trivial professional notions operated today in this area and not translated into the Russian language: *remover* (*римувер* – средство для снятия макияжа); *dermabrasion* (*дермабразия* – шлифовка верхнего слоя кожи); *liposuction* (*липосакция* – отсасывание жира); *rhytidectomy* (*ритидектомия* – подтяжка кожи лица и шеи после иссечения ее излишков для устранения возрастного провисания кожи); *rhinoplasty* (*ринопластика* – коррекция носа) and others.

It is commonly known that the volume of informational resources in English is 11 times as big as the volume of informational resources in Russian. Hence, by using the English language we can expand our professional perspectives 11 times as efficiently.

## Authors

**Abdazimov Aziz** – head of research department, Tashkent State Pedagogical University n. a. Nizami (Uzbekistan, Tashkent)

**Albarea Roberto** – Full Professor of Education, Degree and PhD in Education, Professor of General Education and Vice Dean of Faculty of Education, University of Udine (Italy), Department of Human Sciences (Italy, Udine)

**Astakhova Ekaterina V.** – rector of Kharkov university of Humanities “Folk Ukraine Academy”, senior doctorate (History), professor (Ukraine, Kharkov)

**Avdonina Alexandra M.** – PhD (Biology), associate professor, Russia Academy of national economy and government service under the aegis of the President of Russian Federation, Vladimir department (Russia, Vladimir)

**Ayazbekova Raisa A.** – senior doctorate (Psychology), professor, Frontier Academy KNB (Republic of Kazakhstan, Almaty).

**Azizkhodzhaeva Nailya N.** – senior doctorate (Pedagogics), professor, Department of "Professional Pedagogy," Tashkent Architecture and Construction Institute (Republic of Uzbekistan, Tashkent)

**Babenko Inessa E.** – Ph.D., Associate Professor of Pedagogy, Gorlovka State Pedagogical Institute of Foreign Languages (Ukraine, Artemovsk)

**Babenko Tatyana P.** – doctoral student of Krivoy Rog Pedagogical Institute of the State educational institution “Krivoy Rog National University” (Ukraine, Krivoy Rog)

**Belov Vasiliy I.** – senior doctorate (Pedagogy), professor, Leningrad Region Institute of Education development (Russia, Saint-Petersburg)

**Beznosyuk Alexander A.** – Ph.D. (Pedagogy), senior doctorate in Philosophy, professor of the chair of military and humanitarian training, Taras Shevchenko Kiev National University (Ukraine, Kiev)

**Bombardelli Olga** – Professor for educational studies, full professor at the University of Trento (Italy, Trento)

**Budzey Svetlana V.** – PhD (Pedagogics), head of Private School "Harmony", senior lecturer of the Chair of Economics and management of Donets Basin State technical University (Republic of Ukraine, Alchevsk)

**Bulatbaeva Aigul Ab.** – Senior doctorate in Pedagogics, director of Institute of development strategies of education, Academy of pedagogical sciences (Republic of Kazakhstan, Almaty)

**Cheganova Larisa N.** – deputy director of College of scientific and methodical work, Ural State Economic University (Russia, Ekaterinburg)

**Chitaeva Julia A.** – PhD (Pedagogy), Senior Researcher, Federal Institute of development of Education (Russia, Moscow)

**Churekova Tatyana M.** – senior doctorate (Pedagogics), professor, Kemerovo State University (Russia, Kemerovo)

**Dauksyte Jovita** – MA in philology, MA in educology, Lecturer, Centre of Foreign Languages, Vytautas Magnus university (Lithuania, Kaunas)

**Deberdeeva Tatiana Kh.** – PhD (Philosophy), associate professor, head of the chair of humanitarian education, State autonomous educational institution of postgraduate education (advanced training) of Vladimir region n.a. L.I. Novikova (Russia, Vladimir)

**Didenko Dmitry V.** – PhD (History), analyst of 1<sup>st</sup> category, State corporation “Bank of development and external economic activity (VneshEconBank)” (Russia, Moscow)

**Dimova Emiliya** – PhD (Sociology), Assistant Professor at Trakia University, Faculty “Technics and Technologies” Yambol (Bulgaria, Yambol)

**Dolicanin Cemal Bajram** – SANU’s Academic, PhD in Mathematical Sciences, Full Professor, Rector, State University of Novi Pazar – Department of Mathematical Sciences, Republic of Serbia (Serbia, Novi Pazar)

**Dudnik Nina Yu.** – Ph.D., lecturer of the chair of Pedagogy, Krivoy Rog Pedagogical Institute of the State educational institution “Krivoy Rog National University” (Ukraine, Krivoy Rog)

**uri Igor** – Master of science, Assistant, Faculty of Philosophy, University of Kosovska Mitrovica (Serbia, Kosovska Mitrovica)

**Dzhuraev Risbay Kh.** – senior doctorate (Pedagogics), professor, director of Uzbek Research Institute of Pedagogical Sciences n.a. T.N. Kary Niyazi (Republic of Uzbekistan, Tashkent)

**Ermakov Dmitriy S.** – senior doctorate (Pedagogics), professor, department of environmental education and sustainable development of Moscow Institute of Open Education, Scientific Secretary of the Scientific Council for Environmental Education at the Presidium of Russian Academy of Education (Moscow, Russia)

**Gavrilov Victor I.** – head of the chair of physical education, PhD (Pedagogy), professor, Saint-Petersburg State University of Cinema and Television (Russia, Saint-Petersburg)

**Gedranovich Valentina V.** – Ph.D., Associate Professor, Vice Chancellor for Research and international work, private educational institution “Minsk Institute of Management” (Republic of Belarus, Minsk)

**Geraskina Elena V.** – deputy headmaster for educational work and innovations, school № 185 of Moscow (Russia, Moscow)

**Gorloff El bieta** – lecturer, Vice-Director of the Institute of Education, University of Gdansk (Poland, Gdansk).

**Gusakova Victoria O.** – PhD (Art history), senior lecturer, Saint-Petersburg Academy of postgraduate pedagogical education; Suvorov Saint-Petersburg Military school (Russia, Saint-Petersburg)

**Inoyatova Mukhayo E.** – PhD (Pedagogy), senior researcher, Uzbek Research Institute of pedagogical sciences n.a. Kary-Niyazi (Uzbekistan, Tashkent)

**Jakubiak Krzysztof** – Dr habil., professor, Head of Department of Educational Diagnostics, University of Gdansk , The University of Gdańsk – Institute of Education (Poland, Bydgoszcz)

**Jamrozhek Wiesław** – Dr Habil., Professor , Rector of Lusatian Higher School of Humanities in Zary, Head of Department of History of Education – University n.a. Adam Mickiewicz in Poznan (Poland, Poznań )

**Kadyrova Zukhra R.** – senior doctorate (Philosophy), principal researcher, Institute of Philosophy and Law of Uzbekistan Academy of Sciences (Uzbekistan, Tashkent)

**Kalacheva Lyudmila V.** – doctoral student, University of education management of National Academy of Pedagogical Sciences of Ukraine (Ukraine, Kiev)

**Kamilova Nadira G.** – Ph.D., Associate Professor, Head of the chair "Psychology", Tashkent State Pedagogical University n. a. Nizami (Uzbekistan, Tashkent)

**Kekkonen Alexandra L.** – researcher, Centre for budget monitoring, Petrozavodsk State University (Russia, Petrozavodsk)

**Khachaturova Karine R.** – doctoral student of the Academy of postgraduate pedagogical education, a physics teacher at school № 129 (Russia, St. Petersburg)

**Khalilova Shakhnoza T.** – senior doctorate (Pedagogy), professor, head of the department of psychology and spirituality, Institute of advanced training and retraining of the system of secondary vocational education (Republic of Uzbekistan, Tashkent).

**Khotskina Svetlana N.** – doctoral student, Krivoy Rog State Pedagogical University (Ukraine, Krivoy Rog)

**Khovov Oleg B.** – PhD (Pedagogy), Senior Researcher, Institution of Russian Academy of Education "Institute of Theory and History of Pedagogy" (Russia, Moscow)

**Khramtsova Irina A.** – PhD in sociology, deputy chief of the Department for work with the territories, Ural State Economics University (Russia, Yekaterinburg)

**Klyushkin Valentin I.** – PhD (Pedagogy), senior researcher, Federal State Research Institution "Institute of pedagogical science and adult education" of Russian Academy of Sciences (Russia, Saint-Petersburg)

**Kolesina Elena G.** – methodologist, Moscow Institute of Open Education (Russia, Moscow)

**Kompirovic Tatjana** – Master of science (Pedagogy), Teaching assistant on Philosophy faculty/course Pedagogy, Faculty of Philosophy (Serbia, Kosovska Mitrovica)

**Konovalova Irina V.** – PhD (psychology), senior researcher, head of the department of educational-methodological support of young specialists, Moscow City Psychology-Pedagogical University (Russia, Moscow)

**Korobeynikova Yana P.** – master student, Udmurtia State University (Russia, Izhevsk)

**Krasavtseva Evgeniya I.** – PhD (Economics), associate professor, teacher of additional education, secondary school №77 (Russia, Saint-Petersburg)

**Krishtofik Irina S.** – PhD, associate professor of promising educational technology, branch of Krasnoyarsk State Pedagogical University n. a. V.P. Astafiev (Russia, Zheleznogorsk)

**Kula Ewa** – Doctor of historic science, Associate professor, University of Jan Kokhanovsky in Kielce (Poland, Kielce)

**Kulpa-Puczy ska Aleksandra** – master, academic teacher, assistant, Kazimierz Wielki University in Bydgoszcz, Faculty of Pedagogy and Psychology, Institute of Pedagogy, Department of Pedagogics of Work and Andragogic (Poland, Bydgoszcz)

**Kusainov Askarbek K.** – Senior doctorate (Pedagogy), professor, president of the Academy of Educational Sciences of Kazakhstan (Republic of Kazakhstan, Almaty).

**Kusainova Dalila S.** – PhD (Pedagogy), associate professor, principal researcher, Academy of Educational Sciences of Kazakhstan (Kazakhstan, Almaty).

**Kuzmina Lidia K.** – PhD (Philosophy), associate professor, senior researcher of Institute of problems of regional economics of Russian Academy of Sciences (Russia, Saint-Petersburg)

**Kuznetsova Nelya V.** – Ph.D., Associate Professor of Chair of Pedagogy, Odessa National University n. a. I.I. Mechnikov (Ukraine, Ilichevsk)

**Lapina Victoria A.** – applicant of department of Pedagogy, Krivoy Rog State Pedagogical Institute, State educational institution of higher education "Krivoy Rog National University" (Ukraine, Dnepropetrovsk)

**Lavrentyeva Nina G.** – Ph.D., Associate Professor, Transbaikalian State Humanitarian and Pedagogical University n.a. N.G. Chernyshevsky (Russia, Chita)

**Liduma Anna** – Dr.paed., Associate professor, Riga Teacher Training and Educational Management Academy (Latvia, Riga)

**Lobanov Nikolay A.** – director of Research Institute of Socio-Economical and Pedagogical Problems of Continuous Education of Pushkin Leningrad State University, professor (Russia, Saint-Petersburg)

**Lutokhina Eleonora A.** – senior doctorate (Economics), professor, Academy of public administration under the aegis of the president of the republic of Belarus (Belarus, Minsk)

**Lyakhotskiy Vladimir P.** – vice-chancellor for research, director of Research Institute of postgraduate pedagogical education, University of education management of National Academy of Pedagogy of Ukraine, senior doctorate (History), professor (Ukraine, Kiev)

**Machekhina Olga N.** – PhD (Pedagogics), Associate professor, Moscow Institute of Open Education (Russia, Moscow)

**Makhmudov Abdulkhamid Kh.** – Ph.D., Uzbek Research Institute of Pedagogical Sciences n. a. T.N. Kary Niyazi (Republic of Uzbekistan, Tashkent)

**Maliszewski Tomasz Tadeuszewicz** – lecturer, Doctor of humanistic sciences, Academic teacher, The University of Gdańsk –

**Medvedeva Darya O.** – doctoral student of the chair of political science, sociology and public relations, public relations specialist, Ufa State Oil Technical University (Russia, Ufa)

**Mezenin Vasiliy A.** – PhD (Economics), head of the College, Associate Professor, deputy director of College of scientific-methodological work of Ural State Economic University (Russia, Ekaterinburg)

**Mishchenko Alexander S.** – PhD in Economics, principal researcher, Federal State Research Institution "Institute of pedagogical science and adult education" of Russian Academy of Sciences, senior researcher, Research Institute of Socio-Economical and Pedagogical Problems of Continuous education of Pushkin Leningrad State University (Russia, St. Petersburg)

**Morozova Marina E.** – Senior Lecturer, Department of Economics and Personnel Management, State educational institution of higher education, "University of Education Management", National Academy of Pedagogical Sciences of Ukraine (Ukraine, Kiev)

**Muslimov Narzulo A.** – senior doctorate (Pedagogy), professor, vice-chancellor for research, Tashkent State Pedagogical University n.a. Nizami (Uzbekistan, Tashkent)

**Naumov Dmitry I.** – PhD (sociology), associated professor, head of training department of scientific-pedagogical personnel of the highest qualification, Belarus State Pedagogical University n.a. Maxim Tank (Belarus, Minsk)

**Nikulina Tatyana V.** – PhD, Head of the laboratory, Institute of Pedagogy and Psychology of Childhood, Ural State Pedagogical University (Russia, Ekaterinburg)

**Nosova Irina S.** – researcher, Federal State Scientific Institution of Russian Academy of Education "Institute of Theory and History of Pedagogy" (Russia, Moscow)

**Novikov Alexander M.** – head of the centre of Theory of Continuous Education, Institute of Theory and History of Pedagogy of the Russian Academy of Education, Senior Doctorate in Pedagogy, professor, academician of the Russian Academy of Education, (Russia, Moscow)

**Ogorodnikova Elena I.** – senior researcher, Institute of theory and history of Pedagogics of Russian Academy of Education (Russia, Moscow)

**Osavolyuk Alexander A.** – assistant, Nezhinsk State University n. a. Nikolay Gogol (Ukraine, Nezhin)

**Ostrowska Urszula Wróblewska** – academic teacher, professor Kazimierz Wielki University in Bydgoszcz (Poland, Bydgoszcz)

**Panova Irina E.** – head of the Children's Health and Education Center (Russia, Moscow)

**Pejatovi Aleksandra** – PhD, Assistant professor, University of Belgrade, Faculty of Philosophy, Department for Pedagogy and Andragogy (Serbia, Belgrade)

**Pnkowska Mazhena** – senior doctorate (Pedagogy), University of Jan Kokhanovsky in Kielce (Poland, Kielce)

**Perkumiene Dalia** – PhD candidate Gent University (Belgium), Lecturer at the Department of law, Economics and Management faculty, Head of the faculty of law, Kaunas University of Applied Sciences (Lithuania, Kaunas)

**Petrenko Olga L.** – Ph.D. (Technics), deputy director for Research, Gorky Education Centre № 204 (Russia, Moscow)

**Petrov Nikolay Ivanov** – senior doctorate, professor, lecturer at Technical University of Sofia, Faculty of Sliven (Bulgaria, Sliven)

**Petukhova Anna V.** – doctoral student of the Chair of pedagogics, Vyatsk State University of the Humanities (Russia, Kirov)

**Pismensky Gennadiy I.** – senior doctorate (History), senior doctorate (military science), professor, vice-chancellor of non-governmental, accredited private educational institution of higher vocational education “Contemporary classical Academy” (Russia, Moscow)

**Plakhotnik Olga V.** – seniordocotratorate (Pedagogy), professor, Department of Pedagogy, Taras Shevchenko Kiev National University (Ukraine, Kiev)

**Pogodaeva Margarita V.** – PhD (Biology), associate professor of chair of psychology, conflict solving and personal and social safety, Irkutsk State Linguistical University (Russia, Irkutsk)

**Polyadyaeva Olga V.** – senior researcher, Institute of theory and history of Pedagogics of Russian Academy of Education (Russia, Moscow)

**Polyakova Yana V.** – PhD (Pedagogy), associate professor of Makeyevka Institute of Economics and the Humanities (Republic of Ukraina, Makeevka)

**Pshenko Konstantin A.** – senior doctorate (History), deputy head of expert-analytical department of the Secretariat of Council of Inter-Parliamentary Assembly of states-members of **Commonwealth of Independent States** (Russia, Saint-Petersburg)

**Radoevic Tatjana** – Master of science (Pedagogy), Teaching assistant on Philosophy faculty/course Pedagogy, Faculty of Philosophy (Serbia, Kosovska Mitrovica)

**Rakovskaya Olga L.** – PhD in Pedagogics, senior researcher of Institute of theory and history of Pedagogics of Russian academy of Education (Russia, Moscow)

**Reytarova Tatiana E.** – PhD (biology), senior researcher, non-governmental organization “Ecological health of a person” (Ukraine, Odessa)

**Roslyakova Svetlana V.** – Ph.D., associate professor of the Chair of social work, education and psychology, Chelyabinsk State Pedagogical University (Russia, Chelyabinsk)

**Rozanov Vsevolod A.** – senior doctorate (Medicine), professor at chair of clinical psychology, Odessa National University n.a. I.I. Mechnikov, Institute of innovative postgraduate education (Ukraine, Odessa)

**Sabirova Lilya A.** – Assistant, doctoral student, Yelabuga Branch of Kazan Federal University, Yelabuga Branch of Kazan National Research Technical University (Russia, Yelabuga)

**Sabirova Lyudmila V.** – senior lecturer, applicant, Yelabuga Branch of Kazan Federal University, Elabuga Polytechnic College (Russia, Yelabuga)

**Saipova Malokhat L.** – lecturer, Tashkent State Pedagogical University n. a. Nizami (Uzbekistan, Tashkent)

**Savotina Natalia A.** – senior doctorate (Pedagogy), principal researcher of Institute of Family and Education of Russian Academy of Education (Russia, Moscow)

**Shcherbakova Nina I.** – PhD (Pedagogy), head of the research-experimental department, Moscow Art and pedagogical College of Technology and Design (Russia, Moscow)

***Shestakova Natalia N.*** – PhD (Technics), associate professor, senior researcher of Institute of regional economics of Russian Academy of Sciences (Russia, Saint-Petersburg)

***Shigabudinov Alexei V.*** – senior lecturer of the chair of physical education, Saint-Petersburg State University of Cinema and Television (Russia, Saint-Petersburg)

***Sigova Svetlana V.*** – senior doctorate (Economics), Principal Researcher, Centre for budget monitoring, Petrozavodsk State University (Russia, Petrozavodsk)

***Skopitskaya Tatyana A.*** – methodologist of scientific and methodological center, Leningrad Region Institute of Education Development (Russia, St. Petersburg)

***Skovorodkin Vladimir A.*** – PhD (veterinary science), associate professor, senior researcher of Institute of Family and Education of Russian Academy of Education (Russia, Moscow)

***Skovorodkina Irina Z.*** – senior doctorate (Pedagogy), professor, director of Institute of Pedagogics, Psychology and Social Work, North (Arctic) Federal University n. a. M.V. Lomonosov (Russia, Archangelsk)

***Skvortsov Viacheslav N.*** – rector of Pushkin Leningrad State University, Honored teacher of the Russian Federation, PhD (Pedagogy), Senior doctorate in Economics, professor, (Russia, Saint-Petersburg)

***Solovyeva Maria F.*** – PhD (Pedagogy), associate professor of the branch of Russian State University of the Humanities in Kirov, director of Scientific-informational centre of social and professional expertise “Continuous Education” (Russia, Kirov)

***Suleymankadieva Alpiyat El.*** – PhD (History), history teacher at school № 25 (Russia, Mytishi)

***Suleymankadieva Alzhanat E.*** – PhD (Economics), associate professor of St. Petersburg State University of Economics and Finance (Russia, St. Petersburg).

***Susha Nikolay V.*** – rector, senior doctorate (Economics), professor, Non-governmental educational institution “Minsk Institute of Management” (Belarus, Minsk)

***Švagzdienė Biruta*** – Assoc. professor at the Department of Recreation, Tourism and Sport Management, Lithuanian academy of physical education (Lithuania, Kaunas).

***Tatarinceva Anna M.*** – Professor, Dr. paed, Transport and Telecommunication Institute (Latvia, Riga)

***Tatoris Renaldas*** – PhD candidate of Vilnius University, Lecturer at Economics and Management faculty, Kaunas University of Applied Sciences (Lithuania, Kaunas).

***Terepishchiy Sergei A.*** – PhD (Philosophy), associate professor, Chair of Social Philosophy and philosophy of education, National Pedagogical University n. a. M.P. Dragomanov (Ukraine, Kiev)

***Tolipov Utkir K.*** – senior doctorate (Pedagogy), professor, Uzbek research institute of pedagogical sciences (Uzbekistan, Tashkent)

***Tolkachev Vladimir A.*** – senior doctorate (Pedagogy), professor, non-governmental, accredited private educational institution of higher vocational education “Contemporary classical Academy” (Russia, Moscow)

***Tomaszewska-Lipiec Renata*** – master , assistant, Kazimierz Wielki University in Bydgoszcz, Faculty of Pedagogy and Psychology, Institute of Pedagogy, Department of Pedagogics of Work and Andragogic (Poland, Bydgoszcz)

**Törmä Taine** – Principal of The Finnish Adult Education Centre of the City of Helsinki, master (Finland, Helsinki)

**Tsylenko Lyubov P.** – PhD (Pedagogy), associate professor of the chair of foreign languages, Tambov State Technical University (Russia, Tambov)

**Tsyrkun Ivan I.** – senior doctorate (Pedagogy), professor, head of the chair of Pedagogy, Belarus State Pedagogical University n.a. Maxim Tank (Belarus, Minsk)

**Urazova Marina B.** – PhD (Pedagogy), associate professor of pedagogy chair, Tashkent State Pedagogical University n.a. Nizami (Uzbekistan, Tashkent)

**Vasilyev Igor G.** – PhD in Philosophy, associate professor, senior researcher of Institute of problems of Regional Economics of the Russian Academy of Sciences (Russia, St. Petersburg)

**Virgailait -Me kauskait Egle** – doctoral student of Siauliai University (Lithuania, Siauliai)

**Vishnevskiy Mikhail I.** – the 1st vice-chancellor of Kuleshov Mogilev State University, Senior doctorate (Philosophy), Professor, honored educator of Belarus Republic, (Republic of Belarus, Mogilev)

**Vu ini Dragiša** – Assistant, Faculty of Philosophy, University of Kosovska Mitrovica (Serbia, Kosovska Mitrovica)

**Vujicic Milica Stojan** – Full Professor, PhD in Economic Sciences, Head of Department of Economics, State University of Novi Pazar – Department of Economics, Republic of Serbia (Serbia, Novi Pazar)

**Yakushkina Marina S.** – senior doctorate (Pedagogy), chief of the laboratory, Institute of pedagogical education and adult education of Russian Academy of education (Russia, Saint-Petersburg).

**Yusupova Khabiba I.** – researcher- trainee, applicant, Uzbek Research Institute of Pedagogical Sciences n. a. Kary-Niyazi (Uzbekistan, Tashkent)

**Yuzlikaeva Elzara R.** – PhD (Pedagogy), associate professor, head of the chair “General Pedagogics”, Tashkent State Pedagogical University n.a. Nizami (Uzbekistan, Tashkent)

**Zaripov Rival I.** – Chief of the municipal government institution “Administration of Education of executive board of Yelabuga municipal region” (Russia, Yelabuga)

**Zaychenko Ivan V.** – senior doctorate (Pedagogy), professor, head of the chair of method of teaching and managing of educational institutions, National University of bioresources and nature management (Ukraine, Kiev)

**Zernova Indira R.** – senior lecturer of the chair Foreign languages in professional communication, Kaan National Research Technological University (Russia, Kazan)

**Zhel'nina Zoya Yu.** – PhD (Philosophy), head of the department “socio-cultural service and tourism”, Murmansk institute of Economics, Saint-Petersburg University of Management and Economics (Russia, Murmansk)

**Zhivkovic Predrag** – PhD (Pedagogy), Teaching assistant on Philosophy faculty/course Pedagogy, Faculty of Philosophy (Serbia, Kosovska Mitrovica)

**oł d h-Stzhelchik Dorota** – Prof. dr habil., Full professor, Professor in Department of History of Education – University n. a. Adam Mickiewicz in Poznań (Poland, Poznan)

# **LIFELONG LEARNING**

## **CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**Proceedings of the 10<sup>th</sup> Anniversary International Cooperation**

*Parallel edition*

Scientific editors  
N. A. Lobanov, V. N. Skvortsov

**Volume 10  
Part I**

*Публикуется без издательского редактирования*  
Технический редактор *Е. Ю. Березина*  
Оригинал-макет *Е. Ю. Березиной*

Подписано в печать 21.05.2012. Формат 70х90 1/16.  
Бумага офсетная. Гарнитура Arial. Печать офсетная.  
Уч.-изд. л. 27. Тираж 500 экз. Заказ № 771

---

Ленинградский государственный университет  
имени А. С. Пушкина  
196605, Санкт-Петербург, г. Пушкин, Петербургское шоссе, 10

---

РТП ЛГУ 197136, Санкт-Петербург, Чкаловский пр., 25а

