LIFELONG LEARNING

CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

Proceedings of the 10th Anniversary International Cooperation

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NON-GOVERNMENTAL ORGANIZATION «LIFELONG LEARNING FOR EVERYONE»

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Scientific editors
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The 10th volume of the proceedings of international cooperation contains reports of the 10th 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.

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NON-FORMAL ADULT EDUCATION CONTRIBUTING TO LIFELONG LEARNING IN FINLAND

L. Saloheimo

The Finnish have always valued education highly. It used to be a means of social mobility for centuries until the 1980's in this country. Today, education tends to 'accumulate' around particular individuals and groups. Those with quite a lot of education benefit the most. This challenges the national aims of equal opportunities in education, and conflicts even with the Finnish Constitution.

As a member state of EU since 1995, Finland is committed to implementing the EU startegies of life-long learning, but the concept is older - UNESCO launched it in the 1960's. According to it, the learning of a hu-man being is not limited into any certain age or place, but he or she is able to learn and to develop his or her konwledge, skills, and personality throughout the lifespan and in the multiplicity of situations. The EU discourse has brought the aspects of competitivity and employability into the framework.

This article describes some of the challenges the Finnish non-formal adult education sector has been facing recently in offering the population possibilites for life-long learning. The perspective is that of a practitioner of the non-formal adult education.

The Comission of the European Communities defines ***formal learning*** as typically provided by education or training institutions, structured in terms of learning objectives, learning time or learning support, and leading to certification. It is intentional from the learner's perspective. ***Non-formal learning*** accordingly is not provided by an education or training institution and typically it does not lead to certification. However, it is structured, in terms of learning objectives, learning time or learning support. It is intentional from the learner's point of view. ***Informal learning*** results from daily life activities related to work, family or leisure. It is not structured, and it may or may not be intentional. (Commission of the European Communities, 2001.) In the Nordic countries where there is a strong tradition of institutional non-formal adult education, the definition of non-formal learning includes the learning taking place in the institutions, but the aim of learning is not a certificate or qualification, but it may be a better knowledge, understanding or mastery of the subjects studied, or more generally, better competences for one's personal fulfillment or social participation. Nationally, the term liberal adult education (vapaa sivistystyö) is used for non-formal adult education.

Finland has a well-developed network of 330 non-formal adult education institutions, which operate today in the field of adult education but outside the

formal or working-life oriented education. The network spreads all over the country, and has been built along with the Finnish nation-state and civil society since the end of the 19th century, almost 150 years. The ***folk high schools***, the municipal ***adult education centers*** (originally worker's institutions) and the ***study centers*** of study associations are the oldest forms and pro-vide the main part of the non-formal adult education. The ***summer universities*** (a sort of Open University) and ***physical education institutions*** are new comers in the network. It has been asked if all five forms of institutions 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 nationally or regionally operating folk high schools are mainly internate schools for full-time studies of young adults. The local adult education centres offer night and week-end courses. The national study associations work often with social issues and co-operate with NGOs by providing them with educational services and resources. The regional summer universities offer academic courses in various subjects all year around, and physical education institutions organize full-term or shorter courses in different aspects of physical culture.

The essential features are the diversity of curricula, voluntary nature of participation and use of learner-based methods. The institutions set up their objectives independently and they have independent respon-sibility over the usage of the state subsidy. There are no pre-requirements for accessing the studies. The employability or competitivity are not emphasized, though, but the joy of learning, communality, and well-being. Learning as 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.

Equality and demographic challenges. Each year over one million participants take part in non-formal adult education. That is a very good result in a country of 5,2 million inhabitants. Most of the participants are adults between 18 – 65 of age, but there are quite a lot of younger and also older people involved regularly. The majority (70 percent) are women. There is a strong tradition of women studying and developing themselves that dates from the era after the Second World War when Finland was industrialised in a very vigorous manner. Women are great consumers of education and culture today. Many women study languages, arts or social sciences as a hobby in their spare time.

It worries us a bit that men are missing from the groups devoted to non-formal learning. Men may be found at home reading newspapers, watching TV and surfing on the Internet, possibly participating in sports club activities or taking their kids to sports activities - or at work. Men do participate in work-related adult education (paid by the employer and taking place during the working-hours) more than women, a fact that may show a more instrumental motivation. It also shows that the contents or the methods used in non-formal adult education don't appeal to men, especially in local adult education centres, summer universities, and folk high schools. Some of the adult education centres have recently started offering "real-man" yoga, mo-tor-cycle repair, wild game coockery courses etc., and have been able to attract more men to participate.

On the other hand, a Finnish professor of adult education has pointed out that even the men sitting by the holes in ice and fishing can find a myriad of

challenges and possibilities for learning if they feel motivated. Life-long learning takes place everywhere, not just inside the walls of educational institutions.

Over the last decade, the non-formal field has taught the elderly Finnish people – both men and women - all over the country the skills needed in the information society. The social and other services are being moved on the Internet, and many of them are to be reached only via Internet, especially in the sparsely inhabited regions. In order to be able to take care of one's financial affairs, to buy tickets for travel, or to use the services of the Social Insurance Institution, one has to master technical devices and to use the web. The first wave of educating elderly citizens has been completed, and the groups with the best motivation have been reached. Now the challenge is to motivate those with less readiness to learn new things and with a greater risk of marginalizing.

The demographic processes bring other challenges, too. The population is getting older and very soon there will also be masses of well-educated, well-to-do, retired people looking for meaningful activities. In the same time, the countryside is being emptied of people as they move closer to the cities and other centers and jobs. Many rural municipalities have already applied the non-formal adult learning services as a strategic tool for keeping the countryside alive.

Non-formal adult education is considered as public service. The non-formal adult education field has been economically well-looked after as the state subsidy covers approximately 45–60 % of the total costs of organizing studies. The rest is covered by the owners (municipalities, associations etc.) of the institutions and by the participants. The question of whether and how long non-formal education should be offered as a public service rises every now and then, especially in the municipalities, where the adult education centers have offered their people educational services close to home and with very easy access. The Parliament elected a year ago decided to cut the funding by 15 % this year. This means less hours of teaching, less courses, and possibly higher participation fees.

The fees are mostly still very moderate, but there is a constant discussion on the equality of participation going on – whether the groups most needing the possibilities of non-formal learning are left out because they lack the money. We know, though, that money might not the only reason that keeps some groups out of organized learning. For instance there is the part of population who links the word learning with the bad experiences they have had of school learning of their youth and who swears not ever to return into a class-room.

Political priorities – government steering. Ministry of Education and Culture has indeed pointed some political priorities for the non-formal field. The groups that don't normally participate in adult education have been pinpointed – immigrants, retired, un-employed, small business entrepreneurs, men in the agricultural areas, groups in the danger of social exclu-sion or with learning difficulties. The government supports the education of the prioritized groups by granting a special subsidy to be used to cover the participant fees: participants coming from these groups are given a sort of study voucher. The priority groups for study vouchers in 2010–2012 are immigrants, un-employed, senior citizens with little education and people with learning difficulties.

The institutions may also apply for extra money for developing certain areas connected to negotiated national aims. In 2011 – 2012 the prioritized areas are

such as the information society and social media; well-being and health; multiculturalism, sustainable development. The study centers – many of which are connected to political parties – focus on increasing and diversifying social participation and action, well-being and life-skills and sustainable development and multiculturalism.

The new Government Programme (2011–2014) and the Development Programme of Education and Re-search obligate the non-formal adult education for providing the elderly and immigrants with educational services. Cultural issues are seen as important, as significant immigration is still very recent in Finland. The new nationalistic movement opposing immigration is gathering followers very fast, though, and we are witnessing racism, too. The institutions offer voluntary integration education - language, cultural and citi-zenship studies - for immigrants, especially those outside the work-force. On the other hand, Ministry of Education and Culture has asked the non-formal sector to increase the amount of studies focused on active citizenship, social issues, multiculturalism etc.

The new government has also brought up some new ideas. One of the new issues is the social guarantee for the young people in order to conquer the increasing unemployment. The idea is to guarantee every-body under 30 completing an education and all young people under 25 young a job, an internship, an access into further studies or rehabilitation. The adult education centers and folk high schools may apply extra funding for organizing work-shop studies for young adults. Another new tool for life-long learning is the citizen's personal study account, the preparation of which Ministry is investigating the moment. The idea is to create a system in which, following certain principles, citizens can build up a personal account to be used for voluntary studies of various kind.

Documenting the effects. We know from experience that the non-formal adult education makes a difference in the lives of the partic-ipants, but the results and the effects are documented very poorly; we need more research. A study by Saara Luukannel and Jyri Manninen of University of Helsinki (Luukannel, Manninen 2008), however, did show the positive impact of adult non-formal learning. The research material was collected through inter-views and an online questionnaire. The focus in the study was on the effects at an individual level, and the result showed increased enthusiasm to continue learning, mental well-being, increased knowledge and skills, improved self-esteem, improved general well-being, creativity, self-confidence, and improved general knowledge.

The results allow us to make some conclusions about the wider effects, too. Improvements in the content and quality of life, mental, physical and occupational well-being as well as the ability to cope with everyday life are reflected in the well-being of families and workplace communities as well as society at large. The results clearly show an increased desire to study and improved self-esteem and self-confidence, which sup-port participation in adult education. The development of active citizenships skills, which support the de-velopment of a civil society, is also noteworthy. The open answers in the online questionnaire emphasises the importance of international and intercultural skills and language knowledge as well as the opportunity to learn to understand other cultures.

A European project on studying the wider benefits of voluntary adult learning in nine European countries (BeLL Benefits of Lifelong Learning) has been started in the end

of last year. One of the interesting points will be the comparison of effects of learning in different systems and circumstances of adult education. The coordinator is DIE (Deutsches Institut für Erwachsenenbildung e. V.), and Professor Jyri Manninen, now of University of Eastern Finland, is involved in the project, too.

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LIFELONG EDUCATION OF
THIRD AGE PEOPLE: HISTORICAL PRECEDENTS
(DMITRY MENDELEEV AND NIKOLAI KATANOV)

A.D. Kaksin

Out of a long line of historical personalities who can be said to have studied "throughout their life", we picked two: the great chemist Dmitry I. Mendeleev (1834-1907) and the famous orientalist and turkologist Nikolai F. Katanov (1862-1922) who deserve a closer look. These two great persons devoted themselves to science and expanded their already large scope of knowledge throughout their lives. These two remarkable scientists were contemporaries.

"When you reach the core of any profession, and you've climbed up the stairs of all preliminary knowledge and then worked through it by yourself, you reach the point where everything can be learned with ease and the essence of every science is easily absorbed," Mendeleev said to his niece. A wonderful remark about Katanov is found in his daughter's memoirs: "Rural teachers, various members of the rural intelligentsia in Chuvash, Mari, Tatar and Udmurt villages, such as local folklore collectors, archeology and ethnography lovers and collectors... all resorted to the Nikolai Fedorovich... I would like to point to my father's ability... to work under the most difficult conditions. His intensive brain work continued in the years of hunger and deprivation, in the evenings, under the twinkling light of an oil lamp. According to him, he was thinking over one of his last works, *Eastern Chronology*, while standing in lines for bread."

The first thing worth noting is that the ability to absorb new ideas and the craving for knowledge are developed in childhood. But it can be helpful to look at the genetic roots of a person before looking at his or her young age. The aspirations of one's ancestors (parents and grandparents) often contribute a lot to the development of traits such as curiosity, proneness to reflection, and commitment to study and work. Certainly, the way a learner (student) fulfills his duty to study hard when he has reached the age of reason is important too. Mendeleev had a good memory, a passion for traveling and the desire to study. He was characterized by persistence, strong character and the habit of working hard. He showed these traits as early as his early childhood, since they were to some extent congenital. In school, he studied irregularly but diligently. As a student, he never missed an opportunity to teach children, i.e. be a tutor. In his memoirs, Mendeleev wrote: "I finished school in Tobolsk in 1849 and headed for Moscow to enter the University, accompanied by my mother, sister Lisa, and a servant, Jacob. But Emperor Nicholas I ordered that only students from his district be enrolled, and I failed despite the friendship of my uncle V.D. Korniliev with Shevyrev, Kudryavtsev and other professors. We went to Petersburg... With the support of my father's friend, Chizhov (a mathematician) I was accepted to the Main Pedagogical Institute even in a year with no enrollment."

How did Mendeleev become a great scientist, chemist after graduating from a pedagogical institute? First, he graduated from the Physics and Mathematics Faculty. Second, the Main Pedagogical Institute was designed to teach diverse specialists in order to carry the "light of knowledge" (in schools and universities) not

only in a specific discipline, but also in a number of related sciences. Finally, the Institute was located in the capital, and Mendeleev always had the opportunity to learn on his own. As an inquisitive student, he certainly took advantage of this opportunity. He was always seeking versatile knowledge, made contacts with students from other departments (or other universities), and communicated with professors. In his memoirs, he mentions that he was “botanizing with Shikhovsky” (Ivan O. Shikhovsky was a Professor of Botany at the University of St. Petersburg who organized a botanic garden in a park in front of the University). Moreover, Mendeleev had an undoubtedly important quality: in any conceptual science, he could identify those characteristics that “led directly to practice.” We can understand the range of Mendeleev's research interests just by looking at the titles of his works: “It turns out that only 9% of all of his works are devoted to chemistry. There are many more reasons for referring to Dmitry Mendeleev as a physical chemist, physicist or technologist, since each of these areas accounts for about 20 percent of his works. Finally, a large portion of his research is accounted for by geophysics (5 percent) and economics (8 percent)” [3]. The remaining 18% are works on geography, meteorology, metrology and other, mainly applied sciences. According to V. Kalanov, based on Mendeleev’s encyclopedic knowledge, wide range of scientific and practical interests, and enormous contribution to the development of science and the economy in Russia, he can be put on a par with Mikhail Lomonosov [2].

Like Mendeleev, Katanov was a proponent of a strong state in the sense that all his life, work and activities clearly embodied the idea of what a loyal subject of the Russian Empire should be like, regardless of whether he was born in the capital or on the outskirts of the Empire. He was a real scientist and innovator. He was not the founder of turkology (both comparative and historical study of the Turkic languages) in Russia (a lot had been done before him by M.A Kazembek, O.N. Betlingk, K. Nasyri, and V.V Radlov), but he raised the value and meaning of turkology to a height which has hardly been reached even by some modern turkologists. The scope of Turkic languages and dialects described by Katanov and his contemporaries was the largest number in history. He was the first to introduce the Uriankhai (Tuvinian) language as a Turkic one to science. His works on turkology are still often referred to and cited in Russia and abroad. We have already mentioned the crucial importance of aspiration for self-learning. Undoubtedly, Katanov was endowed with this quality to an exceptional degree. In his memoirs, one of Katanov's university mates referred to him as a very capable and industrious person who had a strong character and was persistent in the pursuit of his goals [2]. This zeal could not remain unnoticed and was rewarded by an opportunity for further scientific growth. “After the graduation from the university in 1888 with a candidate degree, Katanov was sent to Eastern and Western Siberia, Northern Mongolia, Dzungaria and Chinese Turkestan to study the language and everyday life of the Turkic tribes at the expense of the Russian Imperial Geographical Society, the Academy of Sciences and the Ministry of People's Education”[2].

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APPLIED THEATRE IN EDUCATION:
A TOOL FOR SOCIAL INCLUSION
OF PEOPLE WITH DISABILITIES

J. Karić,
V. Radovanović,
J. Kovačević

Introduction. The process of developing an inclusive society is a process that takes a long time and requires commitment by all structures of the society, which means that the center of all changes are EVERYBODY. Everyone needs to contribute - people with disabilities, their families and close environment, schools and government agencies, acquaintances, as well as employers, because the benefits of an adequate education through the inclusion and development of an inclusive society has an impact on a whole society (Karic, Radovanovic, 2008).

Our idea was to think about inclusion in the broader social context. About inclusion as a way of life. Of course, a central place, or more precisely, the basic starting point in our thoughts, takes the culture of a nation. Culture is used to mark the spiritual values, but today it marks the whole life of a person. Culture as a creation and a growth of values can not happen without the individual and without creative personality. Culture is not just a product of social life, it is a product of human creativity. Creativity is in addition to being determined by social conditions and the result of human freedom, and a power of self-affirmation (Bozovic, 2006). Art, as a reflection of human creativity, can present a powerful instrument in the implementation of social inclusion. (Karić, Radovanović, 2009).

Among the various forms of performing arts, in the last twenty years applied theatre plays an important role in the fight against prejudice and discrimination against people with disabilities. Applied theatre is booming in the 80's and 90's of the 20th century, as a means of awakening the social consciousness of individuals and groups, and as such influences the development of new methods in pedagogy, psychotherapy and social work. The penetration of applied theatre in education is best reflected through programs of higher education institutions in the UK, Australia and USA. Applied theatre is the need for a form to be free and symbolic, and that inner experience has equal rights to speak through the form that is not pre-determined. The term "applied theatre" started to be used twenty years ago, prior to that the term "participatory theatre" was used for various socio-cultural theatre forms. Socio-cultural theatre forms have been developed outside institutional theatres, mostly through work with marginalized groups, but also with groups of so-called “healthy" people in order to promote social changes. There is no consensus in the literature to which forms of a theatre belong to the applied theatre. Some of the accepted, recognizable forms of applied theatre are Sociodrama, theatre in education, theatre for development, Playback Theatre and Theatre of the Oppressed. Numerous authors from all over the world have studied various forms of applied theatre (Jackson, 1980; Boal, 1982; Salas, 1983; Vine, 1993; Sternberg & Garcia, 2000; Taylor, 2003; Prendergast, Saxton, 2009). This paper gives a short

overview, as well as the most important results obtained in Applied Theatre project named "Apply Theatre - change lives".

Framework of the "Apply Theatre - change lives" project. The project titled "Apply Theatre - change lives", with the NGO ApsArt as creator and implementer, was intended to help in alleviating the problem of personal and social nature of working with marginalized groups with the systematic use of participatory techniques of applied drama and theatre, through a form of drama workshops, and to increase the sensibility of the community and contribute to eliminating prejudice against persons with disabilities with the help of creative work. The project involved 55 people: 38 of them were graduates or on their final year of the Faculty of Special Education and Rehabilitation and 17 were young people with disabilities. The project was implemented from October to July 2011 and the activities were implemented in two stages. Stage One: Work with students and Stage Two: students work together with young people with disabilities. As a result of the workshops three different plays were created.

Results and Discussion. Evaluation of the workshop was based on the analysis of questionnaires. Questionnaires were given to students at the end of the first stage, during, and at the end of the second stage, and to youth with disabilities at the beginning and end of the second stage. Most of the students (82.4%) entered this project with enthusiasm to improve the communication with the wider community, which in the opinion of participants is not properly informed about the possibilities and needs of persons with disabilities. A small number of students (5.3%) had experience in the activities of applied theatre, while 83.4% of young people with disabilities were participants in some of the theatrical forms. Young people with disabilities have reported that they expect workshops to have an impact on their personal lives (83.4%), and that they will learn something new through workshops (58.8%). After completing the second stage, we analyzed the responses of participants in order to assess the experience of applied theatre and its impact on relationships, communication, social interaction, and satisfaction with participation in workshops. 93.4% of students were satisfied with their participation in workshops, while the majority (60.8%) states that their expectations were met and that they had progress on a personal level, namely in improving communication and reducing the phenomenon of „cold feet“. 84,2% reported to have experienced changes both on a professional plan, which is statistically significant compared to 28.9% of students who agreed completely with the statement in the previous (χ^2=2, 903; p=0, 01). Analysis of the responses of youth with disabilities shows that the workshops helped them learn something new: 82.4% and it shows no statistically significant difference in the responses given in the first survey, 58.8% (χ^2=0,093; p=0,289). 70.6% reported they think that people understand them better after participating in workshops and in significantly greater numbers than in the first survey - 35.3%% (χ^2=2,121; p=0,07), while 82.4% have a positive view of themselves, compared to 52.9% at the beginning of the workshop (χ^2 = 2.550, p = 0.016). All young people reported that they made new friends during the workshop. Workshops, and workshop leaders were rated with the highest grade and examinees expressed a desire to continue to participate in the activities of a similar type.

Conclusion. Most of the socio-cultural theatre forms do not require significant investments and are applicable in different circumstances and contexts, which creates prerequisites for mass application. Applied theatre can be applied in working with population of different ages, it is just necessary to adjust the methods and techniques to physical and mental characteristics of the users. There are many organizations worldwide that promote applied theatre projects, working with people with disabilities, which creates space for further expansion of these and similar ideas in the field of inclusion (Quest Visual Theatre, River's Edge Playback Theatre, Theatre Terrific, The Outside Edge Theatre Company, etc.). As the main result of applied theatre workshops we can outline positive reactions of participants, satisfaction with themselves and their abilities, increase in self-confidence and belief that the image of society about persons with disabilities will change. Changes within the participants, as well as around them, are the best indicators that theatre forms should be used as a catalyst for change in attitudes towards people with disabilities.

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EXPERIENCE AT DEVELOPING AND DEPLOYING A LIFELONG LEARNING MODEL FOR ELDERLY PEOPLE USING THE EXAMPLE OF THE KEMEROVO REGION

N.V. Pavelieva,
L.A. Bogdanova

The aging of society is a large-scale problem because it seriously impedes economic development. In many respects this is due to the fact that successful demographic and pension reforms are still pending. Public institutions and national universities for "third age" people are not properly developed due to a lack of attention from the federal government.

The above problems are also relevant to the Kuzbass region where elderly people account for about one third of the total population. The Kemerovo Region has regional programs for support of elderly people, but they fail to solve these problems. The quality of life of senior age people depends on the degree to which their needs are satisfied, and is determined by having the most fulfilling, active , life possible. The criteria for quality of life of an elderly person include their level of health, the availability of suitable housing, the development of daily life infrastructure, emotional status, and ability for self-expression. Much significance is given to the implementation of educational programs and projects.

Educational work with elderly people undertaken by the Kuzbass Regional Institute for Professional Education Development covers the following areas: (a) implementation of programs for upgrading the skills of social workers, education, and culture workers (Andragogical Basics of Adult Learning, Gerontology Education, Socio-Psychological Support for Third Age People); (b) implementation of programs for upgrading the skills of elderly people, including training in the use of personal computers and the Internet; (c) implementation of socially significant projects aimed at improving the quality of life of elderly people; and (d) production of socially significant electronic media products, and creation and maintenance of a socially and informationally relevant Internet resource.

Programs for upgrading skills cover the following disciplines: legislative and legal aspects of public and occupational pensions; basics of management as a condition for solving problems in the modern environment; basics of computer literacy and Internet use; standards of maintaining health and creative longevity; and modern aspects of a healthy diet. In addition, the participants are offered a wide entertainment program, including literature and music parties, applied art workshops and guided tours. The following process and technology models are used to facilitate the achievement of specific goals in education of the elderly: perspective models based on a biographical approach; competency-based models; evolutionary models which involve specialized training for participation in social and political activities, self-guided learning and integration (or intergenerational) learning; communicative models; qualification and role models, etc.

The Institute implemented the project “Education of Third Age People” in 2008 – 2010. The project was aimed at helping the elderly to get out of social isolation and encourage them to actively engage in social life. The number of

participants trained under this project exceeded 500 people, of whom 53 were managers. The educational project was implemented on the basis of a cooperation agreement with the Kemerovo Regional Council of Veterans of War, Labor, Armed Forces, and Law Enforcement Agencies. Training of chairmen of municipal and regional councils of veterans made it possible to achieve facilitation and multiplication effects for educational work with elderly people in the regions. It should be noted that the learning process is not so much a skills upgrading program as a "learning tour", since training is combined with educational programs, workshops, literature and music parties, hobby clubs, art studios and guided tours.

The Institute implemented a socially significant charitable project in 2011 named Pensioner Online aimed at improving the quality of life of elderly people in the Kemerovo Region by providing access to educational, medical and social services. Elderly people were taught the basics of computers and the Internet. This was based on a special training program taking into account the specifics of perception by the elderly. The training method is based on the concept that elderly people are not so much reluctant or unable to use new technology as they are simply unfamiliar with it. The project provides information support and consultations to elderly students. The Institute's website (http://www.krirpo.ru/univer) provides a resource titled Third Age Universities. Experience in active teaching of elderly people is promoted on the national and regional levels and is available to the general public (www.krirpo.ru). According to the pensioners, now they can communicate with friends and dear ones living elsewhere in the world, search the Internet for necessary information, work with various online services, shop online, make monthly payments online, deposit money into their mobile phone accounts, etc. Teaching elderly people to do these and many other things means making their life much easier and improving the quality of their life.

Further development of additional professional education of elderly people in the Kemerovo Region will involve interaction and coordination between all stakeholders, including government officials, public-private partners, veterans' organizations, additional professional education institutions, and the elderly themselves.

ORGANIZATION OF ADVANCED TRAINING AND RETRAINING FOR ADULTS

S. G. Polikarpova,
I. D. Solovieva

Education in Russia is one of the areas that has undergone huge changes. Modern tendencies of development of pedagogics for pre-school children dictate the need to update its nature and methods in accordance with the requirements of society. In view of the above, the retraining of tutors of pre-school educational establishments is of vital importance.

The regional autonomous educational institution of secondary vocational education College of Pedagogics of Borovichi (hereinafter – "College"), over several years has been successfully implementing programs of extended education for children and adults. Organization of advanced training and retraining of adults is built upon close interaction of the College with the educational institutions, and committees of the Novgorod Oblast (region). Such co-operation is organized within the framework of signed agreements. In order to meet the requirements of today's pre-school educational institutions, the College is working with adults, carrying out advanced training and retraining of employees of pre-school educational institutions, and teaching new professional competences.

Organization of advanced professional training for junior tutors may be represented as a following set of stages.

1. Organizational and analytical stage. At this stage College teachers carry out thorough preparatory work (analyze purposes and targets of courses; reveal educational needs considering the results of surveys, carry out interviews with employers; study the spectrum of problematic issues; analyze the creative potential of College teachers and potential course participants, etc.). Such an analysis allows College teachers to understand social order for the advanced training and retraining of junior tutors, and determine the real capabilities of the pedagogic staff of the College.

2. Design stage. The main task of this stage is to develop the contents of the program and methodical support. The College has developed its own program, called "Activities of a junior tutor with regard to the organization of teaching and educational process at a pre-school institution", for full-time courses and evening classes. It is focused on those who already have a certain educational level and work experience with children of pre-school age, but who have a need to improve their psycho-pedagogical skills and practical experience.

3. Practical stage. Training sessions for adults are organized at this stage. The main precondition for successful courses is the use of practice-oriented techniques, that allow each participant to be involved in the educational process to the fullest extent, to role-play elements of professional activities, and develop educational needs. Tasks that are solved by teachers (considering the specific character of the education of this category of adults) may include: provision of a set of psycho-pedagogical knowledge to students in accordance with their educational requests; explaining to students how to use the methodology of professional operations from the point of view of stage-by-stage development of their

competences, etc. The specific character of training adults predetermines the increased requirements for the professionalism of lecturers, and their ability to provide specific training which considers the goals and expectations of students in a specific discipline. The specific character of such training processes determines the use of a whole set of active forms and methods of teaching such as: presentation of systematic information, discussions with regard to specific problems, psycho self-testing, role-playing games, business games, seminars – workshops, etc.

4. Reflective stage. It is demonstrational, to follow up the results of training sessions, and includes analysis of the professional development of teachers, and control and self-control over their reflective activities.

Thus, courses of advanced training and retraining for junior tutors developed by the College teachers meet the requirements of organization of training for adults.

EXTENDED EDUCATION FOR ADULTS AS ONE OF THE DYNAMICALLY DEVELOPING DIRECTIONS OF THE EDUCATIONAL SYSTEM OF THE REPUBLIC OF BELARUS

M.Y. Shiryaeva

Education is an integrated lifelong ongoing process. Good higher education long ago stopped being a synonym for an excellent professional career. Nowadays, successful professional activity, strengthening of social status, and movement upwards in the hierarchy of positions are not possible without the acquisition of extended training, skills and experience.

In modern society in the Republic of Belarus, the system of extended education of adults is at the stage of formation and development. Since the date of entering into effect of the Code of the Republic of Belarus Concerning Education (01.09.2011), the system of extended education for adults has been reflected in the regulatory base for the first time as relatively independent subsystem of national education. Development of this direction of education received a new impetus, and the educational system of the Republic of Belarus settled down to a course of coming closer together with international standards. Unfortunately, such a science as Andragogy still does not exist in our country, and “lifelong education” is not reflected in any regulatory documents or laws that regulate the definitions and types of education.

Since the date of entering into effect of the Code of the Republic of Belarus Concerning Education, the definition “extended education for adults” has become wider. Previously it only included advanced training and retraining of employees, traineeship and professional skills training, nowadays this notion includes 12 educational programs (Article 242 of the Code of the Republic of Belarus): advanced training for management staff and specialists; retraining of management staff and specialists that have a higher education, retraining of management staff and specialists that have specialized secondary education; study placement of management staff and specialists; special training necessary for filling individual positions; advanced training for workers (employees); retraining of workers (employees); professional training of workers (employees); training courses (lectures, special subject workshops, practical training, seminars, officer leadership training courses and other types of training courses); training of employees of corporate entities; improvement of capabilities and skills of a person; preparing people for entry into educational institutions of the Republic of Belarus. The modern system of extended education for adults includes (Article 240 of the Code of the Republic of Belarus): participants of training processes; educational programs; institutions of extended training for adults; other educational institutions and organizations, individual entrepreneurs that in accordance with the law have the right to be involved in educational activities and that implement educational programs of extended education for adults; education and methodic associations; organizations that send employees to study the contents of educational programs of extended education for adults; state educational organizations that provide for the functioning of the system of extended education for adults; state bodies,

republican state management bodies, other state organizations that report to the Government of the Republic of Belarus, local executive and regulatory bodies, and other organizations and individuals within the scope of their authorities in the area of extended education for adults. In accordance with the Code of the Republic of Belarus Concerning Education institutions of extended education for adults (Article 245) include: academies of postgraduate education; advanced training and retraining institutions; education development institutions; centers for advanced training for management staff and specialists; centers for training, advanced training and retraining of workers.

State policy in the area of extended education for adults is based on the following principles (Article 2): priority of education; priority of universal human values, human rights, humanistic character of education; guarantee of constitutional rights of each person to receive an education; equal access to education for all people, etc.

E.E. Chipinsky points out the following tasks that are solved by the extended education of adults in the Republic of Belarus: enhancement of opportunities in the labor market in changing social and economic conditions; training of staff reserves; reinforcement of the labor market by means of employees with a high level of general culture and professional competence; assistance in competent and efficient participation of a person in the life of the society, development of creativity and initiative, etc. [1, p. 8].

Thus, the only Code Concerning Education in the post-soviet environment has formalized that extended education for adults in the Republic of Belarus is a dynamically developing system. The system of extended education for adults in the Republic of Belarus does however, have the following deficiencies: a lack of unified model for training teaching staff, a lack of scientific approach, and a lack of modern marketing policy and lack of management quality based on international standards. In our opinion, it is also necessary to improve curriculums and training schedules, training methods, to improve the quality of extended education, and to organize the preparation of specialists capable of solving specific tasks.

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LIFELONG EDUCATION:
CONTINUITY BETWEEN PEDAGOGY
AND ANDRAGOGY MODELS

M. N. Dudina

The current educational system, as an important public resource, is developing under the influence of dynamic social and cultural transformations that have an impact upon all areas of life and individual requirements such as the implementation of human rights and its freedoms and values. However, the sudden increase in the number of incompetent teachers in arts, science and academic institutions has resulted in origination of a phenomenon: an individual who is educated and knowledgeable, but who is unable to replenish their knowledge, acquire new skills or use what they know in a creative manner.

In view of the above, the following question arises: “How do you teach an adult using adult training methods?” (S.G. Vershlovsky). In order to answer this question we can indeed point out three types of education in accordance with the International Standard Classification of Education. They include formal education within the scope of educational system of a school, college, or higher educational institution according to approved curricula and relevant processes of training and control, resulting in the right to receive an educational certificate (diploma, degree certificate, etc). Non-formal education may be received in the course of general cultural or professional training, when purposes, forms, methods and means are adapted to the needs of students, and when obligatory control or appraisal of students is not meant to be organized. Informal education, more often individual or in a group, is received at a lifelong “school” or “university”, sensibly (or insensibly) received by individuals of different ages, interests and ambitions. Sources of informal education are found every step of the way and include: books, the mass media, communications, the cinema, television, the Internet, museums, exhibitions, excursions, etc. Non-formal and informal education play more and more important roles, and the traditional concept of an “education received once for all life” is likely to be replaced by the innovative concept of “lifelong education”. It is focused on continuous development of the adaptive characteristics of individuals of any age or sex and also their creative characteristics in order to reach successful self-fulfillment and self-actualization by means of gaining new knowledge, including professional knowledge.

That is why we shall not discuss training of minors educated within the framework of pedagogy models, but rather the training of adults within the framework of andragogy models. However, unfortunately, a declaration about any change of the education paradigm or the need to implement the concept of lifelong education has not yet received the necessary theoretical and methodological support for its practical implementation within the scope of the lifelong education process. At the same time in scientific and pedagogic literature the search for a methodological support of andragogy beyond the limits of classic philosophy has been discussed by V. I. Podobed and V. V. Gorshkova who argued against the narrow-mindedness of the “theory of common sense, enlightenment, rationality”, the need to “abandon the ideals of logic, scientism”, the importance of

understanding reality “from the point of view of irrationalism”, and using instinct, insight, faith, and intuition as methods of understanding [6, p. 30]. In support of this point of view [4], we find it possible to study models of pedagogy and andragogy not only from the point of view of their opposition (at first a strict then a mitigated opposition, Knowles M.S. The Modern Practice of Adult Education. From Pedagogy to Andragogy. 1980), but rather in terms of their continuity and interrelation [2]. The efficiency of raising such a question can be proved by the analysis of common features and different features in the above models. Common between them is the existence in space and time of an individual, both a child (infant) and an adult, and the existential and anthropological subjectivity of a historical and cultural chronotopos. Hence, there is a common paradigm – humanism, personality development, common concepts of lifelong education, common components of the training process (goal-setting, communication, submission of information, technology, diagnostics and achievement of results) focused on the opportunity of self-fulfillment and development of an individual in accordance with their age and sex based on self-conception. Hence, there is interaction, mutually creative activities, cooperation, tolerance; integrated meta-disciplinary and disciplinary knowledge and skills, experience of creative activities; innovative forms, methods, ways and means of education, including PC skills. The expected result is: the development of personality and the study of competences. As for follow up and correction activities, they are both proactive and focused on corrective measures, both take into account the self-consciousness of the student, and are based on accumulating cumulative techniques including self-appraisal (module and rating, “portfolio”, individual cumulative index, ICI, etc). It is clear that the training of both adults and children shall be based on different levels and split-level appraisal – low, average, and high levels in the study of competences in accordance with the age and learning capacity of students.

Distinctive features include: the space-time range of development (relatively small and important, and life experience), potential of creativity in life, the availability of situations for existential choice (new goals, types of communication, activities), the possibility of new life organization in accordance with goals and interests (choice of types of activity, different professions, family life, upbringing of children), professional experience, etc. The need for tutors, instructors, and moderators will grow, and their tasks will not only include the transfer of knowledge but also the teaching of adults (and children – M.D.) in how to use ways and methods that make it possible for them to use own reserves to solve professional and other vitally important issues [1, p. 7]. Put in another way, the question is of the implementation of existential methodological and theoretical bases of professional activity and communication focused on the value of the individual, their subjectivity and existence. This is the hard work of teaching specialists in pedagogy and andragogy, the efficiency of which will depend on their motivation and wish to work with the spirit of the times.

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A STUDY OF THE RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND THE DEGREE OF SOCIAL ADAPTATION AMONG DISABLED TEENAGERS

N.M. Makhmudova

The policy of the government of the Republic of Uzbekistan with respect to disabled persons is to ensure that they have equal opportunities with other citizens to exercise their civil rights, eliminate limitations in their lives, create favorable conditions for full and active lives and participation in society. The social adaptation and integration of disabled young people is an important issue that requires overall study. The physical disabilities of these children narrow the space of possible activities and have an adverse impact on their overall development.

The success and effectiveness of action in the social situation largely depends on an optimum social and psychological adaptation to it. Much contribution to the investigation of the social and psychological adaptation of disabled persons has been made by Uzbek and foreign psychologists, such as N. Nurkeldieva, Y. Chicherina, A. Berdieva, L. Muminova, L. Sodikova, G.M. Andreeva, A. Bandura, J. Coleman, I.S. Konn, A.N. Leontiev, T. Parsons, E. Ericsson, R.S. Lazarus, S.L. Rubinstein, T. V. Snegireva, and others.

In our opinion, social intelligence is one of the major components influencing the effectiveness of interpersonal interaction and the successful social adaptation of individuals. According to the concept offered by J. Guilford, social intelligence is an integrated intellectual ability that determines success in communication and social adaptation. Social intelligence is that which develops in the course of socialization under the influence of a particular social environment. M.I. Bobneva believes that social intelligence should be regarded as a special human ability that is developed in the course of activities in the social sphere, communication and social interaction. The issue of social intelligence is discussed in works by E. Thorndike, G. Allport, H. Eysenck, A.A. Bodalev, Y.N. Emelyanov and others.

We studied a group of teenagers with musculoskeletal disorders and believe that the physical disabilities in these children aggravate the course and consequences of their age-group crisis. In addition, this narrows the space of possible activity and creates adverse conditions for social adaptation.

Our empirical study of social intelligence in teenagers with musculoskeletal disorders revealed certain differences in the level of social intelligence and enabled us to identify four groups in the test subjects:

Group 1. Teenagers with low social intelligence (18%). They have difficulties in understanding and predicting the behavior of other people, which complicates relationships and reduces possibilities of social adaptation;

Group 2. Teenagers with below average or averagely poor social intelligence (42%). This group has difficulties in understanding and predicting the behavior of other people. They have a poor understanding of the relationship between behavior and its consequences and a low command of body language, the language of eye-contact and gestures, can hardly recognize the meaning of verbal

messages, and have difficulties with analyzing situations arising in interpersonal interaction;

Group 3. Teenagers with average social intelligence (33%). In a familiar social situation, the test subjects felt rather confident, responded properly to what went on around them and hence, succeeded in communication. However, they often proved to be incompetent in an unfamiliar situation which requires a high level of social-perceptual abilities;

Group 4. Teenagers with above average or averagely strong social intelligence (7% of the total number of test persons). This group is characterized by the ability to correctly and properly assess the condition, feelings and intentions of other people by their verbal and non-verbal manifestations, and the ability to anticipate consequences of behavior. They are sociable, open and tend toward psychological intimacy in communication.

Table

Comparative analysis of the levels of social intelligence and ocio-psychological adaptation (based on the methods of research of social intelligence by J. Guilford and socio-psychological adaptation by Rogers-Diamond)

No.	Indicator	Groups by level of social intelligence				
		Low	Below average	Average	Above average	Standards
1.	Adaptivity	53	63	140	153	68-170
2.	Maladjustment	178	112	92	87	68-170
3.	Deceitfulness	26	34	29	24	18-45
4.	Acceptance of self	12	20	54	52	22-52
5.	Non-acceptance of self	38	30	18	13	14-35
6.	Acceptance of others	8	10	27	28	12-30
7.	Non-acceptance of others	26	22	20	14	14-35
8.	Emotional comfort	11	16	32	25	*14-35*
9.	Emotional discomfort	40	27	19	14	14-35
10.	Internal control (internality)	10	18	51	71	26-65
11.	External control (externality)	16	28	35	25	18-45
12.	Domination	5	20	14	7	6-15
13.	Being a follower	33	10	12	12	12-30
14.	Escapism	26	23	20	11	10-25

The results of the study show that the majority of the tested teenagers have low and below average intelligence, which indicates difficulties in interpersonal interaction, lack of social-perceptual abilities and may indicate the social maladjustment of disabled teenagers. We used the method of K. Rogers and R. Diamond to test our hypothesis about the relationship between social intelligence and social adaptation of teenagers with musculoskeletal disorders.

The comparison has led us to the conclusion that the test subjects in the first group (low social intelligence) have a below standard level of social adaptation and a high level of maladjustment, which indicates the relationship between the level of

social intelligence and social adaptation of teenagers. Low levels of adaptation also manifest themselves in the scales of acceptance of self and acceptance of others. These indicators may be interpreted as the influence of disability on behavioral responses, self-regulation and self-esteem. Also worth mentioning are the age-specific characteristics of teenagers. The development of a new image of the physical self in this age can have a negative impact on a teenager's attitude towards themselves, in particular, towards their appearance. We should also pay attention to high levels of emotional discomfort among teenagers with low social intelligence. Emotional discomfort of teenagers may be caused by emotional instability typical of this age which is aggravated by problems in interpersonal interactions, lack of regular contact with parents, intrapersonal problems and negative attitudes towards themselves. Teenagers with low social intelligence have a below-standard internal locus of control, which may cause an inability to control their behaviors and take responsibility for certain actions. High levels of social intelligence among the test subjects may be the result of the ability to analyze their actions and deeds and to explain them by their personality traits and patterns of behavior.

General conclusion: In a group of teenagers with musculoskeletal disorders who have different levels of social intelligence, and indicators of social adaptation are pronounced to a different degree.

ANDRAGOGICAL PRINCIPLES OF LEARNING IN THE CONTEXT OF INNOVATIVE EDUCATIONAL TECHNIQUES

I.A. Greshilova

Modern science tends to unite different branches of knowledge about man by combining research methods into various integrated systems designed to provide a synthetic characteristic of human development. Socio-philosophical discussion about man and his nature always comes to the issues of education and the role of this social institution in human life. Therefore, special attention should be paid to megatrends of modern times, which directly influence education. According to V.M. Rozin, the main megatrend of today is the further accelerated development of processes (both constructive and destructive) that are typical of our technological civilization. He notes that this trend involves two opposing processes: globalization on the one hand, and the differentiation of social individuals on the other, which, in turn, causes the development of new forms of sociality [2, p. 30]. The modern phenomenon of "knowledge-", "network-" of "information-based" society is characterized by constant change, which cannot be mastered without the continuous enhancement of existing knowledge. Certainly, what is meant here is lifelong education, which is based on the principle of continuity. The basic aspects of lifelong learning were formulated by the UNESCO Forum in 1965, and after almost half a century, the international community is constantly improving the content of lifelong education given the growing array of knowledge and widespread use of information technology.

In the context of modernization of Russian education, special focus is put on continuous and additional education, taking into account the ideology of distance learning. Rapid change in living conditions requires the system of additional professional educational to develop new approaches, where priority is given to the personality of a subject and the actualization of their creative position. Conscious and purposeful improvement of professional qualities is, in many respects, a process of self-assertion, a search for optimal solutions to problems in interactions with others. Value-semantic orientations of a modern person, a professional in his field, suggest, first of all, setting a goal, using various available means and, ultimately, an outcome of efforts made to achieve the goal.

Let us note that distance education is very closely related to other forms of learning that involve self-guided work with different sources; however its specific feature is the use of technical facilities. In the system of additional professional education, distance learning is built on the basis of andragogical principles of learning. The distance learning technique has its own "biography", as evidenced by a small journey into history. A new form of educational process, "correspondent learning", emerged at the end of the 19th century, with the development of the postal service. Students received written assignments from teachers by post, completed them and made adjustments based on comments received, thereby improving their knowledge. In the 1980s, high school students in rural areas participated in training courses by correspondence when selecting an educational institution to enter. They also completed assignments received by post. This largely

solved the problem of being remote from the center, where residents of cities could communicate with teachers in the conventional way. The basic principle — the principle of self-guided work— has always been the leading one. Modern information technology has radically changed the idea of distance learning, and has to some extent contributed to solving the problem of "information inequality". It has at the same time necessitated the description of tools and techniques of the educational process and assessment of the quality of knowledge acquired with the use of distance learning techniques.

Advanced training and the retraining of education workers is a special system of additional education, since the profession of teacher in many respects determines the future and ambitions of a person. Therefore, the level of adult education will finally define the level of education in general. By providing broad opportunities for activity-based forms of interaction during the training and post-course period, educational information technology provides for the use of new tools in training, and their fully-fledged application largely depends on giving due consideration to the principles of adult learning. S.I. Zmeyev identifies ten principles of adult learning, with a special focus on the fact that adults show pronounced characteristics in the learning process which should be taken into account; otherwise no effective learning process can be built [1, p. 113].

Let us discuss the principles that we believe form a basis for effective distance learning. As was mentioned above, *the principle of self-reliance* suggests not only the ability to work with available information, but most importantly, the opportunity to achieve the conceived goal by making a case for one's own program of self-education. By taking stock of past experience, a person can assess the level of their professionalism, in order to correlate the degree of being proficient in traditional learning methods with new and progressive ones. *The principle of cooperative activity* is not only about the joint activities of teacher and learners at all levels of training. The main thing in distance learning is to set questions and tasks that involve feedback, contributing to a dialogue with the teacher in the framework of a training module. A training module should be seen as a dynamically expandable educational resource. What is important in managing interaction between participants of the educational process is the role of responsibility and freedom of each of them. The principle of cooperative activity suggests that personal experience of both the teacher and learner is the basis of a model of interaction between them. The andragogical model of learning is inconceivable without the aggregate experience of participants of the educational process.

The principle of conscious learning is about deep understanding by learners of all parameters of the process, without which task-oriented distance education appears to be impossible. An educator who uses forward-looking teaching techniques has no right to lag behind their students in mastering information competence. In the modern socio-cultural context, the wide scope of the teacher's knowledge, embedding information into the system of their own knowledge, and establishing a logical link between the next and previous stages will contribute to high efficiency of their students' knowledge.

In summary, we can note that essential changes in the socio-cultural situation in the globalizing world are due to the fact that modern society requires an individual to be continuously seeking self-education and self-enrichment on the

basis of previous formal education. The content of education should be seen as a broad information environment where knowledge is acquired both face-to-face and through distance learning where a variety of skills are developed in working with different sources of information.

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ANDRAGOGICAL PRINCIPLES OF LEARNING IN THE CONTEXT OF INNOVATIVE EDUCATIONAL TECHNIQUES

I.A. Greshilova

Modern science tends to unite different branches of knowledge about man by combining research methods into various integrated systems designed to provide a synthetic characteristic of human development. Socio-philosophical discussion about man and his nature always comes to the issues of education and the role of this social institution in human life. Therefore, special attention should be paid to megatrends of modern times, which directly influence education. According to V.M. Rozin, the main megatrend of today is the further accelerated development of processes (both constructive and destructive) that are typical of our technological civilization. He notes that this trend involves two opposing processes: globalization on the one hand, and the differentiation of social individuals on the other, which, in turn, causes the development of new forms of sociality [2, p. 30]. The modern phenomenon of "knowledge-", "network-" of "information-based" society is characterized by constant change, which cannot be mastered without the continuous enhancement of existing knowledge. Certainly, what is meant here is lifelong education, which is based on the principle of continuity. The basic aspects of lifelong learning were formulated by the UNESCO Forum in 1965, and after almost half a century, the international community is constantly improving the content of lifelong education given the growing array of knowledge and widespread use of information technology.

In the context of modernization of Russian education, special focus is put on continuous and additional education, taking into account the ideology of distance learning. Rapid change in living conditions requires the system of additional professional educational to develop new approaches, where priority is given to the personality of a subject and the actualization of their creative position. Conscious and purposeful improvement of professional qualities is, in many respects, a process of self-assertion, a search for optimal solutions to problems in interactions with others. Value-semantic orientations of a modern person, a professional in his field, suggest, first of all, setting a goal, using various available means and, ultimately, an outcome of efforts made to achieve the goal.

Let us note that distance education is very closely related to other forms of learning that involve self-guided work with different sources; however its specific feature is the use of technical facilities. In the system of additional professional education, distance learning is built on the basis of andragogical principles of learning. The distance learning technique has its own "biography", as evidenced by a small journey into history. A new form of educational process, "correspondent learning", emerged at the end of the 19th century, with the development of the postal service. Students received written assignments from teachers by post, completed them and made adjustments based on comments received, thereby improving their knowledge. In the 1980s, high school students in rural areas participated in training courses by correspondence when selecting an educational

institution to enter. They also completed assignments received by post. This largely solved the problem of being remote from the center, where residents of cities could communicate with teachers in the conventional way. The basic principle — the principle of self-guided work— has always been the leading one. Modern information technology has radically changed the idea of distance learning, and has to some extent contributed to solving the problem of "information inequality". It has at the same time necessitated the description of tools and techniques of the educational process and assessment of the quality of knowledge acquired with the use of distance learning techniques.

Advanced training and the retraining of education workers is a special system of additional education, since the profession of teacher in many respects determines the future and ambitions of a person. Therefore, the level of adult education will finally define the level of education in general. By providing broad opportunities for activity-based forms of interaction during the training and post-course period, educational information technology provides for the use of new tools in training, and their fully-fledged application largely depends on giving due consideration to the principles of adult learning. S.I. Zmeyev identifies ten principles of adult learning, with a special focus on the fact that adults show pronounced characteristics in the learning process which should be taken into account; otherwise no effective learning process can be built [1, p. 113].

Let us discuss the principles that we believe form a basis for effective distance learning. As was mentioned above, *the principle of self-reliance* suggests not only the ability to work with available information, but most importantly, the opportunity to achieve the conceived goal by making a case for one's own program of self-education. By taking stock of past experience, a person can assess the level of their professionalism, in order to correlate the degree of being proficient in traditional learning methods with new and progressive ones. *The principle of cooperative activity* is not only about the joint activities of teacher and learners at all levels of training. The main thing in distance learning is to set questions and tasks that involve feedback, contributing to a dialogue with the teacher in the framework of a training module. A training module should be seen as a dynamically expandable educational resource. What is important in managing interaction between participants of the educational process is the role of responsibility and freedom of each of them. The principle of cooperative activity suggests that personal experience of both the teacher and learner is the basis of a model of interaction between them. The andragogical model of learning is inconceivable without the aggregate experience of participants of the educational process.

The principle of conscious learning is about deep understanding by learners of all parameters of the process, without which task-oriented distance education appears to be impossible. An educator who uses forward-looking teaching techniques has no right to lag behind their students in mastering information competence. In the modern socio-cultural context, the wide scope of the teacher's knowledge, embedding information into the system of their own knowledge, and establishing a logical link between the next and previous stages will contribute to high efficiency of their students' knowledge.

In summary, we can note that essential changes in the socio-cultural situation in the globalizing world are due to the fact that modern society requires an

individual to be continuously seeking self-education and self-enrichment on the basis of previous formal education. The content of education should be seen as a broad information environment where knowledge is acquired both face-to-face and through distance learning where a variety of skills are developed in working with different sources of information.

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PSYCHOLOGICAL PECULIARITIES OF DEVIANT BEHAVIOR AMONG THE STUDENT-AGE YOUTH

N. G. Kamilova,
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The specific nature of students as a separate socio-demographic group actualizes the issue of studying deviant behavior in its environment on two levels: on the level of society as a whole and on the level of a social institution, in particular, a university.

The first level includes general deviance: alcohol abuse, drug abuse, delinquency, prostitution, suicide, etc. They characterize society as a whole, but they are most dangerous when it comes to young students. It is related, in the first place, to the special social status of students being the intellectual foundation of society, and which largely predetermines their future. Secondly, the close interaction of students with each other contributes to the rapid spreading of various deviances among this social group. The researchers attributed emergence of general deviance among college students to the following factors: the prolonged recession in all spheres of social life, psychological and age characteristics of students, social environment, negative impact of the media, huge academic workload, etc.

The second level of students' deviance includes deviations from the formal rules adopted at the university: misconduct, conflicts with classmates and teachers, untimely preparation of educational material, absenteeism without proper reason, the use of cheat sheets in exams, etc. These deviations are associated with the educational process and are unique to the student, in connection with which they can be characterized as a specific deviation. The leading opinion in explaining their reasons is the role of motivation for higher education. If the average students' deviations are analyzed by sociologists at some degree, the specific deviations are considered random in certain case studies of young people. However, even minor deviations from the standards of the university can be followed by deviant behavior, and therefore deserve the same attention as the deviation from accepted norms. Such a relationship of general and specific deviations indicates a common source of origin, and therefore they are worth studying in combination.

The explanation of the nature of deviant behavior with the social conditions is a typical feature of the sociological approach to the study of deviance. The value aspect lies in the heart of most sociological concepts (anomie, the theory of stress, the clash of cultures, the theory of subcultures, etc.). In this context, it can be concluded that the source of deviant behavior (as well as normal one) are values, i.e. the basic principles governing the relationship of individuals and social groups in relation to common patterns of behavior, thinking they are governing their actions. In its regulatory function, values are closely related to social norms, which also define the rules and goals that guide one's actions. However, values are more stable; they have a deeper level of internalization. Being the "foundation" of human behavior, values determine the ratio of a subject to the existing social norms and directly motivate behavior. Speaking of values shared by an individual, we use the

term “system of values”. It is these that determine the direction in which individuals act, the objectives sought by, and the means used to achieve these goals. Numerous case studies in major cities and provincial ones have recorded changes in the value system of today’s college students. In general, there is a tendency to shift from public to personal issues. Students and young people as a whole are focused primarily on their own interests, all sharing the psychology of individualism. Most of them tend to lead a secure life, which means having everything possible. Among the main “new” instrumental values of a modern student is often an individualistic utilitarian Western type consciousness, which generates pragmatic and utilitarian attitudes towards social norms. The expression of pragmatic, utilitarian consciousness is related to the values as a means of achieving certain goals. In this regard, there is a tendency to “transform” education (originally a terminal value) into a way of obtaining a diploma, a well-paid job or a draft determent, that is, into a terminal value, which largely contributes to the development of specific deviations.

The structure of specific deviations of a modern student include isolated irregular preparation for classes, academic debts, conflicts with peers, rudeness towards teachers, “extortion” of high evaluation from teachers, and suicide attempts. The vast majority of university students noted among other specific deviations the use of cheat sheets at the exams (94%) and usage of mobile phone during the class (91.7%). This allows us to conclude that these phenomena are gradually transforming from a deviation into a norm. For example, during the course of study it was found out that the deviation of specific students is determined by the attitude of young people to higher education. This is confirmed by the fact that a group of students (boys) with low grades make up the majority of respondents enrolled in college to avoid military service. At the same time, the least susceptible to deviation in the learning process are the students who perceive education from the standpoint of self-improvement and opportunities to achieve success in their careers. As a rule, they characterize their study as “very interesting”, as opposed to students who entered college just to get the diploma. Students themselves often explain poor performance of their colleagues with their laziness, irresponsibility, and lack of thirst for knowledge. Individual students associate a non-serious attitude to learning with the fact that some of them are forced to learn by their parents who also support them financially, thus financing a carefree pastime. Thus, respondents support the conclusion that the behavior of students in the learning process is closely linked with the importance of higher education for them.

The priority direction of this work should be the creation of a system to prevent various kinds of deviant behavior, which includes arrangement of a holistic process of socialization among students, organization of their leisure time and “secondary employment” as well as professional self-determination. An important aspect here is the anticipatory effect on the exclusion of the causes of deviance, through the influence on the value orientation of students. In connection with this, there is an essential need to engage students in a variety of social events and charity events, which make it possible to show the best qualities of this social group.

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

THE CONTINUOUS DEVELOPMENT OF MANPOWER TRAINING AS A DRIVER OF THE INNOVATION ECONOMY

N.E. Kolesnikov

The innovation economy is, first of all, characterized by its human resources, the foundations of which are research and development workers. According to statistics [1], in the last 14 years (1995-2009), the number of these workers in Russia has decreased by about 7 to 8 percent every 5 years. As a result, by 2009, scientific researchers and developers had decreased in number by 30 percent compared to 1995. When broken down by Federal District, and hence by constituent entity of the Federation, this category of workers decreased in number within a significant range of 25 to 40 percent. In particular, the North-West and Southern Federal Districts saw a decrease of 40 percent in the number of these staff, and the Far Eastern Federal District posted the lowest figure (7 percent). The main reason for this trend is the lack of a clear government policy to promote and develop both fundamental and applied scientific research. Over the past 20 years, industry research centers have suffered significant losses, and the role of fundamental academic science often lacks proper appreciation.

Today, the situation is changing for the better. Modernization and innovative transformations, mainly in the economy, and the roles of science and research workers are being given national priority. In the next ten years, the share of innovative products in the national industrial output is expected to grow from the current 4-5 percent to 25-30 percent, and R&D expenditures are set to double by the year 2020. Russia will thus significantly expand its presence in the world markets of hi-tech products. It is currently crucial to build a long-term demand for investment and, therefore for innovation, and state-owned companies are to play an important role in this process, not as a substitute for private businesses, but only by acting as a catalyst for innovation. A series of major reforms are planned in the real production sector. All this should have a direct impact on the nature, content, equipment and structure of jobs in businesses and industries, and on the composition, content and qualification level of blue and white-collar occupations. In particular, it is planned to create at least 25 million qualitatively new jobs in the country in the next 20 years, while ensuring acceptable levels of pay and working conditions. Moreover, the community of Russian industrialists and entrepreneurs intend to upgrade 10 million existing jobs by 2020. Of prime importance in this context will be to address the task of balancing the release of manpower as a result of modernization and innovative transformation of the production sector in regions, their retraining and employment on the basis of production and labor processes and jobs that undergo qualitative and structural renewal.

One of the most important elements of the currently developed concepts and programs for modernization and innovation development of the country until 2020

and further until 2030 is a section dedicated to a strategy for the development of a national system of manpower training. Research shows [3] that one of the most important considerations here is that the rate of change in the economy may be so high as to exceed in many cases the rate of transformation of the content and quality of training, especially in higher education. One of the factors that can, and actually does facilitate the mitigation of, and eventually overcoming a frequently observed imbalance between the development of material and technological conditions and means of production on the one hand, and its personal, human resource component on the other, is the continuity in the development of professional education. The continuity of development of manpower training is in particular achieved where the external relations of this educational system with its external environment, i.e. the field which creates the demand for and "consumes" human resources, are regarded as a constantly and smoothly operating mechanism of these relations and interactions. Imbalances between the desirable and the real in areas which concern the quality of manpower, show that this mechanism is imperfect and that the development processes are discontinuous where they have to be continuous. Maintaining close and continuous cooperation between the production and educational systems on the basis of common interest in high performance of employees is a promising way to balance the processes of staffing and ongoing renewal of human resources.

It is known that the quality of manpower training, the skill level of graduates from educational institutions and therefore the efficiency of the efforts and work of both students and teaching staff in the system of professional education, depend on numerous conditions and factors. Let us consider one of them, which is currently relevant to the both actors of the process in question. On the one hand, it is motivation, a motivated choice which therefore leads to high-quality study for socially important occupations by young people. On the other hand, it is the effective work of teachers which ensures that students receive the maximum required knowledge, abilities and skills, including the high-tech knowledge and content that are required to work successfully in the future. In the case of blue-collar occupations, in addition to the already widely recognized methods of occupational guidance, more and more focus is being put on searching for and implementing the development of qualification abilities in a skilled labor occupation in terms of its prospects, and on the basis of relevant production technologies, i.e. opportunities for social and professional growth of a person engaged in such occupations, in order to enhance the motivation in picking a relevant activity and to ensure interest in mastering it. Today, the professional differentiation and cooperation of labor, mainly at the level of key and leading blue-collar occupations in a particular type of production, develop towards filling their content with a maximum possible set of intellectual and creative functions. Steps are being taken to find a so called "social elevator," i.e. a stage of professional, qualification, personnel-related and eventually social growth, and build it into a blue-collar profession. Given that the task-oriented management of the process is in place, this growth in the framework of blue-collar skilled labor occupations allows the building of a stratum of highly skilled workers, a so-called "labor aristocracy". In addition to high-level skills and a culture of labor, the main feature of such workers is a good wage. By the year 2020, the stratum of skilled workers should reach at

least one third of the total number of skilled workers in this country or about 10 million people [7]. This requires the enhancing of the motivation of those who train young people into skilled workers and specialists. These are teachers of higher education institutions, colleges, vocational schools, industrial training officers, etc. Any reform, in particular in education, can only be carried out when it provides acceptable wages for skilled professionals. Teachers should earn enough from their primary employer in order not to need to look for additional earnings “on the side” [6].

In order for the qualification capability of staff which is currently becoming increasingly innovative in its content to be developed successfully, due consideration should be given to relevant problems and constraints. Surveys conducted in Russia and in several European countries [8] show that our citizens do not differ much from those of most developed countries in Europe in the level of their creativity, i.e. the ability and willingness to develop new ideas. However, when it comes to demand for and practical implementation of new ideas, the Russians turn out to be inferior to the Europeans. Theoretically, innovative ideas are supported in Russia, but it often stops at the stage of creating a demand for them. Russian business is mainly focused on absolute (risk-free) profits, while innovation, by its nature, involves a certain degree of risk. Such a misalignment of interests between the main players in the innovation process is often the main obstacle to its implementation, and thus a barrier for production operations seeking to achieve the effect of their implementation. One of the important conditions for enhancing innovative processes and accelerating innovative transformations in the national economy is, on the one hand, the "innovative" education of Russian entrepreneurs that would increase their confidence in innovative ideas and projects and mitigate the fear of risk. To achieve this goal, economic universities, courses and skills development institutes for entrepreneurs should pay more attention to the study of Russian and international experience in the efficient operation of business in the context of potential risks, as well as forms and methods of mutual support between members of the business community, including the establishment of non-government funds, etc. On the other hand, the government should be more active in supporting these entrepreneurs by establishing the relevant insurance funds, as well as by using other forms and methods to promote and motivate innovation among Russians.

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IMPROVEMENT OF THE SYSTEM OF TRAINING AND ADVANCED TRAINING AS A CONDITION FOR DEVELOPMENT OF PROFESSIONAL EDUCATION

Kh. F. Rashidov

An essential condition for reforming the national training system, including the implementation of innovative models at modern educational institutions, is the training and qualification improvement of managing and academic staff, as well as a renewed focus of the system on the challenges of professional education. The current system of training and retraining of personnel is being actively reformed and has sufficient material and human resources.

Training and qualification improvement of academic staff of lyceums and professional colleges is arranged via qualification improvement centers and faculties operating at 45 higher educational institutions, as well as through the Institute for Qualification Improvement and Retraining for Teachers of Secondary and Professional Education. During the period from 1998 to 2011 more than 1,485,000 teachers were trained and retrained. In 2011, 43,662 of academic staff have been trained, and 633 students graduated from teacher training courses. Special courses were organized in order to develop skills in IT, communication technologies, and the Internet. More than 105,000 teachers of academic lyceums and professional colleges were trained at these special courses.

Upon analysis of the current situation in the training of managers, engineers and teachers in vocational education we have discovered the following issues: (a) the reproductive nature of the content of training programs and the dogmatic form of the content structure; (b) a lack of flexibility in the choice of content and a lack of opportunities to form individual training programs; (c) a lack of use of modern communication, IT, and network skills; (d) obsolete educational technology, and (e) the absence of a body to carry out the development and monitor the implementation of a unified methodical basis for retraining and qualification improvement for special secondary and professional educational institutions. It is obvious that without addressing these issues it is impossible to bridge the gap between the demands of innovative teaching practices to the level of qualification and the actual results of training.

The conceptual model that serves as the foundation of the innovative educational program of qualification improvement of teachers is aimed at the development of such values as individuality of each participant in the educational process, meaningful human interaction with the culture through the development of basic methods of activity (research, design and management), and self-determination in the open education environment. The implementation of a model of an open educational environment within the training system will allow us to establish the process of training as an educational procedure and create the system of training for working with new types of professional educational institutions. The educational training program should: (a) be based on the purposes recognized by all stakeholders of the qualification improvement process and form their new educational needs; (b) ensure participation in various organizational

forms of individual and collective cooperation in research and projects; (c) include into the educational content the issues relevant on global, national, and regional levels; and (d) provide the solution of the pedagogical tasks which have the vital status for all participants of the educational process. The educational program consists of three specialized programs: pedagogical counseling (tutoring), pedagogical project development and pedagogical research. The presence in the educational program of specialized programs was predetermined by the following provisions: first, the innovative nature of the managers, engineers and teachers requires the development of major types of intellectual activity (research, project development and management); and secondly, individualization of the educational process can be carried out by a teacher of a new type, a tutor who conducts pedagogical counseling, supports and maintains the process of differentiation while teaching.

In order to develop an efficient system of retraining and qualification improvement for management and academic staff of professional colleges and academic lyceums we have to improve the teacher training and qualification improvement system. A number of organizational measures should be carried out: (a) improvement of the image and status of the teacher's profession through introduction of efficient mechanisms for motivating professional growth and self-education of teachers; (b) creation of conditions for professional adaptation of young teachers in the educational process through mentoring and other forms of psychological and social work; (c) refinement of educational programs to improve the skills of teachers, taking into account the rating of a teacher and individual training needs, training based at educational institutions which are implementing innovative programs; and (d) creation of conditions for the advanced training, retraining and professional development of teachers and other measures aimed at implementing the above goals.

LIFELONG EDUCATION: GLOBAL AND REGIONAL ASPECTS

I.V. Volovik

Numerous discussions on the development of education lay great emphasis on the issues of global and regional trends in the development of education. Globalization and modern information technology have had a significant impact on education, which now has to adapt to changing economic and social conditions. Moreover, in different regions of the world, the education system solves problems related to national interests. Universal primary education is to be provided in underdeveloped countries, and the development of lifelong education is typical of developed countries.

Let us try to analyze global trends in the development of education, while paying particular attention to the problems of lifelong education: (1) expanding access to education on an equitable basis to all those who wish to get it, and not to the elite only. Education should balance social inequality; (2) strengthening the role of understanding of national, regional, international and historic cultures under conditions of pluralism and diversity; (3) multivariate education, ability to meet the needs of different population groups; (4) transition of education to the paradigm "education throughout the whole life"; (5) preparation of a fundamentally communicative educated person, capable of changing activities, rather than a narrow professional, (6) overcoming strictly economic orientations in education through the implementation of a policy of upbringing, preparation for active participation in society life, and the protection and promotion of social values . The above-mentioned trends in the development of world education could have been structured in a different way, but in our opinion in the context of our discourse they characterize the features of the development of education including lifelong education.

We share the view of those scientists who consider education as a benefit of collective nature rather than a market service. Education, regardless of the method of payment, is a highly intellectual social process. Lifelong education is a system of interlinked educational programs aimed at promoting and further developing the educational and professional qualifications of a graduate in accordance with his personal needs and socio-economic demands. The Concept of Development of Lifelong Education System in the Russian Federation up to 2012 calls for a transition from a system of mass education to lifelong individualized education for all as the fundamental basis of innovative development of the country. To realize this aim, not only scientific and theoretical understanding, but also the analysis of processes in the modern education system is required. In the concept of long-term socio-economic development of Russia up to 2020, the strategic goal of public policy in education is defined as the increased availability of quality education in accordance with the requirements of innovative development of economy and modern society's needs. The realization of this goal involves the creation of a modern system of lifelong education, training and retraining of professional staff. Currently, the system of professional education in the country as well as in the regions does not account for the needs of the labor market. Up to 80% of university

graduates, and up to 70% of graduates of colleges do not work in connection with their qualification, and graduates are often forced to obtain additional, for the most part, paid education.

On demand of the Government of the “North-West” (Udmurt Republic the Centre for Strategic Research has developed) the Strategy of Socio-Economic Development of the Udmurt Republic till 2025", in which it is noted that at present the human potential is the only intangible asset of the Republic, highly estimated not only within the region but also beyond its limits. The high quality of human capital is primarily due to the high level of training, retraining and advanced training.

The Federal State budget institution of higher professional education "Izhevsk State Technical University" (hereinafter - ISTU) is currently a multi-level educational institution that implements programs of higher, secondary and primary vocational education. On the basis of the university, the Institute of Lifelong Vocational Education was established, which includes multi-level educational institutions - schools, high schools, colleges, technical schools, institutes as well as industrial enterprises, scientific organizations, educational authorities. For more than twenty years, the preparation of students of secondary schools for their further training in the ISTU programs of higher, secondary and basic vocational education has been carried out. One of the features of the development of education within the multi-level structure of ISTU is a real possibility of coordination (through the issuing departments of the university) of the curricula at various levels, ranging from preprofile and profile training and secondary vocational education to higher education and postgraduate education in the ever-expanding number of disciplines and areas. Lifelong learning means being able to choose one’s own path (according to one’s abilities and capabilities), as a schoolboy or a student at any stage of training. Along with that, in the future this will allow a reduction in the effort and time spent in institutions of higher education on the correction of errors made in the early stages of education.

Today, a high level of professional mobility, which presupposes the possibility of continuous receipt of new qualifications and skills by the population of the region as well as the possibility of their application in the labor market, are largely provided by the system of lifelong education. Not only regional executive authorities and institutions of professional education should take part in the formation of this system, but also business entities, recruitment agencies and other participants in the education market. Gi atv8(,)-ot in (at)-13(i)3(m)-24(e)-1baon sh cithe region12(of)-13()-8(t)-

education in other countries. Therefore, the need arises to clarify the functions of the education system to resist this pressure.

We share the view of V.I. Panarin, who believes that there is an ontological dependence, as per which the practice of public education is determined by the socio-economic situation in any country (or region). The primary aim is to develop the education system to make it capable of embracing the maximum number of young people in times of economic crisis or economic boom - to specify the education system in order to enhance elite training. Today it has become clear that the education system is stable if it promotes the development of the region and correlates to the regional peculiarities.

DEVELOPMENT OF PERSONAL MOBILITY IN THE CONTEXT OF LIFELONG PROFESSIONAL EDUCATION

L. A. Amirova

The scientific origins of contemporary educational policy in Russia can be traced back to the functional sciences of humankind and society, particularly, educational philosophy, psychology and sociology that are meant to provide a new insight into the place of an individual in the modern world, the meaning of life in connection with mentality, and the role of modern education in addressing the problems of mankind. The development of modern scientific ideas about the patterns of behavior and human development and interaction between people within social systems, directly affects the integrity of the educational environment, development and efficiency of lifelong education. This gives rise to a new way of understanding the issues of socialization, the boundaries of which coincide with those of the individual educational environment at all stages of life.

Society and production are settings for the pedagogical scientific issue of organizing the preparation of highly organized, entrepreneurial specialists with a strong sense of responsibility, positive work experience, and the ability to creatively use scientific knowledge to resolve professional issues, showing initiative and professionalism in making decisions, and the ability to see them through universal moral and ethical values. This training begins at the stage of comprehensive education and continues in professional educational institutions. However, a person gets the opportunity to completely show all of these qualities only during the adult period, or the period of employment (professional) activity. It is the adult with all his or her civil rights and obligations, who does not simply act as part of society by developing oneself, but can also have a significant influence on the development of society.

Efficient socialization of an individual within the scope of lifelong education involves the development of a number of complex features, including personal mobility. At the same time a general scientific approach to understanding personal mobility is developed on the basis of the following provisions: (a) a mobile person is first of all, a person capable of movement, which is not limited to purely mechanical (physical) movement, change of place, location , position in relation to other objects, (b) mobility is not just a dynamic characteristic, but an activity affecting the mental sphere of an individual, and (c) it affects the mobility of the internal, mental structures that reflect the essence of the changes in a person and is based on them. It is obvious that a certain (at least necessary and sufficient) level of occupational mobility allows a person to carry out movement along the vector of professional and social growth. These two phenomena (personal mobility and socialization) serve the interests of teachers for several reasons. On the one hand, the qualities of an individual contribute to the success of mobile socialization of an individual in society, and, vice versa, successful socialization contributes to the development of these qualities. On the other hand, the professional growth and development of a specialist are the most important effects of personal and professional socialization, changing the quality of life. Besides, the vocational and professional growth of self-determination cannot be efficient outside of

lifelong education that provides philosophical, informative, technological, methodological and operational components of professional development. Mobility provides a constant need for new information and serves as a reaction to a variety of motives as a willingness to accept external and internal individual changes. The system of lifelong education is perhaps the only social regulation having real content, technological information and developmental potential for the orientation of an individual in social and professional areas.

The issue of the professionalization of an individual in each case provides a specific type of personal mobility: social, academic, cultural, and developmental, and in this case it refers to the dynamic component of the key concepts of the first notion regarded either as an object of study or as its subject matter. We propose to consider mobility as a certain type of reaction to the current processed and a forecasted activity in its pure form. The original understanding of mobility should be, in our opinion, related to the identification of a specific type (mode) of reaction of an individual to the reality (past, present and future), producing a specific life strategy and behavior, a living position in its relation to the world, which at the same time is the essence of personal activities. Mobility is an existential orientation of individual representation reproduced in its structure as a value-based and existential notion that manifests itself in certain moments of life the forms, types, levels of mobilization, corresponding to the requirements of the professional and social environment. The dual nature of social behavior (adaptation of an individual to the changing environment and active impact on the environment) generates the need for clear and explicit goal-setting in the development of socialization issues in adult lifelong education. This means that you should determine the structure of an individual phenomenon to answer the question “What exactly should be formed or developed in a personality?” and then plan the means, methods, and terms of achieving the results. The definition of the fundamental principles that will ensure the development of specific features of personal mobility within the scope of lifelong education is still an important issue. In our opinion, this principle can be a corporate cluster principle that will provide a range of economic and purely educational effects such as organizational, managerial, scientific, informational, and moral ones. The economy refers to the cluster from the point of view of industrial and economic position. This approach eliminates from the system the branches that serve the social sector such as health care, public services, and education. Understanding the cluster as “part of social life” or as a “social and professional environment” of human life, allows us to develop integration processes in three interrelated and interdependent areas: horizontal, vertical and cross-sectoral, and it also opens up new possibilities to define the three main directions of development that challenge the system of lifelong education:

Firstly, it is the international integration of education, which is seen as a territorial, horizontal spatial process. The main practical movement in this direction should be aimed at attracting foreign investment, scientists from foreign universities to lecture in Russian universities in the use of educational facilities and research base of foreign universities in the preparation of specialists. The development of global educational space must be accompanied by the improvement of national education systems and improvement of their competitiveness;

the second direction is a vertical integration of regional educational systems. It leads to an inevitable centralization of educational structures around the universities, and the creation of new forms of co-education institutions: university complexes, new types of universities. University complexes should be open and multi-stage organizational structures. They may include secondary schools, gymnasiums, lyceums, colleges with bachelor training, and the university programs themselves, qualification improvement centers, language training centers for different population groups, internet centers, library information and resource centers;

The third direction is cross-sectoral integration, which can be defined as the integration of science with production. A university, producing new knowledge in the process of research, also should specify the knowledge, adapting it to a specific sector of economy and production, creating profile structures - laboratories, research institutes, technology parks, business centers, marketing research networks, etc. From this point of view, these structures should not act simply as an organizational upper structure of the university, and their activities should be interrelated with the inside of scientific and educational institution. The achievement of these objectives will primarily facilitate the integration of universities and academic institutions, as well as creating special sites to practice different models of implementation of scientific and educational projects in industrial production and economic spheres can be arranged.

The integration processes and attempts to obtain various types of integration effects will contribute to the organization of such educational process, which will make it possible to develop a professionally mobile specialist.

LIFELONG EDUCATION
AS AN ADDITIONAL SOCIAL RESOURCE:
REGIONAL ASPECTS

V.N. Vlasova

The Southern Federal District occupies a largely special position among the regions of the Russian Federation. This is where innovative socio-economic processes and experiments continuously take place, in particular in the development of modern education systems. The main focus is placed on research into the topical issue of lifelong professional education (hereinafter referred to as LPE). The research is simultaneously undertaken in a number of areas: (a) the development of the conceptual foundations of regional LPE; (b) the development of content-related components of key educational programs; (c) an investigation into the regional potential of LPE and its influence on regional development in general; and (d) the creation and testing of a regional LPE model.

For many years, the authors' scientific efforts have been focused on examining the processes and phenomena of the innovative development of education in general and its continuous aspect in particular. Many years of work have led to the creation of a system of additional professional teacher education (hereinafter APTE) in the South of Russia, as a tool for the self-determination and self-fulfillment of adults in the regional socio-cultural environment. The authors base their work on the premise that the key characteristic of the high demand for educational innovation is the need for validating new approaches to the training of professional staff in the region. As a form of continuity, APTE orients all cognitive and socio-motivational aspects of a personality toward self-fulfillment and self-development. As this issue is tackled in the qualitative and quantitative sense, the development of regional society is not only warranted, but will also predictably occur in the form of a high-tech leap in the next two decades. This requires that the following scientific conditions be satisfied: intensive socio-projective activity; the coordinated interests of individual and regional entities; the scie 22.904 0 i2(l)-9nt-

Southern Region of Russia. At present, LPE is a strategic, innovation-oriented area in the activities of the Southern Federal District. The University's Department for Innovation Policy and Educational Process Development (the head of which is V.N. Vlasova, PhD Philosophy) has become a major element of the policy of educational innovation in the region in recent years. The department's mission is to develop a new type of professional with modern innovative thinking, who personifies a highly professional culture and has a personal development path.

The authors see an LPE system as the main environment for the development of higher personal qualities, without which any discussion about the development of society leads to nothing. Creative and cooperative values are more relevant than ever in today's society. At the same time, social life needs a disciplining effect associated with the development of loyalty to society and the state based on the realization of the utility of structural approaches to building civil society rather than on the basis of the former “leveling” ideology. As a system, LPE smooths out contradictory trends in the development of education in general on the one hand, and reinforces its integrating effect for demands of society on the other.

What seems to us most important here? The focus on professional training and compensation for deficiencies in basic education. We expect differentiated professional and specialized education to be absolutely dominant in the near future, and this is our strategic goal. As a staunch supporter of post-non-classical educational trends, the authors subordinate all of their scientific activity to the development of a personality-oriented model, while abandoning conventional patterns of knowledge accumulation. We are convinced that the future of education belongs to a qualitatively different methodology. Namely, creative, open and tolerant thinking in practice means the formation of a self-regulating and self-developing personality. Only these conditions are fully consistent with interests of the individual and their authorized potential. Today, a professional specialist must be in a constant state of innovation defined by educational activity and the continuous expansion of their abilities.

Decades of scientific effort and research has led to a notable effect in the regional educational environment. Regional statistics show that the transition to a knowledge-based economy has been completed. In particular, one survey shows that 87% of regional employers currently expect specialists with two, three or more professional competencies to enter the labor market. There is high demand for specialists in the innovation economy, high technology, programming systems, engineering and design, language culture and modern services. Thus, knowledge has really become a renewable resource in human development and represents a fundamental social value in the Southern Region of Russia. The conceptual basis of the regional format of LPE includes networking, communication and innovative principles. For several years, the authors' model of LPE that is built in to the social environment has addressed a number of unique issues associated with the transformation of society, in particular: (a) standardization, unification and transparency of the educational space in the context of its globalization; (b) the building of communication systems; (c) an innovation policy corresponding to the creative criteria of creative activity; and (d) individualization of knowledge as a fundamental principle of its humanization.

Addressing the matter of andragogical education models has become a major challenge in the context of LPE for regional science. First, it was necessary to provide respective definitions. Understanding andragogy as adult education as such reflects a purely didactic dimension. However, we have found this interpretation to be too narrow, encompassing few aspects in solving more global problems. Therefore, the regional scientific community was given the task of developing and implementing a methodology for developing adult education in Southern Russia. Learning as a process is considered directly in the context of solving specific social and practical problems rather than in isolation from reality. Initially, it was clear that all of our developments should help to remove certain tensions in the labor market, reduce social contrasts and ensure the steady growth of professional competencies in the Southern Region of Russia. The results enable us to argue that the majority of objectives in this range have been successfully reached. The educational product proposed by us is becoming increasingly popular among the adult population of the region. The number of users of our educational services is increasing steadily and, most importantly, this substantially drives the scientific process in building innovation-oriented educational programs. The regionalization of the social and cultural space has created an andragogical educational structure correlated with the social and professional realities of the regional environment along with an increasing complexity and diversity of the forms of socio-professional activities.

We see that our proposed regional model of LPE has become a socio-cultural model of a localized socio-spatial reality of a new type, which is fully in line with both the goals set and modern requirements for the organization of a highly efficient societal life. An additional effect of the existence of LPE is the forward-looking influence of innovative education on the demands of the regional community and the development of professionals who improve the societal attractiveness of the region.

PRIORITY AREAS IN THE DEVELOPMENT OF LIFELONG PROFESSIONAL EDUCATION OF HUMAN RESOURCES IN MOSCOW IN THE CONTEXT OF ADDITIONAL PROFESSIONAL EDUCATION

E.A. Tsarkova

As an integral element of the entire national system of lifelong professional education, additional professional education in the capital is currently undergoing active, dynamic changes. These changes affect crucial aspects of national human resources and the basic determinants of an education system: (a) the development of a conceptual foundation for lifelong professional education, including the relationship between and application of the established and borrowed definitions; (b) the establishment of systemic links between structural elements of the system as a whole; (c) the creation of a legal framework through legislative initiatives; (d) the development of mechanisms for quality assessment and recognition of results of additional professional training; and (e) informal learning and self-education, etc.

The meaningful exchange of opinions and information about the organizational and pedagogical support of professional training, retraining and advanced training of workers and specialists between public associations, social partners and secondary professional education institutions (hereinafter SPE) in Moscow and the Russian regions helps to list the main goals of additional professional education (hereinafter APE). Achieving these goals will improve the quality of APE and the training of manpower, the effectiveness of the extra-budgetary activities of educational institutions, and hence will help achieve targets set in the government program for Moscow. Most of the priority tasks are focused on shaping an overall strategy for the development of human resources and define a package of measures aimed at improving the performance of educational institutions that offer programs of professional training, retraining and advanced training of manpower.

Executive authorities play an active role in this process. In cooperation with their subordinate networks and research organizations, they should guarantee: (a) initiatives for building a regional system of skills development, and start developing a mechanism for the recognition of results of professional training in different sectors of the economy including relevant regulatory documents; (b) the development of a package of by-laws in order to design differentiated models of lifelong professional education and the development of workers and specialists through the implementation of programs of additional professional education and professional training; (c) the development of regulations for the interactions between labour and employment authorities in order to streamline procedures for building a municipal order for training, retraining and advanced training in the Moscow economy; (d) the creation of procedures and mechanisms for the approval of proposals from educational institutions and social partners seeking to modify the requirements for professional activities in learned professions; and (e) the development of regulations for the implementation of APE programs for professional teachers and administrators in the context of the introduction of a new assessment procedure.

For the sake of the socio-economic development of Moscow, it is reasonable to leverage the potential of public SPE institutions in Moscow, which is invaluable in terms of optimizing budget expenditures. This becomes especially important in the context of a wider range of educational services offered to foreign specialists working in Moscow, in particular under training, retraining and advanced training programs, as well as providing migrants with opportunities to study Russian as a foreign language and learn the culture and lifestyle of the city of Moscow through additional education programs offered by the city's colleges.

Creating a single information space for professional training, retraining and advanced training is an important challenge in the development of additional professional education in the region. This involves the development of the concept “Additional Professional Education in Moscow” which is aimed at reaching a broad target audience. This information space will enable educational institutions to receive the data necessary to develop their competitive advantages, mitigate financial and commercial risks in the organization of APE, and assess the strategic and tactical activities of colleges in the development of APE. This will help improve the effectiveness of communications with various population categories, identify optimal positioning segments for additional educational services in the context of the transition to new mechanisms of financing for educational institutions. The organizational, educational, technological and substantive basis for this project is provided by the Moscow Research Institute for Professional Education Development, a government-funded research institute.

Supporting wide access to programs for professional training, retraining and advanced training, promoting the individual path toward the professional development of workers and specialists in the metropolitan region, and creating flexible techniques for APE and professional training programs should be accompanied by systemic steps and brand new managerial decisions at the level of regional government and executive authorities.

At the same time, an important role in addressing these challenges should be given to the enhancement of professional competence of college teachers towards a gradual shift from the academic model regarding the APE teacher to the model of coach, tutor and advisor. Learning the fundamentals of adult education should become a compulsory element of teacher refresher courses. The basic requirements of a modern system of additional professional education of adults in SPE institutions include a number of systemic elements of the andragogical approach: (a) the promotion of continuous and intensive professional retraining and competency development of adults; (b) the possibility of orientation and adaptation to diverse needs of actors in the modern environment; (c) the combination of education with primary activities; (d) a focus on being flexible, autonomous, pragmatic, efficient, effective and economical; (e) the integration into the system of professional activity of learners; and (f) the creation of psychological comfort for learners.

Today, this is a necessary but not sufficient condition for making a quality change and attracting learners to APE programs in the SPE system. It requires a new stratum of administrators who are focused on development prospects in the metropolitan region, are able to manage the content of teacher's work in adult training and can motivate teachers and masters to provide additional educational

services. Apparently, the good quality movement of social and professional elevators along the trajectories of the system of continuous professional development can only be provided by a comprehensive approach to issues of additional professional education and training of manpower for Moscow's innovation economy. This conclusion is supported by relevant research.

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF SPECIALISTS IN COLLEGES TRAINING FIREMEN

A. A. Kiva,
Yu. V. Kirsha

The world is not getting safer in the 21st century. New threats and dangers have appeared in addition to the traditional ones. Among other issues, Russian society is worried about the increasing vulnerability of urban infrastructures, activation of terrorist activity, and an increase in natural disasters. These issues necessitate the active development and modernization of the Ministry for Emergency Situations (MES) in Russia. Staffing with competent fire-rescue specialists calls for a set of activities to be implemented in line with the ongoing modernization processes in the system of vocational education in Russia. The initiator of these processes are the federal state educational standards of the third generation, developed on the basis of competence. These standards have changed the subject of standardization from the "minimum of content" to the "minimum of results", expressed in the developed competencies that provide the appropriate skills and level of education.

Efficient development of general and professional competencies of professional firemen and rescue units in a college involves the following activities: (a) improvement of content and technologies of training in the Russian Ministry for Emergency Situations for experts of high-tech disciplines, focused on the needs of today's complex public safety, (b) organization of training and work experience on the basis of college and training institutions and organizations of the Ministry for Emergency Situations of Russia, (c) development of research activities of colleges through interaction with social partners (employers) and training institutions and universities of the Ministry for Emergency Situations, implementing life safety educational programs, (d) development of students' professional competencies based on modern software development to ensure their competitiveness in the labor market, and (e) modernization of the material-technical base of labs, software, and methodological support of the educational process, etc.

The development of general and professional competencies assumes maximum approximation to the conditions of training for future professionals. This is why we propose organizing a "training center for monitoring and forecasting emergencies and crisis management of operational fire and rescue units on the basis of a particular college", that will be a single set for training and production units designated for theoretical and practical training, internship and work experience and involvement in real situations for monitoring, forecasting, warning, emergency response, fire fighting and rescue. The following training and production units will be a part of this training center: laboratories for monitoring and forecasting and a control point for managing emergency fire-rescue units in crisis situations; fire and rescue unit for theoretical and practical training, academic and industrial practice; training search and rescue department; maintenance structure of special machines at the Ministry for Emergency Situations of Russia. The proposed set of organizational and pedagogical conditions of training in colleges of

fire-rescue profile aims at: (1) mastering of professional competence in core activities by college graduates in accordance with the requirements of the federal state educational standards of the third-generation, (2) creation of an innovative system of advanced education, (3) a higher level of quality of advanced education, and (4) participation in the activities of colleges to maintain security systems and disaster management, (5) optimization of education maintenance costs and more efficient use of state funds allocated for other areas of professional activity.

**METHODOLOGICAL BASES
OF AN EDUCATIONAL SYSTEM
FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE
OF AUTOMOTIVE SPECIALISTS
IN THE CONTEXT OF LIFELONG EDUCATION**

**G.N. Akhmetzyanova,
N.Sh. Valeeva**

The general concept of developing professional competence among automotive specialists in the context of lifelong education includes the following provisions:

(a) professional education is a determinant of strategic development of the automotive industry defining the country's level of economic and social development. Development of the automotive industry is regarded as one of the factors that have a multiplication effect on different sectors of the economy, and should take place in the context of integration into the global automotive industry. In this context, the content of professional education should be provided for by the possibility to improve competitiveness, export potential, and the quality of automotive products;

(b) competency-based professional education is aimed at developing

professional competencies in automotive specialists as an integrative characteristic of the quality of education outcomes that correspond to the level of professional activity, and is implemented in the context of socio-personal relations that provide for successful professional activity and career development for the benefit of the individual, society and the state (professional knowledge, abilities, and skills for solving professional problems; willingness of professionals to undertake professional activities at different levels of professionalism etc.);

(c) the continuity and multi-level nature of professional education are provided for by building a single educational space "pre-professional education → primary professional education → higher professional education (Bachelor's, Specialist's and Master's degree programs) → post-graduate education (professional improvement)" on the basis of the continuity of various types and forms of education; each next level of education is based on competencies developed at the previous level of education enabling graduates of different levels to continue their professional education and move to a higher level of activity in the future;

(d) integration of the research and education environment, production and business in the automotive industry is aimed at providing forward-looking professional education based on forecasts for automotive industry development, and is implemented in various forms of support to educational and research processes (occupational guidance, subject-specific training, teaching and guiding, research, task-oriented training, skills upgrading and retraining), etc.

The methodological basis of the theoretical model of the educational system built on the basis of these provisions includes the following: (a) *a systematic approach* that allows for identifying components of lifelong education, defining the relationship and interdependence between them, and the possibility to combine

them into an integral, well-functioning educational system; (b) *a competency-based approach* which provides the context for identifying structural components of the competence of graduates at different levels of education, and components of the educational system that ensure the organization of a competency-oriented educational process; (c) *a problem/project-based approach* involving simultaneous acquisition of knowledge, practical and search skills in the course of development of professional competence, which provides multidimensional synthesis of cognitive, practical and personal experience; (d) *a personality-activity approach* aimed at ensuring preparedness of graduates for task-oriented, motivated professional activities formed in the course of professional education; (e) *an acmeological approach* involving searching for and using ways and means of professional value orientation, motivation, aspiration to achieve the peak of professionalism, and enhancing and developing learners' capabilities.

The main structural components of the theoretical model of the educational system for the development of professional competence of automotive specialists in the context of lifelong education are defined as follows: *a theoretical and methodological basis* which includes the basic conceptual ideas, approaches of pedagogy and educational practice, and principles of the professional education process in training automotive specialists; *a task-oriented component* which is regarded as a strategic goal of the educational system — creating a unified educational space "school – primary professional education – secondary professional education – higher professional education" for training and retraining of highly competitive specialists for the automotive industry; *an organizational and structural component* which reflects the structure and internal form of organization as a set of polystructural formations and a system of stable relationships between them; *a substantive component* represented by a set of interconnected, functionally combined cycles of disciplines with their own specifics at each level of education; *a technological component* which is of applied nature and distinguished by variability and the possibility of a creative approach in its implementation; *a performance and diagnostics component* which is regarded as a set of means and techniques used to create an environment for the guaranteed achievement of the desired attainment level of learners.

In the aggregate, all the components of the educational system determine the *outcome* to be achieved in the form of professional competence and personal qualities developed in an individual that are important for performing professional duties and solving operational tasks at the relevant qualification level by an automotive specialist after graduation at a given level of education (pre-university, primary, secondary, higher professional, or postgraduate education).

OUT-OF-SCHOOL AND SECONDARY PROFESSIONAL SUPPLEMENTARY EDUCATION IN THE CONTEXT OF THE MODERN CONCEPT OF LIFELONG EDUCATION

Ye. M. Popova

Supplementary education has great potential in terms of self-realization and self-expression of an individual. Artistic, scientific and technical creativity, sports, and acquiring new skills contribute to personal development and expanding one's professional horizons. Furthermore, additional education is an efficient form of organization of youth leisure, being a factor in the prevention of deviant behavior.

The emergence of non-formal education in Russia dates back to the late 19th and early 20th centuries. The first extra-curricular clubs were associations, sports grounds, recreational summer camps, and young technicians clubs that were promoted and developed successfully by progressive representatives of the intelligentsia (P. F. Lesgaft, S. T. Shatsky, A. U. Zelenko, K.A. Fortunatov, K. H. Wentzel, etc.). During the Soviet period, a huge contribution to the development of adult education in our country was made by P. P. Blonsky, A. S. Makarenko, V.N. Tersky, N. K. Krupskaya, etc. A variety of activities organized in the unions contributed to the mental, moral and social development of an individual. Furthermore, school education played a more important role, as it was extra-curricular work that produced progressive ideas associated with raising children in new socio-cultural conditions. Thus, the club work of students of A.S. Makarenko and S.T. Shatsky was based on self-governance, and a student was an active subject of the educational process. The works and practical experience of the teacher V.A. Sukhomlinsky played an important role in raising the profile of extracurricular and after-class work. The basic principles of extracurricular activities that are still relevant today were formed during this period: mass involvement, accessibility, voluntary nature, public benefit orientation, consideration of the age and individual characteristics of each child, and a variety of forms of work.

A particular feature of the education of students of vocational educational institutions is education in the process of professional self-determination and establishment. Today, Moscow colleges and technical schools offer a wide range of additional educational services. For example, at the College of Urban Structure and Construction #1, training programs were implemented for the professions: "Construction electrician on lighting and electricity networks", "Electric welder for manual welding", and "Car repair mechanic" as well as training programs ("Execution of wiring works with the help of energy-saving technologies", "Modern technologies and welding equipment", "Computer Graphic", "Computer Design", etc.). These programs train both college students and the adult population of the city, which contributes to the modern concept of lifelong professional education.

The modern system of supplementary education that was established in Russia in 1992 with the adoption of the Federal Act "On education" was the succession of extra-curricular work. But the fundamental difference lies in the fact that this system has educational status, i.e. supplementary education is the same as other kinds and types of education for specific educational programs. The content of supplementary education is beyond the standards of upper secondary, primary and secondary vocational education, and the term "education" is used in

the meaning of an integrated process of education and training for individuals, society and the state. These circumstances require competency in organization and quality of further education from leading and scientific-pedagogical personnel. There was no list of pedagogical professions until 1998 in the State standard of preparation of teachers of further education, and it was understood that this activity could be maintained by anyone who has special education and teaching abilities. “Pedagogy of supplementary education” was introduced into the system of training in 1998 (Order № 397 of the Ministry of Education of the Russian Federation dated April 10th). However, educational institutions still lack teachers with basic psycho-pedagogical training, and special education in the field of culture, technology, science or sports. There are professionals from different disciplines and, occupations such as engineers, artists, theater critics, economists, artists, athletes, and sociologists in supplementary education. Based on our experience, an expert with deep knowledge in any form of activity draws attention to the training of children in this activity and underestimates the pedagogical aspect of the process of education. And vice versa, an expert with basic pedagogical training focuses on the solution of problems and does not always take into account the principles and features of supplementary education.

In accordance with the requirements of the Uniform qualification record of teachers (Order № 593 of the Ministry of Health and Social Development of the Russian Federation dated 14.08.2009), teaching staff should have professional, legal, informational, and communicative competences. Nevertheless, it is important to understand that the success of a teacher of supplementary education also depends on the personality of a teacher and such qualities as dedication, discipline, rigor, love for children and pedagogical work, pedagogical tact and optimism, creativity, etc.

The Federal Law “On Amending Certain Legislative Acts of the Russian Federation in Connection with the Improvement of the Legal Status of Government (Municipal) Institutions” (dated 08.05.2010, № 83-ФЗ) which set the tasks of strengthening financial autonomy and expansion of income-generating activities for professional educational institutions, the issue of supplementary education in college acquired special urgency. As practice shows, the expansion of educational services by providing additional education is a major source of replenishment of extra-budgetary funds. However, there is growing concern about the transformation of all areas of supplementary education to a paid basis, and narrowing opportunities for personal development of students and the organization of their leisure time.

Thus, supplementary education is an area of mastering personal, meaningful, valuable, individual experience through independently chosen educational activities. While being actively developed currently in professional educational institutions, this area of activity not only promotes professional self-determination of students, and implementation of knowledge acquired in the core component, but also active socialization and prevention of deviant behavior. Lifelong professional education plays an important role in the context of the modern concept of lifelong education. However, the issue of training teachers for lifelong education, as well as expanding the range of high-quality educational services to supplementary education, still remains a challenge for the institutions of secondary vocational education.

**LIFELONG EDUCATION
WITHIN THE SYSTEM OF PROFESSIONAL TRAINING
AT UNCONVENTIONAL UNITS
OF THE INTERNAL MILITARY FORCES OF THE MINISTRY
OF INTERNAL AFFAIRS OF THE RUSSIAN FEDERATION**

V. A. Yumatov

The idea behind the organization of the internal military forces of the Ministry of Internal Affairs of the Russian Federation includes the establishment of efficient, mobile, professionally trained and well-equipped military forces capable of taking an active part in assurance of the internal security and defense of the Russian Federation [1]. This can be achieved with the help of professionally trained staff undergoing advanced training not only during the period of their military service, but also afterwards. The situation with continuous improvement of educational level and lifelong education of military officers can be demonstrated through the example of professional activity of military men of unconventional units of the internal military forces of the Ministry of Internal Affairs of the Russian Federation.

Unconventional units of the internal military forces of the Ministry of Internal Affairs of the Russian Federation are structurally independent divisions, being an integral part of the internal military forces and meant for fulfillment of the most difficult duty assignments and combat missions in different environments and under special administrative and legal regulations [2, page 32]. Naturally the state orders the preparation of specialists for such divisions, for one thing due to losses in combat, as was the case, for example, during the armed conflict in the Chechen Republic. The internal military forces conduct the preparation of such specialists independently. Presently, a stable system of professional training has been established which undergoes continuous improvements. Training is organized based on specially developed programs that depending on the level of education. Furthermore, the training system itself makes it possible to continuously improve the level of education of military men.

Based on special character and tasks to be solved by the unconventional units, there is a system of selection of candidates. Well-educated (with complete secondary education), physically trained (with a category in military and applied sports), morally sound young people fill the vacant positions of the enlisted personnel. The same requirements are lodged to applicants wishing to enter military educational institutions of the internal military forces, however, they go through more advanced training. After the selected candidates have signed a contract, they start their professional activities, including education. After signing the military service contract the military man does not lose his right guaranteed by the Constitution of the Russian Federation and the law to received education. Visa versa, he receives new opportunities for self-actualization and self-improvement. Thus, after passing training at the courses and at the educational establishments divisions the enlisted man may receive a position and rank of a sergeant. Afterwards, after successful training at a training center, he may receive the position of an instructor and a rank of a warrant officer.

Higher education within the system of professional training is organized through military and educational establishments of the internal military forces (military institutions). Both civil young men and military men may be the applicants. Since 2011 military educational institutions of higher professional education (hereinafter “MEIHPE”) have changed their educational paradigm from “education received once and for the whole life” to the new one – “lifelong education”. Different levels of professional competence characterize different points of professional track of a specialist, which can only be built successfully provided the person follows the new paradigm of “lifelong education” [3, page 3]. Since 2011 new Federal educational standards have been introduced based on the competence approach.

Within the system of professional preparation of officers, the switch to the new educational standard is related to considerable changes in both the organizational and manning system of military higher educational institutions, and in the directions of professional preparation. Based on the new competence approach, MEIHPE offers training in the following civilian occupations: “Psychology of professional activities” and “Legal support for national security”. A person may choose a certain educational program. However, the requirements of the Commander in Chief of the internal military forces of the Ministry of Internal Affairs of the Russian Federation, and the practice of military activities of officers in the forces, about the need to secure priority of military education as compared to civil education, is given as a basis. [4, p. 20]. The new paradigm (“lifelong education”) results in changes of the purpose and function of higher education: professional competence of a graduate is taken as the main result of activities of a higher educational institution. The period of study at the military institution is 5 years. During these years a graduate receives education in two degrees: secondary military education with a military occupational specialty, and a higher civil education (specialist program) in accordance with the chosen specialty at the time of entry.

Military service of officers after receiving higher education calls for advanced training of military men. Thus, in order to fill vacant positions of senior officers it is necessary to pass the advanced training courses and academic courses at military and departmental academic institutions. Training and advanced training of employees of the internal military forces is organized within MEIHPE of the internal military forces. Afterwards military men with the rank of officer of the internal military forces may receive professional (military) education at the Academy of the Ministry of Internal Affairs of the Russian Federation. Preparation of specialists for the internal military forces at MEIHPE is organized using the funds of the internal military forces [5]. Post-graduate education may be received at graduate military courses and centers for doctoral training of relevant ministries and departments using the funds of the internal military forces of the Ministry of Internal Affairs of the Russian Federation. Furthermore, the law provides for receiving additional professional education at part-time and evening courses of civil institutions, and to continue education at post-graduate schools and centers for doctoral training. However, such education, not being part of the system of professional preparation of military men of the internal military forces, is paid for from the personal funds of military men.

The government has declared that it guarantees additional social security in the form of advanced training and employment of military men. Thus, for enlisted personnel and warrant officers without higher education there is a possibility to enter civil institutions without a competition. The participants of armed conflicts also have such a guarantee. For officers and persons with a military education, when they reach maximum age, or with a total service record of more than 20 years, the government guarantees the right to retraining and receiving a civil specialty using funds of the internal military forces of the Ministry of Internal Affairs of the Russian Federation. Further personal and professional development and advanced training is organized within the system of lifelong education not related to the military service.

Thus, contrary to the stereotype about the low educational level of military men, the system of professional training of staff for unconventional units makes it possible to receive relevant education and continuously improve one's professional level for the sake of professional activities for the benefit of Russian society.

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ECOLOGIZATION OF PROFESSIONAL PEDAGOGICAL EDUCATION

L. Borovikova

According to V. Vernadsky, “man has realized that he is a resident of the planet for the first time in history and, therefore, is able, and should, think and act from a new perspective, which is not only with respect to an individual, family or family line, states, or their coalitions, but also with respect to our planet” [1, p. 28]. However, over the course of time man has not fully realized his mission and, consequently, the oncoming global environmental disaster is caused to a large extent by his own activity. Today the imminent global crisis is not only associated with environmental and social factors. It is now taking a new, anthropological shape being called a crisis of humanity. Changes which mankind undergoes are the significant consequences for global events, and can no longer be regarded as secondary effects of social and historical processes. Human nature and man’s notions of the world and cultural values are being reconstructed in present day society, and along with that there is a crisis of a person’s national, social and professional identity. This is the main cause of mental illnesses, aggression, violence and fear for people’s health, so to keep existence with a “human way” is an essential task of modern society. Thus, this is the source of the problem of human ecology.

Professional education comes laden with the traits of the human ecological crisis as well, since it often clashes with humanistic values, and is not related to actual problems of people and a search for meaning, and does not promote the development of an individual’s spiritual culture. This tendency is especially dangerous for pedagogical education. Not every person can identify himself or herself as a teacher; the personal and professional aspects being layered or substituted end up being rejecting the occupation, or fully merge to it. Subsequently, negative experiences are shifted towards interaction with children or to personal relationships with one’s loved ones, concurrently with the professional communication style being used.

Considering man as a part of the ecosystem, science represents a person as an integral system. According to J. Royce and A. Powell, the relations established between human individuality as a source of multiple concepts of reality, and the cultural images of human nature are a fundamental base for the system. An individual person tries to find or construct his or her “ego”, whereas culture tries to create a sensible image for social reality [2, p. 448]. A person, as a set of multilevel hierarchical systems, embodies the mechanisms of environmental adaptation, self-identification, self-organization and patterns of interaction with the environmental invariants or other systems.

The second half of the 20th century is notable as being a turning point in the professional sphere. Changes in material culture and business organization have projected a gap between actual human expertise and new social demands. Thus, not just occupational proportions and contents were required to be changed, or new educational and training technologies to appear, but man himself was affected as well. It is essential for continuous professional pedagogical education, as an

integral science of “spiritual” arts of a person (after V. Vernadsky), to preserve human existence and make it more ecological, and saturate education with spirituality, which requires its basics to be re-adjusted. The environmental task of modern professional education has top priority and involves identifying a person and his or her professional image, training an expert along with preserving and protecting human existence or, in fact, a “human image”. Vocational pedagogical education is unconceivable without environmental culture being mastered by a human. Ecological literacy does not address only environmental knowledge, but the emotional and value sphere of human existence as well, and determines one’s worldview and, eventually, one’s spirituality, regarded as the inner world, the moral attitude towards nature and man, and responsibility for the latter. The basis for ecologization of continuous professional education is the creation of a comprehensive view of the world, modern concepts of a person and his or her place in nature, and a collective sense of all humans, other living creatures and the biosphere in general, and the humanization of human activity and comprehension of its meaning. Educational efforts should be mainly applied to continuous personal development, and are crucial for vocational training in any sphere, especially in pedagogical education.

Thus, equal relations between a Person and the World, which include moral and aesthetic relations, as well as love, respect and adoration for life, should become the basis for professional educational systems today. Ecology today features the concept of “an environmentally friendly person”. Likewise, we can speak of an environmentally friendly teacher and expert developing himself or herself throughout his or her life, and constructing new forms of life, people and their mentality by means of education, which can continue human evolution.

WAYS AND FACTORS OFOPTIMIZATION OF THE CONTENT OF GENERAL SECONDARY EDUCATION IN TODAY'S WORLD

R. G. Safarova

Ensuring modernization of syllabi is one of the priorities of modern didactics. Modernization should provide the opportunity for a teacher to select a certain program from among several options. What are didactic advantages offered by the creation of multivariate programs? Differentiated programs provide individual training taking into account students' abilities and specific characteristics. The quality of learning is secured by didactic support and support from the state. Let us elaborate on this statement: (a) the educational process in all schools in Uzbekistan is provided with modern teaching and material resources, technical facilities and educational literature; (b) students are guaranteed humanitarian, legal, psychological and physical security and defence in the course of learning; (c) each student is provided with socio-psychological and psycho-pedagogical support; (d) the learning content is upgraded on the basis of continuous forecasting of the development of students' capabilities; (e) students are provided with the opportunity for free use of resources of information centers, museums, community centers and out-of-school educational institutions.

Modernization of the system of performance evaluation of students at the transition to the next level of education plays a special role in the objective assessment of the level of knowledge. Evaluation results are used to select gifted students for further development of their abilities. At the same time, socialization and occupational guidance exercises are carried out for pupils of grades 7-9. A certain role in this process is played by diagnostics of capabilities and demands of students using modern technical facilities.

Creating scientific and practical bases for continuous modernization of the content of general secondary education and implementing it in the educational process become nationally significant. Therefore, an experiment to assess the effectiveness of new, upgraded content was carried out in the Republic. The experimental test involved examining the extent of absorption of each component of learning content and assessing its socio-didactical significance. Furthermore, it helped to identify a possibility for implementing acquired knowledge.

An important issue of school education is providing equal opportunities for mastering learning content by students in urban and rural schools. The main aim of modernization of learning content is to prepare schoolchildren for social life, and for working in science and production.

Modernization of educational content involves completing a number of tasks, in particular, improving regulatory, economic and substantive foundations. The most important is the task of assuring the quality of the learning process using the latest scientific achievements. The content and quality of education should meet the demands of the state. In pedagogical terms, the content of education is not only a certain array of knowledge to be mastered by students, but also a process aimed at personal, intellectual and creative development of learners. In the course of general education, students develop systemic knowledge, abilities and skills,

experience of self-reliant work and a sense of personal responsibility — the qualities that are most appreciated nowadays. The content of education should incorporate didactic values, moral concepts and ideas inherited from our ancestors. Spiritual improvement should become an integral part of the educational process. Modern economic conditions require socialization of students and introduction of new concepts and knowledge about the labor market in learning content; therefore the development of abilities and skills should be socially oriented.

One of the crucial tasks of general secondary education in Uzbekistan is to ensure that students master national and world culture, and that they are guided towards self-reliable choices in life, self-education and self-improvement. It is especially important today to assure the quality of the educational process. This requires building a certain environment which may be essentially described as follows: (a) ensure succession, continuity and the relationship between all components of educational content and use this basis to continuously improve the State Educational Standards and syllabi; (b) optimize academic, psychological and physical loads; (c) create educational conditions for protection and enhancement of students' health; (d) apply oriented, differentiated and individual approaches to deploying educational standards in the learning process; (e) allocate more hours for studying social sciences and humanities that facilitate successful socialization of students and develop responsible attitudes to work; (f) develop students' computer literacy and skills at communicating in their mother tongue and foreign languages; (g) improve the teaching process aimed at providing occupational guidance to students.

The efficiency of learning is directly dependent on the current modernization of educational content, which is driven by the need for building a harmonious individual. Recently, a special focus has been put on the integration and unification of training materials in order to prevent overloading of students. Unfortunately, the majority of experts are prone to believe that an increase in learning content helps enhance knowledge. Therefore special attention should be paid to reliance on the concentric principle as one of the factors of optimization of educational content in the modern context.

LIFE-LONG LEARNING OF PUBLIC HEALTH CARE SPECIALISTS IN THE CONTEXT OF GLOBAL AND REGIONAL PUBLIC HEALTH PROBLEMS: THE SITUATION AND PROBLEMS

L. Sajienė,
V. Vetrenkienė

Introduction. In Lithuania, the strategy of primary vocational training and life-long learning of public health care specialists encourages more discussions and is little researched. The main questions for discussion are the following: does this strategy match the holistic understanding of health; are the specialists ready to face the challenges posed by globalization and demographical problems; are they capable to implement new objectives raised for human and public health service; are the attempts to reform Lithuanian high education (including the training of public health care specialists) purposeful and correspond to the needs of the public health service. The level of health service system aims at revealing the tendencies of life-long learning development of all specialists working in the health care system. A more effective training and life-long learning of public health service specialists is possible only with matching global and regional needs of solving public health service problems. The problematics of life-long learning of public health service specialists comprises the interrelation of needs and aims and resources (Mintzberg et al, 2002; Janušonis, 2000).

The aim of the article is to provide the tendencies of life-long learning development of public health care specialists. The following objectives are formulated: (1) to analyse the concept of social, physical and psychic health as the assumption of personal welfare in the context of harmonious society development; (2) to evaluate the situation of Lithuanian residents' health promotion; (3) to discuss the activity of public health care specialists; (4) to establish the need of life-long learning for public health care specialists.

The concept of personal welfare in the context of harmonious society development. In order to ensure life quality of a person and welfare and security of the society, a significant role is played by a wise matching of the needs of economics, development of the society and environmental protection (Galkutė L. et al., 2003). This corresponds to the principles of harmonious development of the society. The concept of harmonious development and importance of knowledge, as well as their practical application are increasing in all spheres of life. The principles of harmonious development are especially important in the activities of public health care specialists. This is apparently emphasized by the definition of public health suggested by Winslow C.E. (1951) and confirmed by the WHO: 'Public health is as the science and art of disease prevention, prolonging life, and promoting health and well-being through organized community effort for the sanitation of the environment, the control of communicable infections, the organization of medical and nursing services for the early diagnosis and prevention of disease, the education of the individual in personal health and the development of the social machinery to assure everyone a standard of living adequate for the maintenance or improvement of health.' Only having a sufficiently good physical, psychic and social health, a person has optimal possibilities to be in the society, to

participate in life, to work and realize himself/herself (Juozulynas A., 2001). The quality of public health service specialists' activities is influenced by their knowledge about the areas of society life, which directly affect people's health. In this context, the purposeful life-long learning of public health care specialists is an important condition of their professional competence.

Problems of Lithuanian residents' health and its promotion. The health of all residents depends on many factors, health determinants. The biggest effect on health is expressed by: genetic and biological factors (20%); life-style and behaviour (50%); the environment (20%); health care (10%) (Lalonde, 1974). In order to solve these problems, the increasing responsibility of the whole society, its structures and individuals for their own and others' health becomes topical, as well as active participation in the solving of health problems. The definition of health promotion provided in the Ottawa Charter emphasizes that this is a process which provides more possibilities to take care of one's health and improve it. It is easier to change lifestyle when understanding is improved, behaviour is changed and the environment which supports health is created. The main means of health promotion is teaching about health, the aim of which is to form behaviour and point of view towards values, which form the basis for healthy lifestyle not only for individuals but also for the whole society. Health promotion should be viewed as an activity, which has a clear aim and avoid diseases and bad health, to educate people to lead a healthier lifestyle or to direct activities to broader social and environmental factors.

Activities of public health care specialists and their main objectives. The most significant role in solving various health problems is played by the graduates of biomedicine area, public health field, the study content of which and implementation have to provide possibilities to find a job, develop citizenship and be acknowledged by the academic community. In Lithuania, the training of public health care specialists is a new area, which has received little scholarly attention. The requirements for the professional development or a continuous training of a public health care specialist are not defined; there is a lack of research on the activities and professional training of these specialists. The Ministry of Health of the Republic of Lithuania provides the following main activity areas for a public health specialist: monitoring of public health and analysis of its changes, preparation and implementation of community health promotion and disease prevention programmes, dissemination of information on healthy lifestyle, etc.

Life-long learning of public health care specialists. In the contemporary society, the need for new knowledge is quickly increasing; therefore, life-long learning becomes more important for the public health care specialists themselves and for others as well because the knowledge and attitudes of people determine their improvement and welfare. Thus the implementation and development of life-long learning of public health care specialists becomes especially important in Lithuania, where demographic factors determine that people will remain in the labour market longer and will have to learn constantly because of the development of technology and science. Health care specialists continuing education programs developed under the rules established by the the Ministry of Health of Lithuania experts committee (2011). Here 285 programmes are provided for various target groups; 26 topics (5 per cent) are devoted to public health specialists. The topics

are not based on any research or methodology; therefore, it is difficult to decide about the quality and benefit of this life-long learning. The events organized for public health care specialists are oriented only towards the formation of healthy lifestyle skills.

Conclusion: (a) The principles of harmonious development are especially important in the activity of public health care specialists. Concentration on physical, psychic and social welfare is the most important feature of public health care specialist activity; thus in order to reach the welfare, the people need help with taking care and maintaining their health and, this way, reaching a better life quality. Therefore, the aim of public health care specialists is to pursue a purposeful life-long learning; (b) The main health problems are related to the lifestyle and behaviour of Lithuanian residents. In order to solve these problems, constant health promotion should be carried out, the main objective of which is education about health; (c) The subject and general competencies acquired by a public health specialist are developed by using a holistic and systemic points of view based on social partnership of society members and the strategy of harmonious society development. These competencies should form the basis in the training programmes of public health care specialists and forming study outcomes, as well as defining the activity of public health care specialists and organizing their life-long training; (d) It is especially important to develop the training of public health care specialists and their life-long learning, which would ensure constant maintenance of competence. Increasing life-long learning of public health care specialists reflects a more democratic society, the members of which are tolerant, cooperative, active, understanding and reinforcing harmonious development, realizing the responsibility for their and their country life and ensuring the social, physical and psychic health welfare of the society.

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THE IMPORTANCE OF INTERNATIONAL RELATIONS FOR THE IMPROVEMENT OF THE EFFICIECNY OF EDUCATION

G. T. Sulaymonova

A generalization of the experience of mutually beneficial cooperation between the Republic of Uzbekistan and foreign countries is one of topical scientific trends of today. The establishment of new international relations is recognized as one of priorities of any independent state. Uzbekistan is building its relations with other countries on a new basis, as a nation with great potential. Relations with Russia and counties of the Central Asian region, which have been developing especially intensively recently, are recognized as the most important in the structure of international cooperation.

Development of the society and preservation of the world's cultural values completely depend on the level of education. Therefore, it is necessary to study world experience, and put achievements in the field of education in practice. In this context, comprehensive study of the experience of Russia and South Korea deserves special support. In Russia, development of fundamental bases and theoretical research in the direction of improvement of education is fulfilled on a broad scale; in South Korea, a great emphasis is laid on the introduction of information technologies into the educational process. During his visit to South Korea, the President of the Republic of Uzbekistan signed a package of documents on cooperation between the two countries in the field of education. In this context, the role of implementation of information technologies in education, which will undoubtedly increase its efficiency, was given special attention. The agreement laid the basis for an exchange of professors and students from leading scientific and educational institutions of the two countries, and along with this international conference, research takes place, for which the government of South Korea allocated a $35 million grant. Under this project, 200 professional colleges and academic lyceums of Uzbekistan were fully equipped with modern technology, and 240 heads of educational institutions, professors and specialists made trips to Korea in order to improve their professional skills. A number of projects were implemented thanks to the fact that Korea provided soft loans for economic development and implementation of cooperation programs in education. In addition, a Korean science and production association allocated $ 350 million to equip school laboratories and implement computer technologies in the Samarkand Tourism College.

As a result of cooperation in the sphere of education between our republic and Russia, South Korea, the USA and Japan, we have witnessed a drastic increase in the level of efficiency of education in the educational institutions of the country. The main objective of cooperation in the field of education is to further develop and strengthen ties between educational institutions of the cooperating countries, to improve the system of lifelong education, to improve the quality of the educational process, and to actively implement advanced educational technologies and innovations in the system of education of Uzbekistan.

PRIORITY DIRECTIONS
OF VOCATIONAL EDUCATION DEVELOPMENT
IN THE CONTEXT OF MULTI-LEVEL INTEGRATION

Z.I. Islamova

Modernization processes in the area of socio-economic development of the region have clearly revealed the inadequate level of staffing in its priority directions. The principle of advanced development of professional education remains in real life a proclamation, which in practice appears to be more like a catch-up position in professional training of in relation to the transformation process in the economy, production and social sphere of the region. The active participation of the Republic of Bashkortostan, as well as most of the innovation-oriented regions, significantly reduces this gap and helps implement advanced vocational education in the Regional Integrated Program for the Development of Vocational Education, taking into account the strategic directions and programs of socio-economic development of the Urals region.

Transformation processes in the field of vocational education of Republic of Bashkortostan are predetermined by a number of problems, the main ones being: (a) the imbalance between the volume and structure of vocational training relative to the labor market demand, (b) the imbalance in the directions of training, due to the priority of technical over humanitarian education, and (c) lack of systematic prediction of demand for staff, and (d) lack of comprehensive scientific and organizational support in the priority directions of development of vocational education in the course of transition to the new standards, the search for new paradigms of social education, counseling and career development, etc.

In line with the leading trends in the development of vocational education, an intersectoral resource center is to be established, which stands for the accumulation and concentration of intellectual, physical, economic, informational and scientific resources of professional and educational space for projects that contribute to the socio-economic and socio-cultural development of the region. The value and target background of professional education and analysis of possible risks in the course of this transformative process forms the following activities of the resource center: the (a) establishment of a single professional and educational space for training, retraining and scientific and methodological support of vocational education, (b) coordination and management of the development of vocational education in the region, and (c) integration of science, vocational education and the labor market in the emerging innovation economy of the Republic of Bashkortostan, (d) prediction and monitoring of the regional labor market for the innovative development of the system of lifelong professional education, (e) establishing a depositary for innovative educational information resources, (f) establishing a system of career guidance and promotion of jobs most popular in the regional labor market, (g) creation of a specialized center for training and retraining of human resources for the system of vocational education, (h) establishing a consulting service to support and develop professional competence and mobility of the vocational education establishments, (and) provision of educational services for improvement and retraining, post-graduate studies, doctoral candidacy, internships, etc. A certain

range of values are the principles of the Resource Center, the most important of which are innovative, integrated, multilevel, multifunctional, information technology, manufacturability, variability, mobility, and humanism.

An important development direction of vocational education is establishing a Regional Center for Career Counseling and Career Development, which will facilitate the professional development of young people. Analysis of the innovative experiences of Mari-El, the Perm Region and the Krasnoyarsk Region, clearly shows that the system should not be limited to guidance within the school, which results in the selection of a profession, but should cover the entire path of becoming a professional, where the leading indicator is the informational and methodological support of professional career development. System information and educational support for career guidance should be implemented from grades 1 through to 11, passing through the following interrelated steps: (1) development with junior schoolchildren of the ideas about professions and occupations, (2) developing the importance of professional activities and readiness for professional self-determination with teenaged schoolchildren, (3) development of the ability to make a conscious choice of profession with schoolchildren and students, (4) development of the basis of professional self-improvement and progress towards a professional career.

Of course, the developers clearly realize the risks of establishing such a center. These risks are primarily related to issues of information technology support, clustering, networking and financial support.

To sum up, it is important to emphasize that the values, objectives and content of the a single resource center are focused on the implementation of such key issues as strengthening of integration processes in the system of multi-level vocational education while retaining all of its stages and levels. The regional implementation of a comprehensive program of professional education is carried out on the basis of clustering and networking of professional institutions, establishing the Center for Career Counseling and Career Development aimed at finding and implementing new paradigms for professional education, and career counseling that will contribute to the development of the professional careers of graduates.

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THE TRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS IN THE CONTEXT OF THE IMPLEMENTATION OF THE NATIONAL STRATEGY OF EDUCATION DEVELOPMENT IN UKRAINE, 2012-2021

L.L. Lyakhotskaya

Educating people in innovative thinking and culture and designing an acmeological educational space that takes into account as key priorities innovative developments in education and the needs of individuals, society and the state form the basis of the National Strategy of Education Development in Ukraine for 2012-2021. Tasks imposed on institutions within the system of higher and postgraduate teacher education in Ukraine assume great importance in this context.

Today, postgraduate teacher education (hereinafter PGTE) has become a main plank ensuring the vitality and efficiency of the education system. Its priority is recognized in all developed countries. Therefore the mission of PGTE is, in our opinion, to provide a new quality of education for administrators and teachers who will thus be able to perform efficiently under conditions of instability, uncertainty and constant change.

We believe that the functional model of the PGTE system should be based on its key strategic functions:

analytical **(**PGTE should at all times take into account the realities of the socio-cultural environment, which necessitates monitoring and overall analysis of the situation in society, science and education);

prognostic (this function is a system-generating and dominant one; it combines both the scientific and educational components of PGTE). It should be noted that educational science has gained new life in the PGTE system, since it is fully focused on practical needs. The range of scientific research has been expanded due to the emergence of new professions and expanded areas of training and retraining for specialists. Postgraduate and doctoral studies, which are aimed at increasing the scientific potential of the education sector, are important components of research in the PGTE system;

innovative (the innovative development of the country and modernization of education cause innovative change both in the content of postgraduate education and the deployment of new forms of training in the PGTE system);

reflexive (this function involves continuous monitoring of the quality of both the continuous personal and professional development of administrators and teachers and the development of the PGTE system itself).

Let's note that the paradigm shift in education from cognitive-informational to competence-based has determined the relevance of the competence-based approach to the content of postgraduate education. As opposed to the term “qualification”, which is the characteristic focus of education, “competence” includes, in addition to purely professional knowledge and skills as one of the characteristics of the qualification, other qualities, such as initiative, the ability to collaborate, teamwork, communicative ability, the ability to learn, acquire knowledge by one's self, make judgments, think creatively and outside the box, select and use information [2]. Accordingly, Ukraine is currently facing the need for the development of state (national) standards of advanced training for administrators and teachers in education, which should be based on competencies

that will provide a uniform approach and quality in advanced training. We consider the introduction of standards and regulation of the education system on this basis in the context of the modern global educational process to be essesential because the competence-based standard is regarded by the international expert community as an ideal which reflects subject fields, elements or dimensions of competencies, and the scale of attainment levels.

Today, Ukraine is facing an acute challenge in the training and retraining of educational administrators. This exposes the need for developing an industry-specific, or perhaps a governmental, program for the retraining of heads of educational institutions at all levels, met by “Managing Change in an Educational Institution”. Mobile training, a pedagogical innovation in the PGTE system which emerged due to technological progress in ICT, is worth a special mention. In the current PGTE system in Ukraine, the University of Education Management at the National Academy of Pedagogical Sciences of Ukraine is the heart of scientific and methodological work aimed at upgrading the skills of teachers and administrators in education. Together with the existing network of regional PGTE institutions, it can be regarded as a distributive system.

This aspect lays out a single path for the development of PGTE in Ukraine to follow: the integration of experience, the research base and technological resources at the level of both PGTE institutions and different associations. One of these associations, a quite powerful one, is the Consortium of PGTE Institutions founded in 2009 [3]. The Consortium is intended to cover, and already investigates, about 30 areas of cooperation ranging from the development and implementation of innovative projects to the organization of staff exchanges for the purpose of acquiring new knowledge and experience. Two models of advanced training are being shaped within the framework of the above mentioned community of PGTE institutions: (1) the “institute-based” model (a classical model where training is only provided by PGTE institutions in the regions); and (2) the “general training” model (combining the efforts of the PGTE institute with other PGTE institutions that are part of the Consortium, thus representing a high degree of integration within a networked community).

Let's say a few words about the structural changes and new characteristics of the PGTE system. Lifelong professional education encompasses not only all traditional components of education systems, but also non-formal education, self-education and adult education. We believe that a more harmonious combination of formal and non-formal education will ensure the integrity of the system of the personal and professional development of teachers. It is high time to create a legal and regulatory framework which will, first of all, provide educational opportunities throughout life on the basis of individual plans, either prolonged or compressed in time, and different types, forms and methods of training that are convenient for individuals and their employers (whether public or private). It should be noted that PGTE should develop by taking into account both national, regional and local interests and the personal interests of teachers, individual educational institutions and customers of services.

Hopefully, the strategy for the further development of lifelong education in Ukraine will be aimed at enhancing the position attained thus far and continue a logical movement toward and into the European and international scientific and educational space.

LIFELONG EDUCATION
IN UZBEKISTAN

M. N. Tsoy

Education cannot be stereotypically attributed to an area of departmental or sectoral policy, but should be approached as a nationwide, strategically important issue [1]. The initial significance of education for socio-economic development is defined at the governmental level: the system of lifelong education in Uzbekistan has all the conditions for the renovation of both traditional and innovative forms of education, developing life-long learning activities and becoming an integral part of everyday human life. Let us consider the stages of lifelong learning, established in Uzbekistan.

Preschool education is the initial stage of lifelong learning. It is carried out in different forms such as preschool education, family education, weekend schools, private pre-school educational and family tutorship. Kindergartens create the conditions for spiritual and moral upbringing of children, receiving qualified advice on pre-school training of children and systematic training at school.

Uzbekistan has implemented a unique system of universal 12-year secondary education: after 9 years of training in secondary school, students are trained in specialized professional colleges and academic lyceums in the next three years. The system of ***general secondary education*** provides all citizens of the Republic of Uzbekistan with the opportunity to implement the constitutional right for free secondary education within the state standards.

School education and upbringing: 9-year education at secondary school or school with detailed study of a subject. Secondary schools are free. They are divided into primary (3-4 years) and secondary (5 years) school and are a key element of lifelong learning, in which efficiency is measured by the extent to which it ensures the readiness of an individual for post-school education.

Secondary special and vocational education is also compulsory and free. In academic lyceums and professional colleges students receive, along with their basic general education, intellectual development intensive, in-depth specialized education and are trained for 2-3 specialties. The establishment of high schools and colleges and close relationship of educational institutions with specific businesses can eliminate the imbalance in the distribution of qualified personnel in the country.

Higher professional education. After compulsory education, each graduate may continue their studies in 59 institutions of higher education and obtain a bachelor's or master's degree. A flexible system of education makes it possible to promptly respond to the needs of the social and economic development of society, taking into account individual abilities and needs.

Post-graduate education. The Republic has an effective system of training, retraining and the lifelong training of personnel in accordance with the changes in the structure of the economy and the needs of society. Great help in the development and improvement of lifelong education in different countries is provided by embassies of various countries in the Republic of Uzbekistan and international organizations. Thanks to this fruitful cooperation, students and

professionals are being trained, and improve their skills at leading universities, companies and firms abroad.

In the era of globalization, education becomes an essential component of economic development and the accumulation of national wealth. The high spiritual level of the population can organically create a legal culture, the ability of people to live and work in a democratic state, being aware of their rights and freedoms, and being able to use them in the interests of individuals, state and society. The state is interested in the development of the intellectual and spiritual potential of the country: about 35% of Uzbekistan's population is aged 16 and more than 62% is under the age of 30. The government expenditures on education are considered to be the most important investment in the growth of national wealth: Uzbekistan annually spends 10-12% of GDP and 35% of the costs of the state budget on the development and reforming of the education system. The prestige of the pedagogical professions is increasing, and thus teachers' salaries also increase, with the growth in wages of teachers and professors over the past 10 years being 1.5 times the average rate of wage increases in other sectors of the economy. At the heart of educational reform is the establishment of a sense of prestige of knowledge, education and high intelligence in society. Only people who are aware of the need for harmony in national and universal values and have the latest knowledge and intellectual capabilities as well as advanced technologies can achieve the strategic goals of development.

At each stage of lifelong education we can guarantee further improvement of lifelong education in the country, which in turn, promotes tolerance and mutual enrichment of cultures in the process of learning and communication, the establishment of the willingness of society to enter into multicultural dialogue with the world.

FIELDS OF CONTINUOUS EDUCATION OF UNIVERSITY TEACHERS IN SERBIA[1]

M. Stančić,
A. Maksimović

In this paper we examine the directions of continuous education of university teachers during last 5 years, as well as their plans for improvement in the future.

Data was gathered through an online questionnaire specially designed for this research. Data was analyzed quantitatively (descriptive statistics, T-test, ANOVA). Total of 520 university teachers, out of about 6000 of them invited by e-mail, took part in the online survey. The structure of the participants in this research will be illustrated briefly by independent variables that will be used in further data analysis: a) Sex - 52,5% male and 47,5% female university teachers; b) Previous university education grouped by wider scientific fields – 109 teachers from natural sciences and mathematics, 156 from social sciences, humanities and arts, 204 from technical and technological sciences, and 51 from medical sciences; c) Faculties they work at grouped in wider scientific fields - 60 from natural sciences and mathematics, 137 from social sciences, humanities and arts, 269 from technical and technological sciences, and 54 from medical sciences; d) Academic title - 362 teachers with a PhD, 85 teachers with magisterial, 50 with master degree and 23 teacher with only bachelor studies; e) Number of years of experience in university teaching - 96 teachers with less than 5 years, 84 teachers with between 5 and 10 years, 178 with between 11 and 20 years, and 162 teachers with more than 20 years of experience. Having in mind the number of variables involved and the limited space, only results that are found to be statistically significant will be discussed.

Fields in which university teachers have improved in last 5 years.

More than 94% of participants reported that they have improved their knowledge in their major scientific field, while one quarter of total number of participants in this research choose this option as an only field in which they developed in last 5 years, apropos - the option which is more related to their major scientific field, subject matter knowledge, rather than to improvement that affects their competence as teachers. About 56% of teachers stated that they have developed *knowledge and skills related to teaching methods* in previous 5 years. Regarding this option, statistically relevant differences exists in terms of participants sex: male university teachers are almost divided into half when asked whether they improved that aspect of their work in last 5 years, while twice more female teachers report that they had such kind of improvement than those that did not (F=23.877, t=-3.631, df=518, Sig.0.000). This could be interpreted as a matter of some culturally determined values whereas teaching as profession is seen as mainly feminine, though this requires further investigation. About one third of

[1] This article is a result of the project "Models of evaluation and strategies for improvement of education quality in Serbia" (No 179060), financially supported by the Ministry of Education and Science, Republic of Serbia (2011-2014).

university teachers stated that they have improved in the field of *planning of teaching*, while slightly more teachers (36,9%) report that they have improved in the area of *evaluation of student achievement and own teaching.* Statistic analysis shows that the number of university teachers who were in previous 5 years involved in improvement in planning and evaluation of teaching gradually increases with both higher academic title and teaching position (on the significance level of 0.05). We believe that perhaps teachers become aware of the importance of improvement in mentioned areas over time and that improvement itself in these areas comes over time. One reason for these findings could lay in the fact that university teachers with lower academic title were in the process of their own study (master or PhD), so they couldn't intensively be involved in development of their teaching related competencies at the same time. Some statistically relevant differences exists regarding development of knowledge and skills related to methods of teaching (F=14.160, t=3.034, df=358, Sig. 0.003) and improvement in evaluation of student achievement and evaluation of own teaching (F=18.851, t=2.520, df=358, Sig. 0.012) between teachers who had previous university education in the field of social sciences, humanities and arts, and teachers educated in the field of technical and technological sciences, whereby the first group of university teachers were significantly more involved in such kinds of improvement. Exploratory analysis shows that this applies not only to teachers who were educated in the field of technical and technological sciences, but also for those educated in the fields of natural sciences and mathematics and medical science, although these differences did not show as statistically significant. These findings indicate that teachers with previous education in the field of social sciences, humanities and arts are more sensitive for the mentioned questions, thus they are more involved in improving in these areas. Related to this is one more interesting finding that university teachers that work on the faculties of scientific field different than the one that they have previously educated in (this applies to about 14% of participants), have statistically significantly more (above ¾ of them) improved in teaching methods (F=111.871, t=-3.338, df=518, Sig.0.001) and in teaching planning (F=9.293, t=-2.047, df=518, Sig.0.041) in last 5 years than those teachers that have been educated and that work in institution from the same scientific field (where about ½ of them were involved in such improvement). Since the most common cases are teachers with education in natural sciences that work on technical and technological faculties (45 teachers) and teachers with education in social sciences, humanities and arts that work on technical and technological faculties (19 teachers), we could assume that those are the teachers more aware of the importance of teaching competencies and are somehow involved in teacher training at those faculties (since they are from faculties that are usually seen as so called "teacher faculties").

Fields in which university teachers plan to improve in the future. Regarding improvement of *knowledge from their major scientific discipline*, the majority of university teachers (above 98%) state that they want to improve in this filed. Considering improvement of *knowledge and skills related to teaching methods*, about 87% of teachers reported that they have a desire to improve in this field. Statistic analysis shows that university teachers who had previous education in the field of social sciences, humanities and arts express a greater willingness

regarding improvement in the area of teaching methods than teachers with previous higher education in natural sciences and technical/technological sciences (all on the significance level of 0.05). Analysis also shows that the most unwilling for improving in this field are teachers who work on faculties of natural sciences and mathematics: more than 20% of them expressed that they do not want to improve their teaching methods, whereby considering teachers from other faculties this percent is more than half less (all differences statistically relevant on the level of 0.01). We believe that teachers with previous education in technical/technological sciences generally do not see improving in this area as a necessity, while teachers who work on faculties of natural sciences and mathematics, since their faculty is widely perceived as "teacher training oriented", consider their existing knowledge and skills in this area as sufficient. Regarding improvement in *planning of teaching,* about 76% of teachers reported that they do want to improve in this field; while for improvement in *evaluation of student achievement and evaluation of own teaching* this number goes up to 84% of university teachers. Analysis shows that teachers with less years of experience in university teaching (below 10), thus teachers with lower academic title and teaching position, are statistically more willing to improve in fields of teaching methods, planning and evaluation (all differences significant on the level of 0.01). Also an important finding is that teachers who did not have any kind of improvement in the last 5 years other than ones related to their major scientific filed (almost one quarter of participants) are statistically significantly less willing to improve in the fields of teaching methods, planning and evaluation in future (all on the level of 0.01). This indicates that those teachers who did not already have training aimed at gaining teaching related competencies, are at the same time not willing to engage in such training, and this is not dependant on any of variables describing teachers' background, which gets us to an idea that some negative attitudes towards such training or lack of awareness of the importance of such training are present.

Conclusion. This research shows that the majority of university teachers were engaged into continuous education related to their major scientific filed content knowledge and are also willing to further improve in that field. Unsatisfying finding is that we cannot say that the same applies regarding improvement in methods of teaching and planning and evaluation in teaching, especially regarding some groups of university teachers. This leads us back to the roots: to an understanding of university teacher profession, in which, from our point of view, knowledge from the major scientific field (usually referred to as subject matter knowledge) and teaching competencies (also referred to as pedagogical knowledge) are closely intertwined and therefore none of these two should be neglected (Shulman, 1986; 1987). Knowing that this ratio varies having in mind different characteristics of university teachers, researches in the future should be aimed at understanding the nature and origin of such variations.

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FINANCING OF SOCIAL PROTECTION AS A SOCIO-ECONOMIC PROBLEM

A.B. Voznyak

The social policy of the government is designed to provide citizens with rights guaranteed by the Constitution of Ukraine: the right to life, safe working conditions, remuneration for work, family protection, recreation, education, housing, health and medical care, social security and a favorable working environment. Therefore, it is obvious that securing the rights and freedoms of man and citizen provided by Section 2 of the Constitution of Ukraine should become a determining priority of the government's economic (and social) policy. Unfortunately, practice shows that the implementation of social policy in Ukraine has not always provided opportunities for the government to comply with its obligations (we do not take into account a period of systemic economic crisis when the functions of the state are reduced to providing minimum social protection to the neediest groups of the population).

The benchmark of social policy is a person and conditions of their life including everything that accompanies them from birth and throughout life. However, in reality, today the state is not ready to implement socially-oriented programs due to economic circumstances. One of the problems of social protection is limited budget appropriations for social benefits, with the level of social guarantees failing to meet the provisions of relevant laws and regulations.

The right to social protection of citizens is enshrined in Article 46 of the Constitution of Ukraine: citizens have the right to social protection, including the right to support in case of complete, partial or temporary disability, loss of a breadwinner or unemployment due to circumstances beyond their control, as well as in old age and in other cases provided by law. Social protection is a system of financial support and service of citizens in cases of old age, disability, illness, loss of a breadwinner and in other cases stated by law. The government social policy is based on the need to provide specific aid to needy groups of the population, such as lonely elderly citizens, people incapable of looking after theselves, the sick, children, etc. In the current economic environment, the state is unable to finance all social guarantees in full; however, it must ensure a gradual approximation of the basic social standards and guarantees (pensions, allowances) to the subsistence minimum. The minimum cost of subsistence is currently used for general assessment of the quality of life only, and not as a social standard to secure the constitutional social guarantees.

Urgent measures to reform the social protection system include improving the mechanisms for targeted support of the most vulnerable groups of the population and gradual abandonment of the practice of providing it through subsidies and benefits to all needy categories of the population. One of the biggest social problems is unemployment. In Ukraine, the number of employed is decreasing, as hidden and open unemployment grows.

Promising methods in the social sphere of the state may include the following: (a) international cooperation in the labor and social services market (including social training, and skills in working abroad); (b) deployment of new

methods of social protection used abroad (however it is necessary to undertake a good preliminary review of what will take root in Ukraine and how); (c) improving the system for serving socially vulnerable citizens, creating a larger number of organizations such as the Red Cross, Care, etc.; (d) free medical care for disabled people; (e) increasing not only taxes but also pensions and social benefits, etc. The purpose of government regulation is to develop a national system of social protection of the population during the formation of a market economy by creating a legal and regulatory framework, and to create mechanisms for the protection and government guarantees based on the real capabilities of the economy. The following principles should form the basis for the social protection system: spreading protection to employed persons, their family members and disabled individuals; a differentiated approach to different socio-demographic groups depending on the degree of their economic status; defining the level of social guarantees on the basis of a system of social standards, etc.

Gradual reforms of the social protection system and changes in the principles of organization of social infrastructure can lead to significant economic growth and provide corresponding solutions to a large number of social problems.

THE LIFELONG SELF-EDUCATION OF MANAGERS

G. P. Zacharenko

Employers today are changing the formal and informal requirements of both those who apply for work, and those specialists and managers who are already working. The guiding documents for institutions of higher education have started to feature cultural and professional competencies.

A competence refers to an integral ability to tackle certain problems arising in different spheres of life. But this ability presupposes knowledge. The main idea of the competence-based approach consists in the fact that "one should not only have knowledge as such, but have the personal characteristics and ability at anytime to find and select appropriate knowledge in the repositories created by mankind" [1, p. 20]. In other words, the competence paradigm of education enables individuals to undertake independent research, to take advantage of accumulated knowledge, to understand the nature of this knowledge, and do all this under various circumstances and in different spheres of life. Therefore, the lifelong self-education of managers is of primary importance.

A modern manager must have certain cultural and professional competencies: (a) to be able to build oral and written speech in a logically correct and clear way; (b) to have the culture of thinking, the ability to synthesize, analyze, perceive information; (c) to know how to set goals and choose the ways of achieving them;(d) to be capable of intellectual, cultural, moral, physical and professional self-development and self-improvement; (e) to have the ability to adjust strategies for achieving goals and exercise critical reflection on experience; (e) to have the ability to analyze ideological, socially and personally significant philosophical problems and use the basic laws of natural discipline in one's professional activities; (g) to strive for constant self-development, further training, proficiency, to critically evaluate one's own strengths and weaknesses, and to be able to develop or eliminate them, etc. A modern manager should also have professional competencies in the following areas: design, production and technology, management of organizations, services, research and development.

Taking into consideration the above mentioned requirements we should approach the process of higher education, further training, additional training and lifelong education from a new angle. In the report of the International Commission on Education for the 21st century ("Education is a Concealed Treasure"), J. Delors outlined the "four pillars" on which education rests (learning to know, learning to do, learning to live together, and learning to live) and determined, in fact, the main global competence [2, p. 37]. According to J. Delors, one of them runs – "learn to do in order to acquire not only professional skills but also, in a broader sense, competence, which makes it possible to cope with many different situations and work in a group".

Recently, the Council of Europe has adopted a definition of core competencies, with which "young Europeans must be equipped". These are the following competencies: (a) "political and social competences, such as the ability to take responsibility, participate in making group decisions, resolve conflicts non-

violently, participate in support and improvement of democratic institutions; (b) competence associated with life in a multicultural society. In order to control... racism and xenophobia, or a climate of deepening intolerance, education must equip young people with intercultural competences, such as acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions; and (c) competence, relating to the ability to communicate in oral and written form, which is particularly important for work and social life, with emphasis on the fact that those people who do not have such an ability, can eventually face social isolation. In the same context, knowledge of more than one language and competences associated with an increase in the informatization of the society has become of paramount importance to managers. Possession of these technologies, an understanding of their applications, strengths and weaknesses and ways of critical judgment of information spread by means of multimedia and advertising, the ability to learn throughout life lays the basis for lifelong learning in the context of both personal professional and social life".

In contrast to the traditional model of education "Knowledge, Abilities and Skills" a new model which includes an understanding phase has been proposed. The learning model "Knowledge, Understanding, Abilities and Skills" plays a crucial role in the lifelong self-education of specialists and managers. The report features the characteristics of lifelong self-education of managers and the learning algorithm: knowledge, understanding, abilities and skills. The report lays special emphasis on ten contemporary methods of planning and control at each stage of the model "Knowledge, Understanding, Abilities and Skills" [3, 4 and others].

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POLISH PERCEPTION OF THE IDEA OF EDUCATION THROUGHOUT LIFE (1971-2011)

R. Tomaszewski

In the 1970s, the majority of education research reflected a cycle of international conferences devoted to adult education that took place in the period between 1949 and 1972. The notion of lifelong education which was stated at the Montreal Conference (1960) subsequently became part of international education research. These ideas became popular in Poland. However, it should be noted that they were anticipative, because they emerged before the technological breakthroughs of the 1970s-1980s. In Poland, this took place against the background of enhanced industrialization — the final impulse of the development of heavy industry — and openness to the West under the rule of Edward Gierek. In 1978, Prof. Czeslaw Kupisiewicz[1] summarized various international expert research and assessments regarding educational strategies.

Ideas about lifelong education (education throughout life) and innovative education for the future were generally recognized in Poland. These were reflected in Polish publications on education in 1973 (Prof. Ian Szczepański) and 1989 (Prof. Czeslaw Kupisiewicz). These ideas were found in government declarations, in the academic community, and in educational practice. In those years, continuous education centers were established. In the period from 1975 to the breakthrough year of 1990, the number of institutions of this type totaled 54 with about 40,000 adult students. These centers also provided methodological consultations to other adult education institutions. However, between 1977 and 1987, the number of people involved in lifelong education in schools decreased by 57%, and those in higher education institutions by 62%. Moreover, due to problems with transport and social infrastructure participants of adult education were mainly residents of cities[2]. Attempts at distance learning (for example, by Agricultural Technical TV or the Radio TV Teachers' University) were ineffective for technical reasons. After 1980, reform of the lifelong education system which took into account the specifics of adult learners and an attempt to correlate it with the labor market was planned. This reform was abandoned in 1987 due to an economic downturn.[3]

In the 1970s, teachers' advanced training centers and Third Age Universities were established in Poland. As early as at that time, the idea of “education throughout life” was applied both to the upgrading of professional skills and education as an end in itself. However, both forms were organized under the patronage of state universities. Before 1989, the state controlled all forms of education throughout life for ideological reasons. Against this background, a debate between society and the state regarding the establishment of an Open

[1] Kupisiewicz C. Przemiany edukacyjne w świecie. Warszawa, 1978.

[2] Wujek T. Oświata dorosłych. Stan i kierunki przebudowy. Warszawa; Kraków, 1989, pp. 8–9 (thematic report No. 27).

[3] Półturzycki J. Oświata dorosłych w Polsce – stan i kierunki przebudowy. Warszawa; Kraków, 1989, p. 11 (thematic report No. 26). The main feature of the public education system was the dominance of vocational or advanced training which was associated with obtaining formal rights or certificates for professional activities.

University started after 1982[1]. In contrast to Third Age Universities whose creation was originally initiated by physicians, the idea of open education in the Polish People's Republic was developed by university professors. It targeted people of all ages who wanted to expand their knowledge regardless of their professional or extra-professional motivations. The Open University was established in Poland as a non-state educational institution in 1986, but the Communist authorities proactively blocked its operation for ideological reasons. At present, there are attempts to return to this idea, but in fact it has been implemented in a completely different form which Professor Boguslawa Golebniak referred to as *"random, temporary learning communities emerging on an ad hoc basis"*, within the system of formal higher education (universities)[2].

The most appreciated and most desirable form of education in Poland has been higher education received in an academic higher education institution (at best at a state university). It remains a secondary question whether this takes place immediately after leaving secondary school, i.e. between the ages of 20-26 years, or as part of continuous education in the form of the academic higher education of adults. I believe that this myth has emerged due to the limited accessibility of the former higher education system which provided training opportunities to only 10% of high school graduates (before 1991), as well as due to the belief that a higher education diploma remained a credential protecting against unemployment which continued to exist after 1990. Indeed, before 2000, unemployment among Poles with higher education was only observed in isolated cases.

Before 1990, about 500,000 students studied in 91 Polish academic higher education institutions, including those participating in lifelong education. Currently, there are as many as 450 higher education institutions, including more than 300 non-state ones. In total they train more than 2 million students, of whom 60-70% study in the framework of lifelong education. The myth of higher education and the status of intellectual was quite unambiguous before 2000, and, in my opinion, it motivated Poles for self-development in a very positive way. Paradoxically, it has substantially weakened after the Bologna Declaration was signed in 1999 and put into effect in 2004. The majority of Polish professors believe that as a tool for the introduction of the American model of a (mediocre) higher education institution into the European tradition, the Bologna Declaration has caused serious damage to the university idea[3]. Before 1990, 20-30% of students in higher education institutions in Poland were distance students in the lifelong education system; now this figure is 70%. As a result, the majority of higher education institutions were “pushed” into pursuing the goals of lifelong education. This is facilitated by the Bologna system with its dominating first stage of higher education, as well as by the trend of a sharp reduction of the length of programs for post-graduate education, often to six months.

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[1] Ibid, pp. 59–60. At that time, this meant the transfer to Poland of the British model of the Open University (Wesołowska E. A. Brytyjski Uniwersytet Otwarty. Stan aktualny. // Kultura i Edukacja, 1993, No. 3, pp. 69–77).

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Until 1990, and to some extent until 2000, the Polish higher education system (and the status of graduate) provided an opportunity to become a professional for life, which to some degree is in conflict with the idea of lifelong learning and education throughout life. Currently, this is a myth, although a very attractive one. Higher education is currently the most developed segment of the Polish market of educational services. Virtually the majority of private higher education institutions are lifelong education institutions with the predominance of adult students (up to 90%). The 1990s in Poland saw avalanche-like growth of non-state educational institutions and educational centers. Particularly rapid was the development of higher education institutions or private lifelong education institutions that catered for the need for professional retraining. As part of this trend state continuous education centers have been privatized. The diversity of organizational forms of small private businesses offering educational services can currently give an impression of organizational chaos. Both secondary schools for adults that often rely on finance under the "Human Capital" program and some higher education institutions are highly flexible. These institutions are willing to undertake various learning tasks, while regarding a learner or a student as a sort of customer.

The medium-sized town of Slupsk, which before 1990 had just one continuous education center, currently has five such centers all of which are privatized. The local university (which was the only one before 1996), in 1996-2010 faced competition from three private higher education institutions, including an academic one. This competition was mainly about offering lifelong education to weekend adult students. The region has also developed educational institutions specialized in self-development education, such as the Third Age University. However, a characteristic feature of the regional market of educational services is education in areas of so-called book knowledge. This refers to the predominance of low-cost private educational institutions (with small capital) driven by profit[1]. I believe that quality is still not a determinant in the Polish market of educational services which attempts to carry out tasks of lifelong education. This market is overwhelmingly focused on profit rather than on the implementation of educational ideas contained in international or Polish programs, from educational reports in the 1970s to the modern European program "Human Capital". Prof. Alexander Nalaskowski refers to such market as bazaar[2]. Statistics may create a bias that Poland is a knowledge-based society. The number of adults seeking to get higher education is impressive, but this is mainly in the areas of humanities (pedagogy, political science, English philology) or economics (management) and to a lesser extent in law (mainly administration). Some social and occupational groups, such as nurses, teachers, administration officers and employees of paramilitary entities currently dominate non-stationary education programs for adults. Thus, higher education in Poland continues to play the key role in the system of lifelong education, both in terms of the viability of the above mentioned myth of higher education and due to the high number of adult students (70%), and in terms of the increasingly rising number of young people who join higher education programs (currently up to 60%), with forecasts showing that it will reach 75% to make

[1] "*… operational diploma factories that are designed for profit and exploitation"* as defined by Professor Zygmunt Lempicki.

[2] Nalaskowski A. Widnokręgi edukacji. Kraków, 2002, p. 409.

academic education universal[1]. However, this trend, which is very pronounced in the academic year 2011/2012, does not mean that Poland is a knowledge-based society. The Minister of Science and Higher Education, Prof. Barbara Kudrycka, popularizes this image as a symbol of the chance Poland has to take a worthy place in civilization. However, the concept of the knowledge-based society is both vague and ambiguous. This can be described and understood in two ways: (a) as drawing on natural and technical sciences, which is allegedly designed to lead to the rapid transformation of the economy and society into a "mega-technopark" in which Poland has become a European mutation of Silicon Valley; and (b) as complete dissolution of Polish society in the global and multi-dimensional civilization of the West through lifelong education (first of all in technological, economic and communication terms). However, in both these senses this is the wishful thinking of the central administration which is partially based on "technophobia" and "techno-ethics" and that make a fetish of technological development identified with progress. Only those characteristics of progress that are identical to technological or economic progress are noticed, while human factors and culture are overlooked. In this context, lifelong education cannot assume the attributes of production and a quick payback. Therefore information is taken for knowledge, and vocational training is identified with education. Equipment cannot think for us, even if it is super sophisticated. It can only help us. I believe that the Polish scientific and to some extent educational authorities are seeking to put forward an ideal slogan of building a knowledge-based society, provided that it is technological knowledge. Socio-economic and production transmissions are identified with polytechnic higher education institutions, whose participation in lifelong education in Poland is marginal.

The most common form of additional education is receiving qualification at courses outside educational institutions. Virtually every Polish town with the population of at least 15,000 has training centers that offer such courses. These institutions are very flexible and apt to undertake any task on a commercial basis. This is also done by some secondary or higher vocational schools, especially non-state ones. Although the level of educational services provided in Poland is assessed by the quality control authorities, I think that gaps in the economic market game do not facilitate overall high quality, regardless of formal acknowledgment in the form of certificates. We can also mention additional training for large groups of employees, where new qualification requirements, such as a secondary or higher educational background, are imposed administratively. As a result, a large group of Poles receive additional education under university programs designed for the employed in a proactive manner, combining their own interests and aspirations with the anticipation of the possible enhancement of requirements by employers. The long-established professional development centers which have proved to be less competitive against private educational firms play an increasingly smaller role in the implementation of various forms of additional education in Poland. Medium-sized or even large private firms willingly organize refresher courses for their employees in Poland. On the one hand, this represents an investment in the local (corporate) human capital, and on the other, it gives a sense of stable employment for participants of the internal system of staff improvement.

[1] Woźnicki J. Model publicznej szkoły wyższej i jej otoczenia systemowego. Warszawa, 1998, p. 30.

After 1990, opportunities for receiving education as an end in itself have increased, regardless of the fact that they were also subject to commercialization and pressures of the market where knowledge is treated as a commodity. Due to the economic circumstances it became impossible to return to the open university idea, but I believe that formal circumstances, such as the availability of a school diploma as an absolute prerequisite for entering a higher education institution, were and remain an equally important reason for this in Poland. Therefore, the majority of adult Poles enter secondary or higher schools for the sake of education. A disadvantage of this path of lifelong education is that certain strict program standards and formal requirements must be observed, despite the fact that participants treat it as a hobby and do it for their own development. However, supplementary results include a diploma, formal qualifications or skills and competencies; however, this trend inevitably relies on a compromise between one's interest or abilities understood as an antonym of the performance and school-based organization of such education. This is in conflict with one of the main principles of education as an end in itself: the individualization of ways of gaining knowledge and ideas of co-participation in building educational programs. Many higher education institutions consider education as an end in itself as a form of entertainment and fun that should not necessarily lead to an outcome in the form of productive knowledge and adapt their offering for the above group of students who are interested in education as such.

Thus, a new type of student of higher education institutions has appeared. It is diverse in terms of age, intelligence and life strategies. For Polish academic education this is the so-called “non-traditional student”. He may not be a partner to a professor or an associate in generating scientific knowledge, but he remains a self-fulfilling individual. This may be expressed by the following metaphor: “A self-taught person comes to a higher education institution, so why would he need a school diploma and follow academic tradition?” — “Why have any formalities, levels of education or even diplomas?”.

Prof. Ewa Kurnatowicz sees formal elements such as the “school diploma” and other certificates as mere barriers to education throughout life. Therefore the economic utility of lifelong learning for economic growth and productivity or “employability” competes with a play of studies or a play of freedom.

The impulse of globalization, along with the postmodernist imperative in Polish pedagogy, has led to a number of complications in adult education practice. Cost effectiveness is currently competing with the humanitarian aspect of personality development throughout life both in Polish academic pedagogy of the second decade of the 21st century and in the practice of professional redevelopment or economic activation. The dilemma of extending the time of professional activity of Poles (as claimed by the government) to 67 years in 2012 is parallel to flaws in the field of lifelong education. Poles live increasingly longer, so they will have to be professionally active in the competitive labor market for a longer period of time. They will also receive pensions for longer. Being active in culture might more likely become a challenge at the sunset of life than having a pension. Both the long run of productive activity and subsequent activity or passivity in maintaining one's personality in good shape will inevitably force us to refer to the strategy of education throughout life. The dilemma of whether economics and productivism or humanism will dominate Polish pedagogy after 2011 remains unsolved.

A METHODICAL SYSTEM OF INVOLVING HIGHER EDUCATION INSTITUTIONS IN INNOVATIVE SECTORS OF THE ECONOMY

U.S. Begimkulov
Z. Mukhamedova

This paper discusses the substance and essence of a methodical system that can enable close interaction between higher education institutions and businesses in sectors of the economy in Uzbekistan in the course of training modern innovative staff who have creative thinking and are able to introduce innovation into the real economy.

The innovation-oriented route to development chosen by the Uzbekistan Republic contributes to the high quality of the training of specialists in higher education institutions and enhances the integration of the education and labor markets. This will help modernize the activities of higher education institutions to produce a knowledge-based, practice-oriented system of specialist training. Modernization requires the deep integration of scientific, educational and innovative activities, and the development and implementation of mechanisms to increase the real competitiveness of higher education institutions by creating innovative and creative potential. In this context, the main task of higher education institutions is to train innovation-oriented professionals in the priority areas of engineering and technology based on a single process of learning, dissemination and application of new knowledge. The training of professionals for the innovation economy requires the creation of an innovative infrastructure in higher education and assurance that teachers possess relevant skills and culture. The enhancement of innovation activities in higher education should begin with the academic sector and be based on the broad involvement of teaching staff and students in solving problems for businesses in different sectors of the economy. Based on these goals, we have developed a methodical system of involving teaching staff and students in the innovation activities of the state economy.

The purpose of our methodical system is to effectively organize innovation activities and social partnerships in higher education in the market economy, create innovative intellectual potential and ensure broad participation of teaching staff and students in the innovation activities of the national economy.

Our methodical system has the following goals: (a) to improve mechanisms for the organization of scientific and innovation activities and gearing them toward the real needs of economic sectors; (b) to introduce differentiated forms of the organization of pre-graduation internships for students in the areas of pedagogy, science and production; and (c) to implement innovative forms of advanced training for teaching staff that is integrated with production.

The methodical system provides for multi-stage activities in involving teaching staff and students in innovation activities of sectors of the state economy.

The first stage develops a database of requirements for innovative developments. Its involves arranging pre-graduation internships for students at businesses in need of innovation, creating a database of innovative needs based

on the demands of organizations, and participation in competitions held by the Coordinating Committee for Science and Technology Development.

At the second stage, the teaching staff and students review the database of innovation needs and create necessary information resources.

At the third stage, innovation teams are set up from among the teaching staff, students and leading professionals from businesses and organizations. At this stage, departments and businesses exchange information and consult with each other.

The fourth stage concerns cooperative innovation activities. It involves innovation research, with students preparing term papers, graduate qualification papers, Master's and doctoral dissertations.

At the fifth stage, the results of cooperative research are defined. These include scientific and technical developments, and proposals for innovative business and building intellectual potential.

At the sixth stage, the developed innovations are introduced into production. This contributes to upgrading enterprises, commercializing research results and the growth of scientific potential.

The methodical system is recommended for introduction in the following areas: (a) the development of social partnerships with business in sectors of the economy; (b) the development of the scientific and innovative potential of higher education; (c) the modernization of educational processes; and (d) the introduction of a system for promoting performance. Our methodical system will enable a higher education institution to tackle the following tasks: the continuity of innovative knowledge and skills from one generation to another; the conduct of innovative research to create a scientific basis for the development of promising sectors of the economy; the provision of training for highly skilled staff engaged in innovation activities with businesses in certain economic sectors; the improvement of the innovative and intellectual potential of higher education; and set forth new mechanisms for students' pre-graduation internships.

The methodical system will be implemented through a set of measures aimed at improving educational, scientific and spiritual activities. It is envisaged that arrangements will be made for students to gain knowledge and skills in ICT and foreign languages on a multi-stage basis. The learning process will be bound closely to the future professional activities of graduates.

The methodical system allows for the improvement of the learning content and techniques in line with the current requirements of the innovation economy. A special role is given to the improvement and development of knowledge quality control systems. The core of all these processes is the development of innovation competence by teaching staff through the organization of advanced training at manufacturing enterprises. The computerization of all activities in higher education will help raise training and research activities to a qualitatively higher level by creating and developing an electronic educational infrastructure and electronic educational resources.

Thus, our methodical system to involve teaching staff and students in the innovation activities of sectors of the economy provides the opportunity for the innovative development of higher education institutions as an essential component of the modernization of the innovation economy in the Uzbekistan Republic.

METHODOLOGICAL ASPECTS OF MANAGEMENT PROCESS DESIGN IN EDUCATIONAL INSTITUTIONS

Y.U. Ismadiyarov

A rationally designed organizational structure ensures that current and proactive issues arising in educational institutions are tackled efficiently and creates the necessary preconditions for reasonable labour management in relation to both managers themselves and all management processes.

Four main methods are currently used for the design of organizational management structures: (1) analogy method; (2) goals structuring method; (3) expert method; and (4) organizational modeling method.

The results of our research show that methods of administration and management are interrelated, have the same basis, and implement interrelated goals and tasks. At the same time they have specific features.

Managers mainly use organizational methods among methods of influence and inspiration. It is clear that to successfully use these methods it is necessary to use them in close connection with material and moral incentives, and methods of persuasion. Methods of organizational influence are based, first of all, on power, the formal weight and authority of managers, and incentives and persuasion exploiting the material and moral interests of students. Thus, methods of management are something fundamental in relation to methods of administration. However, from the other point of view, use of management methods to a considerable degree takes place through the activities of teachers, and consequently, through methods of administration. Students thus acquire knowledge and skills in leadership and management.

GLOBALIZATION AND ETHNIC-CULTURAL RENAISSANCE: APPROACHES TO ARRANGEMENT OF LIFELONG LEARNING IN THE NORTHERN, SIBERIAN AND FAR EASTERN REGIONS OF RUSSIA

O. A. FIOFANOVA

The new social and educational environment is being formed with the development of federalism and local governance, transformation of regions into the factors of social life, and the design of regional spaces based on ethno-cultural values – ethno-regional educational systems. An ethno-regional educational system is a system that operates in accordance with the ethno-cultural characteristics of people living in the territory of the region. At present the issue of organization of education for minorities of the North, Siberia and the Far East is concentrated in a combination of two approaches: reservation (the position of ethnic sufficiency) or assimilation (position of limited opportunities). It's necessary to find an innovative way to solve the issue of imbalance between the two extremes within the system of lifelong education.

In order to understand the specific processes of globalization more clearly, it is necessary to determine which items are to be combined and transferred, being universal in their extreme form, and which of them exist as forms filled with only specific content that is not subject to transformation. Modern development is characterized by the intense process of the revival of ethnic cultures (ethno-cultural renaissance). We can assume that this is a sign of ethnic and cultural renaissance and the revival of culture. However, reactivation of archaic potential does not mean progress, but rather the return of culture to pre-civilized forms of existence [1, p. 50]. In today's world the factors that help a person to identify oneself in globalized space (ethno-geographical, ethno-political, ethno-cultural, ethno-economic, and ethno-historical realities) have acquired greater significance than half a century ago. A specific feature of the modern renaissance of ethnicity is its close connection with economic and geopolitical processes. The development of a system of lifelong education of northern ethnicities requires developing ties with other social practices, and identification of innovative educational resources.

A key direction in the development of the Russian North is creation of regional and inter-industrial [2] clusters. A cluster (a combination of production facilities, educational institutions, research centers, public associations, businesses), provides new resources for development of innovative practices of lifelong education at the pre-school, school, secondary, vocational, postgraduate (supplementary professional) stages on the one hand, while, on the other hand, self-education as a social institution may initiate the creation of a social cluster. It is therefore necessary to explore ways to enhance the innovative capacity of education in the implementation of cluster policy in the northern regions of the Russian Federation. The essence of this problem is concentrated in the integration of education with the processes of clustering. An institutional form of the solution to this problem could be designing a system of lifelong education, aimed at the initiation of innovative educational practices at different levels of education: (a) pre-

school: development of common cultural competences and outlook of preschool children in the process of getting acquainted with the activities of the cluster, (b) school development: the organization of innovative educational practices in the form of extracurricular activities on the basis of cluster residents, organization of vocational guidance, development of students' scientific societies in a cluster, and (c) further education - project initiation form of additional education for the development of meta-competencies at the bases of the residents of the cluster, and (d) professional - the creation and implementation of adequate educational program specialization courses (clusters) in secondary and high school (for example, through the creation of industry standards), organization of student practice, (e) additional professional education: establishment of specialized training programs, support for local professionals who retain specific knowledge of the cluster's natural resources.

It is necessary to develop a methodology of designing a system of lifelong education in the context of cluster initiatives for scientifically proved and socially responsible implementation of the above ideas, as well as testing and implementation of innovative forms of educational practices in terms of integration with the processes of clustering. Substantiated principles, mechanisms and forms of design will develop the institutional environment of lifelong education in the northern regions.

The fundamentals of Russian State Policy in the northern regions of the Arctic region before 2020 and the further perspective [3, p. 4] define the main task of education of native peoples as improvement of educational programs for natives, especially in terms of preparing children for life in modern society with full development of skills necessary for living in extreme climatic conditions. Such coordination of the interests of the education system and industrial clusters provides an exceptional opportunity, especially for the northern territories in the postindustrial era, as proven by the experience of the Scandinavian countries (Norway, Sweden, Iceland, Denmark and Finland). Currently, the territories of the Russian North are implementing cluster policies, which are a brand new resource for the development of lifelong education of the North, Siberia and the Far East. However, there are no methodological approaches for integrating the model of educational systems with the processes of clustering. The state of research on this issue ends only with socio-economic and politico-historical explications. This problem was not the subject of research in pedagogy. In this regard there are a number of urgent tasks for the development of lifelong education of northern peoples: (1) definition of a glossary for the design of the system of lifelong education in terms of cluster policy in the northern regions, (2) analysis of the database of clusters in the northern regions of Russia (the Murmansk Logistics Cluster, the travel cluster in the Republic of Karelia, the Arkhangelsk forest cluster, the petrochemical cluster of the Khanty-Mansi Autonomous Okrug, the cluster of energy-intensive industries of the Lower Angara, the Buryat tourism cluster, the Yakut biotechnical cluster, etc.), and (3) identify barriers and opportunities for socio-cultural forms of integration at different educational institutions with the processes of clustering for four types of clusters (industrial districts, radial clusters, "satellite" clusters, "state" clusters) based on an analysis of the native peoples of the North, Siberia and the Far East as a special type of society and as a specific

business entity; (4) conducting research and educational missions to identify principles for the development of lifelong education in the conditions of cluster policy in the Northern regions of the Russian Federation, and exploring the Canadian experience of cluster development and restructuring of the education system, and the change in social status of cluster policy as a public institution, (5) development of institutional mechanisms for building a network of cooperation between the key players in the cluster, and educational institutions at different levels of education, (6) organization of pilot experiments in the municipalities of the North, Siberia and the Far East to develop options (invariants) for interaction of local clusters and networks of educational institutions in the implementation of educational projects at different levels of education.

This approach promotes new directions for study of lifelong education in pedagogical science: (a) in the field of education it promotes new principles for the development of strategies for the development of lifelong education in cluster policy, (b) in ethno-pedagogy it promotes new patterns of social and educational evolution of lifelong education in the northern regions, which integrates the clustering processes, (c) in pedagogical development it promotes new principles, mechanisms, design forms of “step transitions” of the subject of education in terms of integration with industrial clusters, and (d) in education environments it promotes improved ways of creating an institutional environment for lifelong education in the clusters of the northern regions of the Russian Federation, (e) in the field of didactics and theory of education it improves the ways of designing the content of educational programs in the aspect of lifelong learning.

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LIFELONG EDUCATION: THE FOREIGN EXPERIENCE OF DEVELOPING POTENTIAL OF PERSONNEL

Ye. R. Chernyshova

There is significant influence on the social development of society from the personnel potential of the system of higher education, the part that carries out professional activity, providing high-quality educational services, and rises professionalism throughout the course of life. The functioning of the system of post-graduate pedagogical education (hereinafter PPE) is connected primarily with constant (lifelong) education of adult. This can be observed in the context of an examination of the European integration Bologna and Copenhagen processes, the Lisbon strategy for creating a European space of higher education and scientific research. One of the strategic tasks of national social development, in our opinion, is the formation and the effective use of the personnel potential of the PPE system, at the same time based on the positive foreign experience of the development of modern educational processes.

Ukrainian scholars (A. Bazil, Ya. Bolyubash, V, Grishchak, V. Kremen, V, Lugovoi, L. Pukhovska, S. Sokolov, O. Spivakovsky, M.Stepko and others), who study problems of international activity of institutes of higher education, are developing approaches to forming a concept of inter-university development of international cooperation. Despite the fact that over the past decades, significant changes have taken place in the educational sphere of Ukraine in compliance with international standards and norms, it remains important today to reveal the opportunities that help the modern university to integrate into the international educational space by means of the development of its own personnel potential, and the declaration of androgogy principles, taking into account lifelong education. The constant updating of the spectrum of educational services and technologies of their production, raising the quality of personnel resources and increasing the productivity of their professional activity requires forming a new style of thinking and methods of professional activity of scientific and pedagogical employees, including the systematic evaluation of the results of scientific research in this field [2; 3]. The results of studies show that the direct transfer of the experience of the innovative development of other countries to the local environment, an uncritical attitude to the advice of foreign specialists and organizations, and copying approaches to the development of the indicated processes are futile. We believe that national universities should be guided primarily by their own experience and intellectual resources. It is inappropriate to borrow completely forms and methods of personnel work of foreign institutes of study, which as we understand will never place Ukraine in the same rank alongside the leading countries of the world. However, we may certainly use the experience of developed countries in the field of raising the quality of professional activity of scientific-pedagogical employees in the sphere of higher education, by means of developing its personnel potential. Under these conditions, the optimal approach to forming the personnel potential of educational institutions of the PPE system is a strategy for their development under

which there is an integration of the results of the study of fundamental and applied sciences, with the use of their own personnel potential, and the application of positive foreign experience. [1].

An analysis of foreign experience and a development of recommendations may be carried out at different levels taking into account the generalized goals, conceptual ideas, methods and technologies, and also private methods and individual methodological techniques. We believe that an analysis of foreign experience should be made from the position of carrying out specific tasks that reflect modern trends in post-graduate education, i.e. to analyze basic goals and provisions, conceptual ideas, pedagogical technologies and methods, which form new models of education, oriented towards the effective use of personnel technologies in higher education. Professional training of personnel based on the example of developed European countries, and also Japan and the USA, have shown that they are oriented towards introducing a system of the prospective program and goal planning of the development of science, technologies and the economy in the field of effectively forming personnel potential [7; 11]. In the development and use of personnel potential, Japanese educational structures realize personnel potential, based on employees receiving professional experience and a high level of knowledge that meets the goals and interests of this organization. For example, in the USA, equivalent structures look for specialists whose knowledge and experience may be used in any other structure of this type of professional activity. Some researchers do not believe that this approach is an exclusively Japanese achievement, pointing out that it is applied to one degree or another in other developed countries. However, everyone agrees that it is in Japan that this approach is developing) as a factor of stabilization and development of personnel potential is widespread in Japan (from 35% to 50% of employees). The system involves hiring the employee immediately after they graduate from the institute of study, and the informal, i.e. legally non-binding, preservation of a job for them in the structure until compulsory retirement. T. Matrusova notes in her works that professional training and lifelong teaching of personnel in Japan is not just and not only the re-training of employees when their qualifications “go out of date”, as a planned process of systematically increasing the qualification, and a move from simple to more complex professions, from a narrow specialization to branching out. This process is planned and carried out taking into account strategic forecasts of development, determining the individual requirements of employees, the results of carrying out constant monitoring of compliance of the professional and qualification attributes of the employees with the main goals and tasks of the organization [4]. It is generally recognized that the best international experience of innovational development of personnel potential has been accumulated by Japanese organizations, which have the highest labor productivity in the world, and the highest quality of innovational products. They are the recognized leaders in the introduction of high technology. This innovation development of the personnel potential of organizations has influenced the development of educational systems and technologies in this country [4]. Evidently, the Japanese style of managing the development of personnel potential is in several aspects close to the traditions of employees seeing professional activity as the life of a large family. So this can be

made use of, achieving significant results both on the organizational and the social level.

For the national system of higher education, it is very interesting to observe the experience of the development of educational systems, at the basis of which lies the principle of human potential (the principle of development). This principle involves putting the real abilities of the employee in first place, and the opportunity to discover and develop their abilities. With the application of the principle of development, functions of professional training and instruction of the university personnel (brining the professional and qualification attributes of the employees into compliance with the goals and tasks of the institute, the swift and easy adaption of new employees, their constant development and promotion). The main factors that determine the prestige of educational structures whose activity is directed towards providing educational services include its legal status, its corporate philosophy (sincerity, harmony, cooperation, contribution to improving the life of society), the sphere of services provided, the controlling share of the market of educational services, access to external financial sources, and the ability of bringing in human resources with high potential. To a significant degree, the recognition and status of the employee in society depends on the prestige of the educational structure [6, 11].

At the same time, the development of personnel potential in the management of human resources in the USA is based on a wide research base, consulting assistance, developed management infrastructure, and corporate universities for raising qualifications [8]. American organizations spend considerable amounts of financial, material, time and human resources on training, instructing and re-instructing their employees. Thus, the guarantee of success for a university to function and develop is in many ways determined by the level of knowledge of the students, and the individual and group intellectual potential of these institutions. Three principles lie at the basis of organizing professional training, instruction and raising the qualification of employees of study institutions: the lifelong professional training and instruction of the body of personal; the practical direction of professional training and instruction of personnel, the use of active methods of personnel training etc. [5]. Recently, in carrying the lifelong instruction of workers, the positive experience of Japanese study institutes has been widely used in organizing corporate universities and introducing quality-control groups [8; 9].

If in the USA professional training and instruction of personnel is given greater attention in organizations with a significant number of personnel, in European countries this tendency is seen in small structures. Personnel management services in Germany hold one of the leading positions in the managing apparatus of state organizations. Work in general management of personnel is carried out by special services, the size of which depends on the number of lessons: for 130-150 lessons, there is one personnel service worker. In the general structure of these services, the section that is responsible for providing managing personnel stands out, as recently it has shown a tendency to increase [10]. Great attention is also given to raising the qualification of various categories of specialists. An equivalent system also functions in study institutions.

Thus, on the basis of a summary of the positive foreign experience of the development of staff potential, we have determined the directions and approaches to the formation of the staff potential of study institutes in the system of post-graduate pedagogical education of Ukraine, and namely: (a) increasing attention to training personnel and creating corporate universities, schools of innovation, and bringing back mentorship; (b) tapping the reserves of the creative development of the personnel of study institutions; (c) improving the quality characteristics of the personnel; (d) development of the personnel as a personality component of corporate culture; (e) distribution of certification of personnel work. An analysis of the practical foreign experience of the development of personnel potential in the education sphere has made it possible to single out what we believe are important directions of foreign personnel services, including: determining priorities of strategic goals of development of the study institution, taking into account the specific nature of the educational services provided on the basis of the philosophy of professional activity, the classification and standardization of requirements for the level of professional qualification and personal qualities of employees, the formation of a high level of corporate culture, outlining the special features of the territorial labor market etc.

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DEVELOPING TRENDS AND PROSPECTS OF LIFELONG PROFESSIONAL EDUCATION IN THE THEATRICAL AND ARTISTIC SPHERE

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N. A. Shmelyova

The issue of improving the system of lifelong professional education has become particularly vital and socially significant in the theatrical and artistic sphere. The main trends in the development of the modern model of lifelong professional education in the field of theatrical arts are: (a) to increase the diversity of educational programs for the training of specialists (introduction and "legalization" of short programs into supplementary professional education programs in the form of distance education, etc.); (b) to change approaches to the request for the implementation of programs (with the requirements of professional standards, developing programs in combination with the National Qualifications Framework, and the requirements of employers for this background), and (c) to comply with the principle of continuity in the vocational education system (requirements for the logic of programs, development methods, managerial and methodological approaches, including credit-based and modular systems), (d) to liberalise additional professional education services by changing the requirements for service providers, as well as their financial and economic mechanisms. The implementation of these approaches will contribute to: 1) changes in the existing educational legislation, primarily in the regulation of supplementary professional training; 2) the development of infrastructure components (single registry, depository, navigator) of quality management systems for educational services provided in the area of lifelong professional education; and 3) the development of the principles of construction of supplementary professional education programs based on a competent approach and the transition to a two-level system of training.

The demand for a flexible response on the part of supplementary professional training as part of its continuity to ongoing changes requires the constant development of scientific methods and information to create an adaptive system of the training and retraining of personnel, which helps to meet the needs of managers and professionals in a timely manner. Priority areas in the area of theatrical and artistic education today are as follows: (a) forecasting labour market conditions with the aim of anticipating professions in demand and the training of corresponding specialists; (b) conducting education market research; (c) developing information support for a system of qualification improvement and professional retraining; (d) developing modern training and methodological support for lifelong professional education; (e) developing modern structures and the management of educational processes; (f) optimizing international co-operation; (g) combining training and counseling processes based on the extensive use of information technology in connection with active learning methods; (h) organizing distance training through active interaction with faculty staff and consultants via computer networks; and (i) creating an organizational and methodical environment

that operates in a single telecommunications space with extensive use of telecommunications technologies.

Thus, the increased mobility of the domestic labour market and positioning of advanced technologies and the development of educational counseling and supplementary professional training, as well as other activities, will contribute to the development of lifelong professional education in the theatrical and artistic sphere.

NON-GOVERNMENTAL ST. PETERSBURG HIGH SCHOOLS IN THE LIFELONG EDUCATION SYSTEM: A REGIONAL PROFILE

T. Prok

St. Petersburg's non-state high schools have been an integral part of the urban regional subsystem of lifelong education for more than 20 years. In history, the process of integrating the non-governmental sector of higher education into the municipal regional subsystem of lifelong education in St. Petersburg can be divided into three main stages.

The first stage covers the period up to 1917. St. Petersburg is considered the place where Russian non-state higher education emerged and was established at the turn of 19th–20th centuries. The city also offers a prototype for modern systems of lifelong education. In the late 19th and early 20th centuries, 30 non-state higher educational institutions were founded in St. Petersburg, including 13 public and 17 private ones. However, by 1917 there were only 19 (11 private universities had been closed by that time). During the pre-Soviet period there was a great variety of high schools in the non-governmental sector of St. Petersburg; university-type institutions, pedagogical colleges, high schools for the training of artists, and also business, engineering, industrial, and agricultural colleges. Non-governmental schools of that period left their mark on the history of education in Russia. Those St. Petersburg private universities introduced new forms of education: graduate and postgraduate education, and advanced training. At some private universities kindergartens, primary schools and colleges were established to form what is currently referred to as “educational complexes”. In fact, they were prototypes for the modern system of lifelong education. St. Petersburg's non-governmental schools acted as a test site for education in Russia, and were several years ahead of the introduction of such innovations in other provinces of the country. Much of the heritage of St. Petersburg's non-governmental institutions seems relevant today. One example was the St. Petersburg Academy of Pedagogical Sciences of the League of Education which had a powerful impact on the development of educational thought in Russia. The Pedagogical Academy was founded 1907 as the highest academic and research center in pedagogical science in the nation. Its main task was scientific and experimental development of the theory and practice of education and training, and the training of highly qualified teachers, experts in public education, teachers of extracurricular activities, managers of educational institutions, and school therapists. The academy was an experimental school with three successive stages (kindergarten, secondary school and high school). The objective of the experimental school was the comprehensive study of the psycho-physiological nature of children, the conditions of their development and education using natural methods, as well as the distribution of information about the patterns of their development and the psychological foundations of education and training, which in that era exemplified an evidence-based approach to the organization of experimental educational, and a prototype for the system of lifelong education. However, after the Bolshevik Revolution of 1917 all private educational institutions were closed, including St. Petersburg's higher educational establishments. Many of them were then transformed into public schools that successfully operate to this

day. After periods of restructuring and reform, the work of the St. Petersburg Academy of Pedagogical Sciences of the League of Education (founded 1907) continues today in the work of the St. Petersburg Academy of Postgraduate Pedagogical Training. Higher courses for women at the Prof. P.F. Lesgaft Biological Laboratory established by Dmitriev in 1906 continue at what is known today as the P.F. Lesgaft National State University of Physical Culture, Sport and Health. The St. Petersburg Academy of Music (founded in 1862) operates today as the N.A. Rimsky-Korsakov St. Petersburg State Academy of Music. The St. Petersburg State Engineering and Economics University dates back to higher business courses established by M.V. Pobedinsky in 1906. There are many other examples.

The second stage took place during the "Soviet period" (roughly from 1918 and ending in 1990). During this period, there were "quasi-non-governmental" educational institutions in Petrograd/Leningrad (St. Petersburg) such as political and trade union schools, including "komsomol" ("young communist") schools, that provided lifelong professional education within departmental structures. Some of them, after the reforms of the 1990s, became the first non-state universities in post-Soviet St. Petersburg. Thus the largest private university in Russia, the St. Petersburg University of Humanities and Social Sciences, as it became in 1991, dates back to 1926 when the Leningrad School for the Trade Union Movement was founded. The history of the Baltic Academy of Tourism and Business (founded in 1992) originates from courses established for the training and development of tourism and excursion staff in the north-west region of the U.S.S.R. established in November 1969 in Leningrad after a decision by the Presidium on Tourism and Excursions of the All-Union Central Trade Union Council. The St. Petersburg Institute of Foreign Economic Relations, Economics and Law was established in 1994 in cooperation with the regional organization Znanie. The history of the St. Petersburg State University of Management and Economics began on December 27, 1990, when the Executive Committee of the Leningrad City Council and the Leningrad Branch of the Academy of Sciences Training Centre took the joint decision to establish a small state-owned enterprise under the name Professional. The centre was engaged in the retraining and advanced training of government employees and managers working for the city of St. Petersburg, the Leningrad Oblast and government entities in other Russian regions. These non-state universities have successfully filled a niche for adult education in a timely manner by offering students the chance to obtain a second university degree, as well as retraining and advanced training for new professions that are in demand on the market economy using all positive experience accumulated during previous years.

The third stage dates from 1991 until the present. The current operations of St. Petersburg non-governmental universities are qualitatively different than previously and are taking place in a new environment. At present there are 40 non-governmental universities in St. Petersburg (9% of the total number of non-governmental universities of Russia) and there are 59,300 students enrolled in them. Modern non-governmental higher education in St. Petersburg combines major university centres, economic, legal, educational and other institutions of higher education, primarily in the humanities [see Table]. Despite differing initial conditions for the entry into the municipal regional subsystem of lifelong professional education, leaders in the private sector in St. Petersburg were originally focused on strategic activities within the framework of the concept of lifelong education, demonstrating a wide range of penetration into the regional

subsystem of lifelong professional education embracing all levels of educational training: from pre-school to postgraduate education.

St. Petersburg non-state high schools (2012)

St. Petersburg non-state high schools	Year of establishment, type of ownership
1. The Academy of Liberal Arts	1998, non-state establishment
2. Baltic Humanitarian Institute	2004, private establishment.
3. Baltic Academy For Tourism And Entrepreneurship	1992, non-state establishment
4. Baltic Institute of Foreign Languages and International Collaboration	1996, private establishment.
5. Baltic University of Ecology, Politics and Law	1993, private establishment
6. The East European Institute of Psychoanalysis	1991, private establishment
7. Oriental Institute	1994, private establishment
8. The St. Petersburg School of Religion and Philosophy (Institute)	1990, non-state establishment
9. The European University in St. Petersburg	1994, non-state establishment
10. Institute of Business and Law	1994, non-state establishment
11. The Institute of Decorative and Applied Art	1996, non-state establishment
12. Institute of Foreign Languages	1989, non-state establishment
13. Institute of Legal Science and Entrepreneurship	1994, private establishment
14. Institute of Special Pedagogy and Psychology	1993, non-state establishment
15. Institute of Television, Business and Design	1997, non-state establishment
16. Institute of Economics and Finance	1992, non-state establishment
17. International Banking Institute	1991, independent noncommercial organization
18. Inter-industrial Institute for Staff Training and Information	1995, independent noncommercial organization
19. Inter-regional Institute of Economics and Law	1997, non-state establishment
20. National Institute of Open Russia	1991, non-state establishment
21. Nevsky Institute of Management and Design	1996, private establishment
22. Nevsky Institute of Language and Culture	1996, private establishment
23. St.Petersburg Institute of Jewish Sciences	1992, independent noncommercial organization
24. Russian Christian Humanities Academy	1989, private establishment
25. St. Petersburg Institute of Psychology and Acmeology	1995, private establishment
26. St. Petersburg Institute of Human Resource Management	2002, independent noncommercial organization
27. St. Petersburg Institute of Economics, Culture and Business Administration	1999, private establishment
28. St. Petersburg Institute of Management and Economics	1990, non-state establishment
29. St. Petersburg Academy of Law	1998, non-state establishment
30. St. Petersburg University of Humanities and Social Sciences	1991, non-state establishment
31. St. Petersburg Institute of Foreign Economic Relations, Economics and Law	1994 г.,non-state establishment
32. St. Petersburg Institute of Hospitality	1994, non-state establishment
33. St. Petersburg Institute of Education in the Sphere of Humanities and Social Sciences	1998, non-state establishment
34. The Duke Peter Georgievich of Oldenburg St. Petersburg Institute of Law	1992, non-state establishment
35. St. Petersburg Institute of Dentistry	1997, non-state establishment
36. St. Petersburg Institute of Management and Law	1995, non-state establishment
37. St. Petersburg Institute of Economics and Management	1994, private establishment
38. International Management Institute, St. Petersburg	1989, non-state establishment
39. The Smolny University / College of the Russian Academy of Education	1998, independent noncommercial organization
40. Law Institute	1992, non-state establishment

Source: http://www.anvuz.ru

BEST PRACTICES OF ECO-SCHOOLS INTERNATIONAL PROGRAMME IMPLEMENTATION FOR TERTIARY LEVEL IN IRELAND AND RUSSIA

O. Madison,
Y. Ryan

Eco-Schools international programme is one of five programmes of FEE (Foundation for Environmental Education). In each participating country it is run by a FEE-member NGO, In Ireland in is run by An Taisce and in Russia by Keep St. Petersburg Tidy NGO. Initially the programme was designed for schools. Since 2003 kindergartens and supplementary education centers joined the programme in Russia and in some other countries. In 2007-2008 the tertiary level institutions got interested in the programme in Ireland, Russia, Portugal, Iceland and Spain. This paper addresses to the best practices from two of five countries running Eco-Schools for the tertiary level. It is important to note that in all five countries the initiative to join Eco-Schools programme came from students.

The Green-Campus Programme is an evolution of Green-Schools (known internationally as Eco-Schools). The Environmental Education Unit of An Taisce is the Irish National Operator for all programmes of FEE. The Green-Campus Programme has been in operation in Ireland since 2007. At present 18 Campuses are formally registered on the Programme and three have been awarded the Green FlagSchoolari013 Twq( )]ge8 0 Td [(S)2e bestnote laria. T in-17(he)1(E)2(nv)-8ment f10 Tw (-)Tj

Green-Campus Programme as a method to amalgamate environmentally themed groups and projects to work towards common and shared goals.

In Ireland the Green-Campus Programme is open to all post secondary and third level educational institutions.

Campus	Year of award	Themes	Student Numbers
University College Cork	2010	Litter and Waste Energy Conservation Water Conservation and Protection	>16,000
Coláiste Dhúlaigh, Coolock Campus	2010	Litter and Waste	~500
Galway Mayo Institute of Technology, Castlebar Campus	2011	Litter and Waste Energy Conservation Water Conservation and Protection	~1,000

In order for a Campus to participate in the Green-Campus Programme a committee representative of the campus community must be formed. This committee must then register its intent to implement the Green-Campus Programme with the Environmental Education Unit of An Taisce. The Green-Campus Office then facilitates each registered campus through the programme. Depending on the structure of the college and the Green Campus Committee, a multi-themed or single themed approach can be adopted. The committee consult with the Green Campus Office before choosing an approach. Themes include: Litter and Waste Prevention and Management, Water Conservation and Protection, Energy Conservation, Travel and Transport, and Biodiversity.

In Russia the Eco-Schools programme for universities has the same name as that for all other educational establishments, i.e. Eco-Schools. At present 5 universities expressed interest to participation in the programme. One of them – East-Siberian State Academy of Education (ESSAE) – taking part in the programme since 2008 has been awarded with 3 Green Flags. ESSAE is situated in Irkutsk. In the Irkutsk Region and neighbouring areas the Eco-Schools programme is managed by Liudmila Koshkareva who is the regional representative of Keep St. Petersburg Tidy NGO for FEE programmes there.

So, for the first year the students of ESSAE decided to focus on the theme Waste&Litter. The driving force in the Eco-Schools programme implementation in the ESSAE was the Nature Sciences and Geography Faculty having the most active and committed students, teachers and the dean. During the first year the whole methodology of seven steps was implemented. More about the 7 steps methodology can be found at www.eco-schools.org. The Academy itself was chosen to be the main target area. The students investigated the use of paper in the Academy and drafted the plan for its improvement. Part of the practical activities was dealing with finding the company able to take away selectively collected paper for recycling and arranging collections of waste papers. During the first year about 2 tones of paper were sent for recycling. However, despite the fact that the initiative was mainly shown by the students, the responsibilities for

managing the programme activities and controlling them were mainly undertaken by the professors.

The second year the students widened the area of their activities to the local community. Besides, they made a survey to find out the attitude of local people to selective collection of waste and investigated the possibility of recycling plastic bottles locally. They also arranged several events for selective collection of waste papers and plastic bottles involving among others local population. One of the indicators of good progress was also sharing responsibilities in programme-related activities between professors and students.

During the third year of work in the programme the Eco-Council of the ESSAE worked in close cooperation with other educational establishments taking part in Eco-Schools programme in Irkutsk and the Irkutsk district. All together they communicated the issue of selective collection of waste to the city authorities and shared their findings with the latter. As the results of their fruitful common work the pilot system of selective collection of plastic bottles was initiated by the city government. Besides, the leaflet with complete information about the centers for selective collection of different kinds of waste was published by the city authorities and became also available via their website. In addition to that, during the third year large share of responsibility for the activities was given to students. The Eco-Council was also headed by a student.

It's also important to note that during all those three years ESSAE cooperated closely with other participants of the programme in its area, hosted sharing experience events, took part in the jury for a number of competitions and contests for school teachers and pupils as well as presented its experience at a number of relevant conferences and seminars.

The best practices from Ireland and Russia presented in this paper show different approaches but similar results in not only educating students taking into account international prospective but also upbringing them as active and responsible citizens prepared to informed decision making for sustainable development.

The implementation of Eco-Schools programme at tertiary level along with its implementation in pre-schools, primary and secondary schools and well as in supplementary education forms a firm background for action-oriented continuous education for sustainable development implementation worldwide.

DELIVERING EDUCATION
FOR SUSTAINABLE DEVELOPMENT (ESD)
IN CYPRUS THROUGH PROGRAMMES OF FEE

M. Ierides

The Foundation for Environmental Education (FEE) is a network of environmental NGOs from all over the world. It has developed five international programmes that have environmental education at their core. They are Blue Flag, Green Key, Eco-Schools, Young Reporters for the Environment (YRE) and Learning about Forest (LEAF). CYMEPA (the Cyprus Marine Environment Protection Association) is a member of FEE since 1994 and the National Operator for all its programmes in Cyprus.

The Blue Flag programme is dealing with voluntary environmental certification of beaches and marinas. There are 56 Blue Flags in Cyprus and CYMEPA is instrumental in advising and assisting the Municipalities and Communities in implementing the required five environmental educational activities. Initiatives are proposed that involve both locals and tourists to explore the local environmental assets and comprehend the value of sustaining natural resources, cultural heritage and social equity.

Green Key is a programme of the voluntary environmental certification of accommodations. The Green Key in Cyprus has been awarded to 13 hotels and one restaurant. CYMEPA ensures that hotel staff, guests and other stakeholders receive training and instructions on behaving in a sustainable manner and that the hotels understand and fulfil their social responsibility.

The other three international programmes of FEE are for educational establishments to participate in. This year 189 Eco-Schools will receive the Green Flag in Cyprus. The Green Flag is a well known international symbol confirming high quality of environmental education and ESD as well as implementation of sustainability ideas in management. CYMEPA, the Ministry of Education and Culture and the Pedagogical Institute organise training seminars for teachers enabling them to deliver education for sustainable development through the themed of the Programme, such as Energy, Water, Litter, Biodiversity, Culture and the Environment, etc.

The theme of Forest is explored to introduce Schools in the LEAF (Learning about Forest) Programme. Schools visit the network of Environmental Education Centres and after spending time in a forest, they are taught by specially trained teachers on sustainability issues, cultural themes, social and economic impact of forests, etc,

In the current academic year 86 schools have teams of Young Reporters for the Environment. Once again CYMEPA has provided a one-day seminar for both students and teachers participating in the programme. During the seminar, a member of the European Parliament, Mr Kriton Arsenis gave an outline of the sustainability agenda of the European Parliament and was interviewed by a team of YRE.

At this time the YRE Competition in concluded with many entries in all 3 categories: Articles, Photos and Short videos. The YRE have investigated a vast array of topics, all dealing with sustainability and the environment.

CYMEPA carries out education for sustainable development in sectors outside FEE, such as the training of seafarers and shipping executives, but the bulk of ESD is successfully delivered through the five FEE Programmes which prove to be a very powerful tool and useful vehicle for this purpose.

LEARNING ABOUT FORESTS (LEAF) INTERNATIONAL PROGRAMME AS A CONTRIBUTION TO CLIMATE CHANGE PREVENTION

B. H. Bjoernstad,
O. Madison

Learning about Forests programme (LEAF) is one of five international programmes of FEE (Foundation for Environmental Education). LEAF is developing rapidly with new countries joining. We are now gathering 21 countries to work with the important goal to give children knowledge about forests and how people interact with forests. In each participating country the programme is run by an NGO or an authorized institution. In Norway it is run by Forest Extension Institute and in Russia by Keep St. Petersburg Tidy NGO.

Globally, we are extracting more resources to produce goods and services than our planet can replenish. Losing forests threatens food, energy and climate security. Yet saving them saves ecosystem services such as freshwater provision, biodiversity and natural defences against erosion and flooding. Without the forest, which is a provider of healthy natural resources, there can be conflict over dwindling water, food or fuel. It can also lead to increased exposure and vulnerability to natural hazards such as landslides.

Thousands of schools are participating in the planting campaign today. This is possible with major support from Panasonic Japan. This allows supporting of activities in about 60 countries in 2012! The planting of trees is one of the educational activities supported by LEAF which addresses the key role forests plays for climate change, biodiversity and as a resource for food and energy.

Many educational establishments in Russia are taking part in the tree planting activities. The Bryansk and Irkutsk Regions are the leaders in Panasonic tree planting project run through LEAF. St. Petersburg, the Kaliningrad and Leningrad regions as well as Karelia and Tatarstan are also participating in the project. All in all in the frame of the project students together with teachers planted 12000 trees in 2011. The plan for 2012 is 15000 trees. Schools, kindergartens and supplementary education cetres are combining theoretical and practical aspects of tree planting. They always consider tree planting from the view point of its value for sustainable development and climate change prevention. For example, children taking part in LEAF are aware that average person in Russia causes emission of 10-15 tones CO_2 a year. It means that to be CO_2 neutral it is necessary to plant 2-3 trees a year. In case of frequent travelling by planes these figures can grow 10-20 folds.

It is very important to note that in the frame of LEAF not only environmental role of forests is considered, but also its economic, social and cultural value. Forests are not only valuable as ecosystems capturing CO_2 and necessary raw material for forest industry, but they are also vitally important recreation areas and means of keeping local customs and traditions alive. In addition to that for centuries the forests have been giving inspiration to painters and writers for creating their masterpieces. Covering all these aspects in educational process of LEAF ensures action-oriented ESD.

With proper knowledge and skills we can provide sustainable management of natural resources which can help reduce disaster and conflict risk and provide a strong platform for recovery and sustainable development.

FUTURE PERSPECTIVES OF FINNISH-RUSSIAN COOPERATION IN NON-FORMAL ADULT EDUCATION

V. Torvinen

Finland and Russia - reliable neighbors. Finland and Russia share long common history and significant international learning process having led life together and apart – and since 1917 as independent neighbors. We have developed valuable trust and mutual understanding while having big cultural diversities. Russian citizens are visiting Finland more and more often and these well-paying tourists play prominent role in Finnish regional economics. Allegro train has shortened distance between Helsinki and St. Petersburg into 3.5 hours. Finnish enterprises make good business in Russia which is an encouraging signal in the times when Finnish economy is seeking for better future perspectives.

We should overcome our cultural barriers and start working together as a real team. Taking into account our common path in history and lessons learned Finnish-Russian cooperation could go deeper and make socio-cultural progress reaching a new qualitative stage. In global world and intensifying competition we should overcome our cultural barriers and start working together as a real team - in order to release the hidden creative potential of our national characters. We should discover our cultural differences as an strategic asset for future.

The tensions in the society should be channeled into constructive dialogue. We share same kind of political challenges as to sustainable civic society development. For example we should reach the groups that don't normally participate in adult education – immigrants, retired, unemployed, small business entrepreneurs, men in the agricultural areas, and groups in the danger of social exclusion or with learning difficulties. The tensions in the society should be channeled into constructive dialogue and cooperation for the benefit of the whole community – by means of innovative adult education methods.

Global change process affects the role of teachers and the culture of educational institutions. Educational needs of our both societies are affected by demographic changes, globalization, new communication technology and changes in economic structures and the public sector, posing a challenge for civic society development and citizen education system. The change goes beyond geographic boundaries, administrative and organizational reforms.

We need a creative team in order to design a common strategy. What we need here is a common will to create together a new learning culture established on new cultural interaction. We need a creative team in order to design a common strategy, which strives for new non-formal education culture including citizen education and citizen value assessment and new moral value assessment and new moral code community development.

Moral code and social welfare. The strategy should cover citizen value assessment and new moral code. It would mean redesign of current non-formal educational institutions, new role of state, designing of new financing system, municipal level contribution. All major institutional stakeholders (authorities, political

parties, religious organizations) should participate and give their contribution to this strategy design and further implementation process. The project could be carried out simultaneously in Finland and Russia.

Moreover, Finland and Russia could meet the future economic and social challenges much better by cooperating also at civic society development level. We could learn from each other. For example creativity is strength of Russian nation and Finnish society is famous for the tradition of how to care for the individuals and people.

Human life and dignity are the main priority. Nowadays when values are changing harder and humanity is put to the test we should be striving for the foundations of a society where human life and dignity are the main priority. This is where can learn from each other. As we all know, a nation cannot survive without a national philosophy or ideology or rather a system of values. We also know that active, constructive civic society is a precondition for prosperous, sustainable economy as well.

Challenge of realistic social vision and strategy. There is a risk that intellectual communities in our both countries lack a realistic vision and strategy how to find a way to balanced social welfare. We should acknowledge that it seems to be more and more difficult to cope with negative social phenomenon like racism and political extremism. There could be something to be done here, also by educational means, in the field of lifelong and non-formal learning.

Towards new adult educational innovations and institutions. Bearing in mind that social life is more and more complex and there is evident need for sincere dialogue between citizens and authorities – this poses once again a challenge and chance for lifelong education and citizen education. We have in both countries a free flow of information with active social media and people have gotten used to acting on their own as individuals.

Being independent countries and reliable neighbors on Earth we can acknowledge our strengths and shortcomings and create new cultural energy by intensive team wok which could lead into new models of citizen and community education. This kind of strategic cooperation could open new visions and create new social culture with innovations and institutions..

EDUCATIONAL METHODS AND TECHNIQUES IN CONTINUOUS EDUCATION

MERGING ACADEMIC AND SOCIAL ENVIRONMENTS THROUGH SERVICE-LEARNING

D. Vandzinskaite,
N. Mazeikiene

Presently, universities understood as business- and labour market-oriented institutions must educate high quality specialists, knowledge workers and global citizens endowed with intellectual and personal features applicable in the world labour market as well as to stimulate social development. In this context, education of wide-profile specialists who are able to continuously improve their qualification and adjust to constant socio-economic change in university is highlighted. It is emphasised that more attention should be paid to consistency of development of both specific and generic skills. Transferable skills would allow to easily realise oneself in the pluralistic and global labour market and society, to creatively act under unexpected conditions. Striving to implement such educational aims and expected learning outcomes, it is necessary to use appropriate educational methods which would allow to collaborate with various social stakeholders, project intellectual, professional and social activities in real situations. The idea of the learning society should be implemented; such idea implies creation of such learning conditions which would allow every society member lifelong striving for perfection of one's own human potential and competences, to gain diverse knowledge, abilities needed for implementation of life roles, also to develop personality traits, opinions, values, attitudes.

The first theoretical analysis of learning through service to communities made the benefit of application of this method relevant in development of the precedent of a closer collaboration between institutions of higher education and public organisations (NGO). Institutional implementation of service-learning in study programmes has been implemented in 2006–2008 in Šiauliai University (Lithuania). Service-learning was tested by some more than 30 academic staff and more than 600 students; institutions of higher education started the relations with some more that 200 organisations (NGO) which accepted students for the period of one semester. Only introductory lectures acquainting with the subject's aims, content, procedures of formulation of assignments and accounting for them etc. take place in auditoria; groups of students have been involved into activities of chosen social stakeholders (communities of religious, ethnic minorities, various NGOs, public state enterprises or business companies) for a period of 3-4 months. Assistance has been organised for students of service-learning: academic staff regularly individually or in groups provided consultations for students, social stakeholders appointed persons – mentors who helped students in formulation of activity tasks and successful integration into the community. This kind of studies

underlines the utilitarian cooperation when neither lecturer nor students or social stakeholders have the monopoly of knowledge. When solving a real problem/task identified in activities of social stakeholders, all participants of the process (lecturer, students and social stakeholders) become equal partners, learners and co-authors of the knowledge being constructed.

The research of the new educational reality – service-learning consisted of several stages during which the triangulation of research methods had been employed: theoretical constructs of the method had been investigated when purposively collecting empirical data, experiences of specialists' practitioners and target groups (students, academic staff and social stakeholders) had been compared when applying techniques of the focus group, a structured survey in a written form, when carrying out individual interview and participating observation (Vandzinskaitė, 2011; Vandzinskaitė et al., 2010). The present article introduces the results of the final research stage – results of the interview survey and participant observation. The interview aimed at finding out individual experiences of lecturers (12) and students (30) who tested service-learning[1], when going deeper into specific experiences of participants' interaction, organisation of a subject, pedagogical process, collaboration with social stakeholders, problems that arose and other peculiarities; questions related to the following were presented: the pedagogical scenario (changes in arrangement of the course, tasks, assessment etc.), specificities of mastery of the new roles of all participants (academic staff, students, social stakeholders) and interaction, assessment of educational efficiency and possibilities of service-learning in one's personal opinion; also, the possibility to the informants to underline positive and negative experiences in service-learning was provided. With regard to these assessments, it was aimed at revealing and interpreting socio-cultural and institutional conditions for implementation of the method and building partnership.

During all stages of the research, methods of participant observation were applied that allowed observation and participation of all involved participants (academic staff, students and social stakeholders) in public discussions. In 2007–2009, seminars (2) on dissemination of experience of academic staff that had tested service-learning were held; there they introduced their experiences, faced problems, didactic insights; also, meetings for discussion of the results of collaboration of all participants (academic staff, students and social stakeholders) were arranged (1); students' assessments (3) were attended in the end of the semester dedicated to service-learning. Informal conversations and discussions helped to find out essential problems faced by the participants, to observe the exploration of problem situations and the dialogue-based search for solutions. This assisted in selection of informants who would reveal the most obvious contextual aspects of application of service-learning and would ensure a wide spectrum of unique, successful and unsuccessful experiences in application of the new method, with regard to disciplinary specificity of the course and uniqueness of its implementation situation (e.g. exceptionality of developed competences,

[1] The interviewed lecturers and students participated in the various courses: Applied Anthropology and Communities, Marketing, Special Pedagogic and Theory of Education, Social Anthropology, Local Government Administration, Corruption and Anti-corruption Policies.

characteristics of an organisation where practical placement was organised, peculiarities of students etc.).

Data of the interview stage proved the results obtained during other stages (focus group, qualitative questionnaire-based survey) evidencing the actual benefit obtained by all groups of participants : when meaningfully getting involved into local activities, students initiated new activities in organisations, brought innovations, thus, tested themselves in professional activities and started maintaining useful contacts; through cooperation between organisations, communities, business enterprises and institutions of higher education, trust of employers in institution of higher education as well as readiness for collaboration in the future increased; tasks that had been carried out by students were useful to organisations: students worked out real project applications for receiving financial support (e.g. applied for the city public governance institution to organise local and international events and received financial support, others worked out applications for EU structural funds), carried out various social research investigations for organisations (e.g. survey of city residents concerning usage and quality of drinking-water), in separate cases students' assistance was especially effective, e.g. a rural community received financial support and student's research works and provided consultations to communities created the precedent of collaboration between university and rural communities. Not only personal benefit in the sense of students' professional competences but also expanded career opportunities are observed; also, the benefit to both community and institution of higher education is highlighted.

Excellent learning outcomes as well as those useful to social stakeholders were achieved during service-learning. Service-learning enabled them to implement several aims during service-learning:

The idea of service-learning is being implemented through learning a particular subject by carrying out particular needed and useful activities for the community. Research and consultations for communities carried out by students have developed the precedent of collaboration between the university and rural communities revealing the activity fields of the university as a regional one. Rural neighbourhoods appreciated students' support because young, organised people who would by their knowledge, energy and ideas help to name the priorities of works, suggest how to solve problems, would assist in working out and implementing small projects.

Substantial partnership relations were started between students as future specialists of public administration and activists of neighbourhoods, local communities, the employment opportunities occurred to students. Results of partnership activities are illustrated by facts that several students were offered work of managerial or public administration character in neighbourhoods where they had carried out their service-learning practical placement.

Start of maintenance of personal and social relations between students and community members. When introducing a successful example, a lecturer (a research participant) mentions the situation when community members, the elderly or chairperson of the community invited students to come and spend several summer days, arrange an excursion around (e.g. to show the swamp).

The research revealed that the civic potential of service-learning was quite weakly expressed; students and social stakeholders noticed it the least, the latter sometimes even did not provide opportunities for students to get involved into meaningful activities. According to one lecturer, this is “part of our culture”, in this case, these are the peculiarities of Lithuania as a post-Soviet country. Still the dimensions of civic activity sometimes are unexpectedly revealed through the type of a specific task, properly chosen social stakeholder (institution, organisation) for partial practical placement in service-learning of reflexive activities, holistic perfection of a personality, critical thinking when perceiving the diversity of society. According to academic staff, both personal and intellectual competences project not as much the intellectual development but “the ability to recognise and solve social problems, analyse cases, plan activities etc.” Meanwhile civic competences oriented towards “personality as such” speak of what a human should be: “one should not be irrelevant to societal changes, environment, one should express a clear personal and civic position.”

Research data shows the positively evaluated efficiency and benefit of service-learning to all groups of participants; however, it also underlines the challenges arising from adjustment of the innovative method; these challenges revealed difficulties of organisation of such type studies, lack of both participants’ competences and experience in collaboration. When students were more motivated and considered their learning with responsibility, academic staff helped them to formulate and match tasks, contacted with social stakeholders, moderated reflexive activities, helped in solving conflicts etc.; and when social stakeholders accepted roles of mentors along with responsibility for student’s learning activities in community/organisation. In words of one lecturer, the idea of service-learning is likely to be implemented in practice when a student, lecturer and social stakeholders act as one, like “mountain climbers tied to the same rope.”

Participants of service-learning positively assess opportunities of the method to match both academic and social environments, to create new, real social world problem solution-oriented learning content, when involving social stakeholders and local communities into the study process. The participants underlined the conditions to learn in different educational environment provided to students, to test themselves in real practical situations, to know values, points of view and interests of different social spaces and the result of such learning, i.e. versatile professional, intellectual, personal, social and civic perfection. In their assessment, social stakeholders emphasised acquaintance of students with the social world of practical activities, students’ abilities to apply theoretical knowledge when carrying out useful tasks in organisations as well as expression of attitudes of students’ professional activities.

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DEPLOYMENT OF DISTANCE TECHNOLOGIES IN THE DEVELOPMENT OF THE LIFELONG EDUCATION SYSTEM IN RUSSIA

O.I. Kosenko

The Russian Network Intellect expert community conducted an expert poll in October, 2011 in order to find out expert opinions regarding the current status of education in Russia. The poll, involving 565 respondents, showed that experts generally have negative attitudes toward the outcomes of Russian education reform over the past two decades. This is evidenced by the following data: 49.8% of the respondents believe that the reforms have significantly reduced the quality of education in the country, and 16.9% of the respondents are of the opinion that high quality education has become less affordable for the masses. The majority of respondents do not support the main changes in education, with 66% of the respondents being against the Uniform State Examination; 57% voting against the introduction of the Bologna system; and 61% of all the respondents being against the introduction of per capita financing of schools. The need for maintaining a unified secondary school system (according to the Soviet school system model) was also supported by the majority of respondents (76%)[1]. Thus, there is a basis to believe that Russian education is currently undergoing a serious crisis, and it's necessary to solve the accumulated problems, because it's impossible to achieve any of the strategic goals of developing Russia into a social state without high quality education.

World experience shows that the system of lifelong education with broad deployment of distance technologies in the education process is the basis for an effective modern education. Therefore, let us now turn to Russian practices.

A review of Russian legislation has shown that legal acts do consider the use of distance technologies in education; however, there is still no clear, detailed regulatory framework for these technologies. The Federal Law dated April 10, 2000 No. 51-FZ "On Approval of the Federal Program for Education Development" considers the need for the deployment of information technology, including distance learning technologies, as one of the priorities for the development of education in Russia. The developers of the Federal Program for Education Development believe that this should contribute to improving the accessibility of educational technologies and help Russia to enter the global education space. At the same time, this Program is only a declaration of intent regarding the development of the education system in Russia and does not provide any specific ways of implementing it with respect to each specific task or aspect, such as distance learning.

The order of the Russian Ministry of Education and Science dated May 6, 2005, No. 137 approved the current Procedure for the Use of Distance Learning Technology in the Russian Federation. This document stipulates common rules for the use of distance learning technologies in the implementation of various general, secondary and vocational education programs which are applicable to all educational institutions. Distance learning technology is understood as a way of implementing a learning process where a teacher and a learner fully or partially

[1] Expert Poll "Education in Russia". www.RUSRAND.ru

interact with the use of technical means at a distance. The purpose of such learning is to enable a learner to study at a distance from the educational institution. Under these rules, the procedure and scope of the use of distance learning technologies are determined by the educational institution and may be implemented on an individual basis for each form of learning. Moreover, in case of specialties that require full-time attendance, the use of these technologies is allowed with respect to blocks of general humanities, socio-economic and general mathematical disciplines.

In order to implement distance technologies, an educational institution should satisfy special requirements for human and material resources, and namely have specially trained teaching staff and other personnel and equipment for remote communication. Moreover, an educational institution has the right to conduct such training through its branches. Staff and teachers should undergo upgrading courses in distance learning technologies. Documents may be exchanged in electronic form using a digital signature; however, it is a must that all details about students are available in hardcopy. All individuals involved in the distance learning process should have access to curricula and teaching materials, in particular in electronic form. The teaching materials should satisfy the requirements of state standards and may be supplemented with special reference books, dictionaries, periodicals, industrial and socio-political publications, scientific literature, reading books, and links to databases, websites, reference systems, electronic dictionaries and network resources.

In order to facilitate access to education for disabled children, the order of the Russian Ministry of Education and Science dated September 21, 2009, 341 “On Implementation of Decree of the Government of the Russian Federation dated June 23, 2009, No. 525” approved the Requirements for Outfitting Work Stations and Distance Learning Centers for Disabled Children with Computer, Telecommunications and Specialized Hardware and Software for Distance Learning of Disabled Children. These requirements also define the procedure for logistical and organizational support for managing the access of disabled children to distance learning technologies.

Taking the above into account, we can conclude that the existing regulatory framework is unable to ensure the mass introduction of distance technologies in the practices of Russian education. It is necessary to develop and standardize a basis for distance learning as an independent form of education. In order to achieve this, national legislation on education should, first of all, provide for reflecting distance learning in the state educational standards. It is necessary to formulate specific requirements for supporting the learning process with the use of distance technology and for ensuring the quality of education. A special regulatory act is needed to list all types of training sessions that can be performed remotely, as well as requirements for the educational level of staff and the material resources of the educational institution which provides training using distance learning technologies. We believe that the same act should set out requirements for the content and form of teaching materials used in the course of distance learning, as well as requirements for providing teaching and guidance to learners, such as in the form of remote consultations.

Achieving the above tasks will contribute to creating the necessary basis for the successful development of a lifelong education system in Russia.

ASSOCIATIVE-SYNECTIC TECHNOLOGY FOR THE DEVELOPMENT OF CO-CREATIVITY OF EDUCATIONAL PROCESS ACTORS

S.A. Novoselov

It has been long discussed that a significant role in general and professional education should be given to creativity in the interrelated processes of development, upbringing and training of growing individuals [3]. This is even more necessary in light of the individual personal needs of learners. It is necessary to not only develop creative abilities in learners, but also provide learners with the opportunity to develop as individuals in the course of creative activity and learn to create their "self-image" as consciously as possible. It is equally important to ensure that this process contributes to the growth of creative potential of the teacher as a leading actor in educational cooperation in schools, colleges and universities. This challenge should be resolved by special psychological and pedagogical techniques of interaction between teachers and learners — co-creativity techniques that will help develop the creativity of both learner and teacher in the unity of three aspects: a focus on the actual level of development of creative potential; a focus on self-reliant choice of an area of future professional activity by learners; and a focus on the forward-looking development of the best human, spiritual qualities of actors of the creative educational process [2].

Currently, only associative-synectic technology (hereinafter AST) of co-creativity development [2] is able to provide all of the above aspects of facilitative psychological and pedagogical interactions between actors in education. The following description of versions of AST for the development of creativity in actors in the educational process will serve as a general guide for the development of a system of personality-oriented educational techniques that can be widely deployed by educational institutions taking into account the needs of actors for co-creativity in self-development to the fullest possible extent.

Before describing AST, let us note its unusual nature and prospects of its application. In order to emphasize the unusual nature of AST, we have deliberately designated its most well-known version in a somewhat disputable manner, "The Design of Artificial Verse" [1], being quite aware of the many questions this will give rise to. The word "artificial" means only that these verses are the product of the technology of the development of the creative imagination. They are "constructed", "designed" using elements of Japanese miniature poetry (haiku, hokku and tanka) before being transformed into visual images and designs. The reason for using traditional Japanese poetic miniatures for the development of creativity in students and teachers is the very structure of these poems and their intrinsic ability of being elaborated through fantasy thinking. The purpose of designing new, "non-Japanese" verses is not the mass training of poets, but to develop the creativity of a person who deals with these verses, and then to transfer the updated creativity to the sphere of a specific project, and creative and research activities, regardless of their target. This transfer provides a new vision, new meanings and new prospects for the development and improvement of the selected co-creativity object.

The algorithm of learning and creative activity of actors in the educational process with the use of AST includes the following steps:

1. In order to prepare students for the use of associative-synectic technologies, they are involved in games using well-known heuristic methods.

2. The teacher discusses the role of combination with the students, drawing their attention to the fact that the purpose of combination is to look for a new meaning in each of the resulting random combinations of known elements of the subject of activity.

3. The teacher talks to the students about fantasy, imagination, searching for and combining new images, noting that this is a joyful and enjoyable exercise, and invites them to learn to see the beauty of the new and enjoy the process of its creation. This can be learned by reading and looking for new meanings in the Japanese three-line haiku and hokku poems and five-line tanka poems (it is possible to combine children's poems, fairy tales, philosophical verses, etc.).

4. After reading haiku and tanka poems, the teacher asks the students to select those they like best. He notes that these poems and their fragments may be regarded as “parts” of a poetic erector-set or “poetic cubes” to “assemble” new, non-Japanese poems or short stories and fairy tales. These content elements, image elements and emotion elements can be modified, reinforced, “repainted” and “remade” to one's personal vision of the world, an individual “soul”. For example, you can “process” parts of the erector-set “mechanically” by adding or rearranging punctuation, deleting or adding words, and then try to find new meanings and new images that drive an emotional response. The very fact of such “mechanical processing” and “assembly” necessitates a new name for the designed verses, “artificial poetry”.

5. The teacher gives an example of combining “parts” of the poetic kit, and then each student makes their own combination of selected poetic elements so they create a set of images in their mind that causes certain emotions or memories of experienced emotions. The resulting combination may have no rhythm or rhyme. Learners should try to enhance the emotional effect of the combination by redesigning and modifying it further. This activity in combining images and provoking emotions triggers creative thinking. Imaginative thinking is combined with analytical thinking, since the latter controls the design and “assembly” of a poetic combination.

6. The construction made from image elements and feeling elements is submitted to rhythm and rhyme. This promotes simultaneous work of consciousness and the unconscious on the same object. Active interaction between the teacher and students in “rhyming” their combinations of poetic images contributes to building an atmosphere of co-creativity and increases the likelihood of achieving creative results. Co-creativity between the teacher and the students is certainly not limited to cooperative “rhyming”. Much more important, in our opinion, is the joint “discovery” and “invention” of new meanings, the combination of meanings discovered by the students and the teacher independently of each other, and the development of versions of created poetic images.

7. The teacher helps the students to conceive that in terms of the content of activity, designing new poetic images may be associated with looking for analogies for technical items or situations that may arise in specific activities.

8. The teacher organizes learning and creative activities related to the images created in artificial verses in the field of a creative activity of interest to students. This transition should take place as quickly as possible (ideally, contemporaneously) after the completion of an artificial poem. For example, the

teacher may ask students to choose any material item (related to engineering, household, professional activities, etc.) which is either mentioned in the created poem or related to its content and images. Then students are asked to improve this item, for example, with the use of one of the associative methods for enhancing thinking. In the course of improving the selected technical item, the teacher invites the students to focus not so much on the modernization of structural components of the technical item being improved as on a search for its new consumer qualities.

9. The teacher organizes a logically sound transition from learning and creative activities with the use of AST to work on the implementation of the generated ideas, for example, as part of training and production activities or an undertaken project.

Experience has shown that the application of this technology ensures that each student achieves creative results in a chosen field of activity and develops creative abilities, including their rational and emotional components. Experience using AST in the educational process has enhanced it by introducing a visual component, i.e. inclusion of elements of visual design of poetic images.

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CROSS-DISCIPLINARY CONNECTIONS AS DIDACTIC PREREQUISITES FOR IMPROVING THE EFFICIENCY OF THE LEARNING PROCESS

A.A. Khasanov

The connections between sciences are properly reflected in educational disciplines, which, in essence, represent the fundamentals of respective sciences, thus reflecting one of the aspects of the didactic problem of cross-disciplinary connections. All branches of modern science are closely related to each other; therefore educational disciplines cannot be isolated one from another. Cross-disciplinary connections are a didactic condition and means for in-depth and comprehensive mastering of the fundamentals of sciences in the course of learning. They contribute to profound assimilation of knowledge, development of scientific concepts and laws, improvement of the educational process and its optimal design, and development of a scientific view of the world. Moreover, they help increase the level of scientific knowledge and develop logical thinking and creativity in learners. Implementation of cross-disciplinary connections prevents duplication of learning, saves time and creates a favorable environment for developing students' abilities and skills. A lot of research is devoted to cross-disciplinary connections, not only defining this term in different ways, but also providing different classifications of cross-disciplinary connections.

Many authors note that the implementation of cross-disciplinary connections contributes to all functions of teaching, including education, personal development and upbringing. One of the effective ways of implementing cross-disciplinary connections is to solve application tasks, with cross-disciplinary connections being regarded as connections of reality that reflect the objective nature of the world, hence they should define the content, methods and forms of teaching. Pedagogical literature offers more than 30 definitions of “cross-disciplinary connections” that differ in their approaches to their pedagogical aspect. Our interpretation of this term is based on the definition given by I.D. Zverev and V.N. Maksimova [1]. Cross-disciplinary connections are defined as the unity of goals, functions, content elements and educational disciplines that, when implemented in the educational process, contribute to the generalization, systematization and durability of knowledge to the development of general abilities and skills, and ultimately to the development of a holistic scientific view of the world and a well-rounded and harmoniously developed individual.

The content of any educational discipline may be regarded as a didactic system bonded by leading ideas. Leading ideas play the role of backbone connections in the content of subjects, integrating their structural elements into a single system. Leading ideas can act as integrators of the learning process. Therefore, when learned on a cross-disciplinary basis, educational material contributes to the generalization of cognitive activity of its learners. Cross-disciplinary connections may be regarded as a prerequisite of the subject-based system of teaching, since subjects and relations between them cannot be opposed to each other. The systematic nature of teaching is a principle of pedagogy, the implementation of which allows for achieving consistency of knowledge in line with students’ age-specific abilities. By integrating educational disciplines into a system,

cross-disciplinary connections perform their unique function of generalizing knowledge to develop a holistic world outlook and a holistic personality.

Based on work by V.N. Maksimova [2], we can state that connections between disciplines are implemented on the following levels: (a) disciplines of different cycles (general discipline connections or intracycle connections); (b) disciplines of the same cycle within the same or different groups of disciplines (intracycle connections); and (c) intradiscipline connections. All these connections are flexible and dialectical, and can transform one into another. Cross-disciplinary connections are implemented on both the level of forms of teaching ("cross-disciplinary" seminars, hands-on sessions, excursions, elective courses and individual elective classes, regional history research, parties, exhibitions, etc.) and on a higher level (integrative connections, connections between disciplines in general). The issue of ways of implementing cross-disciplinary connections is one of the major aspects of the general issue of improving methods of teaching. The development of theoretical bases of cross-disciplinary connections in terms of learning by revealing its foundations allows for applying the mechanism of identification and planning of cross-disciplinary connections to specific subjects of a particular educational discipline being learned.

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SET OF PEDAGOGICAL PREREQUISITES FOR IMPROVING THE EFFECTIVENESS OF ECONOMIC EDUCATION AND THE METHOD FOR IMPLEMENTING THESE PREREQUISITES

M.G. Sergeeva

The specific characteristics of the process of professional economic education are in many respects defined by the content of the Federal State Education Standards of the third generation. The standards for economic education are developed and applied on the basis of the principles of: (a) practicability, (b) optimality, (c) targeting, (d) acceptability, and (e) a combination of accessibility and progressiveness. The requirements set forth in the education standards define: the content of economic education (list of disciplines, and scope and structure of educational content); the level of attainment to be reached by graduates in economic fields (professional competencies, and scope and subjects of their professional activities); courseware, teachware, financial support and logistics of economic education; procedures, techniques and controls for compliance with and assessment of achievement of the current education standards; procedures, techniques and means for evaluation and assessment of learners; format and content of reporting on the status of economic education at all levels.

When defining the second prerequisite, which is about bringing innovation to economic education, we proceeded from the fact that innovations in the educational process become relevant to the modern professional education system. The main characteristics of innovations that define the nature of economic education are as follows: an integrated process to the creation, distribution and use of a new practical means (innovation); satisfaction of new demand; special-purpose change, etc.

We find it important to take into account the main structural components of innovations in economic education, as proposed by K.Y Vazina, L.A. Miroshnichenko, V. P. Simonov, P. I. Tretyakov and others. These include: (a) activity-based structure: motives, objectives, goals, content, forms, methods and outcomes; (b) subject-related structure: innovative activities of all actors of an education institution; (c) level-based structure: interrelations between innovative activities of different actors at the international, federal, regional and other levels; (d) content-based structure: specific innovations in the activities of an education institution; (e) didactic structure: interactions between subjects and objects of economic education; and (f) organizational structure, which includes different stages of assessment (forward-looking, organizational, practical, generalizing and implementation-related). Therefore, innovations are both the means and the method for improving the effectiveness of students' economic education.

The third pedagogical prerequisite involves conducting economic education in the framework of the context-based educational environment. The specifics of the context-based approach to economic education include mastering content-related components of the educational material and learning different activities in the context of the future profession. According to researchers, one of the main ways to implement context-based teaching techniques is to ensure that learning

and cognitive activity is aligned with the specifics of professional activity (in terms of content and structure). A clear definition of the context-based content of economic education and organizing it into modules improves the effectiveness of students' economic education.

An important condition for the effectiveness of economic education is that it should be accompanied by a personality-oriented assessment of each student's level of professional attainment. The personality aspect of the effectiveness of students' economic education is reflected in the problem of training a competitive specialist or developing a graduate's ability to compete with similar individuals in the market. Assessment is a factor of the effectiveness of students' economic education.

As a factor of the effectiveness of economic education, assessment and self-assessment provide answers to the following questions: alignment of the curriculum and basic professional education programs with the requirements of the Federal State Education Standards, listing sets of disciplines, number of hours and the year of curriculum publication; correspondence of the content of training to the requirements of the Federal State Education Standards for each area and specialty, listing sets of academic disciplines, names of indicators and their conformance; and demand for graduates in each area and specialty. Under these provisions, economic education is characterized by higher levels of individualized learning, especially in mastering specialized disciplines and majors.

According to the Bologna Declaration, economic education should achieve the following important goals: (a) academic quality, which is understood not only as skills in research, teaching and dissemination of knowledge, but also contribution to the development of personality; (b) lifelong ability of graduates to find jobs on the labor market; and (c) mobility in all senses of the term, such as spatial mobility, mobility in time (lifelong learning and upgrading of skills), program mobility as an opportunity for repeated access to education, and personal flexibility.

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PARTICULARITIES OF PURSUING LIFELONG PROFESSIONAL EDUCATION

R.K. Khakimova

In modern terms, lifelong professional development can be regarded as an opportunity for adapting the workforce to demands of the changing production process, to changes in regulatory requirements, and to the operating environment of the labor market.

1. A potential consumer of additional professional education services is an individual who is not always able to solve the problem of improving his or her skills alone. One of the goals of lifelong professional education is to enhance the social and educational spheres of one's life. By getting involved in the system of professional education, a person not only acquires knowledge and skills in certain professional programs, but also learns job search techniques, etc. The problem, however, is that in most cases the jobs offered aren't attractive since the wages they provide are not only not decent, but are often below the regional average level, and sometimes even below the subsistence level. Federal state standards define general and professional competencies, and a set of qualifications that help prepare an individual for further employment. By leveraging the intellectual and personal capabilities and competencies acquired through professional education and additional training, a specialist is able to find a decent job and secure conditions for career development in the organization. New or refreshed professional knowledge and skills help employees to overcome problems caused by changes in technology and in the labor market environment.

2. The effectiveness of a worker's lifelong professional development is in many respects dependent on the condition of the public system of professional education and training. Meanwhile, we have to acknowledge a number of current negative phenomena in primary and secondary professional education: (a) career guidance activities in schools are only oriented towards higher professional education; (b) the position of budget-financed education institutions focused on the needs of the labor market is not equal to that of commercial institutions of professional education which are oriented towards "fashionable professions" without reflecting the development of business and changes in the labor market; (c) primary and secondary professional education institutions have difficulties with forecasting the development of their own educational services in the long run, because businesses have no long-term plans for development of human resources; (d) the value of professional education is determined more by the false ideas of young people about prestigious professions and specialties than by demand for human resources in the production and service sectors; and (e) jobs in mass professions and specialties remain unattractive for young people (low wages, poor working conditions, lack of social security, etc.).

3. Professional education programs offered by education institutions using a modular competency-based approach allow for selecting required education modules or competencies demanded by employers; however knowledge acquired in individual modules of these programs is not certified on the interregional and international levels, and the quality of training at each stage or with respect to specific competencies cannot be matched or compared. Lagging behind in technical equipment of the production process is overcome by using simulation

technology which accelerates the assimilation of knowledge. Education institutions pay much attention to the development and implementation of a criteria-based s assessment system andaevall0s 0 (s)-8 EaEb

LIFELONG EDUCATION AS A PROCESS OF ACCUMULATION, TRANSFORMATION AND TRANSFER OF NEW KNOWLEDGE

A.E. Suleimankadieva

When considering lifelong education as a process of transformation and transfer of new knowledge, we find it appropriate to approach it from the perspective of the theory of new knowledge management. The idea of designing the educational process in a higher education institution on the basis of knowledge management was suggested by e.n. glubokova [1]. Knowledge management should take place simultaneously in three main areas: people, processes and technology. Here one must consider the interrelationship between the three main components (elements) involved in the process of transformation and transfer of new knowledge: 1) people; 2) process; and 3) technology. The "people" component (teachers, staff, employers, students) is necessary for establishing contacts and interactions between individuals who have and consume knowledge. The "processes" component is associated with the development of procedures for sharing knowledge, mechanisms for motivation and involving people in the exchange of knowledge (education programs, skills upgrading programs for teaching staff, the creation and use of the educational environment in a higher educational institution, organization of the educational process on the basis of modern scientific and academic support, research of teachers and students, monitoring of the quality of the educational process). The third component, "technology", is focused on the development of technological infrastructure for the accumulation (preservation) of experience and communication (databases of libraries, electronic resources to support training courses and disciplines, internal networks, and other information technologies used by a higher educational institution, and continuously updated educational technology in the training process). A combination of these three components makes it possible to show the relationship between generating knowledge (in the continuous science system), the process of accumulation, transformation and transfer of knowledge (training) in the lifelong education system (university, college, educational institution), the use of knowledge in an organization, i.e. The implementation of ideas and designs in new products, services and works (the real economy, a business structure), and the transfer of new knowledge embodied in new products, services aprocgty,
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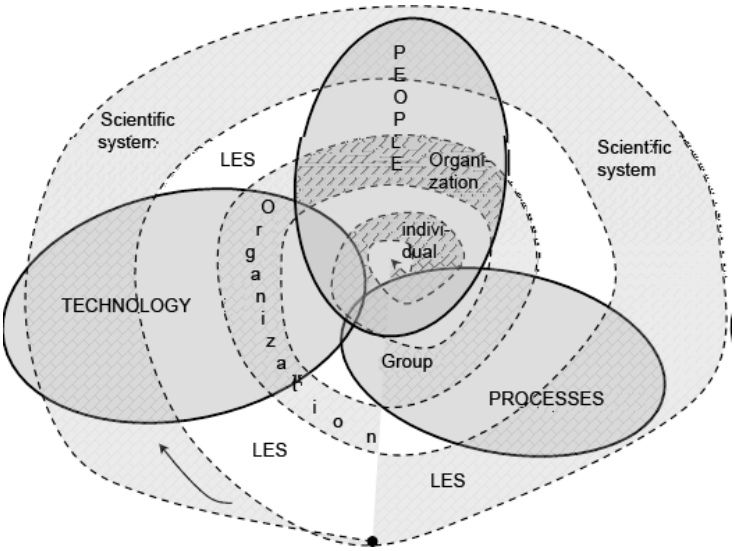

LES – Lifelong Education System

This process is continuous. Its implementation in the lifelong education system requires that the transformation and translation (transfer) of knowledge through training is based on the following principles: (a) the use of the knowledge management concept as a basis for building the educational process; (b) the use of a modular approach to building the content of academic disciplines; and (c) the use of a point rating system for evaluation of students' performance and creation of uniform requirements for the evaluation of a student's performance and a unified system of certification [1].

The process of accumulation, transformation, translation (transfer) of knowledge in the lifelong education system can be presented as a step-by-step action plan: (1) analysis of the need for transformation (creating a curriculum for the basic educational program, developing training programs for internships and the final state examination, procedures for assessment of the quality of the educational process and teaching materials); (2) transformation of the educational process; (3) change of the process of transfer of knowledge (teaching materials, disciplines and their content); (4) establishment and securing of a new image of the educational system. Originating from the scientific system, knowledge moves to the lifelong education system (along the arrow, fig. 1) where it is "cleared", i.e. Transformed and transferred (translated) to consumers (students, trainees). The next link of knowledge transfer is an organization (division, group of employees and an individual). All three components — "people", "processes" and "technology" — are involved at any level of management, although their content and activities vary depending on the specific characteristics of a given level.

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NEW TEACHING METHODS
AT VILNIUS COLLEGE

S.I. Švediene,
N.P. Lepiene

The goal of modern higher education is to create a system of particular knowledge and skills that help develop hands-on competencies in university graduates in certain professions.

The Vilnius College trains multi-skilled chemical engineers. The syllabi for the Environmental Protection and Analysis of Environmental Items envisage a large amount of theoretical and practical skills required to analyze natural sites. Students learn about the environmental legislation of the Republic of Lithuania through face-to-face and self-guided learning. However, this is where difficulties first arise, because environmental regulations in this country are frequently adapted and improved or completely modified. About twenty years ago, the independent Republic of Lithuania faced a challenge to urgently create a legal framework in all areas of legislative activities of the state. The legislative basis for the protection of natural sites was developed within a short period of time. Subsequently, it was improved and supplemented with amendments, new laws and regulations that had to be harmonized with the EU legislation in 2004. It is therefore difficult for students and even highly experienced teachers to carry out research due to these frequent amendments and modifications to such documents.

Chemical Analysis is used in the examination of natural sites. Environmental monitoring is unthinkable without chemical analysis, since the method allows for recording the condition of the investigated site, tracking its developments, discovering pollution in good time and locating its sources. The credibility of laboratory tests, i.e. the minimization of allowable errors is the task assigned to an analyst both by national and international standards. In the Republic of Lithuania, the competence of research laboratories is determined by the national standard LST EN ISO / IEC 17025:2006 which is based on ISO / IEC 17025:2005 General requirements for the competence of testing and calibration laboratories. Dr. Williams Geofrey of Oxford University emphasized the economic significance of measurements and research for modern society in his presentation to the European Commission in July 2002. According to many authors, the main reason for errors in chemical analysis lies in incompetent sampling. Laboratories often take measurements using a sample which is not representative and fails to correspond to the structure and quality of the item examined. Students of Chemical Engineering learn methods for avoiding these mistakes in technology sampling classes and classes for sample preparation. In theoretical classes, students search for information on the principles of representative sampling, learn to make correct programs for different types of sampling, examined items, etc. Practical hands-on classes help develop skills in programs for various types of sampling. Moreover, samples should be pre-processed, preserved, transported and stored in such a way to prevent material change in the content and composition of the components and preserve the characteristics of the sample. Unstable parameters are recorded at the sampling location (on-line analysis). Students often acquire sampling skills in situ (on-line learning). Students examine samples of deep-seated rock (known as drill sample) extracted by drilling machines, then preserve and prepare them for

archiving under the guidance of experienced geologists at the drill sample repository of the Geology and Geography Institute in Vievis. The repository in Vievis currently has 1038 drill samples from different wells in this country and from the bottom of the Baltic Sea. This is the richest collection in Europe.

At one of the four automated monitoring stations, students learn about control over atmospheric air in Vilnius. The staff at the State Analytical Control Unit in the Department of Regional Environmental Protection introduce students to ways of obtaining atmospheric air samples in the city. Signals from different gauges installed at the station are instantly sent to the Analytical Control Unit where the measurements are tested statistically for reliability and only then are transferred to the monitoring databank. This databank is used to develop an overall map of the city. A summary of atmospheric air conditions including 18 parameters which are updated every hour is available on the website of the Environmental Protection Agency. It can be said that the monitoring of atmospheric air in Vilnius is fully in line with EU requirements, since the results of air analysis in the city are always available and accessible.

The Agricultural Technology Faculty of Vilnius College pays much attention to the analytical aspects of examining natural sites. The teaching process involves different forms of learning, such as lectures, seminars, laboratory-based work, hands-on classes (often online), study visits to accredited laboratories that use good laboratory practice. About ten students in chemistry take part in the Socrates / Erasmus program annually. In spring 2009, budding chemical engineers completed the intensive learning program NanoChem which involves university students from Turku, Tampere, Krakow, Gent, Antwerp and Malta. In spring 2010, students studied the synthesis and analysis of polymer compounds and their applications in modern nanotechnology at Platijn Hogeschool, Belgium.

Summary. Applied chemistry disciplines account for 33 credit points in the training programs at the Chemistry Department of the Agricultural Technology Faculty of Vilnius College. Students are taught using different forms of learning that help enhance the skills and professional competencies of future chemical engineers.

**THEORETICAL FUNDAMENTALS
AND METHODOLOGICAL TOOLS OF DEVELOPMENT
IN THE CONTEMPORARY INFORMATION-EDUCATION SPACE**

Y.A. Boyarkina

When one considers the concept of information-education space, one should comprehend two independent definitions: “education space” and “information space”. It should be emphasised that these concepts are interconnected and the identical keyword may suggest that they have some features in common. However, their logical content is radically different. The education space is understood as everything made by man to bring up, train and educate the young generation. It includes the whole set of purposefully created educational institutions, equipment, books, textbooks, technical aids, program and directive documents, projects etc. [1] We agree with this definition, but would like to point out that in our opinion, the concept of education space has to do both with pre-schooling, schooling and higher education in terms of pedagogy, thus it jointly represents life-long education. The concept of information space combines two terms: “space” and “information”. It functions as an integral characteristic of the continuous and inseparable development of the informational-educational potential of society. Modern pedagogical science pays particular attention to information-space studies as a factor of the development of an information society as it affects the education system, as well as the identification of those pedagogical conditions and tools of development in today's information-education space that allows for the efficient formation of information culture in students.

Basic large-scale changes in the pedagogical system include the development and dissemination of new information technologies in schooling and the development and dissemination of new education practices. Let us identify those pedagogical conditions that can provide an efficient process of transition to the new pedagogical system: (a) the identification of key positions/content lines in educational content that are able to become the milestones for the structure of education in all subjects for all age groups of schoolchildren; (b) the appearance of new methods and forms of studies based on the application of information-communication means and electronic education resources; (c) the development of a new generation of teaching aids including electronic education resources; (d) the ability and readiness of teachers to master and apply new productive pedagogical practices and the information technologies supporting them; (e) flexibility in the education institution management system, including its readiness to change the educational content; (f) the ability of the management system to identify and master the most productive organizational forms and methods of teaching etc.

Summary:

Federal state education standards for the new generation direct the teacher toward the necessity of forming cognitive and information-communication skills in

students with regard to the specific development of contemporary society, and its needs and interests. Schools can teach students to operate the structural elements of this space in a skillful way by constructing a new pedagogical system based on the student's active attitude to the knowledge to be learnt. It is important to make an effective didactic process aimed at the systemic formation of student's abilities to master the contemporary information education space.

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USING INNOVATION TECHNOLOGY IN RETRAINING OF MUNICIPAL SERVANTS

S.I. Chernomorchenko

When considering the current status of municipal services, we can note significant changes associated with the activities of civil servants. Presently, civil servants not only have to address economic issues, but also implement new projects in a task-oriented and systematic manner. Therefore, regular upgrading of skills is as much an integral part of their work as the fulfillment of daily job duties for every head and employee of a municipal governing body. It is well known that investments in the upgrading of the skills of managers and employees are highly efficient, and in some cases, short-term special purpose programs are more preferable than internal corporate learning. The synergistic effect of education from the participation in short-term courses which involve an intensive exchange of experience between teachers and trainees is much higher than in the case of training of specialists of one organization only. The specific characteristics of those attending short-term training programs for upgrading skills set strict requirements for the quality of training material. No less important are the techniques for solving learning tasks and forms of presentation, i.e. arrangement of the communication process. Setting and solving learning tasks are successful where they are problematic and drive creativity and cognitive activity. A professional learning task simulates the process of creative thinking arising from difficult situations in the course of implementing decisions that are important for employees of municipal authorities, serving as an effective means of formation and development of creative thinking.

One of the most effective ways of formation and development of professional and social competencies of employees of municipal governing bodies is a metaphorical business game [1]. The peculiarity of this type of business game is that it uses various metaphors (fairy tales, parables or legends that convey the problems of a real situation and modern problems faced by municipal servants). As researcher and business coach M. Parkin rightfully put it, metaphors can offer a new perspective on problems and reveal unexpected ways of solving them [2, p. 28]. D. Lakoff and M. Johnson also rightly believe that if “a picture is worth a hundred words, a metaphor is worth a thousand pictures, because it is dynamic and every one interprets it in their own way” [3, p. 38]. Therefore, the use of metaphorical material in courses for upgrading skills of municipal servants by incorporating them in the communication process develops the ability to find different ways of solving a managerial problem and helps to trigger the creativity of business game participants. Equally important for training of municipal servants is that metaphorical games also contribute to mutual understanding between participants, teaching them to value diverse points of view [4, p.167].

A teacher plays a special role in a metaphorical game. During a metaphorical business game, a teacher does not give participants any ready-to-use knowledge, but only helps to look for ways of solving a particular problem, stimulating their creativity. However, the teacher should undertake a proper analysis of the situation and be able to make conclusions without missing a single

point of view. Here, the teacher should act as a manager and director of training rather than a translator of educational information, while the learner should act as the subject of the story [4, p.163]. The source material used for the metaphorical game is important, too. The plot of the story should be well known to all participants of the metaphorical business game so that they are able to look for new solutions, first for the situation set out in the fairytale, and then for a close managerial case study, without getting too engaged in the plot.

Practical experience shows that metaphorical games based on the communication process significantly increase participants' creativity, and encourages them to master new knowledge, help solve rather complex problems of modern municipal governance, and help simulate managerial decision-making in organizing efficient operation of the service and develop proposals for improving the mechanism for servicing the public. Moreover, we find it important that this method of training of employees of municipal authorities at courses for upgrading skills contributes to the development of a self-reliant and responsible person who can properly assess and overcome difficulties faced when solving a managerial problem.

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THE PERSONALITY-ACTIVITY APPROACH AS A PREREQUISITE FOR IMPROVING THE QUALITY OF LIFELONG PROFESSIONAL EDUCATION

O.V. Plakhotnik

Modernization of the higher education system in Ukraine is characterized by a combination of traditions established in the national higher education system and new ideas associated with Ukraine's accession to the European and global educational space. Active transition to the market economy encourages higher education teachers to intensify their scientific search, training, and educational work with students, in order to prevent a decline in the prestige of education and professionalism, and to resist negative attitudes among young people. Today, there is an urgent need to raise the social and cultural status of higher education institutions and thereby expand the limits of their humanitarian and democratic influence on modern society. They are designed not only to provide scientific knowledge, but also to shape the socially acceptable norms of life for citizens (mutual support, national consciousness, responsibility, inter-ethnic respect, etc.), and also to contribute to the spiritual maturity of the youth. The development of a personality capable of self-reliant problem solving, self-determination, and creative self-development, is one of the paramount goals of modern education.

A humanitarian paradigm is aimed at promoting the creative experience of an individual, values and meaning structures of life focused on the independent setting and solving of complex, non-ordinary problems and revealing their inner world. Higher education institutions play the leading role in this process, as with their huge scientific potential they are a powerful and mobile system, able to overcome the challenges facing society in a highly professional manner.

A change in values in the Ukrainian society led to new research in pedagogy, with the active introduction of ideas of person-centered, value-centered, culturological and other approaches to solving the problems and tasks of the individual development of students. The modern system of education in this country is determined by the development of innovative processes that are scientifically sound and appropriate to the goals, objectives and conditions of the economic, national, political, scientific, technological and cultural development of society. Lifelong education is carried out as a socio-historical and personal process. Personality-related processes in lifelong education are an integral characteristic of the educational process as a holistic socio-historical process. It is the first time that this characteristic has become a target for the education system focused on the entire cycle of the working life of an individual. In Ukraine, higher education institutions focus their activities on the implementation of the National Doctrine of Education Development, which is the key national document which gives a priority role to education in government policy, defining its strategy and main areas of development. One of the expected outcomes of the implementation of the doctrine is the quality of education, which should be achieved by individualization of the educational process on the basis of diversity of types and forms of educational programs taking into account interests and abilities of an individual. However, the conflict between the need for providing conditions for

person-centered education, and the student's individual development in the socio-cultural environment, is still quite sharp.

Strategic objectives of the education reform laid down in the National Doctrine of Education Development in Ukraine, include education and the development of creative capabilities and social activities of an individual, and building a system of humanitarian values, with nature and man being the key values.

Transition to the new person-centered paradigm in higher education, prepared through the development of pedagogical thought in and outside Ukraine, involves the self-actualization of students in difficult conditions of today's society. Theoretical analysis shows that scholars interpret the person-centered approach from different perspectives. One of these perspectives is when the person-centered approach is regarded as the key principle of psychological and pedagogical science. This involves the creation of an educational environment, while taking into account the individual peculiarities of the development and self-development of a personality. An important aspect of this approach is that a learner is regarded as an active subject of activity, and hence, there is a subject-subject relationship. Many scholars consider this approach as the key one in training of future teachers, too. For instance, in his article The Invariants of Person-Centered Approach (2001), I. Bekh writes that the improvement, formation and development of a young person are closely associated with the person-centered approach which may help to substantially humanize the educational process, fill it with high moral and spiritual experiences, establish the relationship of fairness and respect, and reveal the potentialities of a child to the greatest extent possible. We cannot help but to agree with the author that the new model of upbringing requires the development of a relevant psychologically verified and socially effective correction, which can lay a sound scientific foundation for the creation of highly effective educational methods and techniques. In the last few decades, scholarly works often mention the concept of a "personality-activity approach" to learning and building a personality. The implementation of this approach involves modeling a structure of teaching in the course of professional training, so as to ensure the priority of a personality over the entire educational activity. Correspondingly, educational activity in the course of training does not build the personality of a teacher, but contributes to the development of their abilities and focus of their professional experience. The personality-activity approach requires that interpersonal interactions are managed in a reflective manner, that is, the goal of interaction between a teacher and a student is to develop a need for and ability of self-management, self-regulation, self-organization and self-control of the learning activities of a learner, student, post-graduate in teaching, etc.

In connection with this, it should be underlined that one of the important functions of a personality is to be continuously searching, justifying and revising the meaning of life. The personality-activity approach involves organizing a subject-based and practice-oriented activity in the relevant social context. The implementation of this approach involves modeling a structure of learning, practical teaching, projective teaching and research activities of students aimed at the development of the personality as "the author of activity". Therefore, the

personality-activity approach in higher education can be attributed to the entire visible realm of lifelong education.

The analysis of the paradigm of modern education provides a basis for determining both common and distinctive characteristics of the personality-activity approach. The key aspects of the personality-activity approach include creating conditions for the development and self-development of a personality, implementing the teacher's responsibility for outcomes of the educational process, and building activities appropriate to the level of personal development through dialogue and cooperation.

SYSTEM-AND-ACTIVITY-BASED APPROACH TO LEARNING IN THE CONTEXT OF STATE EDUCATIONAL STANDARDS

L.P. Kochneva

Innovative training in school is first of all associated with a system-and-activity-based approach which drives change in the general paradigm of education reflected in the following transitions: (a) toward the definition of a certain purpose of studying at school as the development of an ability to learn, a competency that ensures mastering of new competencies; (b) from isolated study of scientific concepts toward the incorporation of training into the context of life-related problems; (c) from the individual form of mastering of knowledge toward recognizing the crucial role of cooperation in achieving training goals (see table 1).

Table 1

Comparison of the classical and new paradigms of education

Classical paradigm	Neoclassical paradigm
Main mission of education: Prepare the younger generation for work	Main mission of education: Provide conditions for the self-determination and self-fulfillment of individuals
	Man is a complex system
Knowledge is from the past (school of memory)	Knowledge is from the future (school of thinking)
Education is the transfer of known models of knowledge, skills and abilities ("model making")	Education is the creation by a person of the image of the world in themselves by actively recognizing themselves in the world of subject-specific, social and spiritual culture
Pupil/student is a target of educational influence, "a taught one"	Pupil/student is a subject of educational influence, "a learning one"
Subject-object, monologue-based relations between teacher and learner	Subject-subject, dialogue-based relations between teacher and learner
"Responsive", reproduction-based activities by learners	Active, creative activities by learners

The renewal of the paradigm will necessarily lead to a renewal of approaches to the arrangement of teaching and upbringing (see Table 2).

Table 2

Comparison of traditional and innovative development training

Traditional training	Innovative, development training
Is based on the affordability principle	Relies on the proximal development zone
Learner acts as a target of teaching activity;	Learner acts as a subject of their own learning activity;
Focus on learning a certain amount of knowledge;	Focus on mastering methods of learning as the final purpose of learning;
Develops everyday thinking, empirical method of learning;	Develops theoretical thinking and theoretical method of learning;
Learners master particular methods by solving specific practical tasks;	Priority is given to problem-solving that enables learners to master general methods of mental work;
Develops an individual who is able to perform.	Develops an individual capable of self-guided creative activity.

The change in the education paradigm and the transition to development training was a forced step initiated by the teaching staff because the demands of customers — parents — have drastically changed priorities. When using standards to achieve desired goals and build competencies, one should abandon the strictly traditional cognitive model (knowledge, skills, abilities), which is dominated by reproductive activities and the extensive nature of the educational process, where the result of education is mainly measured by quantitative indicators, and the model is more focused on the process rather than the result. In its activities, the Gymnasium uses the formula for success and relies on a problem-oriented analysis: conditions + process = result. This model must be projected onto educational institutions, in particular Gymnasium No. 7 in Kazan, in order to implement the government policy of modernizing education.

The Gymnasium is successfully deploying a new generation of standards to provide conditions for achieving a guaranteed level of education for each student. Extracurricular activities (10 hours) are shown in Table 3. Extracurricular activities can alternate with curricular activities within the framework of the basic educational program for each class.

Table 3

Extracurricular activities

Area	Content
Sports and recreation	Swimming, tennis, rhythmic gymnastics, ballroom dancing, the “Miss Tatarstan” club
Linguistic education	English for everyone, Singapore-Tatarstan project, Mathematics in English
Patriotic education	Young Citizen of Kazan, the Hero of Russia graduate (A. Kozin)
Motivation for learning	“I Want to Know Everything” club (chemical show Crazy Science), Living Innovation
Scientific and cognitive activities	Chess, developing education, finger methods
E-learning	E-textbooks, Cyril and Methodius program, ICT (interactive whiteboards)
Media	TV programs, school radio, school newspapers and other forms of activities

According to the new standards, the work of the teaching staff directly relates to the new system of evaluation of teachers. For example, criterion No. 3 (competence in motivation of learning activity) is assessed by experts through the learner's interest in a particular subject and suggests the conscious transition of the student from the sphere of life toward the learning space. In order to achieve this, at this stage, the student is motivated for learning activities in class, namely: (a) the teacher creates conditions for developing in students the internal need for being involved in the learning activity (“I want”); (b) requirements for the student in terms of learning activities are updated and thematic frameworks are established (“I should” “I can”). In the developed version, this includes processes of adequate self-determination and self-recognition in learning activities, in which a student

compares their real “self” with the image of “an ideal student”, conscious subordination to the system of regulatory requirements of learning activity and development of internal readiness to implement them.

Teachers at any stage of secondary schooling can also be guided by the principles laid down in the national educational initiative, “Our New School”.

IMPLEMENTATION OF IDEAS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE EDUCATION PROGRAM OF THE LYCEUM

I. M. Vitkovskaya,
N.N. Tikhonravova

The goals declared by the Strategy of the UN Economic Commission for Europe for the benefit of education focused on sustainable development (2005) [1] became a methodological basis for preparation of the Complex Program of Development of Pskov Humanities Lyceum for 2011-2015 (hereinafter the "Program"). The purpose of sustainable development in the broad sense is to ensure the survival of mankind in general, and improve the quality of life of each individual person. The key issue of the sustainable development concept is to teach people how to live, in order to preserve our planet for present and future generations [2]. In view of the above, the mission of the Lyceum is the following: (a) to create conditions for the sustainable development of a person during their whole life, self-determination and self-fulfillment of a person; (b) to prepare humanists and tolerant professionals well accustomed to the conditions of the multipolar world with relevant professional skills corresponding to the requirements of the Lyceum, competitive, with a pro-active approach to life, trained to carry out creative and constructive activities for the benefit of society, to live safely in the open and changing world.

The essence of changes in the educational environment of the Lyceum stipulated by the Program can be expressed in several main ideas. First of all, they include the implementation of the concept of modernization and innovation of education, which, in accordance with the research papers of academician A.D Ursula, is a key point of education for the purpose of sustainable development. The key point of this concept is to make education innovative and proactive. The modernization of education dictates the need not only to solve important problems, but to prevent them from arising in the first place [3]. In the education system of the Lyceum, this concept means devotion of curriculums and educational techniques to the achievement of faster development of students to ensure their lifelong education for the benefit of the general steady future of mankind.

It should be also noted that Federal National Educational Standards (hereinafter "FNES") that regulate general education, give large opportunities for the implementation of the above-mentioned goals. Thus, the requirement of development of universal training activities creates a foundation for the development of learning skills that allow a student to gain knowledge and to be involved in any activities in future. Quite a comprehensive main educational program, established by FNES and prepared by participants of the educational process, offers the possibility to selectively introduce different disciplines and courses into the school curriculum , which are specially focused on the study of educational ideas for sustainable development, including courses covering environmental, economic and social issues. It is also important to create a social environment for the development of students, providing for their social self-identification by means of socially important activities. "Opening of the borders" of the formal education system involves close cooperation with social, economic and cultural systems of the region, country, and world, and respect for the personal

social and psychological experience of a student. It is very important that the Program covers the idea of creation of conditions for the socialization and development of an individual under the conditions of making a continuous choice: educational paths, means of organization of training and education process, forms of life activity in the Lyceum. Finally, when a teacher plays the role of a tutor, facilitator, coordinator, consultant, and assistant, he or she creates real conditions for development of a student's personality, and self-actualization. The above ideas made it possible to outline the goals of development of the Lyceum in the long term.

We think that practical implementation of innovative and up-to-date educational techniques at Pskov Lyceum will offer the opportunity to improve the quality of education, and prepare graduates that are able to adapt to the changing environment, which is only possible provided the following conditions are met: (a) practical implementation of competence-based approach developing an ability to act in the situation of an unknown future; (b) organization of educational courses in the Lyceum based on meta-disciplines; (c) redevelopment of the curriculum, based on principles of integrity and interdependence of disciplines for each of the three main aspects of the environment (social, environmental Td (qua96 Td T/1(a)-12())[-8(i)3(p)3(p)3epep,l5 4.

ORGANIZATIONAL AND MANAGEMENT APPROACHES AT A SECONDARY VOCATIONAL EDUCATION INSTITUTION AS A PRECONDITION FOR THE CREATION OF A LIFELONG EDUCATION ENVIRONMENT

L. A. Petrova,
L.V. Khorkova

One of the main tasks for the development of an educational institution is the formation of pedagogical resources of the team for the organization of lifelong education of people of different age groups. Considering the specific role of educational institutions in lifelong education, we would like to present the contents and basics of the organizational and management approach to the education of adults in regional educational institutions of secondary vocational education College of Pedagogics of Borovichi (hereinafter – "College"). The organizational and management approach in the College, towards the education of adults has the following purposes: (a) development of opportunities to receive education for representatives of all age groups of adults; (b) ongoing education, considering the level of business activity of the students; (c) creation of conditions for self-development of different age groups in priority development mode; (d) improvement of professional mobility of students in new social and economic conditions. Training adults means a change of position of the teachers themselves in relation to the idea of education during a whole lifetime. College teachers carry out the transition from reproductive to creative concepts of education for adults and are trying to be the samples of self-regulated development, based on the implementation of a leading principle - "to learn in order to teach".

The mechanism of the organizational and management approach in the College towards the education of adults has the following components: staff (characterizes level of qualification of teachers, prospects for their development, improvement of qualifications and retraining), intellectual (looking for creative potential of teachers making it possible to carry out the innovation activities), informative and educational (quality evaluation of the implementation of different types of educational services for adults), technological (system of simultaneous methods, approaches and techniques used by College teachers in the course of teaching adults), image (determined in presentations by structural divisions of the College of important information in different information communication media), financial and economic (financial support of participants in the training process for adults, diversified payment of their labor, considering the results achieved in this type of activity), marketing (makes it possible to evaluate the productivity of training interaction of College teachers and different categories of the population).

It should be noted that the majority of requests of the employed part of the population are related to advanced training or retraining, as well as the need of pensioners, to get accustomed to the new demands of the information society. Teaching staff pay special attention to the fact that it is strategically important to create the conditions for education at an early stage. That is why it was decided to add courses for young people - "School of Volunteers" - (propaedeutic education) to the set of educational services provided by the College.

Analytical evaluations of the initial situation of educational services and potential opportunities of teaching staff, made it possible to reveal the main forms

of lifelong education for adults, including young people: (a) advanced training courses, professional retraining of teachers of other educational and social institutions; (b) adaptive educational courses for pensioners; (c) courses for improving the psycho- pedagogical competence of parents; (d) individual psychological consultations for different sections of the population; (e) courses focused on the development of the vocational knowledge of senior schoolchildren; (f) “School of Volunteers”. The above forms of training allow College teachers to create a “lifelong educational environment” for the improvement of the culture of training of different sections of the population. We would like to present the contents and basics, as well as goals, of several forms of adult education, including that of young people young people, which were implemented by the teaching staff. Courses of advanced training for teachers of other educational and social institutions are practice-oriented and are implemented stage-by-stage: stage of recognition of problems, stage of design, implementation stage. Primary diagnostics, in order to recognize the existing problems of students in their professional activities, takes place.

The College has developed a program of courses for advanced training of teachers, incorporating the “use of modern information and communication techniques in the training process”, as well as special training programs for pensioners to improve their I.T. skills. This program has a special psychological impact upon the students, because it considerably reduces their social uncertainty, and increases their ability to resolve different real-life situations. Training pensioners is focused not only on the level of their technological awareness, but also on teaching how to solve different life crisis situations. Courses for improving the psychological and pedagogical competence of parents are focused on the recognition of conditions that would facilitate interaction with a child without any conflicts, and the development of a child as a personality. Psychological consultations for different groups of the population are held in order to upgrade level of readiness to solve the existing life situations. This form of education of adults makes it possible to render practical assistance to those who are in the risk zone, and facilitates learning how to independently solve difficult life situations. Courses focused on the development of profession-oriented knowledge are held, in order to solve the following key issue: the formation of the creative potential of each student whilst strengthening the development function of teaching. One of the most efficient forms of education of young people is the propaedeutic education of senior schoolchildren and students of institutions of different types at the “School of Volunteers”, focused on the learning of methods, devices and means of prevention of asocial events. Training of this category of the population is carried out on an interactive base, which gives an opportunity to study the psychological techniques of interaction.

Thus, the above-mentioned forms of adult education make it possible to make a conclusion that the creative research and practical experience of teaching staff reflect the essence of the organizational and management approach to the formation of a learning society based on the concept and technological model of training different sections of the population.

THE ROLE OF INFORMATION TECHNOLOGY IN THE EDUCATIONAL PROCESS OF A MEDICAL HIGHER EDUCATIONAL INSTITUTION

H. I. Kolosova,
E. N. Denisov,
G. V. Bakhareva

Our world has become extremely dynamic in all areas of activity and this fully applies to institutions of higher professional training: the requirements of society toward the quality of professional training have become more strict, education techniques are being dramatically renovated, and the organizational and economic parameters of the activities carried out by higher educational institutions quickly change. In this context the successful operation of a higher educational institution is only possible provided it continuously improves its activities with regard to the quality of its educational, scientific, information and other services. That is why researchers focus on changing the structure and contents of teachers' activities for the purpose of increasing the cognitive activity of students. The main task of a higher educational institution is, in our opinion, not only to provide deep and conscious training to students, but also to inspire them to absorb knowledge independently, and to develop and improve their intellectual and moral levels. As a result, students increase their cognitive activity and only in such a case it is possible to talk about further self-fulfillment.

Presently, we can observe the rapid development of the material and intellectual use of information technology and psychological adaptation of people to the conditions of life in a global information environment. The development of information technology in education, based on the creation of an educational information environment aside from equipment support, includes: (a) the creation and approbation of new curricula with the use of information technology; (b) the creation of electronic educational and methodological resources and training environments taking into account regional factors; (c) the development of databases and means of analysis for the management of the educational process; and (d) the preparation of specialists with the skills to use new information technology in the educational process. The consistent computerization of educational institutions is a characteristic of the status of the current educational system. Computer support of the educational process may be very varied and includes: the solving of issues and the checking of results using computer experiment; the organization of computer-based laboratory work; the creation of models of medical and biological processes; animated pictures, logic schemes, interactive data sheets, etc., used in the course of explanation, repetition, and systematization of materials; the creation and use of materials for testing and controls; the creation of special-subject presentations and their use in the educational process, and so on.

Creative work plays a special role in the independent work of students in departments of biological physics and mathematics. For the purposes of the generalization and systematization of knowledge, students are invited to perform creative work – the creation of computer-based presentations in several subjects within biophysics, medical statistics and information technology. Presently, about

one-third of students participate in the preparation of presentations in different areas of biophysics and information technology (hemodynamics, physical therapy, X-ray technology, computer-based tomography, magnetic and resonance tomography, eye optics, electrocardiography, medical information systems, etc.). This work includes Internet searches, the processing of information, its presentation as a “slide show” and text support. As a result, new skills are acquired, the level of understanding of a subject is increased, students study the subject more thoroughly and are able to present the information in a graphic, user-friendly form. Use of animation increases demonstrativeness and facilitates deeper understanding of biophysical processes. Students are very much interested in this type of independent work.

As a result, we can observe not only the development of computer skills, but also a deeper understanding of disciplines. It is very important that from the very beginning of study at a medical higher educational institution students receive skills that are necessary for the practical and scientific work of specialists. The use of computers for biophysics and information technology training sessions are one of the means of making it possible to intensify the educational process, activate the cognitive activity of students, and increase the efficiency of courses.

THE PEDAGOGICAL TECHNIQUE OF WORKSHOPS AS A NON-STANDARD WAY OF CLASS ARRANGEMENT

G. A. Meychik

Professional pedagogical activities are considered as a process of multiple and diverse solutions aimed at the mutual enrichment and development of the personality of a teacher and a student as a result of pedagogical interaction. Thus, the search and testing of new tools and techniques are necessary for a teacher and a pedagogue in the current conditions. In this connection, special importance is given to the implementation of the training process of educational techniques targeted at the professional and personal development of students, developing their creative skills of comprehension and understanding new knowledge. These technologies include educational workshops, through which a teacher, while solving the problem of studying certain material on a specific subject and topic, introduces the possibility of implementing integrated education, reaching the goal of educational complexity. In fact this workshop is a nonstandard form of organization of the students in a training group. The workshop differs from traditional forms of training by the way it is arranged and the cognitive activities of students are organized, by the teaching philosophy (a teacher is called a master in workshops), by to the method of communication of a teacher and students, as well as students with each other.

The basis of development of a pedagogical paradigm or an educational technology are the social demands of the society, the level of culture, economy, education, and psychology of the society, plus objective and subjective factors. The emergence of progressive ideas in pedagogy is strongly associated with social conditions contributing to the creative process. Back in the 19th century one of the founders of psychology as a science, Wilhelm Wundt, showed in his experimental studies that the passive perception of the ready-made concepts that there is a physiological sense of suffering; besides, with active tension and striving for a particular goal, there is a sense of satisfaction, which acts a motivating factor.

The apparent advantage of workshops is that in their implementation both the teacher and students act as creators in the classroom, at the same time distracting themselves from a number of aspects of formal educational activities. Representatives of the “New Education” [1] trend think that this approach allows you to forget about the marks and evaluation that cease being incentives for work. The aim is to encourage a continuous learning process, so marks appear only at the final testing stage. The final testing at the end is arranged after each trainee has been given the opportunity to develop knowledge at their own pace and level.

Personal growth of a student is a very important indicator for modern education, especially higher education. Educational technologies of workshops place individual students’ personalities at the center of the training process and thus implement the idea of personal development of each participant in a favorable environment, involving teachers and other students in helping to solve a student’s issues. The creative activity of every student is stimulated by the teacher’s and fellows’ expectations, and their confidence in a student’s achievements that should

[1] Педагогические мастерские «Франция - Россия» / Под ред. Э. С. Соколовой.- М.: Новая школа. 1997.

be realized on his/her part. As a result, a student works at the level he/she hasn't previously expected, and this awareness of one's capabilities is much more important than any specific results. The growth is maintained by the student himself, as well as fellow students and the teacher.

The workshop indicates the possible directions of development of a student, aims at stimulating one's desire to improve, and opens the door to the intellectual, emotional and moral world. As well as this, it contributes to the search for one's knowledge by focusing on something that was previously disregarded, or seemed minor and unimportant, through making meaningful what someone hears or reads. The main activities take place in the classroom during school hours through pair and group work, socialization, reflection, expression of one's ideas, and understanding the reasons for its acceptance or rejection. Numerous questions arise even when the ideas are freely expressed and discussed, but some ideas are misunderstood or there is lack of knowledge that makes a student look for the answers to one's questions.

The workshop changes the activity of the student who is used to obtaining ready-made knowledge, to obeying, or to working monotonously, and thus changes the conceptual vision. The workshop takes into account the principle of "the inclusion of an individual in meaningful activities, the principle of the changing social position of an individual in the group". [1] In order to achieve efficient training, it requires the special organization of activities for the awareness and adoption of goals, perceptions and reprocessing of educational information. T. I. Shamova distinguishes several types of cognitive activities. Each of them is included in the workshop structure: the actions leading to the realization of the need for new knowledge; activities to create the basis for further theoretical generalization, activities to generalize the actual material of the generalizations by reference to a variety of specific activities. [2] At a training session which is arranged according to the traditional methods mastering of knowledge is directed by the teacher. Of course, it is shorter than a spontaneous activity, which takes place at the workshop facilities, with no transfer of experience by showing samples and reporting of thoroughly selected information, and it is based on the independent activity of the participants, freedom of choice, but is cleverly and smoothly controlled by the master.

Training within the workshop takes place in the process of searching and is associated with the emotional and personal relationship towards what you are doing. As a result, a student masters the cognitive structures that further serve as instruments for acquiring knowledge as well as the experience of moral, aesthetic and other such experiences. These experiences include new challenges, getting away from the general structure of an object, analysis, synthesis, classification, and generalization. Following the taxonomy of objectives by Benjamin Bloom[3], the student will automatically go to the fourth level, which involves the ability to classify or divide the material into its components: elements, references, and organizational principles. The student shows the ability to analyze the material according to the above parameters. However this does not stop, because the fifth level of Bloom's

[1] Белова Н.И. Я знание построю в мастерской. - СПб, 1994.
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taxonomy is synthesis. The educational objective at this level is to learn how to synthesize the elements for units that were not previously known to the student. The outcome of this synthesis may be a single message (a report, an essay, a short story, a research paper, a newspaper article, an article, etc.) or a picture, a musical work, a plan or a proposed sequence of activities (a lesson plan, a plan to solve issues, etc.), a number of abstract relations (a model, a method, a theory and a technique, etc.). Sometimes it allows you to lead students beyond the level of understanding, and to help them create new ideas, possibly those that are superior to ours! The sixth level includes all the previous ones; it is evaluation. This level implies making judgments on the value of ideas, works, solutions, and methods for a particular purpose. There are certain criteria and standards for evaluation that may be offered by a student or teacher. Although it may sound like tautology, nevertheless it is possible to assess the evaluation, since the other people's judgments (even expert ones) encourage us to make our own judgments.

Thus, in contrast to traditional classroom activities, where priority is given to mastering of knowledge, the workshop focuses on ways of mastering and the skills that can be immediately applied, providing assistance to others in the development of knowledge.

INNOVATIONS
IN PROFESSIONAL EDUCATION
FOR THE SAKE OF STABLE DEVELOPMENT

L. N. Davydenko,
T. D. Davydenko

The innovation process in professional education stands for the transformation of scientific knowledge into an innovation, which can be represented as a coherent chain of events: “Education - Science - Technology – Production”. We can conclude that the process of innovation is a technology for creating the knowledge, products, services and methods of their implementation demanded by the market. The innovation process depends on the factors of internal and external environment in which it takes place. If the innovation process is regarded as a phenomenon that involves a scheme of action, then clearly innovative activity should be associated with the implementation of the complex part or any part of the work. Therefore, innovation should be viewed as a complexity of scientific, technological, organizational, financial and commercial activities, which together lead to innovations. Innovative activity is impossible without a soundly functioning infrastructure. The innovation infrastructure includes universities, organizations, and companies, covering the whole cycle of implementing innovation by generating new scientific and technological ideas and their treatment, prior to the release and implementation of knowledge-based production. Examples of such infrastructure elements are innovative centers, incubators, industrial parks, technopolis, consulting enterprises, training firms and investors.

Each of these structures should have mechanisms to implement their respective functions and organizational elements in the form of specialized innovative enterprise. It should be borne in mind that the infrastructure created by science, technology and innovation and scientific activities should be common to all businesses in the subjects of the related fields of professional education, science and technology.

The need for competitive professionals has led to the need to take into account numerous innovative programs in the educational process of higher education. They include European programs “European Manager” and “Marketing Manager”, business intelligence programs in the Baltic states, business intelligence programs for Lukoil Holdings’ oil refinery, a Belarusian Metallurgical Plant, “Atlant-M” Home Appliances, etc. The IT sphere widely uses the outsourcing model. Outsourcing patterns and methods should be assessed against the following criteria: coverage of all the resources of an enterprise, the cost, the presence or absence of competitive systems, analysis of the duration of the production cycle, identifying of new outsourcing services, evaluation of the results of the outsourcing organization, and price and profit analysis.

For staff training in the Minsk Institute of Management, a variety of techniques including role-playing were used: “Working with project documents” and “Electronic Document Management in ERP System”. They were simulations of enterprise activities. Participation in the game by each student was individual. Each participant had the opportunity to try him or herself in the role of the head of the enterprise or a business unit. The participants decide on the issues arising during the course of enterprise activities.

**SOCIAL DEVELOPMENT
OF JUNIOR SCHOOLCHILDREN
BY THE MEANS OF ADAPTIVE PEDAGOGY
AS A TREND IN MODERN EDUCATION**

A. V. Selyutina

For years the priorities of teaching practice in secondary schools were educational tasks, so the field of education remained in the background in secondary schools. Today, the main educational results have shifted from the indicators of educational achievement to personal and social success of a student [1, p. 153]. This trend is reflected in the content of the Federal State Standard of the initial stage of comprehensive education of the second generation, which is gradually being introduced into mass institutions as of September 2011. Thus, the social development of junior school children is in demand and its necessity is fixed by state education policy. Junior classes serve as the link between the preschool period and middle school age [2, 3]. It is at this stage that a child adapts to the conditions of educational institutions and society, and learns the interpersonal and networking rules with peers and adults, learning to "learn". The initial link prepares the transition of a child into the complex adolescence stage which is extremely important, as the emerging challenges in training and education of young people often take their origins in the earlier period.

One of the main difficulties that teachers in primary schools face is a high number of students in class and students with different levels of intellectual and personal development. One should note the increase in the number of students of the "risk group" among them. This testifies the need for review approaches to work with the younger generation. It is therefore important that a relatively new area of pedagogical industry - adaptive pedagogy – emerged in the early 1990s. Ye. P Strelestkaya notes that the concept of "adaptability" first appeared in the Act of the Russian Federation "on education" as a principle of public policy, which involves adapting to the peculiarities of teaching students [4]. We define adaptive pedagogy as a theoretical and practical direction for training and education of children, the primary purpose of which is to make education accessible, humane, interesting, and develop students through the implementation of educational activities, content and methods of implementation which correspond to the characteristics of each child. One of the founders of the idea of adaptive schools, T. M. Davydenko notes that the priority in this school is support for the strength of an individual and on this basis the conditions for the choice of the child's own position in relation to knowledge, to others, to themselves and activities performed takes place [5]. We consider it meaningful to introduce the term "adaptive model of the educational process", since this concept, in contrast to "adaptive training system", emphasizes the educational course of action of a teacher. We define this model as a system of building interaction between a teacher and a child on a specific subject or extracurricular activities in which the realization of the idea of adaptive pedagogy takes place.

As part of our study we have established and put into practice a model of social development of primary school children with the help of adaptive pedagogy (see figure below), which was implemented as part of physical education (classroom and extracurricular activities). However, its elements can be used in

teaching other subjects or in extracurricular activities. Monitoring within our experiment has shown the following: there is a positive trend of decreasing anxiety and improving the emotional atmosphere in the classroom that testifies to the decrease in the number of children that would not be popular with their classmates. We believe that this is a natural phenomenon and the positive effect of communication games and exercises in groups is systematically applied in the course of physical education for a period of two years.

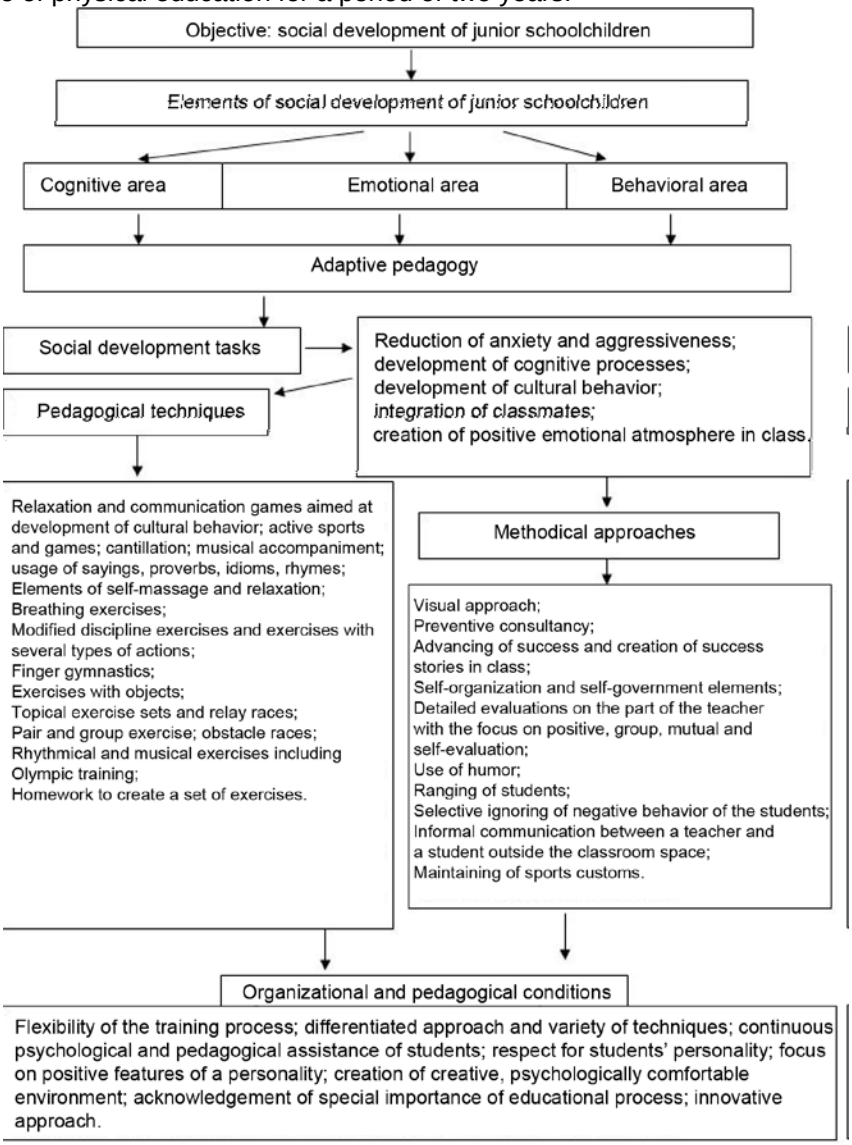

Fig. 1. A pattern of social development of junior schoolchildren be means of adaptive pedagogy

In general, as a result of this pedagogical experiment we observe significant improvements of volume indicators (P <0.05), concentration of attention, reduction of anxiety in both groups, which confirms the possibility of the social development of primary school children in the process of physical education of adaptive pedagogy.

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HOW TO TEACH LIFELONG LEARNING USING SOCIAL MEDIA. PRACTICAL REFLECTIONS

A.V. Dubko

A lot has been said about the benefits of lifelong learning. Moreover, many works present it as a prerequisite for existence. So why does it still fail to be an integral part of life? In fact, as a value orientation, a habit to learn and continuously accumulate knowledge is built in childhood and teenage years, in secondary and high school. Despite their deceiving adult appearance, children and teenagers are far from being "little" adults. They are absolutely different, they have different thinking, and therefore well-knit systems of motivation and models of future rewards created by adult scholars do not work for them. This is why the key question in the discussion on lifelong education is: How to teach lifelong learning? In fact, this problem will remain purely theoretical until those who have to continuously educate themselves not only learn about this but also realize the importance of this matter.

This report will touch upon two key questions of lifelong education: How to teach lifelong learning? and What skills are required for successful lifelong education? Since this work is concise, we will only discuss one of the possible solutions.

So, who are the teachers whose lessons remain in memory and who encourage learners in self-discovery? Let us briefly discuss the main aspects that contribute to creating interest in a subject: (1) Stimulating tasks (tasks that require self-reliance and a non-linear solution instead of simply showing the teacher's sophisticated inventiveness); (2) Supervision (a teacher who gives simple tasks and is not strict enough in supervising their accomplishment is not perceived as a teacher, and his subject is not perceived as important); (3) a teacher should clearly communicate his attitude toward various aspects of the subject, and the presentation of a subject may not be homogeneous; (4) a teacher should express his/her opinion about questions discussed; and it is a plus if it differs from that found in textbooks, because due to their age-specific characteristics, teenagers tend to oppose anything that is formal; (5) a teacher should provide different opinions and different versions.

All these require a teacher to be personally involved at a deep level. Therefore the following simplified practice is widely applied: in order to render a subject personally meaningful for a learner, the teacher should give tasks that correspond to his/her interests. Although the hypothesis looks impeccable on the surface, it has a big defect: it was proposed by adult methodologists and therefore overlooks the fact that the majority of schoolchildren do not have conscious interests. Circles they are engaged in usually reflect the interests and expectations of their parents. Certainly, over time they will be interiorized, become a part of the Self and ultimately grow into personal interests. But this will happen later, and more importantly this involves the passive development of a range of interests, while the concept of lifelong learning suggests a proactive approach to life. Therefore, the main thing that must be done by a teacher to teach lifelong learning is to show that this world offers a few things that can be of interest and that one can engage in.

Students know that the world is big and diverse, but this knowledge is nominal, it is like a fairytale. It is not conscious, not assimilated and hence useless. How can a child be introduced to the diversity of the world? The simplest way is "do as I do" or "as significant others do". This expands the life models of a child, thereby broadening his/her outlook. A priori a child has access to a limited set of life models — these are the models of his/her parents and, at best, of a couple of other adults, since models of his/her social peers are useless, since they are at the same stage of life as he/she is. Therefore, the first question is how do we extend the way a school child thinks about the world and possible ways of life?

Let us leave it unanswered for a while and move to the second part, namely the key skills required for lifelong education in modern society. They are numerous and much research has been undertaken to explore them. However, as previously mentioned, we can only discuss one of them and it is the most important in the given modern social context. It is the skill of managing information.

Today, it is not a problem to find anything of interest in the open information field — there is so much information that you have to enhance your perception filters and sometimes even cut yourself off the world in order to preserve your mental health. The excess of information available to modern man is stunning and may even turn you against learning. It is not in vain that so much focus was put on the methodology of drafting and writing textbooks. The problem has another side that no doubt many have encountered; it is the verification of accuracy of information. When you have a question that does not have an unambiguous answer or is not familiar to you, you face the difficulty of how to separate the truth from ignorance, from semi-truths or even from deliberate lies. In the situation where everyone is able to change and expand publicly available content, it is not only being significantly enriched, but there is a problem of negligent treatment of knowledge, where everyone hastens to share what they think but do not know, or what they believe they know, without bothering to check whether their information is accurate. Moreover, a large number of posts exist and are being actively created as a comic imitation of sensational news. They are usually very attractive on the surface to encourage users to disseminate them. As a result, in a series of endless reposts a comic fake suddenly begins to claim an independent existence and is distributed as real news, distorting the information reality. Therefore, the key skill required by a child in the modern world is the ability to manage information, to search for and verify sources, and build a reliable information field. "This is not an easy task and necessary skills are practiced by searching, assessing and improving one's own …. network" [1]. Let us ask the second question in our reflections: How do we develop this skill in students?

We have two completely different problems which, strange as it may seem, have a common solution (one of the possible ones). The solution is in using social media in the learning process. Let us give a few real examples of how Twitter (www.twitter.com) may be used for continuous learning: (1) Professor of History Monica Rankin from the University of Texas at Dallas shared her Twitter experiment. She encouraged her students to post questions and comments to the common TweetFeed during a lecture, thereby animating interest in the subject and inducing discussion even among those students who usually preferred to remain silent. She believes that the 140-character limit of Twitter posts serves as an additional motivation for students to express their

opinions in the most accurate way; (2) Twitter allows Michelle Pacansky-Brock not to miss interesting presentations and comments at conferences, even where presentations are delivered at different workshops (Pacansky-Brock, 2012).

VKontakte is the most demanded social network in Russia, especially among schoolchildren. Therefore, if you are committed to using social technology in the learning process, it is this social network that it is reasonable to use. In my opinion, general guidelines to be followed include the following: (a) create your own learning account in the network and invite your students to join; (b) use your page to post interesting articles about your subject which you find while preparing for lessons, your relevant comments and announcements of events which you consider interesting; (c) build a discussion by publishing disputable issues, statements, quotes, photographs and comments. Encourage students to express their opinion and shape their attitude to the matter. Assist your students to argue their reasoning based on the facts; (d) subscribe to or befriend interesting people and organizations, whose news you believe should be followed by your students, and repost their news on your page.

Schoolchildren want to be aware of topical events, but they do not know what may be taken for granted and what may not. You should serve as a criterion of the reliability of information about topical social events for them. When implementing innovation in the educational process, instead of teaching them to use a computer in class and create colorful, animated presentations (believe me, they are quite proficient in all these things without your input), teach them what you, thanks to your experience and professionalism, can do better than they do – manage information. Do not be afraid of giving your assessment of the situation and providing students with objective information received from reliable sources. Only this approach will help educate individuals who seek continuous and sustainable development.

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TECHNOLOGY-BASED IMPROVEMENT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

E.Y. Nogteva

Transition to sustainable development requires that people realize the relationship between economic, social and environmental challenges and are able to implement the principles of this relationship in their professional activity and everyday life on the basis of a new culture — the culture of sustainable development. Therefore, it is necessary to improve the education system in such a way as to address this global problem effectively.

When implementing education for sustainable development (hereinafter ESD), it is important to determine the personal qualities, abilities and skills that learners will need for implementing the concept of sustainable development. In our opinion, these include: (a) acceptance of environmental and social values; (b) respect for diversity in nature and society; (c) the ability to apply existing knowledge in various life situations; (d) the ability to apply systemic, critical and creative thinking; (e) the ability to analyze changes in the environment, anticipate consequences of such changes and take responsibility for them by understanding integrity and relationships in the social and natural environment; and (f) cooperation skills in problem-solving. These issues can be tackled if we develop learning technologies that will enable us to design, forecast and manage the learning process in accordance with the conceptual ideas and objectives of ESD. Therefore, learning technologies become a necessary toolkit of ESD. They have huge potential for achieving the goals of sustainable development by preparing young people for independent living, ensuring that have a high degree of personal maturity and can solve problems with a focus on environmental and social values, and are capable of critical judgment.

Let us consider the contribution of different types of learning technologies and their characteristics to the goals and objectives of ESD.

Learning technologies designed to develop value orientations. Values are the key component of the content of ESD, a benchmark for choosing goals of activity and defining standards and rules of behavior in the socio-natural environment. In the context of sustainable development ideas, the learning process is aimed at developing in learners a willingness and an ability to: (a) understand the humanistic value of sustainable development ideas; (b) evaluate events, statements, their own and others' behavior from the perspective of environmental ethics, and the balance of environmental, economic and social interests; (c) sensibly cope with situations that require a moral choice; and (d) anticipate possible (environmental, economic and social) consequences of their own activities in the environment [1]. Sustainable development is a process that is totally based on the spiritual quality of individuals and directly dependent on their thoughts and acts. The spirituality and world outlook of individuals are driven by the developed consciousness which is improved through education.

Learning technologies designed to develop systemic, creative and critical thinking. The mission of ESD is to ensure in learners the ability to perceive the world from the perspective of multiple factors and from different angles. The ability

to think productively has always been considered as one of the highest qualities of man. In the modern context, everyone has to have this ability. Systemic, critical and creative thinking represents a set of cognitive skills, and the individuals who possess them can: (a) deal with growing and constantly updated information in different areas of knowledge and are able to distinguish between important and unimportant information; (b) substantiate their point of view and take into account the points of view of others; (c) assess the origin of knowledge, its reliability and credibility; and (d) take into account the diversity of views of an issue and give due consideration to the context of any information, problem, situation, etc. [3]. The development of systemic, critical thinking and attitudes toward life is a prerequisite for activities that benefit sustainable development.

Learning technologies designed to establish the foundations of project and model activities. In the course of project activities, environmental, social and economic problems are considered from different perspectives: (a) the level of their manifestation (global, regional, local); (b) cultural and historical examples; (c) acquired socio-cultural experience; and (d) interest in addressing environmental and socio-economic problems of the different participants. Courses of action necessary to meet project objectives encompass all phases of the learning cycle, in particular the intellectual, emotional, motivational, volitional, communicative and organizational qualities of individuals [1]. ESD requires refocusing from providing knowledge to investigating problems and finding possible solutions. Thus, ESD preserves the traditional focus on teaching individual subjects, and at the same time opens up opportunities for multi-dimensional and cross-disciplinary analysis of real life situations. It is important to ensure that learners acquire appropriate knowledge about sustainable development and are aware of the impact of decisions that are contrary to sustainable development [2].

Learning technologies designed to provide interactivity and cooperation between actors of the educational process. Interactive learning is a method of cognition implemented by participants of the educational process collaborating, interacting with each other, exchanging information, jointly tackling environmental, economic and social problems, simulating situations, evaluating their own behavior and the actions of the other participants, and becoming immersed in an atmosphere of business cooperation for resolving problems arising from the social and natural environment. Interactivity enables a person to: (a) learn to act in the framework of agreed goals and objectives; (b) coordinate their actions with partners and to learn to live together (cooperation, compromise); and (c) develop themselves.

ESD develops and enhances personal potential, enabling individuals to make their own judgments and choices for the benefit of sustainable development. It can help change views, enabling people to make the world safer, healthier and more prosperous, thereby improving the quality of life. At present, the technology-based improvement of the ESD system means a civilizational challenge. There is no doubt that countries that have met this challenge have come closer to the practical implementation of sustainable development ideas, and outcomes representing the improvement of the foundations of education significantly strengthen mankind and contribute to its balanced development.

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THE ISSUES OF "INFORMAL" TEACHING IN THE CONTEXT OF LIFELONG EDUCATION

N. V. Novozhilova

The current report sets out the "informal" means, methods, organizational forms of education, and other forms of interaction between teacher and students. Let us consider some aspects of "informal" teaching of insurance in higher educational institutions. At present, the unified insurance space requires the relevant training for the understanding of insurance principles. An informed and competent approach to insurance can ease the use of insurance means. It is necessary to apply the technology of representation and mastering knowledge in the course of learning so that the unified "minimum" on insurance was mastered by each student. The goal will be achieved within the shortest possible time and with maximum results if we use modern teaching methods, and in particular apply innovative teaching methods by V.F. Shatalov.

Students without insurance qualifications, in their future work may be forced or voluntarily have contact with insurance companies, and thus training should be built so that graduates are aware: (a) of the basic insurance terminology and basic principles, (b) be able to read and understand the content of insurance documents, (c) what kinds of insurance products are offered in the insurance market, (d) features of the most popular types of insurance, (d) what criteria should be applied while choosing a career an insurance company, etc. The innovative method by V.F. Shatalov is quite efficient for the optimum presentation of educational information. It is based on the idea of teaching in the form of reference signals. The reference signal may be, for example, a letter in a word. However, the reference signals are not just letters, but syllables, words, numbers, figure, formulas, rules, etc. Everyone's memory stores millions of reference signals to help us recall information on an as needed basis. There are special mnemonic techniques (original reference signals), which are devised to facilitate memorization. Information can be encoded in a more economic way, such as using abbreviations. Unexpectedness and economy are the basis of a reference signal system. However there are other ways, and among them is association. Each of these signals carries some information and, most importantly, helps to recover (highlight!) its contents. It will be memorized for life. The optimum presentation of educational information requires a mechanism to strengthen the understanding and use of: (a) skills for schematic comprehension of text graphics, b) association, (c) visual images, and (d) transformed data (reference support signals, notes). This method offers a tiered system of effective teaching, including the technique of (reference notes), acceleration of training and memorizing lecture material. Enhancing training of the material via distance learning is based on the use of existing reserves of this method of training. The development of the most difficult sections can be facilitated by reducing the training time and ensuring a sufficient level of mastering the material for all students.

Adaptating V.F. Shatalov's method of high school teaching practice and the subsequent results confirm the validity of this approach and its need for further development. Lifelong learning presupposes constructive processing as opposed

to a traditional approach to students. Training requires the use of “informal” presentation of visual information as close to the preferred forms for the student audience as possible, and at the same time, the content of the material should not change. This system can most adequately and flexibly respond to the needs of students. The author has a sufficiently positive experience in teaching insurance using “informal” presentations.

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THE INDIVIDUAL APPROACH TO TRAINING AS AN IMPORTANT PREREQUISITE FOR THE DEVELOPMENT OF CREATIVITY IN STUDENTS

F.I. Yusupova

The issue of the individualization of training is not new either in the theory or practice of education. However, today it has become particularly important in the theory of training and education. Tackling the complex issue of individualization is directly related to defining methodological and educational approaches. The selection of learning content and techniques is based on the abilities and individual characteristics of each student.

An individual personality develops in a student, first of all, during the course of school activities and is reflected in communication, cognitive and creative skills. Whatever form it takes, training is always subordinate to educational and didactic goals and thus cannot go beyond the capabilities of the student. Therefore, in the educational and learning process, psychologists and teachers seek to guide students towards being self-reliant. Prognostics are one of the important conditions for making the educational and learning process effective. When forecasting the activity of students, it is first of all necessary to give due consideration to primary and secondary actions, i.e. devise clear indicators for all academic subjects and design the educational and learning process. It is also advisable to develop criteria for skills and abilities of students based on their general training and didactic-specific activities.

Next, it is necessary to plan forms of individual work that take into account capabilities and abilities of learners, and select individual knowledge that may be offered to both individual students and their groups. The teacher assigns a task to each student, explains how to complete it and checks whether all necessary tools (learning aids and materials) are available on the student's desktop. The teacher monitors the work and students choose the most efficient way to perform and carefully check their work. If the teacher feels that students have difficulties with a task, they intervene to re-explain the purpose of work and give advice on using additional materials. In some cases, it is necessary to assist a group of learners, especially where they face similar difficulties. Collective work and individual work are interrelated, with individual work most frequently being performed after the completion of collective work to enhance the result. Group work involves dividing students in the class into several groups. The composition of a group is variable since students have different levels of knowledge. Group work in different forms allows for the arrangement of self-guided work by participants and contributes to the development of their interests and abilities. Moreover, relationships within a group are based on cooperation and interaction. It depends on the teaching proficiency of the teacher whether the individual work is a success. Each student should be given a task commensurate to their abilities, which is then gradually rendered more complex as students acquire new knowledge and skills.

Group activities are of great educational value because students tend to support each other, listen to others, discover in their classmates valuable qualities

such as wit, responsiveness, levels of knowledge, abilities of articulation of judgments, etc.

Naturally, the cognitive capabilities of students develop at different rates. For some students, minimal help in mastering the learning material is enough, while others require continuous attention and support from the teacher. Therefore, the teacher should keep the level and rate of personal development of children in focus, and use this as a basis for determining the content of knowledge, the nature and areas of activities for a particular student and correspondingly use different forms to fulfill tasks.

SITUATIONAL TASKS AS A TECHNIQUE OF LIFELONG EDUCATION

N. P. Adonina

The concept of “lifelong learning” has been firmly established in educational terminology to become the basic principle of the educational reforms that have required new and effective teaching methods and interactive technologies since 1972, after the report “Learning to Live” by the committee under the direction of E. Faure. The method of specific situations (case studies, case method, learning situations, method of business stories, case method) refers to such interactive technologies.

Case studies contribute to key areas of personal development: professional (hard work, competitiveness), moral (personality awareness, mastering the skills of cooperation and partnership), mental (ability to listen, memorize, analyze the situation, to comprehend a large amount of information), motivational and volitional (strengthening of the will, mobilization of its forces and capabilities, substantiation of one’s point of view, recognizing others’ opinions). Situational problems also affect the system of values, the choice of professional attitudes and students’ attitudes. G. K. Selevko refers the case study to a variety of project technologies, as the result of solving a problem is a project created by the joint efforts of a group and a teacher. The case study method can be called research technology, but not all tasks require a situational research approach, which depends on the purpose and contents of a case. Case studies are often applied in group learning, where group work, the mutual exchange of information and discussion act as the source of new knowledge and communicative competence. In particular, a case study integrates the technology of developing education, as it promotes the development of the diverse personal qualities of the students. The method of case studies has elements of personality-oriented education, and creates a certain character of a student’s activity (reproductive, exploratory, creative, value-orientation). Many university lecturers actively use the case study method in workshops while teaching students, and recognize its efficiency in the educational process. However, only a successful combination of traditional technologies, defining the proper level of knowledge with the innovative method of case studies can succeed, because you cannot replace the systematic knowledge of a subject with the knowledge of many situations.

In adult education (formal and informal), the case study method is embedded in occupations where situational knowledge and situational activities dominate, giving students a dynamic activity, and the ability to act effectively in emergency situations. In the training or retraining of adults, it is necessary quickly improve or upgrade their knowledge, but people with a certain amount of experience or an established world outlook do not try to innovate. Case study technology allows you to successfully apply what is learned in the above lessons and break down stereotypes of thinking, in order to overcome a reluctance to change. However, achievement of the desired result is only possible with the assistance of an experienced case study teacher, directing its activities at an individual student, and developing the willingness to efficiently change.

MUSIC AND GAME ASPECTS IN THE LIFELONG LEARNING PROCESS

L. A. Timoshenko

Games are one of the key concepts in modern education. Due to their functional characteristics, games have gained enormous popularity in professional musical education thanks to historical, axiological, cultural, and other circumstances. Games and music, as historical and cultural heritage, as elements of education and the educational process, have stood at the origins of civilization, and are understood by humankind as a universal and priority means of public education. In his scientific theory of culture, B. Malinovsky stated the indisputable idea that all cultural phenomena stand the test of time and are gradually institutionalized, “gaining a place in the sun” [1]. The fact that games and music have long been present in human life is undeniable; they are not utilitarian human activities and do not depend on the feasibility and reality of life, and this is their kind of value for humanity [2].

Among the first who discovered the essence of music and game was Immanuel Kant, focusing his attention on the transcendent potential of these phenomena, on creating their own reality, different from the reality of everyday life. The conditional character of a game and music contributes to the development of artistic, creative abilities, the ability to reincarnate and imagine, and the ability for abstract thinking. In the history of the Russian cultural tradition, music and games with their improvisational and festive form drew the attention of researchers. After all, no festivities could do without games, dancing and songs. Acting as a special value in the history of civilization, these two components of culture have acquired social conditionality in the implementation of the higher demands of a creative personality.

In modern pedagogy, with its focus on the enhancement and intensification of the training process, education of spiritual and moral thinking, and raising a creative personality, games and musical activities have taken priority areas. Due to the variety of functions and types of actions, these components of the educational process have a wide range of effects on the student performing developmental, cognitive, communicative, and other functions, carrying out the task of self-realization, socialization, communication and ethnic identity, developing creative skills, and contributing to spiritual and aesthetic enrichment. While involved in games and performing music, a person can master a lot of knowledge and skills. Furthermore, games and music don’t know the limit of perfection, and have no age limits, they are multidimensional and multifaceted, extensive and multifunctional. Multi-level educational institutions, with specific continuity, regularity, and consistency of training programs are typical of the continuous process of musical education in Russia. The aspect of the game has long occupied a niche in this system, and it serves as an organizing, unifying, systematizing, and developing factor. Diversity in musical activities (playing a musical instrument, singing, improvisation, ensemble, theoretical and research activities, etc.) uses a variety of gaming techniques. As practice shows, with the help of learning techniques, the development of musical abilities of students is more fruitful and more interesting

while playing. Music classes have a more creative atmosphere, and are the most interesting and attractive classes. Each stage has its own chain of educational goals and objectives in this regard, so the game is modified, transformed, and acquires a new direction, creating the necessary knowledge and skills.

At the initial stage of training it is advisable to introduce a group of games to explore the variety of music and auditory representations for the differentiation of imaginative and sensual spheres, to express them in words, images, drawings and poems. It is experimentally proven that a creative teacher can use a large number of musical and didactic games, knowing the goals and objectives of an individual lesson and the holistic learning process. For example, the rhythmic variety of music dictates the need for inclusion into music classes of clapping, dancing, noise and other gaming activities. For comparison of the upper and lower registers, determining their imagery, there are a number of cognitive and creative games with elements of writing. When playing it is easy to form a child's idea of the nature of registers: the upper one is fragile, lightweight and translucent, whereas the bottom one is heavy, gloomy and forbidding. It should be pointed out that the lessons should include examples of popular classical music that are easily understood but which move the soul of young listeners. The development of the knowledge approach which is so essential for an understanding of musical language and the laws of performance takes place in the period of study at a music school. Game activities in this period are quite relevant, and students can easily become involved in the process of playing, but the nature of the game takes on new directions, form and content. It is preferable that the games are integrative in nature, aimed at uniting disparate parts and elements of the educational process, linking the living representation of musical imagery and theoretical knowledge with the practical. Interdisciplinary communication is particularly important at this stage of training, combining the properties of music with literature, painting, sculpture, theater, etc. The nature of games forming a musical and auditory idea is being replaced by cognitive, developmental, educational, and training games.

The next step in music education is secondary educational institutions: professional schools and colleges. This is the first level of professional musical education, which is characterized as a system of training of professionals in the field of musical art. This level of education tends to solve big issues on the development of the professional competence of future teachers, including knowledge of educational technologies to mobilize future students for acquiring knowledge and perception of musical images. The cognitive approach to the selection of games in the middle step receives proper professional development. During this period of training the flow of knowledge of theoretical subjects increases, the complexity of the program increases as well, and it requires a certain amount of memory, analytical thinking, and the ability to compare and analyze. The logical thinking required for a musician is gradually formed, enriched by the experience of knowledge about the means of musical expression, styles and genres, about the directions in music, and on the composers' work, which subsequently determines the essence of a musician, teacher, and performer. The learning process includes games in which students reproduce the information known to them, compare, analyze, recognize a familiar phenomenon, or create or make crossword puzzles, riddles. The game can stimulate the activity of the

student in independent and cognitive search activities. The teacher who knows how to improvise and create game situations in the classroom will accelerate the learning process of his or her students, and will teach them by his/her own example.

An important place in the interaction between “school - college - graduate education - post-graduate education” is taken by the joint work of teaching staff associated with the organization of a unified object-meaningful space, including the game experience. In the course of research and teaching experiments we have revealed that this training period is characterized by carrying out search, organizational, social, managerial, business, role-playing, and creative games. Each of them provides for the development of new knowledge and practical skills, as well as a valuable attitude to the future profession. Making a game requires from its participants some experience in organizing and managing a team, game skills and some experience in a game. There is reason to believe that high-level games help to identify abstract, modeling, simulation, and creative abilities of an individual. Workshops, art workshops, and master classes, which constitute the content of postgraduate education and training courses, can also be used as a model of leading game technology. The output of such games is varied, and there are no ready answers and definitive solutions, but the process of training teaching skills is taking place, and their range of application is expanding.

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CONTINUITY IN THE SYSTEM OF LIFELONG CHEMISTRY EDUCATION: PROBLEMS AND PROSPECTS

E. I. Vasilevskaya

The principles of continuity in education become particularly relevant in the context of the concept of lifelong learning as a key problem in the 21st century as put forward by UNESCO. Building a system of lifelong education is designed to solve two main groups of problems: socio-educational problems aimed at building a system of lifelong education as part of social practice; and psycho-educational problems of individuals covering the processes of mastering new life-related, social and professional experience.

Let us discuss in more detail the structure of lifelong chemistry education in the Republic of Belarus. Traditionally, lifelong education is seen as the integration of different levels (preschool, primary, secondary, vocational, higher professional and post-graduate education), where mastering of each of the previous levels leads to the next. At a basic level, professional chemistry education begins in secondary school and is aimed at completing critical tasks for the training of staff in order for them to be included in social production. The basics of chemistry are learned in secondary school in several steps, each of which expands and deepens previous knowledge. For instance, at the initial stage, training involves courses such as Man and the World, Natural Study, etc., which pay much attention to the theme of non-living nature. At the main stage of chemistry education in school (grades 7-9), knowledge is created by studying a systemic course of chemistry which is compulsory for all educational institutions. This knowledge forms the basis for further chemistry education in senior grades (10-11). The compulsory study of chemistry in secondary school is systematic, relatively complete and provides students with a level of competence required for living in the modern society and for selecting methods of continuing education and professional self-determination in the future. Chemistry education in higher educational institutions is provided at a level of the major discipline (at chemistry faculties), natural sciences, engineering and technology, and humanities (as part of the course Basics of Modern Natural Science). Post-graduate chemistry education is carried out by training scientific, industrial research and scientific-pedagogical staff on Master's, postgraduate and doctoral programs. Additional chemistry education is represented by a professional development system which is traditionally focused on the professional development of teachers.

It is necessary to emphasize the high importance of horizontal integration for the continuity of chemistry education — in other words, the correlation between education received outside the formal system and education provided by educational institutions and specially organized programs. Worth noting is a recent enhancement of the role of media education and self-education, since, on the one hand, working with information is increasingly becoming the leading activity of modern society and, on the other hand, self-education has changed its social status and more and more serves as a tool to enable social mobility. Unfortunately, there are quite a lot of negative examples where publications in the media distort

many chemistry facts and phenomena contributing to the development of “chemophobia”.

A critical analysis of the current system of lifelong chemistry education can identify a number of issues typical of the system of lifelong education in general. These, in particular, include the issues relating to: (a) the continuity of educational content at the stages of "school – university – post-graduate training"; (b) correlations between subject-specific, professional and trans-professional knowledge; (c) the continuity of basic and additional chemistry education based on differences between them and their functional characteristics; (d) the development of open learning taking into account the specifics of chemistry education; (e) the relationship between organized education and self-education; (f) the individualization of the learning process, including differences between gender groups; and (g) requirements for the forward-looking nature of the content of chemistry education relative to practical needs. Taking into account the available international and domestic experience, many of these problems can be solved by combining existing educational entities into single multifunctional educational institutions which can provide classes at various levels of education: from general secondary and vocational to higher education, including adult education. The continuity of education within these systems cannot be regarded as merely a progressive movement from the initial to subsequent stages of the education system. An inverse relationship between individual links in the education system are very important and also fundamental. These are, in particular, implemented by involving university professors in work done in school, and in the preparation of curricula and textbooks in school disciplines. At the same time it is necessary to translate the outcomes of scientific and educational research at the level of higher and secondary education so that the contents of relevant training courses reflect the current state of development of science. In fact, this deals with creating a unified educational information environment for higher and secondary educational institutions that ensures the effective functioning of a system of lifelong professional education.

The next step in the implementation of the notion of lifelong education relates to building a single system encompassing "science – production – education". This is driven by the high knowledge-intensity of industrial entities and the merger of fundamental and applied research with public production. An example of the successful operation of the association between education, science and production is the program known as "Chemistry Faculty – Institute of Physical and Chemical Problems – unitary scientific and production enterprises" at the Belarusian State University. Involving students in production not only leads to shorter periods of adaptation for young professionals, but can also be regarded as a kind of professional fitness test, with students' term and graduate theses being used in production processes. On the other hand, enterprises can generate orders for specific research, provide sites for pilot testing and assist the university in the technical support of the learning process. The considerable creative potential of knowledge-intensive production, which enables practitioners to be directly involved in the learning process, should not be disregarded.

Another aspect of the implementation of continuity of education is, in our opinion, its integration in general and cooperation in particular. One form of this

cooperation is that between teaching and research work at different departments of the same faculty, at different faculties of the same educational institution, and finally, in different educational institutions, research centers and institutes of the Academy of Sciences. An example of effective implementation of such cooperation is that between the Department of General Chemistry at the National Academy of Sciences of Belarus and the Chemistry Faculty of the Belarus State University. An important area in the development of lifelong education is associated with teacher education and self-education focused on anticipatory staffing of all education systems. It is only through the proper training of teachers who can absorb, translate and generate new knowledge that the entire system of lifelong education can be fully implemented.

Thus, the process of lifelong education should encompass the entire scope of formal and non-formal education by performing the following functions: compensation (filling in the gaps in basic education), adaptation (responsible for operational training and retraining in changing production and social environments) and development (the satisfaction of spiritual needs and the creative growth of individuals). This continuity involves the development and adoption of a single system of goals and educational content throughout the period of study, the relationship and consistency of each component of said education (goals, objectives, content, methods, aids and forms of organization) to ensure effective progressive advancement and successful upbringing and training. Building a single education system based on common goal-setting and filling in the process of training and upbringing with content and procedures at various levels will help overcome the existing gap between its different stages and contribute to the creative development of students.

PROBLEMS OF CONTINUITY OF SECONDARY AND HIGHER EDUCATION AND THEIR REASONS

I.V. Gordeeva

When we speak about the continuity of secondary and higher education, we primarily mean the continuity of unified state requirements for training of graduates from general secondary education institutions and the content of standards of higher professional education with respect to certain disciplines in natural sciences, humanities, social studies, economics and other areas. Any continuity in teaching manifests itself in the following aspects: (a) provision of systemic knowledge; (b) further development of forms, key methods and content of teaching; and (c) forward-looking upbringing and training that contribute to the building and improvement of a personality.

Nevertheless, it is no secret that the basic level of knowledge among a large number of graduates from Russian schools is far from meeting the requirements set by higher education institutions for potential enrollees. Contrary to popular belief, this problem is not solely a result of the recent reform of the education system. Even 25-30 years ago, teachers of specialty disciplines in many universities often started their course with the phrase "Forget everything you learned in school". This emphasized inconsistency of educational programs with the requirements of higher education institutions for the amount of students' knowledge. Another possible reason for such a neglectful attitude to knowledge received in secondary school lies in somewhat the arrogantly condescending opinion of "degree-holding" university professors about their "junior" colleagues who are unable to fully appreciate the full array of scientific information which must be learned in order to be able to provide appropriate high-quality teaching.

When it comes to problems of the continuity of secondary and higher education in modern times, we have to bitterly admit that the situation has not improved, and continues to worsen, despite the efforts to build a single chain of lifelong education. It is not only about a low level of general education and knowledge gaps that require correctional training. Another reason for fair criticism from teachers is the fact that first-year students generally lack skills in intellectual and self-guided work, are poorly prepared for active learning and unable to think critically, evaluate information rationally and express their thoughts in a logical and intelligent way. It should be noted that employers often have issues similar to those listed above with university graduates, which is further confirmation of the seriousness of the problem. An analysis of causes of disruption in the continuity of secondary and higher education enables us to identify a few key points:

First, there are significant conceptual differences in the structuring of different levels of education, resulting in poor compatibility between general and vocational education programs. Fair criticism and issues are raised with respect to many textbooks used in secondary school, and not so much due to the quality of material presented (although problems are possible here, too: from typos to outright distortion of facts), as because of their diversity and, hence, a completely different structure and content, despite the formal consistency of training programs.

As a result, in some situations the same sections of a discipline are learned by students from different schools in different years of learning and in a completely different order, often without logical links between subjects. For example, the chemical composition of cell is learned in the school course of Biology long before students begin to learn about complex organic compounds in Chemistry; therefore the concepts of "proteins", "lipids" and "carbohydrates" are not informative;

Second, the fact that curricula are overloaded with data that are often redundant and quickly become obsolete still remains a serious problem. A huge amount of information presented in class and requiring the same amount of homework causes rejection and reluctance to assimilate any knowledge due to the apparent discrepancy between teachers' demands to the level of knowledge of a subject and the actual capabilities of students to learn certain information. At the same time, specialized classes where students master a full amount of just a few disciplines necessary for entering university in specific areas of training does not provide a solution to the problem. The fact is that the majority of potential enrollees only know what disciplines included in the unified state examination are counted for admission to a particular specialty in a particular higher education institution, but have no idea about the full program of training in the chosen specialty. As a result, a student enrolled in the specialty of "Food Biotechnology" based on the results of the examination in Chemistry is surprised to learn that as early as in the first year, he or she will have to study Biology, Physics and other disciplines that have not been given proper attention in the school curriculum. This leads to a common situation where teachers have to fill gaps in knowledge among a significant group of first year students;

Third, students move from a secondary education institution to a higher education institution without any experience of working in new settings. School classroom lessons and lecture/seminar classes not only have different duration, but also different requirements imposed by teachers. The lack of total control with constant checks of homework in higher education institutions not only promotes self-reliance and responsibility, but also creates an illusion of complete freedom, in particular from attending classes in the hope of "wiggling out somehow during the examination period". However, the point rating system of knowledge assessment currently applied by many higher education institutions does not allow such students to be admitted for respective examinations. This leads to a considerable number of dramatic situations where students discover that the old school habit of "completing outstanding assignments and making up for low grades in the last days" does not work here, leaving them in complete confusion. There is an apparent conflict between the status of students and their preliminary preparation for training in the new setting.

To summarize the above, it can be stated that the effectiveness of interaction between secondary and higher education in many respects depends on solving the problem of compatibility between the learning processes in secondary and higher education institutions, in particular: (a) alignment of curricula and textbooks for secondary school students with the content of university curricula and textbooks. The main focus should be put not on "loading with information" which is often redundant and abstract, but on teaching to work with information, choosing the basic content and critically evaluating the data learned; (b) providing effective

control of the level of educational attainment of students and the extent of their willingness to continue training in a higher education institution; (c) insufficient utilization of the possibility of using various forms of cooperation between general secondary education institutions and universities (cooperative research, participation in scientific conferences hosted by universities and schools), demonstrational lectures, workshops and training sessions delivered by university teachers for schoolchildren; and (d) underdeveloped links in the content, organizational forms and methods of teaching between general secondary education institutions and universities.

QUALITATIVE METHODS IN SOCIO-PEDAGOGICAL RESEARCH AS A MEANS OF BUILDING SOCIAL INTELLECT

A.I. Gordin

We would like to discuss the issue at hand with the example of the use of qualitative socio-pedagogical research in the socio-educational activities of the Irkutsk Higher People's School (hereinafter HPS).

Qualitative methods have long been actively used in sociological studies solely for free-format data collection. As opposed to quantitative methods, they are based not on statistical measurements but on the understanding, explanation and interpretation of empirical data, being a source of hypotheses and productive ideas. The task of qualitative research methods is to obtain exploratory data rather than quantitative distribution of opinions. In order to explain and interpret concepts, qualitative methods use the words of recipients or informants instead of numbers. G. Bernhard notes that the difference between quantitative and qualitative data is that the content of the latter carries a meaning that directly characterizes the carrier. The target of socio-pedagogical research is not the social environment and its products but an individual engaged in diverse social activities which are certainly influenced by the external social environment while also being the result of interaction between people. Sociologists conduct qualitative research to provide more in-depth diagnostic analysis of various social phenomena in the external environment in order to make recommendations as to how to transform this environment. Qualitative socio-pedagogical research also deals with diagnostics. First, these are the diagnostics of social activities based on the psycho-physical characteristics of an individual and the characteristics of the social environment with which they closely interact. Secondly, instead of making recommendations, its purpose is to build, develop, correct, prevent and otherwise influence necessary qualities that will help an individual to successfully overcome difficult life circumstances and improve social well-being.

This fundamental difference determines a particular socio-pedagogical interpretation of traditional sociological studies, allowing for the fuller utilization of the individual's interactive potential. First of all, this refers to strategies such as participatory observation, interviews and focus groups. Thanks to this approach a social teacher who uses qualitative research forms "kills two birds with one stone". On the one hand, for example, an in-depth interview and focus group study are effective diagnostic tools which allow for the deep and thorough analysis of the socio-psychological characteristics of an individual, deeper insights into relationships between people and the identification of social determinants on the development of personality. On the other hand, the same methods represent interactive forms of interaction that are able to actively contribute to or promote the development of certain personal qualities that a person needs in order to overcome difficult situations in life.

According to theoretical notions of social psychology, interactive interaction involves the active involvement in the communication process of communicative,

interactive and perceptive dimensions that develop the individual's ability to create empathy, acquire emotion management skills, a readiness for self-identification, a social identity, and an analysis and predictive capability of both their own activities and the activities of others. Hence, the periodic and systemic use of this type of interactive communication can contribute to the development of these personality qualities on the one hand, and will help track their changes on the other. Taking this into account, we have started to actively use qualitative methods in our socio-pedagogical research.

For example, in-depth interviews proved to be quite effective both at the preparatory stage before drafting questions for questionnaire-based surveys for diagnostics and at the final, control stage of following up on the results. An in-depth interview is a good build-up tool, since, thanks to the attention paid to the respondent's destiny, a deep conversation clearly improves their social well-being and invigorates social memory and social thinking. This happens because the specifics of an in-depth interview do not tolerate the position "above" or the distribution of communicative roles on a "leader – follower" or "adult – child" basis. It represents an equal educational dialogue based on the principles of andragogical interaction. We believe that an in-depth interview is desirable for use in socio-pedagogical research starting from older adolescence; however it is also possible that this kind of conversation may be applicable to earlier age categories.

Focus group exercises are even more interesting. An ideal example was a debating club organized in the HPS with the target group(,es)-6(t)]TJ 0193 2( )]Tnkicli mgor ce92(ev)-(6ar)-6s3(l)- a

EDUCATIONAL TECHNOLOGIES
IN THE CONTEXT OF LIFELONG EDUCATION

N.V. Anishchenko

Among the most serious challenges of modern times is the quickly growing amount of information available, and it quickly becoming obsolete. The colossal acceleration of the devaluation of knowledge acquired earlier has caused two pressing problems. One of them is connected with the fact that it is not the transfer of a certain sacrosanct amount of knowledge to the younger generation that comes to the foreground, but instilling in that generation the desire and ability to learn, forming the ability to think independently, creatively and critically. Another problem is the necessity to enhance the professional competence of specialists on a permanent basis through supplementary education and retraining. [2, p. 33]. Contradictions between the global and the local, the universal and the individual, traditions and modernity, equal opportunities and competition, the material and the spiritual, between the growing volume of knowledge and the possibility of acquiring it, sets new tasks for every man, the educational system and society as a whole [1]. It is impossible to get education which lasts forever in the modern changing world, it is important to be ready to learn for one's whole lifetime.

In connection with the introduction of new educational techniques, one can elicit two aspects of their influence on the continuity in education. One of them is teachers' mastering of new technologies. Using new work techniques requires new knowledge and a new approach to the educational process. Educators can get that knowledge and experience through a variety of ways: the formalized way (at organized courses held at postgraduate professional educational institutions, whereupon the trainees get the respective credits and certificates); the non-formalized way (various forms of numerous seminars held at schools); the informal way (in the process of independent work, communication of experience between colleagues, mutual help in collectives of teachers). The second aspect directly touches upon the training of the students, creating conditions for the development of motivation for subsequent lifelong education and forming educational skills. An example of such technology is the technology of developing critical thinking that includes a large number of techniques and strategies aimed at developing the ability to think through writing and reading. The "Critical Thinking Development" technology was devised by American educationalists. It has been used in Russia since 1997 [3]. The technology is based on a three-phase structure: challenge, understanding, reflexion. Every lesson or training session is based on this fact, i.e. the feature of teaching techniques is a compulsory challenge aimed at the actualization of students' knowledge, enhancing the motivation to learn, and reflexive understanding of newly acquired knowledge and techniques of a student's own activities. Let us consider some of them and pay attention to the skills directly reinforced by these techniques: what is their educational significance?

The "I know – I want to know – I have learned" strategy is designed to be used throughout a lesson. At first, students are required to write down the data connected with the new topic they already know; thus the existing knowledge is being actualized on the basis of the students' personal experience. On the next

stage, the objective of the lesson is set, whereupon the methods used within the framework of this technology help to teach the students to set their own goals (the goal setting skill is important in the process of training people of any age). The last stage of a lesson is devoted to reflection. Not only newly acquired knowledge is discussed, but the methods of activities through which these results were attained.

Another strategy which draws on the students' existing experience and knowledge is "INSERT". Within its framework, working over a text presupposes critical evaluation of its content, eliciting things that are already known and new things, as well as eliciting incomprehensible and arguable matters and those requiring additional consideration. During a class, students repeatedly discuss the material being studied in groups and frontally, they have the opportunity to compare their point of view with other people's opinion. The "Zigzag" strategy allows students to discuss material in a similar way in non-permanent groups. This strategy creates the conditions for the development of students' communicative competencies, and it fosters building up responsibility for one's work.

The vital skills, indispensable for attaining good educational results and without which post-secondary education is hardly comprehensible, are analysis, synthesis and comparison. One can use the "General vs. unique" technique for their development. During a lesson, students use various data sources to create a graphic image reflecting the results of comparison; they can visualize the common traits and the differences of the objects being compared.

Structuring and systemizing the material being studied is rather a hard thing to do for an unprepared person. In the critical thinking development technology, one can use the "Clusters" technique for the development of this skill. This name presupposes systemizing material through graphical visualization. Rather than "pile up" on each other, our thoughts "cluster together", i.e. they are arranged in an orderly manner". [3, p. 33]. "Clusters" is a technique which elicits cause-effect relationships; something which is very important in understanding the sense of many themes studied. The most popular technique at the reflection stage is "Cinquain" (a pentastich). I.V. Mushtavinskaya describes it as "a verse, synthesizing information in a laconic form. This method permits one to describe the essence of a notion or to carry out reflexion on the basis of newly acquired knowledge" [3, p. 46].

The strategies and techniques of the critical thinking development technology described above were tested by the authors during middle school lessons. They had positive effect both from the point of view of the students' acquiring learning skills and from the point of view of the students' emotional state during lessons. In a number of cases, the students were required to give written reviews of the lesson they had just attended (the reviews were anonymous). The absolute majority of students characterized the new techniques as very interesting and efficient and the skills acquired at those lessons as useful for other subjects as well. Although the techniques described here are a relatively small part of the technologies used in present-day schools, one can say with certainty that their nature is metacognitive and they are suitable for students of various ages, studying a wide spectrum of subjects.

Thus, the vital tasks for the present-day school are: ensuring lifelong education of the teaching staff and preparing students for lifelong education.

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CREATIVITY DEVELOPMENT TECHNIQUES IN THE SYSTEM OF EXTENDED TEACHER EDUCATION AS A FACTOR OF BREAKING PROFESSIONAL DEVELOPMENT BARRIERS

L.S. Popova

The impact of crisis situations and crisis states on the professional group of teachers is still one of the most important problems in the professional development of teachers. The character of this problem originates from the specific characteristics of pedagogic activities themselves – large amount of stress factors, the highly dynamic dynamic nature of the work, the complexity of pedagogical situations, etc., which have a negative impact on health and professional activities of teachers. The delayed reform of the educational system resulted in further increase in the psychological tension experienced by teachers. One of the ways of solving this issue is to develop and include into the system of extended professional education of teachers techniques for social, psychological and personal competence with the aim of developing an ability to overcome individual psychological barriers in a timely fashion. This will facilitate the preservation of the mental health of teachers and increase the level of their professionalism. (E.E. Symanyuk, N.V. Samoukina, N.A. Podymov). For purposes of the development and adaptation of such techniques in real pedagogical practice it is necessary to study the psychological factors themselves that generate development of barrier-resistant behavior of teachers.

The subjective approach is one of the fundamental theoretical and methodological approaches of present-day research in professional development, in accordance with which the main factor that determines the dynamics and direction of professional includes the system of self-regulation of activities, including the individual creative activity of a person. In order to efficiently break professional development barriers teachers should be able to have agency and act creatively. However, an analysis of the research did not allow us to find the scientific papers which directly demonstrate the problem of the interaction between such phenomena as an ability to overcome the professional development barriers and the creativity of a teacher. That is why the purpose of our research is to study one of the aspects of this problem, i.e. the influence of the level of creativity of teachers on the level of their professional burnout. In our research we relied upon the three-way model of professional burnout developed by K. Maslach and S. Jackson, in accordance with which burnout is understood as a professional crisis arising as a result of continuous professional stress related to the work in general that includes emotional exhaustion, depersonalization and reduction of personal achievements. Studying the impact of the level of creativity of a teacher on the level of the teacher's professional burnout, we consider creativity as potential, internal resources of a person manifested in the ability to think and behave in a constructive, non-standard manner, as well as the understanding and development of the teacher's experience (N.Y. Khryascheva, S.I. Makshanov).

The creative character of the teaching profession has been mentioned by many scientists. Creative potential, as one of the integral characteristics of

personality of a teacher, is studied by A.K. Markova. In her opinion, the diversity of pedagogical situations deems inadequate the use of the typical solutions to problems which stimulates the creative potential of a teacher. The adaptive aspect of creativity is very interesting. According to V.F. Lugovaya, the creative activity of a person is a progressive adaptation mechanism and a special means of active adaptation based on creative imagination which becomes activated in a situation where a person lacks real experience. Creativity is one of the programs of interaction of a person with the environment he or she has developed based on a proactive mechanism, including emotional pre-tuning reactions and forecasting. Thus, creativity allows a teacher to foresee changes of the social and educational environment, dynamics of the development of students and teaching staff and each component of the educational process, to timely abandon stereotypical means of activity organization not suitable in the current context, and bring his or her work up to the demands of the with the new situation. Additionally, we rest on the results of the research of V.S. Rotenberg that show that explorative activity, being the basis of creativity, plays the key role in the adaptation and preservation of health, as well as increase of stress-resistance. Thus, the considering stress-inducing character of professional burnout, we may assume that creativity, as a factor facilitating better adaptation and stress-resistance, allows teachers to stand against professional stress, decreasing the level of their professional burnout.

For the purpose of the study of the influence of the creativity levels on professional burnout of teachers, we conducted research in order to detect the impact of creative potential on professional stress . 52 teachers from Ekaterinburg schools (ages 27-62) took part in our study. To track teacher creative potential, we used S. I. Makshanov's questionnaire "What is our creative potential?" The evaluation of the level of professional burnout was made using the questionnaire "Professional burnout" (option for teachers) by N.E. Vodopyanova. To determine the effects of creative potential on the key factors of professional burnout we used one-way disperse analysis ANOVA.

As a result, we found out that total creative potential had an impact on the level (phase) of professional burnout ($F(2, 22) = 5,371$; $p = 0,013$), as well as on such burnout components as depersonalization – an emotionless, inhuman attitude to subjects of the activity (students)($F(2, 22) = 7,577$; $p = 0,003$). Besides, the creativity of a person, as a component of general creative potential, had an impact on the level (phase) of professional burnout ($F(2, 22) = 3,505$; $p = 0,048$) and on depersonalization ($F(2, 22) = 4,076$; $p = 0,031$). It means that teachers who are using their creative potential in their professional activities and are able to organize their professional communications and solving of professional problems in a creative way, are exposed to professional burnout to a lesser degree, and are also less likely to display emotionless, moribund behavior and attitude to the subjects of their professional activity. Thus, during our research we justified the possibility of considering creativity as a factor of overcoming professional burnout of teachers both theoretically and experimentally. The information received speaks to the importance of developing and implementing in the system of extended professional

education of teachers special proactive psychological and pedagogical events, for example, workshops – training sessions, business games, etc. – focused on educating teachers on psychological barriers of professional development and on external and internal resources for breaking these barriers with elements of creativity training. In our opinion, the most efficient trainings are the models of creativity training offered by N.Y. Khryascheva and S.I. Makshanova, as well as that of A.G. Gretzova.

Thus, the results of our research and the experience of holding creativity training sessions within the framework of advanced teacher training make it possible to view the as a health-preserving technique that keeps current the creative potential of teachers in their professional activities. It also helps to improve their flexibility and adaptability in a range of professional situations, allowing teachers to efficiently overcome barriers of professional development and improve the efficiency and quality of pedagogical activities.

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DEVELOPING COMMUNICATIVE AND CREATIVE COMPETENCE WITHIN THE INTERNATIONAL PROJECT "YEKATERINBURG AND YORK HAND IN HAND"

Ye.V. Sergeyeva,
S.A. Novosyolov

The issue of the development of creative thinking has been the key issue for researchers, educators, governments and ministries of education of most of the leading countries in the world. Acceleration in the rate of technology development and changing forms of employment is a tough challenge for people working in the education system. The questions are: What exactly shall be studied? What role will the knowledge and skills play in the future professional activities of students? Are the latter sufficient to ensure that graduate students are employed and further develop professionally? Taking into account the fact that in the modern world business is going global and participation in international projects is available to a large number of professionals, we assume that it will be important to their future careers to be able to work in a creative team, and find original solutions while using a foreign language, which is highly likely to be the English language. However, the actual level of foreign language knowledge of modern university graduates often does not match the requirements of employers and the global society. Therefore, we would like to point out creative communicative competence, by which we mean the willingness to communicate in a foreign language in every sphere of creative activity.

One possible way of solving this issue is to use project technology in education [1]. Developing a creative pilot project aimed, on the one hand, at the development of the ability to think creatively, and, on the other hand, to work on a project in a foreign language. We are faced with the demand for advanced heuristics technology, adapted for use in English, which will combine approaches on solving the issue in different cultures.

One of the technologies known in Russia aimed at the development of creative thinking is associative synectic technology (hereinafter "AST") [2], applied within different courses (technology classes, technical creativity, design, basics of professional art, literature, painting, psychological basis of creativity, and others). AST has been used since 1995 at various levels of education – in secondary, secondary professional, higher professional education, and has always been conducted in Russian and with Russian-speaking students.

In February and June of 2011, based on the Institute of International Relations in Yekaterinburg, the first a creative project to apply an AST program in English with full-time first-year students (nine participants) at the Faculty of International Relations was carried out. Before this experiment the students were interviewed and it was discovered that all the students lacked the skills of creative thinking, and all students also pointed out that such thinking skills in the future could become a competitive advantage in their professional activities. We aimed at developing communicative competence through the creative art project based on associative synectic technology. The experiment showed that all students increased their skill levels, creative thinking, and all project participants offered

their creative solutions to the issues in English. We would also like to point out the high motivation of students to use English in the process of work in the creative group.

We continued our experimental work on the development of communicative and creative expertise and in 2012 we launched an international art project, “Yekaterinburg and York hand in hand,” which is attended by students of different educational institutions of Yekaterinburg and senior students from York. On the Russian side of the project, 22 students are involved, and on the British side there are 15 students. The educational establishments of Yekaterinburg are represented by the Institute of International Relations, Ural State Pedagogical University and school № 76. The topic of the joint project was a creative solution to the issues of the cities of Yekaterinburg and York, which are the native cities of the project participants. At the first stage the teams exchanged a list of questions about the life of their cities and produced videos to introduce to each other in English. Next the teams marked three key issues which, in their view, are the most essential ones. The lists were exchanged between the teams with the objective to find creative solutions. One of the technologies that will be used for creative problem-solving will be the AST method. We anticipate that this technology will help the Russian and British students improve their communicative and creative competence.

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INFORMATION AND METHODOLOGICAL SUPPORT OF THE CONTINUITY OF THE EDUCATIONAL PROCESS ON THE BASIS OF ELECTRONIC SUPPORT

**T. Shoimardonov, I. Eshmamatov,
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S. Dottoev, U. Begimkulov**

This paper discusses the issues of creation and deployment of an electronic support system in the implementation of the principles of continuity in the educational process. It also reveals the essence of information and educational electronic resources at an academic lyceum, university and advanced training institution as a single system using the example of the National University of Uzbekistan.

The process of building a harmoniously developed personality has revealed new aspects of the implementation of new approaches to management of the educational processes and modernization of education with an emphasis on the deployment of information and communication technologies. The rapid development of electronic information and educational resources, enabling information exchange between an unlimited number of learners, institutions and individuals, provides the best opportunities for the effective implementation of new approaches. In this regard, the development and implementation of a continuous system for electronic support of the educational process is part of the modernization and development of the national electronic information and educational space. Based on the goals of deployment of information and communication technology in the educational process, we have developed methodology aids and software for the computerization of the educational process in the Academic Lyceum, University and Higher Pedagogy Institute (part of the National University). Thus, the National University has implemented a comprehensive approach to ensuring the continuity of the educational process using electronic support in the institutions of specialized secondary, higher and postgraduate education.

A unique approach has been implemented in the Academic Lyceum No. 2 at the National University of Uzbekistan. The electronic environment is built on the basis of an information and educational website which includes: (a) electronic training and educational resources; (b) a database of students; (c) distance learning resources; (d) legal regulatory documents for the educational process; (e) virtual teachers' rooms; (f) teaching packages; (g) database of student performance ratings; (h) virtual academic competitions in subjects, etc. The University has the necessary infrastructure for the development of a corporate network and filling it with educational resources. The electronic resources of the National University's corporate network include a portal which incorporates information and educational websites of faculties. A unified software platform is developed to make all of them equally multifunctional and saturated with large amounts of information useful for self-education of students. The information and educational websites have a “library” section which is currently filled with electronic

versions of books and training aids developed by the staff of the University. These sections will be used to accumulate electronic textbooks and virtual laboratories. Among other things, the “library” contains teaching packages for each university subject. In addition to a training course program, they include texts of lectures for each lesson, questions of tests and recommendations on the use of additional literature.

The distance learning section is designed for self-guided work of students. It can be used for in-depth learning of material in a particular subject or course. It has courses for all disciplines that are taught at the University. The learning process at these courses is fully automated. The system monitors the level of retention of the learning material. You can only move to a higher level or another subject after successful completion of a computer-based test.

The University has developed and implemented an electronic platform for placing teaching packages. This is a didactic system for pedagogically active information interaction between the teacher and students. An electronic package integrates application software and databases in respective subject areas, and a set of methodical aids and materials that provide comprehensive support of the educational process. The structure and content of teaching packages in the information and methodology support system are fully determined by a conception implemented in the framework of electronic support technology developed by a teacher. Teaching packages may take the form of multimedia courses, each of which represents a system of logically connected, structured teaching units in digital and analog format which contains all the components of the educational process.

The development and implementation of subject-specific information and educational portals provides wide opportunities for improving the quality of training based on uniform methodological support of the educational process, while integration of various subject-specific resources provides the continuity of learning. A subject-specific information and educational portal represents multi-level, systematic integration of educational resources and services. It is a system of subject-specific sites based on similar designs and operating to uniform standards of data sharing. The purpose of a subject-specific information and educational portal is to create new standards for the organization and information support of the educational process at all levels of education. There is an information and educational portal for physics in order to provide electronic support of the continuity of subject-specific education. Specific characteristics of the proposed solution include a universal platform used for placing training materials, mobility and flexibility of knowledge transfer by providing a complete set of educational resources in physics from the school course to a Master's program, and a system of self-control of knowledge and skills. The proposed model allows for intensifying the learning process and reducing the classroom workload, improving the utilization of students’ time, and enhancing the quality of the educational process. The development of educational resources by leading professionals contributes to improving the quality of education in physics in regional educational institutions.

One of the most actively developed forms of advanced training of teachers with the use of electronic information and educational resources is distance learning. When organizing distance learning for advanced training, the primary

focus is put on educational and content-related aspects. These include the selection of content for learning, the structural organization of training material, methods of students' work with training material, methods of analyzing various activities and their adjustment, building new ways of professional activity, etc. Therefore, the development and implementation of information and educational portals for advanced training institutions provides wide opportunities for quality improvement on the basis of uniform methodological support of the educational process and integration of various resources by area, and ensures the continuity of obtaining innovative knowledge. A specific feature of our solution is the universality of the platform for placing skills improvement materials, mobility and flexibility of the transfer of innovative knowledge by providing a complete set of resources, and implementation of a system of self-control of knowledge and skills of students. The proposed solution allows for intensifying the process of advanced training, improving the utilization of students' money and time and enhancing the quality of the educational process. The user interface provides a visual, user-friendly presentation of the structure of posted information, and quick and logical navigation between sections and pages.

Thanks to the portal administration system, the main content can be updated without programming or special text encoding or formatting. The content is managed through a separate administrative Web interface, with authorized personnel (administrators) operating remotely. The system provides protection against unauthorized access and modification of the portal content using standard tools of the Web server and operating system used. Authorization for the use of system resources is based on a personal login and password.

Thus, the developed information and educational resources contribute to methodological support of the continuity of the educational process in a uniform electronic format.

SOCIAL AND PSYCHOLOGICAL ASPECTS OF INNOVATIVE MANAGEMENT IN THE EDUCATION SYSTEM

D. Mukhamedova

Hereinafter we consider the social and psychological aspects of innovative management in the education system and the specific character of the innovative activities of education managers. The following is a description of factors that determine the efficiency of the innovative activities of managers in the organization of educational and training processes.

The specific character of innovative management in education reveals itself in the interaction of training and management activities, i.e. all tasks are focused on achievement of a main goal, the preparation of a highly qualified specialist. Innovative management involves the use of scientific, technical, psychological, pedagogical, social and economic achievements, the putting of information and pedagogic techniques into practice, and making it possible to improve the quality of preparation of modern specialists.

The general purpose of innovative management in education is to ensure social and pedagogical conditions that include: the creation of an environment for development, the building of system-oriented and action-oriented educational content, the professional development of teaching staff, and the reform of training processes toward innovation.

Our understanding of the innovative management in the field of education, from the point of view of social psychology, includes: first of all, meeting educational and training goals using the innovative methods; secondly, transferring innovation knowledge and experience of participants; thirdly, organizing a certain system of innovative relations at different levels (“manager – teacher”, “manager – student”, “teacher – student”, “manager – parents”, etc.); fourthly, developing a system of social and psychological support for personal improvement (personnel and participants of the process); fifthly, creating a system of social and psychological reflection of management realities by all participants of the management process. Raising this issue helps managers in the field of education to evaluate relations between internal and external actors, objective and subjective characters, individual and group interests, etc. Communication is very important, because it equals social activities and dialogue that is carried out by all participants of the innovative educational and training process. The efficiency of the innovative activities of managers in the field of education is not only determined by its theoretical and practical preparation. According to the results of our research, motivation and needs are also important factors that influence management activities.

From the point of view of a communicative approach, the management activities of managers in the field of education, being social-type managers, are focused on guaranteeing order and coherence in the actions of participants of the innovative process, and optimizing all forms of their communication for the purpose of tackling important tasks. Consequently, the innovative management activity of education managers is a precondition for the efficient interaction of individuals with the social environment.

TECHNOLOGICALIZATION AND INFORMATIONALIZATION OF THE EDUCATIONAL PROCESS IN TEACHING FOREIGN LANGUAGES

N.E. Pateeva

The modern economic and social context of social development highlights the problem of improving the quality of education. The quality of education is an integral characteristic of the education system, which reflects the degree to which the real and achievable results of education and the conditions of the educational process meet regulatory requirements of social and personal expectations. Achieving a new level of quality of general education requires changing the approaches to educational activities, such as, rendering them optimal for the individual and while utilizing technology.

Technology and the use of information during the teaching foreign languages is a promising area of development in schools. It is about the product of technologization which is reflected not only in the interests of the participants but of the educational process, also demands in modern society and the requirements of the state for a level of training of graduates who should be able to pursue professional education, be employed, engage in social activities and be successful in socialization. A technology-based educational process is organized to improve the quality of education and can be problem-oriented, research-related, developing and integrated or modular in nature. With the objects of technologization in educational activities being content, organizational methods of perception, information processing results and presentations, interaction between actors of educational activities, procedures of their personal and professional behaviors, self-governance and creative development. Technologization and informatization of the educational processes are made effective by using state-of-the-art educational and information technologies in modern didactics. Traditional training gives ground to active and innovative forms of learning, such as, games, case study analysis, role playing, different kinds of discussion, training sessions, self-guided work and research.

Characteristics of a technology-based educational process include: (a) a detailed description of educational goals; (b) a step-by-step description (design) of methods to achieve desired goals (outcomes); (c) systemic application of psycho-pedagogical and technical means of presentation, perception, processing of educational and socio-cultural information; (d) systemic use of feedback to adjust and assess the performance of the educational process; (e) guaranteed outcomes; (f) reproducibility of the process regardless of the proficiency of a teacher; and (g) optimal consumption of resources and efforts.

However technologization and informatization of the educational process have encountered a few problems, such as, there is not a clear criterion for assessing the quality of education as a tool for designing the educational process. Teachers are not sufficiently prepared for deploying innovative technologies in the educational process in terms of theoretical and methodological knowledge. Methodological and organizational approaches in the use of pedagogical and information technologies in professional activities of a teacher are undeveloped,

material resources are not sufficient for the use of modern information technologies in teaching all academic subjects and for the introduction of educational technologies.

The above said can serve as starting points for technologization and informatization of the educational process on the one hand, and provide a sort of measure of freedom to enable flexible response to regional demands and conditions of the labor market on the other.

PERSONALITY ORIENTED AND ACTIVITY ORIENTED TECHNIQUES IN LIFELONG PROFESSIONAL EDUCATION

K. T. Olimov,
F. R. Nazimova,
A. A. Alimov

It is extremely important today to know how to learn and to learn intensively in the context of changes in the concept of education itself: from education acquired once to the concept of lifelong education. That is why nowadays educational institutions must not only transfer information, but rather teach a person how to study independently and continuously, to tackle work-life issues and to maintain steady vital capacity. What conditions are necessary to achieve this? First of all, the involvement of each student in an active process of study, in active learning activities, and the opportunity for students to use such skills in practical activities using methods of education.

It is necessary to point out that in the current context of scientific and technical progress, in which science has moved forward in the space of one generation at a pace comparable with that during the whole history of mankind, the traditional system of education has exhausted itself. The idea of developing personality-based education has dictated a new approach to the educational process. Teachers must reconsider their attitude to their subjects. Teachers are no longer the most important people in the educational process. In the present-day education system, the personality of a student is a subject rather than an object in the pedagogical process. In national model of education of the Republic of Uzbekistan “personality” is of vital importance. This means that the whole system of education, including the process of education itself, shall be personality-oriented.

For the purpose of implementation of different personality-oriented technologies into the process of education, our institution, with a support of the German Society for International Cooperation (GIZ GmbH), is implementing a project for the preparation of teaching staff as part of the regional program “Professional Education in Central Asia”. The main areas of the project include joint research and implementation of personality-oriented techniques, as well as educational and methodological materials in the field of professional teaching which take into consideration national and regionally specific characteristics.

Let's briefly discuss the theory of personality-based techniques in our activities, which has been discussed with German scientists many times during workshops and other events carried out as part of a regional network for the education of teachers that renders professional education services with the support of the German Society for International Cooperation (GIZ GmbH). Personality-oriented educational activities mean comprehensive education based on activities of students, during the course of which the educational process is regulated by conditions agreed upon by teachers and students. We are not talking about a didactic model, but rather about a didactic and methodological concept. Other terminology is also used: “pedagogical and didactic concept”, “organization of education and learning, or educational architecture”, etc. Personality-based and

activity-based techniques are based on personalities of students, are focused on the creation of sufficient and appropriate conditions for the development of their personal qualities and the total fulfillment of their potential capabilities. High ethical values are the priority. The pedagogical style will highlight the following: no recourse to a prohibition to direct or force to convince; co-management in place of management; no recourse to command to organize; no limitations to allow for free choice.

Activity-oriented education, as a rule, is based on specific situations and achieving specific tasks (step No. 1) so that a student could, first of all, learn using a specific example, and then (step No. 2) make a consistent pattern or explain general principles. The opposite concept means education according to instruction: first of all, a principle, consistent pattern or interconnection is explained, and then one more example is given for training. Nowadays we have the opinion that "activities–action" are potentially chaotic processes, because they have inverse relationship and are not linear. Initial conditions have a considerable impact upon these processes in their development, as well as conditions existing in the course of the process. The same is true for the process of development of independence. Actions that are fulfilled by the students take place in a non-linear dynamic system. Self-governing actions are hyper-cyclic. There are four ways to carry out such activities. All four types of actions may be present in such a dynamic and complex system as the process of education: (1) actions are undertaken irregularly; (2) actions are undertaken to reach a goal; (3) actions are periodical; (4) actions are cycles with a frequency of more than three.

Each evolution, and, hence, development of a personality, is regulated by self-organization principles. The main process of development in a person is non-linear, that is why it is only possible to describe it non-deterministically. A person acts in this system, which can be described using hyper-cycles. "Natural" actions that arise in this system in accordance with basic conditions and inverse relationships can be called "self-governed". At the same time education is never organized using only self-governed actions. In general, if a personality-oriented approach is used, students independently structure and regulate their educational materials, and may take part in making decisions about tasks or methods. Thus, students shall be prepared for life and future professional activities. Such didactic concepts using the above-mentioned methodological approach also give students and other trainees the chance to fulfill independent work step by step, and allow them to fully or partially independently organize their educational process. In the event of full self-regulation students themselves set the goals and take educational actions in order to achieve such goals. Students determine what actions, where, when and in what sequence. If students themselves give a lesson to other participants or determine the goals of their education, then we are talking about a process of learning through training toward the development of methodological competence. Considering all the disagreements in discussions about the concept of a "focus on actions in the course of study and training", one idea is indisputable: the main purpose of professional education includes the development of professional competence in order to take actions. General typical conditions for the implementation of a focus on actions during the process of study are based on a new understanding of the role of teachers and students, and the determination of

knowledge is a feature of this new educational culture. This new educational culture, based on the idea of lifelong education, facilitates the efficiency and constructability of the process of learning as self-regulation and cooperation, and demonstrates a fundamentally new understanding of education and training.

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THE PROFESSIONAL WORKSHOP AS THE CENTRE OF CONTINUOUS INSTRUCTION OF PEDAGOGY STUDENTS

I. Lapteva

Educational institutions search for effective educational models for intercultural communication and incorporating a positive attitude towards different cultures. In our opinion, a special type of learning session should be prepared to solve the task comprising deep theoretical understanding of professional work and equally profound knowledge of the relevant professional skills. This type of session is called a workshop. The core of the workshop sessions (studio, It. "studies") is similar to what the main point of workshops for painters, dancers, singers and sculptors is. People study, learn, develop their thinking ability, and gain professional experience in the workshop. Workshop training is required for studying theoretical matters in their practical implementation. However, a pedagogical workshop can be used to improve academic and pedagogical qualifications of teachers as well. The pedagogical workshop session is run by an expert teacher (professor or associate professor).

Professional educational activity in its top creative manifestations is very close to art, so the professional training of prospective teachers can involve many forms featured for different types of art. One of these forms of professional unification of students is the pedagogical workshop "Tolerance and Communication". This workshop develops intercultural tolerance and pedagogical thinking, as well as professional qualities that are important for future teachers. The workshop stipulates new forms of educational work with students: "discussion swings", public speaking contests, graduation rings, intellectual auctions, etc. We regard the workshop to be an inner-university form of professional unification of students, as it broadens their horizons thanks to modeling of pedagogical situations, training, playing games, and using innovative teaching methods. The workshop is attractive for its members as a place with a creative atmosphere that provides the opportunity to express and test ideas. Learning in the workshop does not involve just acquiring new knowledge, but also improving the general pedagogical, psychological, and methodological skills, and reveals the potential of prospective teachers. In our opinion, pedagogical workshops are not just intended for developing theoretical concepts of intercultural interaction content, but for learning the methods of active social and psychological training for effective intercultural communication. Workshop activities are based on the following stages: identifying issues, setting goals, modeling pedagogical situations, implementing models, and reflecting on results. Classes are held in various forms: intercultural communication trainings, game sessions, classes of intercultural and interethnic cooperation, contests, and social and educational projects.

The workshop functions are as follows: extensive (accumulation and acquisition of knowledge on cross-cultural communication), correcting (modification of the views of a future teacher as a negotiator between cultures), forecasting (development of an ideal image for a qualified teacher with a high level of civil tolerance culture), self-developing (improvement of a personal worldview by

elaborating positive intercultural communication at the interpersonal and intergroup levels).

The workshop sessions held in 2010-2011 were dedicated to the issue of “Ethnical Conflict Management and Interaction”. The working group had students of the Department of Foreign Languages of various ethnic origins: Russian, Jewish, Shor, Aleutian, Latvian, Georgian, Korean, Ukrainian, Armenian, Azeri, etc. The main focus of the student working group was identification of historical and social grounds of ethnic conflicts and prevention of xenophobia and extremism. The students used some documentary and game videos as well as exhibition materials to prepare for discussions and master classes, in addition to the issue-related and academic literature.

According to the founders, the pedagogical workshop “Tolerance and Communication” is an effective form of studying the relations between language and culture and the issues of intercultural communication. Intensive language learning and the natural desire to improve the teaching process ensures closer contact between the participants and a deeper dialogue between cultures. When learning a new language, a person broadens his/her worldview, and enriches it with the colors of another culture. The modern teacher should be able to adequately perceive cultural differences and be tolerant, in other words to accept another person and culture as a provision for his/her beneficial living in the world. Mastering the skills of intercultural communication provides adequate understanding and mutual intellectual enrichment of the representatives of different cultures. This same idea is stated in the “Declaration on the International Cultural Policy”: “All cultures form a part of the common global heritage of mankind. Disrespect for a culture or destruction of any culture of the World’s people is a loss for the universe.”

FROM A "DIGITAL" DIARY
TO THE POSTMODERN ECONOMY

S.A. Lomov,
A.H. Perez Chernov

The development of information technology drives the search for new methodological and organizational approaches to building national education systems, in particular in CIS countries, aiming at enhancing international competitiveness of national socio-economic systems and expediting the economic and social processes in these countries.

One possible area is the project for implementation of a single, vertically integrated and horizontally distributed system of knowledge creation and dissemination. The authors have tentatively designated the idea a "National Open Education Coordinator" and have proposed to consider implementing it in Belarusian society [1]. Work to deploy information technology in the conventional education process in the Belarus Republic has been underway for several years and it is not confined to computerization of education institutions only. The development and deployment of computer-based training courses and methodologies of distributed learning are underway. The experience accumulated within the national education system and the level of available information and communications technologies that can be implemented in education practice have made it possible to propose the next logical step. The implementation of such a project will contribute to launching an evolutionary "21st century school". The greater the number of countries involved, the greater the synergy will be. Therefore, in terms of strategy, it’s reasonable to consider the replication of this approach (implementation of basically similar projects) across the CIS.

It seems that the "21st century school" is not just about new training materials and techniques, but is also about a new teaching philosophy. School, college and university should not only become "flexible" in terms of selection of disciplines being taught and teaching techniques. The main idea of the project is to ensure that learners work as much as possible intensively in the framework of lifelong learning, taking into account their individual capabilities. The focus on the continuity of the education process is driven, as N.A. Lobanov underlines it, by the fact that "natural material resources (coal, iron ore, timber, oil, natural gas, etc.) that mankind uses to provide for its subsistence are gradually depleted, and it is only the Divine human resource — mankind's ability to expand and deepen its knowledge — that has no limits" [2, 210]. The "National Open Education Coordinator" project is, in essence, a business-social system combining an IT segment (a virtual component) with structures of the conventional (non-network) economy. What is critical for the project is to achieve equally active involvement of business, the public, and the state.

The involvement of business is aimed at making the project dynamic and attractive to foreign partners and the public, ensuring that the initiatives being implemented are in line with the current and prospective socio-political and socio-economic processes, while the involvement of the state will render the initiative sustainable and irreversible. The public part of the project may be represented, for

example, by the unitary enterprise "Education and Innovation Databases" (hereinafter referred to as EIDB), and the private part may be implemented through the Education and Technology Center (hereinafter the ETC). EIDB will undertake the following functions that are important for the state as a regulator of education and social processes: first, EIDB will accumulate information about teaching staff and trainees (learners/students/attendees) and also about actors of innovations which should be administered by government agencies and authorities in accordance with laws on personal data protection, education and innovation activities; second, EIDB will receive additional information (statistics and analytics about academic and professional qualifications of the country's citizens, education and innovation initiatives, etc.) required by the state to act as a regulator of the education and innovation process in the Belarus Republic.

It is proposed that EIDB should possess necessary information about the national research and teaching manpower (such us contact information, employer details, scientific and professional interests); about students and attendees of various education institutions (such as contact information, place of study, declared discipline, professional and scientific interests, individual academic performance); academic record (individual by discipline, study group, education institution and region); test results (tests, examinations, competitions, etc.); content of and basic materials for training courses; information (including live data) about completion of training courses and methodologies used for each study group and institution; problematic issues and cases of high performance. In the future, EIDB may include some of the user verification information, such as a public digital signature key. Thus, EIDB is an automated support system for lifelong (preschool, primary, basic, professional and further) education that provides methodological support to the learning process and maintains a reference database of promising scientific and industrial manpower, their interests and field of activity. It is important that EIDB is not a business unit or entity directly reporting to the governmental regulator of education (a ministry or a government committee) or another government authority. This limitation should be introduced in order to reduce the likelihood of adopting a narrow corporate approach or unintended control functions. Interaction of this entity with government authorities should be based on a public contract.

It should be noted that ideally the project will help provide openness and "convenient" accessibility to data along with simplification of administrative work for a teacher. The authors realize that the project implementation will require a significant organizational effort and financial investment, which, as it seems, can completely pay for itself as early as in the medium term. In order for the EIDB to be implemented, each teacher (and, in the nearest future, each learner) should be provided with a terminal for access to ETC-EIDB — in the modern context, this may be a laptop or a tablet PC.

It may be objected that the proposed approach and related technical and organization change will increase the workload on teaching staff: in addition to explaining the subject, conducting a lesson and completing a paper class register (it may be reasonable to keep using it at the initial stage), a teacher will have to complete a digital register. In fact, we expect an inverse effect. A digital class register with a modern "user-friendly, engaging" interface (user centric, pervasive design) will help radically speed up and simplify the teacher's work at maintaining documentation. This is a digital register that should be used to record methodological information about the effectiveness of learning a topic, difficulties

faced and methodological techniques that helped to overcome them, etc. Relevant and careful deployment of computer technology in this area of teacher's work will enable the use of "context- and process-based" templates, thereby rendering the maintenance of documentation much less time-consuming. A paper register may be used to record a minimum of the most important information, such as quarterly performance. If such a system is created, it will be possible, over time, to switch to flexible and then to person-centered teaching: to vary the speed and amount of delivery of material, change the balance between different subjects, and to develop an individual's interests not just to the level of school avocation, but to the level of future job skills. Taking more careful account of specific personal requirements will increase not only the quality (depth, versatility) of learning, but also its speed.

ETC – EIDB is intended to become a teacher's and lecturer's assistant. By using detailed and unified techniques for completing comments, a teacher will create a model of learners and groups of learners capable of being processed by automated analytical tools. The system will inform a teacher (recommending rather than mandating) of activities that should be undertaken to overcome anticipated difficulties, using the real-time data input by the teacher and methodological patterns available to the system.

Thus, by implementing the principles of lifelong learning the innovative project "National Open Education Coordinator" proposed by the authors will help achieve a new level of quality of deploying capabilities offered by the modern IT industry for the benefit of increasing international competitiveness of education systems in the CIS countries. We believe that the implementation of the proposed project will contribute to: (a) leveling the quality of education across the country by providing all project participants with access to state-of-the-art methodological and didactic materials and expanding the toolkit for the delivery of information by using not only a teacher's voice, chalk and flip charts/handouts, but also the entire range of multimedia capabilities offered by modern computer equipment; (b) creating a system for keeping track of the quality of education processes with a greater level of detail; (c) providing accessibility of new interactive developmental methodologies (business games, process simulations, ongoing contests and competitions); (d) becoming able to organize learners into teams and groups (at any stage of learning) without regard to territorial limits in order to arrange for training and practical activities; (e) improving the proficiency of Belarusian teachers and enhancing the export potential of the national education system; (f) generally improving the quality of national human resources.

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CLOUD COMPUTING AND EDUCATIONAL INSTITUTIONS

F. Ozmen,
A. Muz

Introduction. Due to increased computer network development and knowledge management strategies, and the felt need for storing, accessing, and sharing knowledge through the easiest and the cheapest way has led to a new model which is called cloud computing. Cloud computing is a large scale computing practices that provide the users with infrastructure and software for data processing, knowledge storing and sharing. It is a necessity especially for the ones whose works depend mostly on knowledge issues and collaborative studies such as scholars in academic institutions.

High rate of expenditures made by the companies on IT technology especially for upgrading of software and hardware, place a great deal of pressure on the organizations' budgets. However, cloud computing may offer rather affordable costs and provide the organizations with the opportunity of taking advantages of the new latest technological developments (Sultan, 2010, p. 112).

The Concept and Development of Cloud Computing. Cloud computing was first come up in 2007 through the collaboration announcement of IBM and Google (Fan et al. 2011, p. 45; Gong et al. 2010; Sultan, 2010). This was a university initiative designed to improve computer science students' knowledge through parallel computing practices in order to address the emerging paradigm of large-scale distributed computing (Sultan, 2010). Because of its promising features, cloud computing has become one of the hottest topics in the business as well as educational area (Han, 2010, p. 87; Alabbadi, 2011). In 2008, it was listed as "Web Platform & Web Oriented Architecture (WOA)" due to the success of Software as a Service (SaaS) model and it then became pronounced as "cloud computing" in the years 2009 through 2011 (Alabbadi, 2011, p. 590).

However, cloud computing was not emerged at once. Some of the initiatives have begun since 1990s and some prominent IT companies have spent considerable amount of money to shape cloud computing. IBM, Microsoft, Amazon, Sun, Google have been cited as some of the examples of companies providing some form of cloud computing services (Han, 2010, p. 88). Alabbadi (2011) indicates that cloud computing is a confluence of business developments and IT Technologies such as virtualization, grid computing, utility computing and web services. He mentiones about three trends that have contributed to the emergence of cloud computing as the internet and its technologies, in particular,World Wide Web (WWW) and Web 2.0 functionality; the catch up of telecommunications with hardware and software in low cost of broadband and wide availability of accessible high-speed wireless networks; and low priced variety of storage and computing devices such as minicomputers, PCs, and Internet-enabled handheld mobile devices (p. 589).

There are many different definitions of cloud computing. A definition made by Zhang et al. (2010), explains cloud computing as "virtual computation resources that can maintain and manage itself, usually for some large-scale server cluster, including calculating server, storage server, the broad band resources and so on." Han (2010), gives a place to a definition of cloud computing made by National

Institute of Standards and Technology (NIST), as “a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources (network, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction”. This broad definition encompasses the critical features of cloud computing that make it desirable (p. 87).

Functionality of Cloud Computing. The core factors which trigger the use of cloud computing and make it more desirable in academic institutions, are cited by Han (2010, pp. 87-88). Cost effectiveness, flexibility, data safety, high availability, the ability to handle large amounts, availability of a service, data confidentiality, a system that enable pay-for-use (purchase when needed) are some of these factors. In a smilar vein, the advantages of cloud computing such as security, convenience, economic efficiency and super computing power are cited by Wang and Xing (2011). On the other hand, some key characteristics of cloud computing, are stated by Gong et al. (2010) as agility, low cost, device and location independence, multi-tenancy, high reliability, high scalability, security and sustainability (p. 275). Based on the opinions of various scholars, some other advantages of cloud computing such as reduced launching time, expected performance, high availability, infinite scalability, tremendous fault-tolerance capability, enhanced collaboration, accessibility, mobility, allowing users to use any device are cited by Alabbadi (2011, p. 590). However, beside all the advantages, some security and privacy concerns have been articulated related to the use of cloud computing Sultan (2010, p.113).

Structure of Cloud Computing. Three types of clouds as Public, Private and Hybrid have been cited in the literature. Public clouds are open to everybody and the services in these clouds can be accessed by any organization. Whereas private clouds are protected by firewalls and only the subscribed users be able to access. On the other hand, the hybrid clouds provide Access to limited and well defined number of parties (Rajan and Jairath, 2011, p. 666)

According to processing performance and storage capacity, cloud computing services are generally considered in three categories such as Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS), and Softwareas- a-Service (SaaS) (Gong et al. 2010; Fan at al. 2011, pp.46-47; Zhang et al. 2010, p. 88). Infrastructure-as-a-Service enables the users to install and execute software gaining access to virtualized server. Sometimes the IaaS is also called Hardware-as-a-Service (HaaS). Platform-as-a-Service allows users to develop any application using development kit provided by clout computing. Software-as-a-Service provides software services in the cloud. The users utilize these softwares without installing them in the local machine. Google Apps provides such services to create documents (Gong, et al., p. 276; Rajan and Jairath, p. 666).

Beside this categorization, some form of cloud computing are cited as cluster and grid systems. Mentioning about nineteen characteristics which can be used to distinguish cluster, grid and cloud computing systems Gong et al. (2010) put in a notshell that cluster’s resources are located in single administrative domain with single entity; grid system resources are distributed and located in administrative domain with multi entity and management policies; and cloud computing platform possesses characteristics of both cluster and grid.

Cloud Computing in Education Institutions. Universities are the institutions that should meet the expectaitons of the societies in order to achieve higher order

goals for educating the students to keep pace with the rapid development of the age. And, along with this aim, these instutions have to invest considerable amount of money each year for IC technology.

Regarding higher education as an industry to develop Wang and Xing (2011) assert that the level of IT based education is an important index of modernization. Therfore, the staff and students should utilize cloud computing facilities (p. 2675). Alabbadi (2011) notifies that New Media Consortium (NMC) and EDUCAUSE Learning Initiative (ELI), collobaratively aim to provide an educational-orientated perspective on expected key emerging technologies for higher education as well as K-12 education by identifying the impacts of emerging technologies on teaching, learning, research, or creative expression within learning-focused organizations. And, referring to Johnson et al. (2010), he indicates that Cloud computing was placed as a unifying technology supporting other emerging technologies in the year 2008 (p. 590).

Wang and Xing, (2011) consider that as cloud computing develops, the use of cloud computing will be cheaper and more convenient for schools and individuals in the future, and the level of education informatization will be improved greatly (p. 2675). And, in that vein, Fan at al. (2011) proclaim that schools accessing the cloud computing services, no longer need to spend lots of money to buy commercial software license, the burden of frequent upgrades and maintenance costs (p.46).

The findings of a study run by Fan et al. (2011) revealed that high school students who used cloud computing could easily access to learning materials and collaboration could motivate people's enthusiasm and creativity. It is stated that cloud computing indeed can improve the instruction effectiveness especially in appealing group learning, project-based or inquiry learning approaches (p. 47).

In USA, it is stated that cloud computing is found efficient for SaaS applications especially for having the ability to acquire a huge amount of servers in a few minutes. Major cloud computing providers such as IBM and Google have been promoting cloud computing as tools for research. Since cloud computing eleminates the need for a hard drive on the local computer, the desktop machines have become simply a conduit that receives processing power and software delivered from the server, or the "cloud". Meanwhile, it is stated that a number of universities in UK, and even several education institution in even Africa, have adopted cloud computing, largely due to their inadequate IT infrastructures and their inability to cope with the endless cycle of hardware and software upgrades. Cloud computing not only reduce IT costs but also make education more efficient than before (Sultan, 2010).

Yanosky (dateless) insists that too often in higher education individual actions lead to institutional sanctions. Therefore, users would be encouraged to use certified resources (p. 132, 133). Emphasizing the advantages that cloud computing poses for the university students and staff, Ercan (2010) proposes that university management should identify and leverage emerging technologies and strive for the feasible and equitable access to technology (p. 941).

Conclusion. Education institutions are severly affected by the IC Technologies to ensure effective education through effective management of knowledge. On the other hand, these institutions have to deem the budget cuts and have to meet educational goals with limited resources. Therefore, cloud computing renders opportunities for utulizing ICT resources in the most effective

ways. However, as it is seen every emerging new IC technology, some security, relaibilty, availability, latency, privacy and smilar kinds of concerns will be articulated. All these concerns will be eleminated through careful analysis of the applications and devoted studies for the improvement.

In this context, the universities, as leading instutitions of the countries, should welcome the new and promising cloud computing technology and should develop strategies to make effective use of it and even to contribute to the improvement through R&D activities.

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EDUCATIONAL AND CULTURAL CENTRES, CORPORATIVE AND OTHER FORMS OF CONTINUOUS EDUCATION

EXPERIENCE IN BUILDING A CORPORATE NETWORK OF LIFELONG PROFESSIONAL EDUCATION

T.Y. Lomakina

In the today's world, the prospects of modernization of the economy are determined by three main factors: (a) the availability of developed human capital; (b) the availability of a special culture necessary for successful work (in particular, a habit of work and production discipline); and (c) a willingness to work in the context of certain leadership styles that facilitate continuous development, effective growth and internal self-organization. Corporate educational institutions are at the forefront of addressing issues of modernization, because they are in charge of staff training for specific companies in the real economy. According to the International Association of Corporate Education, Russia currently has almost 70 corporate universities. They continue to grow in number, which is line with the global trend. It should be noted that the entrepreneurial sector still fails to be a full-fledged partner to the state in the development of manpower in society. Private capital accounts for is as little as 2 percent of the finance of education. Just a little more than ten endowment funds have been established since the adoption of the respective law two and a half years ago.

In order to change the situation, it is necessary to find ways and forms of interaction between corporate training entities and the public system of professional education, because only corporate educational entities are capable of organizing the learning process so that an old skilled worker and young people seeking to become highly skilled in their profession are brought together in one class. For an organization, such career development programs contribute to improving the performance of employees in their professional duties, utilizing their talent and potentialities to a greater extent, decreasing staff turnover and increasing responsibility for carrying out official duties.

Russian Railways Open Joint Stock Company (hereinafter RZhD OJSC) is the owner of the infrastructure of Russian railways and one of the world's largest transportation companies. Throughout the history of construction, development and technical upgrade of railways, the needs of railway companies for highly skilled professionals were met by graduates from educational institutions of the communications lines agency. The system of professional education in railway transportation is currently balanced by type and category of learners and has a rather extensive network of linear structural subdivisions. The foundation of the system is nine university complexes, including 10 higher education institutions and 48 secondary vocational schools. Blue-collar workers are mainly trained in 52 technical schools and training centers, which are training subdivisions of the Railways (branches of RZhD OJSC). RZhD OJSC is the founder of 310 non-governmental educational institutions (252 kindergartens, 30 boarding schools and 28 schools). One of them is boarding school No. 23 which has a mixed set of

students and offers both day and boarding education for children. The school has 458 students coming from 38 stations and passing places that serve a 317 km long section of the East Siberian Railway, and the Krugobaikalskaya Railway. The school educates both gifted and regular children, and also those who need correctional and developmental training, including children from large (84), single parent (135) and disadvantaged families (102), as well as orphans and wards (18).

Industry-specific educational institutions — first of all, higher education institutions — have become interregional railway training and research centers for industry-specific education and have control over general education schools, gymnasiums, lyceums, technical schools and railway colleges. They serve as parent institutions for providing lifelong professional education.

Interactions between the public and corporate networks for railway staff training are based on documents such as the Concept of Creation and Operations Management of a Specialized Industry-Specific Center for Development and Implementation of Management Systems and Methods of RZhD OJSC, the Strategy of Human Resources Development for the Period until 2015, etc. These documents in particular, validate the need for the creation of a corporate system for training and advanced training of professional staff. Special importance is given to the professional development of young workers in the industry. The main goals of the program for young people include: (a) the development of a system for attracting young people and their becoming effectively adapted and permanent in the Holding Company; (b) the involvement of young people in solving corporate tasks (including innovation) and development of the international youth cooperation; (c) the improvement of conditions for the development of professional and business competencies and the career development of young people in the Holding Company; (d) spiritual, moral and patriotic education of young people; and (e) promotion of healthy lifestyles and sports among young people. Today, RZhD OJSC employs more than 264,000 young workers who account for 27.1 percent of the total headcount. More than 8,000 graduates from higher and secondary professional education institutions begin their career in branches and business units of RZhD OJSC on an annual basis.

System measures taken by RZhD OJSC to improve the quality of professional training and methodological support of educational processes are focused on the following areas:

1. development and implementation of uniform operational standards for regional training centers (hereinafter "RTCs") (uniform programs for professional training of workers; a standard for training management; a standard for methodological activities, record keeping and reporting; uniform regulations for outfitting resource centers);

2. development and implementation of a continuous system of training and development of staff at resource training centers (professional standards; a digital system for professional competencies assessment; module-based programs for the development of professional competencies; distance (web-based) seminars and workshops; the development of in-house coaches (mentors) from among the employees in order to transmit module-based programs; a task-oriented program for training of teachers at plants manufacturing new equipment and enterprises);

3. identification of best practices within the corporate training system and arrangement for their dissemination across the network (an annual proficiency competition for teachers and production officers; an annual benchmarking

exercise; development of a knowledge management system for training blue-collar workers);

4. deployment of new educational techniques (development of e-learning courses and mixed training methods for blue-collar workers; incorporation of new learning services into the corporate distance learning system);

5. enhancement of the efficiency of the management system (development of a "professional training" module as part of the single corporate automated human resource management system, SAP R3; building the rating of the educational institution on an annual basis; conceptual development of pricing policy of the resource training center);

6. involvement of all stakeholders in the company in improving the quality of manpower training (establishment of a coordination and methodology council for manpower training – the company's board of chief engineers; annual corporate conferences to develop uniform approaches to improving the quality of professional training).

In order to streamline the activities of the Holding Company in education and ensure common understanding of activities in professional training, on December 31, 2009, RZhD OJSC adopted a Directive "On Introduction of Uniform Standard for HR Management, "Training and Advanced Training". The quality standard sets general requirements for the training and advanced training of staff in RZhD OJSC. The purpose of the standard is to improve the process of training and advanced training through the integrated management of competencies and implementation of continuous training and development of staff. The standard lists generally used and well-known concepts, such as advanced training, training, retraining and training in related professions, etc., and also defines lesser-known concepts, such as task-oriented training, staff development, summary qualification matrix, position profile, individual employee development plans, qualification passports, etc.

In order to develop traditions of philanthropy and support students of industry-specific and other higher and secondary professional education institutions who have demonstrated outstanding abilities in learning and research, RZhD OJSC awards scholarships of the President of RZhD OJSC. Youth affairs councils operate in all branches of RZhD OJSC. There are projects for young people, such as the New Link, the Corporate Leader, the Corporate Club Team 2030, and the 3D Network to name just few.

Training of a modern specialist is impossible without the large-scale deployment of computer and information technology, educational television and satellite communication systems in the training of students, and saturation of the educational process with software. This issue receives a lot of attention from the Moscow College of Railway Transport. The College has a computer center, specialized computer classes equipped with modern office equipment, and state-of-the art software. Classrooms of the College are provided with multimedia equipment and other technical training facilities. Employees of the Computer Center have developed an informational and educational portal with an e-library, and a distance learning portal based on Prometheus software. Railway colleges and technical schools in Russia use instant messaging systems. There is an automated workflow information system, Motiv, covering 15 railway technical schools and colleges. An automated system Irbis is being deployed to enable students and staff of the College to review the latest technical and other publications via the Internet. The center for training, retraining and advanced

training of workers and specialists is an additional professional education subdivision of the Moscow College of Railway Transport. About 70 percent of training and advanced training of workers is currently provided for the Moscow Railways, and 30 percent for other divisions of Russian Railways OJSC (Kaliningrad and Gorky Railways, Federal Passenger Directorate, Federal Freight Directorate, etc.), the Moscow Metro and other organizations and companies.

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IMPORTANCE OF THE CULTURE CENTRE AS A CENTRE OF THE CONTINUOUS EDUCATION OF THE COMMUNITY

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Introduction. Culture includes every material and spiritual value created by particular activities of every personality or the social group. In world's history there exist some peculiar codes revealing the ways and potencies of human existence in the society. Tylor gave us the most famous definition. Culture, he wrote, is "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1924 [orig. 1871]; Verhelst, 1990, Arnold, 1960). Cultural evolutionism is a theoretical approach that seeks to describe and explain long-term processes of culture change. To do this it draws on all subfields. Anthropologists most commonly use the term "culture" to refer to the universal human capacity to classify, codify and communicate their experiences symbolically. This capacity is long been taken as a defining feature of the genus Homo. However, primatologists such as Jane Goodall have identified aspects of culture among our closest relatives in the animal kindgom (Goodall, 1986, Parsons, 1990).

Cultural studies in Lithuania still are in rudimentary phase. (Samalavičius, 2003). The first works in the field of the cultural studies show that mostly it is used the definitions of western culture which are being accepted as a priori good and reliable instruments for analysis. Presumably in length of time the scientists will look for specific ideas suitable for Lithuanian reality.

The purpose of the research – to show the importance of cultural centers as a centers of continuous education and cultural activity of people through the analysis of methods with which cultural centre executes its functions for achievement of the goals of the community. *Object of the research* – the activity of culture centres and its place in continuous education of the community. Methods that were used include: the analysis of scientific literature, the analysis of legal regulations, the questionnaire, the statistic analysis of the data, the graphical modelling, the detailing and generalization as well as the logical abstracting.

Strategic Vision of Cultural Policy in Lithuania. Very often it is being reminded that European Union does not regulate the national policy of culture. Culture falls into the competence of national governments. But the matter of fact is that EU is interested in cultural multiplicity of member states and their cultural cooperation. In the provisions of the policy of Lithuanian culture there is indicated about the necessity "to promote culture autonomy in the regions, to promote and support relations of culture <...> institutions in the regions, to promote the amateur" (Lietuvos…, 1995). A lot of foreign researchers (Kozma, Fullan, Kotasek) notices that in post-communistic countries the culture (same as education) is playing only second- or third rate role. And this is not only governments', but also society's and mass media's position. There is prevailing attitude that firstly – the economy and

consolidation of the statehood and only then ecology, culture and education (Samalavičius, 1995).

Lithuanian culture centres are surrounded with lots of pending matters related to the material facilities, provision of cultural services, artistic training of youth and children and the lack of qualified specialists. In the major parts of terrains there is left the inefficient and unreasonable net of culture centres. The activity of culture centre is necessary for the community. It shows the increased demand for the amateur art. People from the same culture centres are attending the adult collectives. Today the culture centre is setting the task for itself – to popularize the amateur art, to care about their vitality, succession, the variety of forms – cooperating with the folk artists, trades- and business people.

Results of the Research. For the research was chosen the culture centre of Kazlu Ruda Municipality and six subdivisions of it – the community culture centres of Bagotoji, Antanavas, Visakio Ruda, Buda, Plutiskes villages and the small town Jure. In the survey there participated 197 customers of services in these culture centres, and in discussion - 25 employees. Questionnaires were distributed during the events. The survey was carried out on September – November of the Year 2011. After the analysis of the empirical research data it can be affirmed that the most active were respondents of the age 36 – 50, they composed 33, 1 percent of the respondents; 29, 4 percent – persons of the elder age. The least part of the surveyed persons (14, 2 percent) composed of children up to 18 years old. It shows that in activities of the culture centres the attention should be paid to the more active children and youth involvement to the artistic collectives, it should be offered various activities fulfilling their needs. In the culture centre children may participate only in the dance sport collective, the wind orchestra, the folk music choir and the youth singing studio.

With this research it was willing to explore if the services provided by the culture centre and its subdivisions are necessary for the local inhabitants. What services are the most popular and of what are lacking. After the analysis of the respondents‘answers to the question if they need the services that are provided by the culture centre it can be affirmed that for the most part of the respondents these services are necessary (73, 5 percent), 17, 5 percent do not know or do not have an opinion and for the rest 9 percent the culture centre services are not necessary. Estimating the necessity of the services provided by culture centres, the difference between city and village actually is absent. So we can affirm that the culture centre services are necessary for the inhabitants of Kazlu Ruda Municipality.

After the review of the respondents' answers to the question, if there are enough present services provided by the culture centres and if the services meet the persons needs. The results of the survey are reflected in Fig. 1.

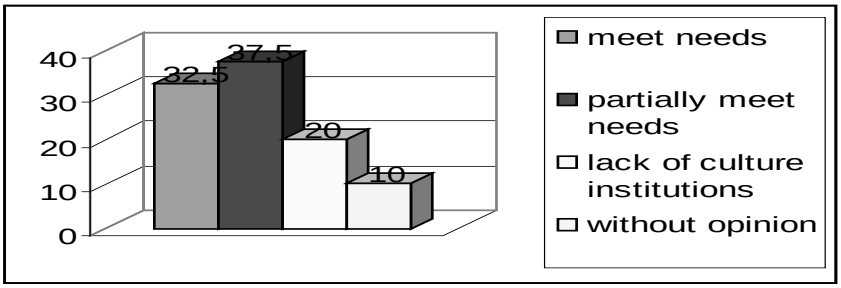

Fig. 1. Corresponding of the Culture Institutions Net to the Needs of Inhabitants %.

This figure reflects the real opinion of inhabitants of Kazlu Ruda Municipality about the corresponding of the culture institutions for the needs of the residents. Most of the respondents answered to the second statement: "there are enough of culture institutions but their services partially meet the needs of inhabitants" (37.5 percent), therefore it is very important to search for more broad expression facilities. The material facilities of the culture institutions should be strengthened, new information technologies should be installed, educational programs should be prepared involving the young generation into cultural activities. This can be done while searching for the additional financing possibilities, recruiting communities and public movements near the culture institutions.

During the survey it was also willing to explore the wishes of the respondents what the culture centre should propose that the leisure time of inhabitants would be more interesting and sapid. Distribution of the respondents' answers see in the Table № 1.

Table №1

Distribution of Respondents According to Their Wishes
for the Services Provided by the Culture Centre
(percentage according to the age groups)

Desirable services	**Age groups**							
	Up to 18yrs.		19 – 35 yrs.		36 – 50 yrs.		> 50yrs.	
	W.	M	W	M	W	M	W	M
More and more various events	12,3	5,2	16,6	7,4	23,3	12,1	25,0	5,1
Internet web - site	49,5	51,5	16,1	14,3	14,9	52,6	0	0
Clubs according to the hobbies	13,3	15,4	29,0	15,8	17,0	12,0	12,8	10,5
Art collectives	0	0	3,2	0	0	0	0	0
Cinema	13,3	34,0	35,6	14,3	19,1	10,4	20,4	5,2
Possibility to be educated, to widen the horizon	0	0	0	0	7,1	0	6,4	0
Possibilities to have a lark	6,6	30,7	19,3	7,1	12,7	15,7	15,3	5,2
Possibilities to learn new job	0	0	0	0	7,1	11,5	6,4	10,4
Coffee -bars	13,3	15,4	22,6	14,3	17,0	0	10,2	0
Services of the culture centre do not interest at all	6,6	0	0	5,2	0	0	0	0

Most of all respondents (except the elder age) wish internet website. The most striking wish was of the village youth to have the access to the computer. Respondents also do not relate the culture centre with the learning new job and the possibility to widen the horizon. These answers were chosen by one or two respondents. Quite a few respondents would wish the cinema and clubs according to the hobbies.

While analyzing the result of the survey it can be affirmed, that the culture centre is also essential to the local community in the aspects of leisure time occupation, self – expression, initiatives and cultural education. It is being visited, interested in it‘s activities. That the culture centre is necessary affirm 73,5 percent of the respondents, 17,5 percent do not know or have no opinion and only 9 percent affirm that the culture centre is unnecessary for them. Men are more passive, more observers than participants.

The culture centre may realize in the municipal level its functions and tasks, to ensure the vitality of local community initiatives and to contribute to education of common culture.

Conclusions: (1) One of the most important roles of community centers is the education of the social intellectuality of individual. The culture centers are not the formal centers of communities, but in informal level they may fulfill their functions. The activities of the culture centre are necessary for the community. This testifies the increased demand for the amateur art; (2) The lack of regions’ partnership influences the disjuncture of municipalities and their cultural institutions, does not promote the joint cultural activity of regions. The services of professional art become hardly available due to low financial potential of peripheral inhabitants to use them and due to majority unprepared for that culture centers. The major part of population stays in the background of culture; (3) Activity of culture centers is not very miscellaneous. Generally there are dominating the same forms of activities relating to songs, music, theatre and dances. The mature educational events, meetings with scientists, artists, artistic entertaining events, discussion clubs and events ranged according to age groups are missing. The spread of professional art in the activity of cultural centers hardly comprise 30 percent. It is very negative phenomenon. The cultural institution must trim between what people like and what people now need ; (4) The empirical research indicated that the culture centre for local communities is important from the side of leisure time occupancy, self-expression, initiatives and cultural education. It is being visited and cared for its implementing activities. The culture centre may realize in the municipal level its functions and tasks, ensure the vitality of local community initiatives and thus to contribute to education of common culture. Hypothesis that assumptions for realization of the culture centre functions is caused by social economical status, needs of community members, the established traditions and the environment was proved. The culture centre should continuously analyze the needs of culture users and look for the possibilities to provide the more various supply of culture services.

DEVELOPING INNOVATION INFRASTRUCTURE OF LIFELONG EDUCATION

S.A. Ivanov

The tasks of building a lifelong education system and an innovation economy in the country are interlinked and interdependent. Not coincidentally, the Strategy of Innovative Development of the Russian Federation through 2020 emphasizes that successful modernization of the country requires "the development of an integrated system of lifelong education that meets the requirements of the innovation economy and the creation of incentives and conditions for continuous training and retraining of the entire economically active population."[1] According to the Russian Federal State Statistics Service, the engagement of the population (in the age group of 25 to 64 years) in lifelong education was only 24.8% in the Russian Federation in 2008, while it was 37.6% in the UK, 41.9% in Germany and 77.3% in Finland. The Russian government currently aims to ensure that the proportion of the population engaged in lifelong education reaches 55% by the year 2020. One of the ways to solve this problem is to pursue "structural modernization of the research and development sector"[2], active development of innovation infrastructure, including multiple-access centers which can be used in a system of lifelong professional education. Some experience in this area has already been gained.

For example, in St. Petersburg, there are six multiple-access centers operating at the facilities of the leading research organizations and higher education institutions of the city which were involved in the Federal Special Purpose Program "Research and Development in Priority Development Areas of the Russian Science and Technology System for 2007-2012" in 2007-2008. These include the North West Regional Center "Materials Science and Diagnostics in State-of-the-Art Technology" (at the facilities of the Ioffe Physical and Technical Institute of the Russian Academy of Sciences), the Multiple-Access Center "Composition, Structure and Properties of Structural and Functional Materials" (at the facilities of the Prometheus Central Research Institute of Structural Materials Federal State Unitary Enterprise), the Multiple-Access Center "Laser and Optical Technologies" (at the facilities of the Central Research and Development Institute for Robotics and Technical Cybernetics), KHROMAS Research Center for Ultrastructure and Molecular Composition of Biological Objects (at the facilities of the St. Petersburg State University), etc. There are currently twelve innovation and technology centers in St. Petersburg, including: TVN Foundation Engineering and Technology Center at St. Petersburg State Polytechnic University, which serves as an "incubator" of small innovative businesses engaged in science and technology and dealing with commercialization of technologies developed by researchers of the State Polytechnic University. Engineering and Technology Center at the Regional Foundation for Scientific and Technological Development of St.

[1] The Strategy of Innovative Development of the Russian Federation through 2020. Approved by the Decree of the Government of the Russian Federation dated December 8, 2011, No. 2227-r

[2] Ibid., p. 70

Petersburg; Engineering and Technology Center for integrated processing and disposal of industrial solid wastes at Mekhanobr-Tekhnika Research and Manufacturing Corporation; Technopark Engineering and Technology Center at St. Petersburg State Forest Technical Academy, whose main aim is to test and introduce new technologies in the forestry sector; ARTES North West Regional Innovation Centre of High Technology Engineering and Technology Center at the Institute of Problems of Electrophysics of the Russian Academy of Sciences. The creation and operation of these elements of the innovation infrastructure not only meet the aims of the Strategy of Innovative Development of the Russian Federation until 2020, but also contribute to the implementation of one of the priorities in the development of education defined in the Federal Special Purpose Program for the Development of Education in the Russian Federation for 2011 – 2015: "the creation of a modern system of lifelong education, training and retraining of professional staff."[1]

However, in our opinion, the development of innovation infrastructure, including the establishment of multiple-access centers and innovation and technology centers, can help address another strategic task which is directly associated with the objectives in the development of a lifelong education system. This is the creation of a system of independent certification of qualifications in Russia. It is known that in accordance with the Regulations on the System of Certification of Qualifications jointly approved by the Russian Ministry of Education and Science and the Russian Union of Industrialists and Entrepreneurs[2], a system of independent quality assessment and certification of qualifications is created in the Russian Federation in order to: (a) certify that applicant's qualifications meet the requirements of professional standards; (b) develop and update documents in certification of qualifications; (c) accumulate information about the quality of professional standards and the need for updating them; (d) develop procedures and tools for certification of qualifications to ensure reliable results; (e) select and train experts at qualification certification, and keep a registry of such experts, etc. In the regions, all these problems could be addressed by actors of the innovation infrastructure of the lifelong education system.

In conclusion, let us note the following. The competitiveness and staffing of the modern economy are determined not only by the performance of traditional training institutions, but also by actors of the lifelong education system, which, in turn, depends in many respects on the development of innovation infrastructure.

[1] Federal Special Purpose Program for the Development of Education in the Russian Federation for 2011 – 2015. Approved by the Decree of the Government of the Russian Federation date February 7, 2011, No. 61. p. 10.

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METHODS OF DEVELOPMENT OF TEACHING CONTENT ON THE BASIS OF COLLABORATIVE WORK OF INTERNET NETWORK COMMUNITIES

N.N. Gorbachev

The development of information and communication technologies (hereinafter referred to as ICT) and deployment of Web 2.0 tools have resulted in the broad use of collaboration in the creation of teaching materials. In many cases, these are the result of collective efforts of not only many teachers, but also of other actors in the education process (pupils, students and trainees) who improve the teaching content in the course of learning by pointing to inconsistencies with other information resources and proposing alternative sources of knowledge. The continuous exchange of data, information and knowledge in the course of communication between all actors of the educational process has led to an increase in the amount of content which can be potentially used in the process of learning, and represents promising information reserves.

This paper discusses an example of efforts undertaken by teaching network communities to develop professional competencies in teachers by working toward the use of interactive media in the learning process in secondary schools (implementation of Moodle and SharePointLMS, with methodological and technical support from the Moscow State University of Economics, Statistics and Informatics (MESI), Minsk Municipal Institute of Education Development, and BelITsoft). Intensive development of educational technologies causes the need for improving the skills of both those studying (pupils, students) and teaching (teachers, professors). Modern information and communication technologies enable the development of personal knowledge through the creation of network communities and use of the concept of social networks for exchanging experience. The project “Creation of a teaching network community for the use of interactive media in the learning process” was developed as part of the competition IT Region: MINSK.EDU.BY.

Participants of the teaching network community encountered a number of limitations of the Moodle distance learning system in the course of their work, and as a result selected SharePointLMS developed by BelITsoft as a backup platform. The main reasons for switching to SharePointLMS include the following:

(1) Moodle offers limited means for the development of teaching content. The purpose of the competition is to use the best practices to develop e-courses with updatable content which can be used for training of teachers. Development tools such as WordForce, PowerPointForce and QuizForce (which can directly interface with the SharePointLMS) helped to automate and in many respects simplify (by converting prepared content to the SCORM format) the creation of teaching content, in particular, that to be used with an interactive board;

(2) Moodle has no full-fledged system for conducting webinars and web-conferences. When exchanging practices in the use of interactive tools, the participants faced the need for online recording of webinar presentations and broadcasting of desktop images. In 2011, the SharePointLMS tools were used to

conduct nine model lessons devoted to the use of interactive boards in teaching Informatics, History, Russian and Belarusian Languages and Literature, Physics, Biology, German Language and Mathematics;

(3) The opportunities for combining SCORM objects with the Moodle LMS are limited. It is impossible to integrate specialized, higher-level courses into SCORM packages;

(4) The SharePointLMS distance learning system provides capabilities for analyzing the activity of the teaching community members on a broader basis (analysis of the use of various tools, such as advertisements, document posting, participation in surveys, forums, chats, videoconferencing, and general activity of groups). This helps identify the most active community members taking into account the variety of educational and methodological content generated by the community;

(5) The SharePointLMS distance learning system has a multilevel organizational structure enabling a community member to act either as a tutor using their “advanced” competencies, or as a learner in the fields where they seek new or additional skills, and other opportunities arising from switching to the SharePointLMS.

The efforts of the teaching network community implemented on the Microsoft SharePoint Portal platform (SharePointLMS) provided an opportunity: (a) to manage the collaborative creation of content, (b) to discuss the best practices in using an interactive board in secondary schools, (c) to conduct model lessons and master classes with international participation and discuss them during web conferences, and (d) to exchange free content designed for the interactive board and improve it through the collaboration of the teachers' network community.

The creation of teaching network communities on the basis of the SharePointLMS for the development of individual competencies of teachers has proven to be effective. Nevertheless, further research is needed in order to develop tools geared towards social networks. The main areas of such research include the development of analytical and visualization tools for assessing the effectiveness of collaborative efforts within a network community; community content management tools on the basis of a subject field model; personalization of tools for individual competency mapping; evaluation and monetization of the content arising from activities of a teaching network community.

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TECHNOLOGIES FOR THE DEVELOPMENT, UPDATING AND MANAGEMENT OF TEACHING CONTENT

N.N. Gorbachev,
N.S. Malchenko

This paper discusses examples of efforts undertaken by teaching communities to ensure permanent updating of the content offered by higher education institutions in information centers of disciplines at the Moscow State University of Economics, Statistics and Informatics (hereinafter MESI).

Managing intellectual property of a teaching network community. The problem of personification of authorship in network communities (of which a training group using this teaching technology is an example) is the subject of broad discussions. An analysis of the structure of modern educational information and communication technologies has shown that the prevailing trend in solving this problem is to develop technologies for virtual presence and user identity management when switching from the use of content for self-guided work of learners towards using regularly updated electronic educational and information resources and enhancing the role of collaboration tools. Methods of managing work with content in network communities enable personification of intellectual property at any stage of processing teaching content. However, the ideology of Web 2.0 involves free exchange of data, information and knowledge. Therefore, the concept of alienation of knowledge, which is specific to a knowledge-based economy, is used as a theoretical basis for managing teaching content. Alienation of knowledge is a method used by an owner in exercising one's power to dispose of components of one's documented and undocumented information resources as one's property. This exchange takes place in training groups which represent learning network communities. A learning community operates in order to cater for the needs of all its members in the development of individual competencies by working with internal and external sources of knowledge, and to improve knowledge being alienated on a collective basis and use it in the development of the teaching content in demanded.

Limitations of effective growth of a teaching network community. The effective growth of a teaching network community is understood as both a quantitative and qualitative increase in the number of members who are able to dispose of professional knowledge demanded by other members in order to develop their professional competencies. In the case of a teaching network community, it is necessary to ensure effective interactions between participants and other groups in the framework of professional infrastructure in accordance with principles of sustainable development. This task is solved by managing cooperation with other teaching network communities at the level of social networks.

Ensuring compliance to education standards. A prerequisite for the success of a higher education institution is to keep a balance between requirements of the education standards, which are updated with rather low frequency, and the demands of consumers of educational services, who require up-to-date competencies. An effective method for solving this problem and organizing focused efforts of learning network communities is to simulate a subject-specific space of a

higher education institution and build an intranetwork ontology on the basis of the Federal Education Standards (FES), expandable to describe relevant competencies. The intranetwork ontology has a structural significance as the basis for content management in a higher education institution, ensuring cross-disciplinary integration and laying a foundation for users to work with external sources when developing and updating the existing educational information resources.

Implementing the concept of teaching network communities in the MESI's Information Centers of Disciplines. Modern techniques of collaboration on text teaching content ensure a high frequency of updating of information, with video content being generally updated less frequently, resulting in inconsistencies between text and multimedia elements of e-learning courses. The changing demands of consumers of educational services (students, trainees) and the labor market (employers) for the content of competencies also require a more flexible approach to updating all elements of e-courses. The creation of information centers of disciplines as part of the information and educational environment of MESI on the basis of Microsoft SharePoint Portal has integrated 35 regional branches of MESI into teaching network communities dealing with the development and updating of various types of teaching content, including video content. Efforts of individual teachers using collaboration tools, such as Microsoft SharePoint Portal, is coordinated by a person in charge of a particular discipline. A repository of students' works included in the common repository index is used in order to accumulate promising information reserves. The development of collaboration tools that are implemented in the information centers of disciplines within the information and educational environment of MESI (MESI campus) helped to combine these methods. Opportunities for collaboration on video content provided by the information centers of disciplines allow for making different versions of discipline-related video courses on an alternative basis, which is identified through analysis of the best repositories at the level of both overview lectures and within the competence chain "theory – practice - special course – training" [1]. The implementation of SCORM standards in the "Campus MESI" distance learning system, full deployment of these standards in e-course development tools, and the use of controlling metadata to describe objects of the repository on the basis of the subject-specific field model will help reduce regulatory deadlines for updating video content, improving the quality of teaching content, and increasing the number of external consumers of educational services.

The implementation of the object-oriented method for managing video content and decomposing it by themes can improve the quality of video content through regular updates on the basis of collaborative efforts. Combining the project-based method and the method of distributed resources in the information centers of disciplines of MESI on the basis of Microsoft SharePoint Portal allows for focused development and permanent updating of video content as part of e-learning courses.

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CONFLICTOLOGICAL CULTURE OF THE PERSONALITY AND ITS DEVELOPMENT IN THE FRAMEWORK OF MODERN VALUE-BASED INNOVATIONS

O.I. Scherbakova

An important role is played in analysis of interpersonal relationships and conflict behaviors of an individual by such phenomena as “significance” and “personal meaning”, which should be taken into account in the subsequent development of conflictological culture of the personality. Psychological dictionaries (1985, 1990) do not include the concept of “meaning”, but they do include the concept of “personal meaning”, which is, in particular, defined as an individualized reflection of an individual’s real attitude toward the objects which are the target of the individual’s activities, and which is perceived as a “meaning for myself” of impersonal knowledge of the world absorbed by the individual. It’s noteworthy that meanings are not created or produced, but are found out and realized by a person. Meanings are individual in nature and their discovery and comprehension requires a special type of interaction between a teacher and a learner, and special forms and methods of training. Meanings cannot be communicated to us as ready to be used, or given from the outside. The concept of “significance” is a form of existence of social experience of mankind. The role of “significance” is to preserve, translate and ensure reproduction of social experience. At the same time, “meaning” reflects the individual bias of a person which is summarized into a motivational system. It is individual and dynamic. Its general function is to create and structure the space of living (A.S. Sukhorukov, 1998).

“Value” is a structural unit presenting the meaning and significance closely interpenetrated with each other. The concept of “value” is traditionally correlated with the concept of “personal meaning”. T.D. Dubovitskaya notes that meaning exists in two forms: objective (subject-specific) meaning conveys the social significance of an object/phenomenon serving as objective values (objective value characteristics) that exist in the form of general, social and panhuman values; and subjective (personal) meaning conveys the personal significance (or simply significance) of an object/phenomenon serving as subjective values, that is, in the form of characteristics of the object/phenomenon that are most important for a particular person. In fact, the objective (subject-specific) meaning and subjective (personal) meaning intersect (overlap) with each other; but it well may be that what is socially important is not significant for an individual, and vice versa. Indeed, generally accepted moral values may be inconsistent with one’s personal values. What is important for an external environment may be inconsistent with a person’s individual aspirations. This creates the basis for both an internal and external conflict. Therefore we can argue that the development of the conflictological culture of a professional in fact represents an active transformation of the person’s inner world toward the development of abilities and qualities of one’s personality that ensure that problems of interpersonal interaction in their future professional activity are solved in a constructive way. A system of inner personal values is one of the essential components of conflictological culture of the personality.

What is relevant here is the development of specific behavioral skills of how to behave in conflict situations, as well as of inner personal qualities that ensure that problems are solved in a constructive manner. Teaching techniques of

behavior in conflict situations alone, without taking into account the essential components of one's personality, is ineffective for mitigating social conflicts. In this case, it is not so much about forms of behavior in conflict situations as it is about the underlying personal qualities and traits.

In the last decade, the conceptual vocabulary of education has shifted from favoring the concepts of "proficiency", "accomplishment", "general culture" and "good manners" to the concept of "competency" or "competence" (including professional competence) of actors of the education process. This has correspondingly led to developing a competency-based approach to education. In order to describe awareness in the field of conflictology, scholars use two concepts: "conflict competence" and "conflictological competence". Other known concepts are "conflictological culture", "personal resilience to conflicts", "creative conflict management", etc. The preservation and blending of the concepts of both "conflict competence" and "conflictological competence", along with their broad content, render them cumbersome in terms of practical use. Training of a high-level skilled professional initially becomes a deadlock situation, since it involves developing a large number of personal traits which turn out to be very complicated and poorly diagnosable. This does not mean that the development of conflictological competence should be abandoned. Rather, the focus should be on a few levels of conflictological training corresponding to the levels of natural psychic development of a personality.

What becomes relevant in this context in our opinion is the idea of psychological/conflictological culture of the personality. Conflictological culture of the personality is an integrative quality covering the culture of thinking, the culture of senses, communicative and behavioral culture based on the humanistic values of responsibility, freedom, personal autonomy and self-fulfillment. It manifests itself in optimal behavior patterns in a conflict corresponding to the context that provides a constructive solution to problems of interpersonal interactions and professional fulfillment. Conflictological culture of the personality represents the highest level of conflictological training of an individual. Levels of conflictological training include: (a) the basal behavioral activity, (b) conflictological literacy, (c) conflictological competence, and (d) conflictological culture of the personality.

Conflictological culture of the personality is not homogeneous and includes the following components: the culture of thinking, the culture of senses, and communicative and behavioral culture, which are based on humanistic values and comprise the value- and meaning-related culture. We believe that values such as freedom, responsibility and autonomy play a special role in the conflictological culture of the personality.

Conflictological culture is developed in accordance with the mechanisms of psychosocial development of an individual. According to L.S. Vygotsky, cultural development includes not only the assimilation of culturally given means and acts with objects by a child, but also the assimilation of culturally given relationships with other people and mastering of the culturally given means of controlling themselves, their psychic activity and their behavior. It is only through all these that the higher psychic human functions develop, and the personality is built. Since we are speaking about the peak characteristic of the personality, conflictological culture should be persistently built and developed starting from childhood and throughout one's adult life. This will help cover many aspects of human life, thereby reducing the level of conflict in society.

**LIFELONG EDUCATION
AS A MEANS FOR PROFESSIONAL
TEACHING STAFF TO ADAPT TO
A CHANGING SOCIO-ECONOMIC ENVIRONMENT**

I.A. Kilina

We understand lifelong professional education as a process of growth in the professional educational capabilities of an individual in the course of their life according to the needs of labour market agents (employee, employer, the state), which is organizationally supported by a system of basic and additional government and public entities. The relevance of lifelong education and the sureness of the quality of educational services is emphasized in the draft document “Concept of Socio-Economic Development of the Russian Federation until 2020”. Building a system that continuously updates the knowledge and competencies of staff is a prerequisite for the development of an innovation economy in Russia. Lifelong professional education is implemented through a system of skills-upgrading institutions. One of these is the Kuzbass Regional Institute of Professional Education Development (hereinafter referred to as KRIRPO) which has developed over a hundred additional professional education programs designed to upgrade skills and professionally retrain employees and managers of professional education institutions.

Let us consider the opportunities that lifelong learning offers through the example of the upgrading of skills as experienced by staff at the KRIRPO's Centre for Career Guidance and Post-Orphanage Support. Upgrading of competencies has become an important issue due to changes in the activities and functions of educational-resource specialists employed by the centre. We have changed direct interactions with educational institutions (occupational assessments and consultations, festivals, fairs, etc.) into the training and skills upgrade of general and vocational education workers in the field of occupational guidance, professional training and the social adaptation of teenagers and young people in the labour market, as well as toward the implementation of activities (such as competitions, exhibitions, research-into-practice conferences, webinars, etc.) aimed at the identification and promotion of innovative resources for educational institutions in the field of career guidance to students. This necessitated the creation of a system for skills-upgrading. A component of this system is “corporate (in-house) learning” which is implemented as part of a lifelong education concept. The organization of corporate training was facilitated by the high level of motivation among the centre's educational resource specialists, an understanding of the reasons behind the need for training, the opportunities and prospects of using new knowledge and skills, and a willingness to prepare answers to subject-specific requests. The introduction of corporate training was aimed at improving the performance of each individual educational-resource specialist and of the centre as a whole. The experience of educational-resource specialists in career guidance, as well as their being highly motivated, contributed to the implementation of the corporate training. Another factor was the fact that training was provided on the job, so travel expenses were avoided. When we selected the most appropriate forms and methods for the corporate training, we took into account individual age-specific characteristics. Thus, tackling the issues of training of educational-

resource specialists in teaching, modern technology and andragogical fundamentals of adult learning led us to develop the refresher course “Features of Educational Activity at KRIRPO”. This course expands the range of professional knowledge and skills in pedagogy, psychology, teaching methods and other forms of activity.

One form of skills-upgrading is cross-attendance with elements of mentoring, in which mentors help students to prepare for the presentation of methodological and informational materials in career guidance as developed by young specialists and attend classes in order to guide them in teaching disciplines. We have come to the conclusion that this form of skills-upgrading helps retain continuity in the traditions of the institution, maintains the unity of requirements for classes, and promotes best practices in teaching. The next stage involved designing a refresher course titled “Cooperation between Government and Business in Attracting Young People to Blue-Collar Occupations”. The implementation of this course represents our first steps in teaching and career guidance. Interactivity and accessibility of learning are increased with the help of webinars, online lectures and video-conferences with employees.

Thus, the new skills-upgrading system has contributed to solving a few internal and external problems for the centre, in particular the following: the growth of professional level of educational-resources specialists; the completion of an external review of methodological developments in the use of modern forms; the testing of methods of skills-upgrading for specialists in charge of career guidance in educational institutions, etc. The programs are highly appreciated by trainees and have become the centre's “business card”. Externally, this includes an increased interest in career guidance issues among professional education workers and increased awareness of the opportunities of lifelong education in the institution. It can be stated that the era of the upgrade has come (modernization and/or replacement of computer components with more advanced ones). Therefore, the self-education and the skills-upgrading of professional education workers as part of lifelong education remain relevant and require that we master and deploy innovative technology and best practices in teaching.

CONCESSION AGREEMENT AS A MECHANISM OF PUBLIC-PRIVATE PARTNERSHIP BETWEEN PROFESSIONAL EDUCATION INSTITUTIONS AND BUSINESSES

I.A. Artemiev

Recently, social partnerships have become increasingly popular in the field of professional education, which is aimed at training specialists of a brand new level, both in Russia and generally in the world. What are the conditions for improving the effectiveness of interactions between professional education institutions (hereinafter PEIs) and social partners? What are their forms and content? How is their effectiveness assessed?

Interactions between PEIs and social partners will be effective and provide high quality of professional training if: (a) social partnership is regarded as a social dialogue in the form of cooperation in the context of the realities of current socio-economic relations; (b) mechanisms for organization of social partnership are developed, including legal, regulatory, organizational, structural, content-specific, organizational, technological and social psychological mechanisms on the basis of the diversity of forms of effective interaction; (c) external and internal factors of social partnership operation and development are defined and substantiated; (d) a model of networking between PEIs and social partners is created and tested, including necessary structural components; and (e) a program for the development of effective interactions between PEIs and social partners is developed ("education – production", "education – science and art", "education – education", "education – society and culture", "education – the state" and a system of social partnership monitoring aimed at improving the quality of professional training of mid-level specialists).

When it comes to education, it should be noted that the concept of "social partnership" tends to be replaced with the concept of "public-private partnership". The essence of public-private partnership (hereinafter PPP) usually predetermines the involvement of two partners: (1) the state (on different levels: federal, regional, municipal). The same levels are used in building the Russian budget system, and hence, powers of public authorities; and (2) a private proprietor (a commercial entity, private business). PPP is a form of cooperation between government authorities and business, which is primarily aimed at providing finance, content, reconstruction, management and maintenance of an infrastructure item or provision of a service. Characteristic features of PPP include: long-term relationships; pooling of resources to achieve a specific result; distribution of responsibilities and risks between public and private partners. At present, the state has implemented a legal policy to give more independence to educational institutions and make them interested in and responsible for their performance. The Federal Law of November 03, 2006 No. 174-FZ "On Autonomous Institutions" and regulations thereunder have been adopted.

The main forms of PPP in education include: (a) an institutional form where the object of management targeted by partnership initiatives is an organization or its individual business unit; and (b) a program/project form where the object of

management is a program or a project. The most common financial mechanisms used to develop the institutional form of PPP in education are lease and concession.

Concession (or concession agreement) is a PPP mechanism that is most developed in Western countries. Concession implies that an investor (concessionaire) is granted the right to use state- or municipally-owned property for business purposes, subject to payment of concession fees to the government or a municipality in accordance with the agreement. A concession agreement involves completing a number of documents: provisions on lease, provisions on labor contracts, provisions on services, etc. A concession agreement is a completely different, independent type of contract. One of its essential terms is that the concessionaire should invest in the improvement of the concession property or create a new property, the title to which will be subsequently transferred to the government or a municipality. The advantage of this mechanism of PPP is that the state does not have to spend taxpayers' money to create public and municipal infrastructure: construction is carried out at the expense of the concessionaire. Advantages of concession (according to V. Varnavsky) include: (a) long-term agreements which enable strategic planning; (b) the private sector has some discretion in making administrative, economic and managerial decisions; and (c) the state has sufficient leverage to influence the concessionaire if the latter breaches the terms of concession or if it is necessary to protect public interests. The subject matter of concession is state or municipal property and monopolistic activities of the state or a municipality. The objects of the concession agreement may include: socially significant facilities that cannot be privatized (such as airports, railways, roads, housing and utilities facilities and other infrastructure facilities, as well as public transport systems, health care, education, culture and sports facilities).

One of the important problems in using concession agreements in professional education is the lack of an integrated approach. The state is mainly focused on legislative matters and fails to pay due attention to economic and social problems, and the mechanism of operation of concessions. The implementation of PPP projects on the basis of concession agreements opens up new opportunities for the state to address systemic problems. The current PPP experience shows that prospects and cost-effectiveness of concession-based projects in the field of education are real. The interest of business in concession agreements is possible if they ensure the required rate of return on all invested capital at an acceptable risk. For example, it is possible to create a chain of industrial training facilities, such as shops and supermarkets, to sell products, in particular produced by colleges, and to run cafes, culinary shops, service centers (hairdressers, repair shops). This retail chain will employ students of PEIs as in-house cashiers, cooks, logistics specialists, lawyers and accountants. Government authorities in education management and an entrepreneur should work together to develop mandatory documents for a concession agreement and adopt an investment program seeking to achieve certain performance targets.

Concession agreement is the most appropriate form of managing relationships between the state and business. It can improve the utilization of socially significant facilities and characteristics of public benefits. PPP is a means

of solving relevant problems of modern education, such as: (a) providing an opportunity for quality education of the younger generation with different (in particular special) educational needs; (b) pooling and raising funds to improve the quality of educational programs; (c) creating conditions for selecting an educational path, which, in particular, includes the opportunity of network learning; and (d) creating conditions for ensuring students' psycho-physiological safety.

CONCERNING THE PROGRAM OF COLLEGE DEVELOPMENT

G.S. Grenov,
E.V. Pavlova

Today, the program for the development of institutions of secondary vocational education (hereinafter SVE) is a complex, multi-dimensional, systemic and comprehensive document that guides the entire teaching staff towards improvement and development of both their professional activities and development of institutions, and hence the education system as a whole. SVE aims to train highly skilled workers and mid-level specialists for all key socially useful activities. At present, a shortage of this kind of specialist is becoming increasingly obvious. This problem may be solved by effective reforms in SVE which involve: (a) providing for the advanced development of SVE to cater to the increased demand in the national economy for highly skilled mid-level production workers; (b) improving the quality of training of mid-level specialists with a focus on international standards; (c) developing new professional qualities in young specialists (systemic thinking; environmental, legal, information, technological and communicative culture; entrepreneurship; and conscious analysis of their activities); (d) a decisive turn by SVE institutions toward the needs of the local labour market and public demands, and the creation of regional SVE systems; and (d) transition to regulated funding of SVE institutions.

The above measures of reforming SVE determine the main areas of the social order of society for these educational institutions. Setting goals for an educational institution (an SVE institution in this case) begins with understanding the purpose of the social order of society and specifying it for each particular educational institution. The first step toward the definition of development goals for an SVE institution and ways of achieving them is to investigate the condition and needs of the labour market. This requires answering the question: “What should be changed in order for an SVE institution to be able to work more effectively in the future than it does today?” Analysis of the condition of an institution should not only be based on positive aspects, but also should identify the main difficulties encountered by it. A problem-oriented analysis should help improve performance of the institution. This means that the analysis should answer the following questions: “What is unsatisfactory in the performance of SVE institutions?”; “What factors limit the possibility of achieving better results?”; “What should be changed in the content, techniques and arrangement of the educational process?” At this stage, the analysis leads to a conclusion about unsatisfactory aspects in the performance of SVE institutions. Understanding the requirements for the future performance of SVE institutions is critical for the development of a development program in general.

Social order is understood as a set of explicit or implicit external requirements for the results of SVE, which should be satisfied in order to effectively involve graduates in various spheres of social life. The social order to vocational education institutions determines requirements for staff training.

The management of the development of SVE institutions involves achieving the following goals: (a) improving the quality of material and human resources; (b) deploying innovative teaching and education techniques; (c) improving the quality of the educational process; and (d) improving competitiveness of graduates from SVE institutions.

"EDUCATION – TECHNOLOGY – PRODUCTION" EDUCATION CLUSTER AS A FORM OF PUBLIC-PRIVATE PARTNERSHIP BETWEEN A SECONDARY PROFESSIONAL EDUCATION INSTITUTION AND AN EMPLOYER

O.A. Semenova

The realities of today require that a number of professional education issues that have a significant impact on the socio-economic profile of the country are solved in a timely manner. These, first of all, include: (a) a mismatch between the labor market and the education market; (b) a shortage of skilled workers, especially in high-tech and innovation sectors; (c) lack of partnerships between the system of professional education, production and the business community; (d) lengthy training of workers; (e) social insecurity of graduates from professional schools; (f) low prestige of blue-collar occupations, etc. The system of specialist training should undergo organizational and structural transformations in line with a new paradigm of education which is described by the following features: education accessible from any part of the world; education throughout life; and on the job education. Achieving the main goal of lifelong education in a knowledge-based society (lifelong enrichment of creative capabilities of a personality) is only possible in a clustered environment.

Differentiation and individualization of professional education are prerequisites for the integration processes, one of which is the establishment and development of education clusters. A special role in resolving the above issues is given to public-private partnerships between institutions of secondary professional education and various socio-economic institutions. They are understood as a system of collaboration, providing the training of highly skilled workers and mid-level specialists who can be competitive and mobile in the labor market. Members of such a partnership are teachers, students, their parents, education authorities, government and municipal self-governance bodies, employers (businesses, trade associations and consortia) and public organizations. The cluster-based approach is about mutual benefits, continuity, collaboration, mutual participation, etc. The education cluster model can also be regarded as a form of public-private partnership.

An education cluster is a system of training, peer education and self-learning tools in the innovation chain "education – technology – production" which is mainly based on horizontal links within the chain (building an integrated system of multi-level staff training for businesses on the basis of the integration of an educational institution and businesses (employers), which promotes quality, a reduction in the duration of training, graduates gaining permanent positions at enterprises, and the creation of a flexible system of advanced training for skilled specialists in line with current and future production requirements). The education cluster will help build a system of training, peer education and self-learning tools in the innovation chain "education – technology – production" to be mainly based on horizontal links within the chain. Multi-level staff training for businesses on the basis of the integration between an educational institution and businesses (employers) will contribute to

the quality of professional education, reduction in the duration of training, graduates' becoming permanent at enterprises, and creation of a flexible system of advanced training for skilled specialists in line with current and future production requirements.

All participants in the education cluster regulate the multi-level system of staff training to the necessary level of qualification. The employer determines what to teach, the educational institution determines how to teach, and professional education is regarded as a process based on its integration with production. Both the time required for training a required specialist, and the period of his professional adaptation, are reduced. The main strategies for the formation of an education cluster include: (a) an economic strategy (building a sphere of effective educational services which meet the industry's demands in a timely manner); (b) a social strategy (providing guarantees to graduates from the professional education system); (c) a marketing strategy (promoting advanced educational techniques, arranging for occupational guidance activities); (d) a legal strategy (ensuring the development of a legal regulatory framework for partnerships; maintaining a subject position for all partners); and (e) a teaching strategy (collaborative design of educational activities in training of a specialist; providing the substantive and technological aspects of the public-private partnership among all participants of the education cluster).

Organization of interaction between partners ensures the continuity and multi-level nature of professional education and improvement of the material resource base of educational institutions in the system of professional education; facilitates the selection and structuring of the content of professional education taking into account interests of all actors of the education cluster; contributes to professional growth of teaching staff; secures employment of graduates in their chosen specialty with clear prospects of career advancement; helps build and improve their professional competence; provides educational institutions with a guaranteed order for staff training which will be paid for and the possibility to develop experimental training facilities, enhance the level of education and diversify it.

For an employer ordering educational services, an education cluster is a factory of integrated practice-oriented knowledge, which allows the identifying priority areas for investment. In an education cluster, integration is understood not only as a formal union of various structures of "education – technology – production", but also as a search for a new form of connecting potential in order to achieve a super effect in reaching the goals set. An education cluster involves independence in selecting programs of professional education and introduction of end-to-end curriculums, covering the main areas and specialties in manpower training. Diversification of education makes it possible to take into account the needs of the labor market, to create conditions for training of a creative, multi-functional highly professional specialist. Discovery of professional preferences and appropriate occupational guidance can help in addressing the problem of saturation of the labor market with professionals who receive education and work in the same professional field; however it seems to be appropriate to do this not only with respect to senior students, but also enrollees and first-year students.

The development of an education cluster as a form of public-private partnership in a secondary professional education institution contributes to the achievement of its main goal: to train a skilled specialist to the appropriate level and profile who is competitive in the labor market, comfortable with their profession, has some knowledge in related fields, is capable of working efficiently in the chosen specialty to the international standards, and ready for constant professional growth, social and professional mobility.

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THE MEANING OF SOCIAL PARTNERSHIP IN THE SYSTEM OF PROFESSIONAL TRAINING

M. A. Tappaskhanova

In modern scientific and pedagogical literature [1; 2; 3] the concept of "social partnership" is used to determine relations between the education industry and employers – consumers of staff prepared by the industry, which correspond to the market reality as it is. The essence of such relations lies in the fact that the education industry prepares specialists and organizes professional training in accordance with the requirements of federal standards to elementary-level, secondary-level and higher professional education and labor market conditions, whereas employers take an active part in determining the contents, strategy of education, control over its quality and its financing. State and municipal authorities, and public organizations also take part in such partnership relations.

The main directions of education industry development and professional training include: (a) lifelong education – elementary and advanced training; (b) career guidance of young people and adults; (c) professional qualifications, including forecast and analysis of demand, mutual acknowledgement of qualifications and their "transparency"; and (d) resources and financing [4]. Within the scope of the above directions, social partners are interested in the following issues: determining the content of professional education and improving the quality of curriculums and schedules of training, distant training; determining conditions and goals for the development of professional qualifications and basic professional skills; career guidance; determination of the duration of compulsory training; preparation of teaching staff; organization and implementation of training on the job; legislative recognition of all the above-mentioned issues, etc. [1, p. 111-120].

It's noteworthy that nowadays more than ever lifelong education plays an extremely important role. Within a period of 10 years, 80% of the currently used techniques and equipment will become obsolete. By that time 80% of employees will have education that they received 10 years ago. For this reason it is necessary to implement a strategy of lifelong education, which is supposed to cover not only educational institutions, but also companies and enterprises. No less important is to develop the culture of lifelong education among citizens.

For the purpose of development of social partnership in the Russian Federation in the field of professional training, it is reasonable to develop and adopt "Regulations on the Regional Consulting Industry Councils Covering Social Partnership" with participation of representatives of educational management bodies, organizations – employers and trade unions. In the mid-term, based on the analysis of the work experience of the Regional Consulting Industry Councils, it is possible to develop a model and functions of the Federal Council for Social Partnership in the field of professional education.

Areas of social partnership in the field of professional education could include [5]: (a) development of policy in the field of professional education (at the federal and regional level); (b) development of professional standards and standards of professional education and training (at the industry level); (c) analysis and monitoring of the labor market (at the federal, regional and industry levels); (d)

forecast of demand and supply in the market of training services of professional education; (e) determination of directions of development of professional qualifications and basic skills (at the federal, regional and sector level); (f) development of contents of curriculums, participation in evaluation of educational institutions and final appraisal of graduates (at the level of an educational institution), etc.

For the purpose of activation of social partnership of educational institutions it is reasonable: (1) to develop and approve standard regulations on social partnership of an educational institution providing professional training; (2) to develop recommendations about school boards for educational institutions providing professional training services; (3) to organize regional studies re: issues of organization of social partnership for representatives of educational institutions providing professional education services; (4) to include indices characterizing

THE INTEGRATED SYSTEM OF PREPARATION OF SPECIALISTS IN THE CONTEXT OF INTERACTION OF STATE AND CORPORATE NETWORKS

A. K. Oreshkina

Continuity of the educational process in the system of lifelong education is coherent with continuity of the integrated system of preparation of specialists in the context of cooperation between governmental and corporate networks.

Based on an analysis of the theory and practice of the corporate network involved in the activities of training, retraining and advanced training of professionals of different level of qualification, one of the preconditions includes creation of a new organizational and informative basis of on-the-job training, training on probation and industrial placement, scientific education, and a system of monitoring of employment of graduates. This is focused on optimization of scientific and educational and methodological support of the educational process, as well as legislative and financial regulation of the process of interaction between corporate networks and governmental institutions providing professional training services.

Due to the need for a more specific definition of the essence of interaction and legislative support of joint activities of governmental and corporate networks, it is necessary to use the potential of the restructuring process of both educational institutions providing professional training services and companies of the industry characterized by conglomerate diversification, which is a basis for forming industry holding companies carrying out joint activities with the related structures, as well as with professional institutions of different levels of education and scientific institutions. This is exactly the understanding of theoretical and methodological concepts of modern pedagogical theory that change the idea of traditional practice of training of specialists for current production. Conceptual reasoning of the diversified integration model of specialists' training is a dominant direction in development of theoretical and methodological basis. This model takes into account consistency and integrity, the personality-based and activity-based character of training of a specialist, and the important role of an employer of a specific industry setting the requirements to professional competence of a specialist focused on improvement of competitiveness of the industry.

It is possible to determine the specific substance of each level of qualification (depending on increase or enrichment of new competences and to reflect the above processes in educational programs) in the course of preparation of specialists. Such an approach will result in switching the focus from specific disciplines and curriculums (with simultaneous preservation of their strong points) to competencies and expected results of the educational process, which will make it possible to be focused on new educational models providing for organization of proactive training. The main tasks will include bringing the contents and structure of professional training into conformity with important labor market needs; development of quality assurance techniques, and innovation character.

There is a delay in development of the fundamental concepts for further

innovative development of Russian professional training, and its important institutional changes supported by the government plans and budget financing, as compared to the rate of social and economic growth of Russia. The number of educational institutions that use innovation techniques in their operations is small, and there are no mechanisms of competition and expansion of the new approaches to implementation of educational programs of lifelong professional training. Several educational initiatives have local character, and they do not cover the whole system of national education. Provision of high-quality education necessary for guaranteeing equal starting opportunities for career and personal development of Russian citizens, remains, from one point of view, insufficient, and from the other point of view, too differentiated in terms of social and economic conditions in different constituent entities of the Russian Federation. This issue represents a set of problems prevailing at different levels of education.

Solving the important problem of preparation of a competitive specialist may be achieved by development of promising directions at federal, regional, industry levels and their interaction. The main task of current education is to implement a program-oriented method (method of special-purpose programs), which includes creation of a model of interaction of state and corporate networks in the process of preparation of technical staff with guarantee of integrity of strictly structured and well-developed curriculums, and with creation and use of financial and organizational mechanisms of implementation, as well as control over intermediary and final results of its implementation. In view of the above, it seems expedient to implement, as part of the system of lifelong professional education, a diversified integrated model of staff preparation that provides for creation of new conditions for integration of education, sectorial science, production and business. Such a model can be considered to be a basis for development of modern forms in interaction between education, science and production that have common entrepreneurial and corporate ideology. Within the framework of the diversified integrated model of state and corporate interaction in preparation of workers, which means form of organization of educational activities making it possible to unite the individuals into a mutually beneficial society for joint participation in one or different interrelated educational processes, it seems expedient to use the technology of project-command preparation of workers.

The corporate network of the post-industrial educational environment can be organized based on a structural-subject diversified integrated model of interaction of governmental and corporate network of preparation of staff focused on guaranteeing the ongoing professional training of qualified workers and specialists, which is coherent with the implementation of the diversified integrated model of interaction between state and corporate networks of staff preparation. This model is characterized by special form of conglomerate diversification as a type of diversification that demonstrates integration of educational institutions of all levels of lifelong professional education – institutions of industry and its scientific organizations. For this reason it is possible to balance preparation of workers by types, kinds and categories of students. In order to create the infrastructure of the diversified integrated model of interaction of state and corporate networks of preparation of workers of the new generation it is expedient to: (a) guarantee federal support at a level of the Government of the Russian Federation and the

Ministry of Education and Science of the Russian Federation, the Agency of National Qualifications at the Russian Union of Industrialists and Entrepreneurs, and companies of the industry; (b) guarantee regional support at the level of administrations and regions and constituent entities of the Russian Federation; (c) guarantee partnership (contractual) relations with companies, institutions and organizations of different levels, being part of the integrated railway industry; (d) develop partnership with organizations, sectorial companies, subjects of different forms of ownership focused on development of the infrastructure of interaction between state and corporate networks; (e) guarantee the formation, development and support of the developing infrastructure for interaction (network of branches and representative offices of the branch) at federal, regional, and sectorial levels considering the international standards of development of the industry.

From this perspective, the main functions of the diversified integrative model of interaction between state and corporate networks shall include: (1) enrichment of educational programs and educational systems providing for an increase in the range, change of character and contents of educational services provided in the field of professional training considering specific characteristics of the industry; (2) enrichment of educational programs and systems of professional training in the context of levels of preparation, contents of different forms of preparation, means of implementation of the educational services; (3) expectation-driven focus on the final result –preparation of specialists for the industry considering its development strategy, providing for proactive preparation for the industry based on coordination with the labor market requirements and requirements of the relevant employer; (4) implementation of modern educational systems, methods, methodology of the integrated education, information and communication systems and other technologies considering the innovative character of the lifelong professional education; (5) creation of best conditions for the modular principle of educational programs making it possible to organize combined two-level preparation of specialists demanded by the industry; (6) development and implementation of the main characteristics of the system of state control and public audit of quality of the integrated preparation of specialists: focus of corporate goals, focus of the needs of the national economy, proactive development of the industry, etc. Implementation of the above functions provides for organization of technology of command-project preparation of specialists of the specific industry considering its complex structural and functional organization.

Solving the important issue of development of theoretical and methodological support for the project-command technique of preparation of a specialist, providing for development of variation models of the integrated system of preparation of a professional in the environment of interaction between state and corporate networks, is focused on preparation of specialists for advanced industries of the post-industrial society. It also reflects the expectation-driven tendency of proactive preparation of specialists considering complex reorganization of national industries and generation of the integrated production structures focused on development of the innovative processes in education, science, and production corporate networks.

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IMPROVEMENT AND DEVELOPMENT OF INNOVATIONS IN THE FIELD OF LIFELONG EDUCATION IN THE CONTEXT OF THE LOOSENING OF STATE CONTROL

L.I. Ermakova,
V.P. Ermakov

In the current context social and ontological research in the field of different lifelong education systems and structures associated with the bifurcation of all educational system, considerable changes in international and inter-civilizational relations in post-industrial society have become vitally important. Under the conditions of loosening state control in the field of the continued professional education (hereinafter "CPE") algorithm of activities, organizational approaches and technologies for higher educational institutions, which implement a wide spectrum of lifelong education programs for different categories of citizens, are changing.

The analysis of integration functions, processes and consistent patterns in the development of the lifelong education system contribute significantly to the formation of new education substances, opening prospects for the organization of a progressive university scientific and educational innovation center focused on the creation of the international level in the social and humanitarian areas within the Stavropol Territory (North Caucasus), by means of strengthening the integration of science, education, innovative ventures, young people's design, and volunteer and service activities.

Switching to advanced educational standards and multi-level systems of training, broadening the spectrums of Bachelor Degree Programs and Master Degree Programs, development of credit-based modular learning systems, career management services, and the formation of a graduate model, taking into account the requirements of Federal National Educational Standards and requests of the employers, place a responsibility for the university CPE structure with regard to solving of a set of strategic new level tasks for further development in the near future. Elaboration and implementation of new humanitarian, social patterns, practices, technologies and services, and preparation of the new format specialists with innovation competence are the priorities for modern higher educational institutions in the CPE structure.

The mission of Multi-level Lifelong Education Innovation Academy of Pyatigorsk State Linguistic University (hereinafter "MIANO of PSLU"), a major structural division of the University that has celebrated its 50th anniversary, is to provide modern lifelong high-quality educational services to different categories and social groups of the population, taking into account the individual interests of each person and needs of the employers, as well as development forecasts of federal and regional labor markets. Due to MIANO's innovation and university organizational culture, the mission of MIANO is to ensure the formation of a self-developing, social-oriented person that has a potential for self-fulfillment under current conditions and has civil responsibility and self-awareness, morality and integrity of high level, and is focused on the fulfillment of a humanitarian mission. At the present time, MIANO of PSLU is running more than 200 pre-university

preparation programs and CPE. Up to 3 000 trainees are trained here on an annual basis. Only during the last 15 years, more than 50 thousand students have been trained at MIANO of PSLU!

Without doubt, many things have changed in the past few years in the contents, directions of activities and organizational principles. However, the main thing has remained unchanged – we continue to be focused on students and trainees with their creative needs and possibility to choose the main field of their education. This is the concept of CPE, that has been successfully implemented at PSLU, and is now one of the prospective lines of development of the lifelong professional educational system of Russia. Nowadays MIANO is a "testing ground" for new educational techniques and creative projects, a center that is continuously searching for and developing new directions of university activities, evaluating them from the point of view of the scientific level, staff recruitment, theme-based conformity with territorial priorities, creating vertical line of lifelong education at PSLU that is in strict conformance with the European system of professional training.

Characterizing the main tendencies of development of CPE model at PSLU that include regional aspects, problems of interaction with real economy sector, issues of education efficiency and quality, it is necessary to point out that CPE programs offered by MIANO are continuously renewed and updated, offer multi-level education, flexible schedule of training, and take into account individual needs of students. Each program implemented at MIANO is a unique individualized customized program integrated into the economic, social and cultural environment of the region to the fullest extent, which gives the opportunity of further employment for a graduate in Russia and abroad. Based on the fundamental higher educational establishment principles, teachers and employees of MIANO create new educational programs for training individuals and employees of corporate entities ("Management in the Field of Logistics"; "IT Management"; "Public Relations – PR"; "Special Pedagogics – Logopedia"; "International Relations"; "Tele- and Radio Journalism and Advertising Activities"; "Psychology"; foreign languages in the area of medicine, construction, technology, business; oriental languages – Chinese, Turkish, Arabic, Japanese, Korean, Farsi, Afghan); programs of intensive study of foreign languages, etc.). MIANO of PSLU is widely experienced in the organization and implementation of corporate training in any of the required CPE programs, including training directly at the work stations of the customer.

Lecture goers and students of the higher educational institutions of Caucasian Mineral Waters enjoy a progressive and attractive form of education at MIANO represented by individual customized programs and training schedules that take into account the special characteristics of a student's main specialization. More than 400 students and graduates of other educational institutions of the South and North Caucasian Federal Districts are trained at MIANO on an annual basis. The main advantages of CPE programs include a commitment to international standards in terms of the content of educational programs and forms of studying, the opportunity of further integration into the international educational system, the openness of the training process, and the assistance in mobility which allows students of different ages to develop their educational activities independently.

The management of MIANO has developed a set of measures in order to efficiently promote MIANO educational programs, departments of PSLU and innovation structures of PSLU within the framework of the development of a new complex system of interaction of CPE structures with all multidisciplinary comprehensively diversified multi-level educational scientific and innovation divisions of the University for the purpose of improving results. Nowadays, management actively uses algorithms of interaction in the development of the innovation approach to development and implementation of new educational products together with the institution departments within the framework of the Scientific Educational Innovation Complex "Supplementary Professional Educational Programs and Social and Humanitarian Technologies in Pre-University, University and Ongoing Training and Advanced Training of Staff" (hereinafter NOIK "CPE").

As a result of the productive joint activity of MIANO and the departments of the University, more than 200 innovation educational programs were developed and prepared for implementation for a wide range of customers of different ages (from 4 to 60 years old) that take into account new tendencies of MIANO development, supplementary qualifications of IV levels, anti-crisis CPE programs, new programs of pre-university education and early intellectual development of children, new educational programs for parents, and short-term intensive courses. Educational products represented in the system of lifelong education of MIANO reflect the composition of fundamental principles of education in the humanities and specialization in modern types and forms of practical activity that make it possible to satisfy the educational needs of a person to the fullest extent at the current stage of post-industrial social development.

The possibility of employment of a graduate that has a full range of competencies in different areas of professional activity is a key criterion of the quality of innovative university education. As practice shows, the innovation activities of MIANO are in demand in the modern society – joint participation together with all University departments in the large scientific and educational innovation complex NOIK CPE. In the current context activities of NOIK, CPE are the key element in the educational structure of a higher educational institution that is able to successfully solve both educational and innovation and research tasks in the field of social and humanitarian technologies, improvement of the level of education of the population, development of a fully functional civil society and the creation of a knowledge economy.

The structure of lifelong education in an innovational educational institution that fulfills the important functions of young people socialization, training and education, and participates in training and advanced training of employees, transfer of experience and knowledge, values and cultural standards within the period of more than half a century, is closely connected with varied transformations of university of the future, being one of the key preconditions for further growth and competitiveness in the modern context. MIANO, as a methodology center for the integration of educational programs for different social categories, scientific and research departments, implementation of the innovation programs, becomes a territory for the large-scale experimentation in innovation development, at the same time continuing to preserve and transfer the moral and cultural traditions of the University.

**SOCIAL PARTNERSHIP
AS AN IMPORTANT PRINCIPLE
IN LIFELONG EDUCATION**

S.L. Reshnovetsky

Since it is society which is the customer of educational services, there is a clear need to build a new management system in education. State public education (hereinafter SPE) which takes into account the interests of all parties of this social process may become such a system. However, it seems to us that the question of the principles and mechanism of building and operating the SPE system still requires more elaboration.

We believe that one of the main principles for the implementation of the SPE system is the principle of social partnership. The concept of social partnership emerged in Western industrially developed countries in the late 19th century and was mainly used for labour relations at industrial enterprises. But over time, this principle found more and more application in various fields. Since social partnership could regulate the process of management, it became logical to use it for the management of the education sector. Social partnership is understood as a specific type of social relation which helps achieve the balance of interests of all participants of the process. Social partnership includes a system of legal and organizational standards, principles and procedures which are aimed at achieving optimum cooperation between participants. It is social partnership that ensures social peace in society (which is a prerequisite for the rule of law), prevents conflicts and ensures that all partners pursue their own interests.

Whether a country has, or does not have, effective institutes of interaction between the state and society is a very telling indicator. It is thanks to them that the country can pursue social initiatives, involve organized society in local self-governance, etc. This requires the development of clearly defined procedures and mechanisms of interaction, as well as objective discussions and voluntary public participation. As for the interaction between the state and society, it takes place in several main dimensions: (a) common needs and motivations (building a dialogue and interaction requires some common motives, without which none of the parties will be willing to participate in interaction); (b) a legal and regulatory framework (a set of laws and regulations to determine the behavior of partners in the course of cooperation); (c) a resource base for interaction (including both the physical and non-physical resources of participants); and (d) a knowledge base (including procedures and mechanisms of dialogue between the partners).

There are a number of forms of public influence on governance-related decision-making by the state. The most important of these include the following: public councils, advisers and consultants to officials; collective bargaining; cooperative advice; cooperative resolution of labour disputes; contracts and agreements; coordination of economic and social policies at the national level; complaints management; etc.

Social partnership in the system of lifelong education has certain specifics. Even having acquired a good education, an individual cannot be sure of guaranteed employment. Education is often not coordinated with individuals and

employers. All this necessitates a qualitative change in education towards deepening and improving partnerships between all parties related to the educational process in one way or another. Modern society requires education to train all-round developed individuals who will become a part of powerful human capital that will be used for economic and social development in the future. A specific characteristic of education is that it lies at the crossroads of economic, social and spiritual spheres. Accordingly, education should develop towards meeting the requirements of all of these spheres. A new education system should satisfy a few important requirements: (a) education should be lifelong instead of being limited to certain timeframes; (b) different levels of education should be interrelated instead of being isolated from one another; (c) education should take into account changes in the economic sphere and modify curricula accordingly; (d) higher education institutions should become centers of science whose advice is respected by the state; and (e) deepening cooperation with the labour market and giving due consideration to its needs.

Based on the above, we can conclude that a partnership dialogue between the state, educational institutions, employers and the public is absolutely necessary. Only such a full-fledged dialogue can form a basis for good partnership between all actors of the educational process. This dialogue should result in the optimum conditions for continuous education of individuals throughout their life.

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THE ROLE OF NETWORKING IN THE ORGANIZATION OF NON-FORMALADULT EDUCATION

O.V. Gordina

The use of network education technologies in organizing non-formal adult education renders the learning process more accessible, open, mobile and flexible. This creates conditions for a real transition to lifelong education (education throughout one's life).

Let us discuss in more detail the key words “network” and “networking”. We understand network in non-formal education to be a group of institutions that have common educational goals, resources for achieving them, and sustainable interactions between them. Experience shows that a network established for the purpose of non-formal adult education brings together fairly diverse institutions and public organizations. This is due to the essence of non-formal education as a phenomenon of our spiritual life. It is aimed at developing an individual in any activities that interest them. When responding to demands of an adult learner, non-formal education is inevitably integrated in different spheres of social life: economy, law, ecology, culture, sports, healthcare, etc. Let us note that this is, in fact, open education, due to its absolute freedom and above-standard nature. Its distinctive features include: lack of hierarchy and rigid framework, flexibility, democratism, accessibility, high motivation of learners, etc. This defines the specific nature of interactions between all actors of non-formal adult education. It develops into network education. Let us agree with V.N. Lupanov and define networking as a method of communication where the principal process is the enrichment of knowledge among all participants of the interaction [2]. What becomes important for participants of the interaction is not so much the possession of conventional resources as the acquisition of open and effective access to new resources, such as ideas, information, knowledge, programs, methods and learning techniques.

Russian history of networking in non-formal adult education dates back to the period of the zemstvo councils. After the abolition of serfdom in 1861, it was necessary to create local self-governance agencies. Educating the people became one of the priority tasks that was solved by zemstvo councils. Lessons from zemstvo self-governance, which we still have to learn 150 years later, show that solving problems in public education requires efforts from the entire society, and not only from one of its components, the state. A distinguishing characteristic of an open system is that it has weaker formal administrative links. The networking vector is horizontal. As the horizon is infinite, so the options of emerging social networks are unlimited and diverse. The experience of non-formal education in a network develops communication skills in adults, teaching them to build a constructive relationship with the world in all its diversity and integrity. Presently our society creates fertile ground for mutually beneficial co-operation and partnership between education, individual public organizations, charities, specific people and government agencies. For example, let us consider the experience of organization and operation of Higher People's Schools (HPSs) in modern Russia. The Model of school was proposed by the promoters of the Higher People's School

in St. Petersburg in 1998. Subsequently, other schools appeared in various regions with the support of the first one. Certainly they sought for an opportunity to integrate into the society of their region. What in fact differs Russian HPSs from each other is the ability of promoters to initiate effective networking and opportunities provided by a social network in each individual case.

For example, the HPS for adults established at the East-Siberian State Academy of Education in Irkutsk was initially created as a network project. On the one hand, it participates in the network project Learning Region which unites Russian HPSs, and on the other, all its daily activities are based on the principles of social partnership. The target audience of this HPS is people of retirement age. The school has volunteer teachers from different universities and public organizations of Irkutsk. Classes are held both in the Academy and at various venues in the city, such as the Irkutsk History Museum, the Decembrists Museum, the House of Crafts, the Artists House, the Trud Stadium, the Cinema House, the Botanical Garden, etc. Let us note that visits of HPS students to these institutions are not occasional. The school offers educational programs of different duration (from one month to a year). This interaction is phenomenal because it has no financial component. There is no rent, no wages of teachers and organizers of training courses. Instead there is a shared interest. Students of the HPS want new information and impressions. Cultural institutions need a sustainable and informed audience — tickets for elderly visitors are offered either for free or at minimum cost. The experience of Irkutsk HPS shows that networking enables the vertical of power to get incorporated in the horizontal of an educational project on a parity basis. There is no subordination. Rather, there is cooperation of equal partners. The School runs the program Dialogues Between the Society and the Government which is administered by leading experts of the Pension Fund, and the Administration of Irkutsk has invited students to participate in the computer literacy program Grandmas Online and provided its assembly hall for school events. There is a practice of holding meetings between HPS students and the Mayor.

A characteristic feature of our time is a pronounced need for lifelong education among a considerable part of the adult population of the country. Sociological studies conducted in Russia in 1995-2004 show that the level of civic engagement of a person is correlated with their level of educational attainment [3]. Educated people have deeper insights into social processes and are more willing to be involved in public activities.

A few questions arise: What social institution can be involved in creating an environment for lifelong education of adults, and the elderly? Is a modern higher education institution prepared to create conditions for building social capital among broad strata of the Russian society, including citizens who have long passed the limit of conventional student age? Is there a background for them to undertake such a mission? Our experience establishing an HPS at the Academy, and the experience of our peers from other Russian regions, enables us to answer to these questions affirmatively.

The autonomy of a medieval university was based on its local nature, isolation and absolute alienation from broader society. Modern universities see society as a partner, as a source of their development. Autonomy is determined by benchmarks of development that higher education institutions define by

themselves and by priorities in organization and operation of a partner network which is focused on non-formal education, too. Thus, we can conclude that networking plays an important role as a technology that best contributes to the enrichment of knowledge in the space of non-formal adult education.

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COOPERATION OF HIGH SCHOOL AND SECONDARY SCHOOL AS A CONDITION OF DEVELOPMENT OF EDUCATIONAL INSTITUTIONS

I. V. Kovalyov

The final development and subsequent practical implementation of the concept of lifelong education is impossible without a detailed study of institutional links between levels of education as elements of continuity in provision of knowledge and leveling discreteness in the course of transition from one stage of education to another. In this context an important object of research is the transition phase from the secondary level (school) to the higher one (university). The evaluation of feasibility of interaction between high school and secondary school can be arranged on the macro level (from the point of view of social demand) and meso-level (as a condition for reproduction of an educational institution and basic elements of its structure).

At present the problem area of education is isolated functioning of the two elements of the institution and the generated discreteness of the knowledge transferred. Universities and secondary educational institutions are disconnected and exist in isolation from each other. The absence or extremely low efficiency of educational forms of cooperation between the university and the secondary school that can provide mutual reinforcement of the subjects of the educational process make a negative impact on the main consumer of educational services: the student. The consequences of this disconnection extend far beyond education itself and are reflected in particular in the labor market situation.

In fact, secondary school is the most important supplier of the university, and school knowledge is the foundation for lifelong professional training. However, the high school professional community makes generalized claims to the low educational (and often intellectual) level of applicants, blaming the secondary school for the poor quality of training. Teachers are often forced to spend time retraining students of the first courses, and those who do not want to do this often do not claim high demands during the evaluation, since this phenomenon is widespread and, allegedly, they consider it a waste of time. The cumulative effect of such a relationship subsequently leads to profanation of higher education and its subsequent public discredit. If we do not solve the problem completely, then by applying a higher level of activity at universities aimed at searching for new forms of cooperation, and without waiting for direct funding from the state, we could to some extent reduce the negative effects of the poor quality of secondary education.

It should be noted that in addition to the important public mission, cooperation has a very utilitarian meaning. The ways of working with high school students at universities are currently arranged in a variety of different activities: high school academic competitions and other artistic and scientific events, career guidance counseling, group classes in small departments, open days, presentations, programs, tours, and even archaic training courses to name a few. The implementation of these forms takes place in any university due to the

increasing competition for students in the situation of demographic decline (in this case not only for the students who pay tuition fees, but in these circumstances for students who are state-financed, in order to maintain an appropriate level of funding). From this point of view, the perspective and underappreciated trend is interaction with secondary educational institutions, and, in particular, with school teachers training in specialized subjects. The efficient level of collaboration can form loyalty to a particular university and specific undergraduate education program on the part of school teachers and further promotion among students and parents. Accordingly, the inclusion of the interaction components with the school is an essential element of the promotion strategy of their own programs in the competitive market of educational services.

The conditions described suggest that university management interested in its own sustainable development should act as the main initiator and organizer of events aimed at cooperation. An integrated set of cooperation projects can be developed on several organizational and educational trajectories.

Trajectory one. This consists in joint organization of scientific-methodical seminars, and round tables for discussing the issues and prospects of teaching specific subjects in a particular subject area. In particular, these measures are necessary in very controversial areas such as social studies. The systematic plan of these activities can level the disconnection of communities and ensure the exchange of viewpoints. Accordingly, joint discussions are useful in terms of exchange of views with regard to their practical orientation. As a result there will be recommendations for changes in educational standards, and these proposals are further sent to the corresponding authorities in order to incorporate new information or exclude unnecessary and outdated knowledge from the programs.

Trajectory two. This includes joint development of training programs for high school implemented on the basis of small faculties, departments to provide training for the exams, and profile academic competitions. In fact, such programs often consist of the topics required for passing the exams and, therefore, it raises doubts with reference to the competence of university teachers as related to the secondary school curriculum. Attracting qualified school teachers to implement the programs (in the form of trainings and seminars) can help identify the ways to address the issue of low appeal of training courses at universities.

Trajectory three. Obligatory participation of school teachers in scientific conferences held in universities on the disciplines taught at schools based on personal interests.

Trajectory four. In turn, the reasonable strategy of universities should be to hold public lectures at schools with a focus on the subjects that are able to attract potential applicants. These lectures can also be arranged with the use of information technology with further distribution and publishing on the Internet.

Trajectory five. This includes implementation of additional training programs for teachers on the basis of relevant faculties (not necessarily pedagogical ones), involving representatives of the most qualified faculties. Despite the obvious importance of such programs, their implementation will inevitably affect the corresponding resources and, in the absence of public funding, can be arranged only at the properly funded universities.

The above list is only a rough outline, and, of course, it can be significantly supplemented and systematized. It is important to make the conclusion that rational cooperation is a necessary and beneficial feature for the development of all elements of an educational institution. Underestimation of the importance of this interaction can have a negative impact on the level of functioning of both a separate university and the entire educational system.

THE CULTUROLOGICAL POTENTIAL OF ART EDUCATION IN THE CONTEXT OF THE MODERN CULTURE OF THE RUSSIAN SOCIETY

G. E. Gun

Achievements in the sphere of art education are well known because it has no parallel in global art culture. The system of art education has been advocating the way of cultural identification and spiritual self-identification of the society. It still remains an efficient mechanism that can modify the inner world of an individual and increase the spiritual potential of the society. During the period of the historic transformation of culture it served as the immunity of the social and cultural community. Considered part of the state cultural policy, artistic and educational activities were included in the priorities of the government. It ensured the preservation of people's cultural identity and the availability of the culture of the arts for various population strata.

The current stage of development of art education is characterized by the weakening of the state requirements for art education and the development of new government policies in education and culture. Modern specialized art education is a system where the normal functioning of elements is possible only when they are mandatory and exist simultaneously. The viability of this system is ensured by its own potential and ability to self-reproduce its elements. The modern issues of art education are associated with decreased activity of state regulation of this sphere and the changing focus from the educational process to a professional-oriented artistic and educational system. Professional art education is currently in a state of being reformed on the basis of the Bologna Agreement and on transfers to the multi-level training and third generation education standards.

Let us consider the issues of music education and music education institutions that play a significant role in preserving and promoting national culture. The Russian system of professional music education is one of the most significant cultural treasures of our country. The traditions of professional musical training that were established back in the second half of 19th century and further developed in the 20th century have been preserved until the present day. The system of music education (school-college-university) has special principles for the selection of talented musicians, and maintains the continuity principle with logical musical development from initial and middle stages to higher education. However, during the period of systemic crisis in the late 20th to early 21st century, institutions within the system of professional music education went through a difficult period.

One of the radical social changes was the process of decentralization. The problem of centralization and decentralization consisted in distribution of authority between the federal, state and local government cultural institutions. The most important feature of the centralized management model was guaranteed financial support of music education institutions, thus making them dependent on the federal government. On the other hand, it was the issue of decentralization that played a positive role in the transfer of the majority of administrative functions to regional and local authorities that better understand the cultural needs of the region and are

interested in reasonable allocation of resources for art and culture. The efficient national system of music education helped to shape sustainable regional subsystems. The new development strategy becomes the conceptual idea of the state cultural policy. The innovative feature of this strategy is based on the recognition of a set of principles covering the priority areas. They are the principles of “positive interaction in a multicultural environment,” “coherence of various anthropo-socio-cultural systems,” “cultural leveling of regional spaces and development of a single cultural environment,” etc.

The new socio-cultural realities require the development of other professional and general cultural competence of specialists in the field of arts and culture. In this regard, the regional universities need to become creative participants in the implementation of the Bologna Convention and meet the needs of globalization. Targeted efforts are required to involve Russian musical educational institutions in the Bologna process with the least losses in the existing system, which provides lifelong professional education of musicians in Russia. The potential of educational institutions is largely preserved due to the continuity of traditions of the Russian musical education in the thread of “school-college-university.” This system allowed the music education institutions to promote intercultural dialogue, provide a high performance level of graduates, as well as provide professional staff for the “musical environment” of the region. Further development of music education institutions is possible based on the principles of self-organization and self-determination.

Examples of the educational, concert (performance) and scientific activities of musical educational institutions confirm their special role in the development of “musical space” in the region. First, these are the main, and in the most remote regions, the only centers of musical art in each region. Second, the personnel policies contributed to the processes of cultural and art development of the region conducted by the secondary and higher music education institutions. The opening of new departments and institutions of higher education contributed to the expansion of the social and cultural needs of the region.

The cultural potential of musical educational institutions is reflected in the fact that many of them have access to the international arena through dialogue with the cultures of other countries and regions. They maintain active scientific, educational, performing and competitive activities. However, we should look for new forms of cooperation in the multicultural environment, seek the aligning of regional areas and the development of a common cultural space that will allow musical education institutions to be the most important institutions of regional musical “space.”

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DEVELOPMENT OF PRIMARY AND SECONDARY PROFESSIONAL EDUCATION BY PARTICIPATION IN STATE-PRIVATE PARTNERSHIP

Z. V. Bragina

The results of a study have been published concerning the role of state-private partnership (hereinafter SPP) in the development of primary and secondary professional education (hereinafter PPE and SPE). It has been shown that the managing sub-system of SPP is the relations that arise between its subjects concerning the social and economic responsibility that is placed on them and accepted by the, for the stable development of education on the basis of formalized cooperation of state and private capitals, which make it possible form the common economic interest of the government, business and the population.

The solution of strategic tasks of modernization and intellectualization of production without the active development of the scales and quality of training of highly qualified work personnel and specialists seems unrealizable. It is necessary to establish institutional and organizational management mechanisms of active interaction between PPE and SPE institutions and business structures, and not only on the traditional formal basis, but on the modern basis, which meet international principles of strategic mutually beneficial partnership. The form of this interaction should become SPP, under which PPE and SPE institutions and production enterprises act as effective strategic partners interested in ensuring the quality of personnel training. The activity of SPP is organized according to the same laws as ordinary economic subjects. The differences here arise from the generic and essential features of the SPP, which we formulate on the basis of the study we have carried out[1]. In summarizing these specific features of SPP as a management object, we may assert that main requirements for managing the development of SPP in the region are: (a) a flexible network structure with a strongly marked priority of horizontal networks; (b) the high professionalism of the personal of the SPP subjects and specialists of the bodies of state management of the region; (c) the autonomy of SPP subjects and their narrow specialization; (d) the present of a coordinating center.

It is common knowledge that the principle of network organizational forms of production and their management predetermines a “deficit” of autarchy and the motivation of the participants that are part of the network[2]. The authors show that each participant of the network possesses competitive key competences, which make it possible to create “the best organization of its kind”. For production in accordance with the order for products and services, the best internal and external resources that the partner has are used, or they are hired from a third party. Unification of resources in the creation of an SPP for improving training of qualified

[1] (Брагина З.В. , Орлов В. В., Андреева Н.Ю., Государственно-частное партнерство: механизмы развития – Кострома: КГУ им. Н.А. Некрасова, 2011.-188с.).

[2] *Дудяшова В. П.* Сотово-сетевое управление фирмой / В. П. Дудяшова, З. В. Брагина. – Кострома: КГУ им. Н. А. Некрасова, 2006. – 636 с.

PPE and SPE employees is characterized by territorial independence. In other words, the formation of resource pools and the solution of tasks according to the principle of division of labor taking place regardless of regional boundaries. Cooperation is frequently of a temporary nature, or is organized for a certain period. The advantages of SPP here are obvious: firstly, the expansion of the existing resource potential takes place without a loss of flexibility; secondly, internal coordination is carried out using tools for compensating economic interests that are stipulated by the contract of the SPP participants; thirdly, the parallel management of the most diverse production processes is possible.

We examine the SPP as relations that arise between its subjects in connection with the responsibility that they take on and accept for the stable development of PPEs and SPEs on the basis of the formalized cooperation of state and private clients, making it possible to form a common economic interest of the government, business and the people, which in its turn is the condition for forming a new quality of economic relations as characteristics of civil society. This interpretation of SPP makes its social status relevant, strengthened by the need for the state to carry out its sovereign function: to assist the education of the population, including professional education. Accordingly, an organizational-coordinating mechanism is required that provides the possibility for the creating and development of the SPP in the subject of the Russian Federation. We will begin examining this problem with a summary of the practical experience of managing an SPP in Russia.

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education offices in the regions do not have experience and trained employees capable of initiating, analyzing, introducing and accompanying SPP projects.

For a theoretical examination of the organizational and coordinating mechanism of the functioning of the SPP in the region, we will regard it as a separate phenomenon, assuming that it will be a special structure with the goal of assisting the development and realization of SPP projects with the involvement of PPEs and SPEs. A summary of the organizational experience for the development of SPP has allowed us to structure its functional aspect in relation to the problem of the development of PPEs and SPEs within the SPP. Two type of functions can be singled out: management (planning, examination, supervision, analysis, legislative) and service functions, which essentially reflect the contents of the function of organization and supervision of the interaction of SPP participants (educational, consulting, information, methodological).

The first impulse for the creation of an SPP is the relevant socio-economic problem in the region, which cannot be solved by the efforts of the state, business or the population. Under the conditions of the modernization and innovative development of the Russian economy, for many regions this problem is the lack of qualified labor employees with primary and secondary specialized education. To solve this problem, innovative projects are developed, and SPPs are formed. Before the idea of the SPP is embodied, as the first step it is necessary to analyze the results of monitoring the need for qualified labor employees with primary and secondary specialized education. The item of analysis should be the intensity of the development of the economic and social complex of the territory, the possibility of attracting partners, and innovative potential. The more clearly the criteria and indicators are expressed, which characterize the development of the socio-economic system of the region according to the results of the analysis, the more precisely the possibility and need to create an SPP with the participation of PPEs and SPEs can be determined.

The creation of SPP education needed by the region requires special organization and legal (methodological) foundation. In accordance with the principle of the unity of contents and form in developing the problem of the creation of the project, we can single out three levels of management, each one of which includes separate functions. The first level is the expert evaluation of the socio-economic state, the second is organization and coordination of implementing decisions of the expert council and developing new projects. In distributing powers and responsibility for the development of SPPs in the subject of the Russian Federation between structural subdivisions and officials of bodies of state management in the subject of the Russian Federation, it is natural to be guided by legal requirements for the regulation of economic activity of all subjects of public law. It is fundamentally important to provide foundation for the powers and responsibility given to services and officials. The dominant factor used is the systematic and dialectic principle of the unity of form and content expressed in the following formula: powers and responsibility are determined and legally established in such a way that all the possibilities of their subject are adequately reflected in them: (a) to solve legislatively established tasks; (b) to foresee new situations and problems arising, including crisis situations; (c) to foresee and solve new problems on time, bringing them in or detecting them in the group of competences (this

means a kind of “anticipatory vision”, “foresight”, which allows the responsible subjects to overcome conservatism and meet circumstances halfway). The use of this principle stipulates the need for a functioning link between powers and responsibility of different subjects. This is a significant link, and without its realization, it is impossible to avoid conflict in the regulation and practical implementation of the economic activity of SPP[1].

A well-founded ratio of powers and responsibility can be achieved when another important condition is observed – the precise singling out of the competence (competences): monitoring the state of the problem, development of an innovative project, organizing the discussion and promotion of the project, organizing the tender for projects, legal actions; material objects; cash funds; legal documents. Different combinations of these competences as objects of influence distinguish the powers and responsibility of different officials. In distributing management duties for the development of the SPP “education” in the subject of the Russian Federation among officials, it is important to gain a precise determination of their governmental powers. Their nature requires clarifications, as the possession of rights is often interpreted – both theoretically and practically – as freedom of discretion in their use. At the same time, managers and specialists who possess powers are entrusted with obligations for exercising them. The rights and obligations are united in the concept of “powers”, as a power obligation which it is impossible not to realize in corporate interests. This ensures a kind of self-organization of the actions of the specialist, which make it possible to maintain continuity of decisions taken over a long period, or by superior bodies of management.

We have developed a system of principles for distributing powers and responsibility when a specialist or head of functions for SPP management starts their duty: (a) an allocation of powers and responsibility of each position as parts of a whole, with familiarization with all partners, functionally connected with ensuring the implementation of responsibility within the limits of powers; (b) guarantee of independence within the limits of powers and responsibility; (c) ensuring “mutual transitions” of powers and responsibility, and their coordination; (d) regulation of mutual influence of powers and responsibility.

[1] The role and significance of “foresight” as a form of existence of implicit administrative knowledge in institutions of the education system and mechanisms of actualizing this knowledge in their practical activity are described in detail in the dissertation by T.A. Pankratova “Administrative knowledge as a management resource of the innovative development of the educational institution.”

YOUTH LITERATURE AND ART CLUBS AS A KIND OF INFORMAL EDUCATION

Ye. Ermolayeva

The aim of the report is to review the conditions of artistic development of young people in formal and informal education and to make a detailed analysis of the issue of literary creativity among youths.

During the course of our survey we carried out several questionnaires with semi-structured questions. The main questionnaire was responded to by 149 students and graduates of Pushkin Lyceum in Riga aged 16 to 30. Most of the questions were related to literary work: "Did you ever compose written texts by your own initiative?", "Do you still continue writing?", "Why did you stop?" etc. The second questionnaire was reviewed by 32 young writers aged 18 to 35 (writers, journalists, and university students who have literary publications). It became possible to involve them in the survey due to the author's many years of work as creative director of a youth club. This questionnaire included questions on professional development, and the impact of school and university courses on the creative development. There was also a special questionnaire drawn up for teachers of Russian language and literature (22 teachers from Riga schools were interviewed), which contained questions about the development of art for students on the school literature courses.

The answers to the basic questionnaire indicate that about 75% of boys and girls are actively engaged in various kinds of art. Especially popular with young students is literary creativity: only 9% of the students were involved in humanities and 17% of those with a technical profile among the respondents had never composed literature. Those who were shown the texts were often friends, then, in descending order of frequency, members of an online community, close relatives, teachers, and others. Out of 51 students good at humanities, only 16 showed the text of a literature teacher, there were only 3 out of 50 students with a technical background who did the same. Future professional writers cooperate with teachers more often (about half of them). In general, there was a fixed low level of cooperation of students with teachers of literature (similar to the students of philology with university professors) in the area of creativity. This is partly due to the specifics of the literary arts (words more clearly express feelings than sounds and visual images, and disclose the specific life circumstances of an author). In addition, during a period of global social changes, youth subculture is particularly opposed to and isolated from the adult world. [1] However, the comments in the questionnaires define one more reason: school students do not perceive their own creative writing and literature course as two adjoining areas. Indeed, the development of art creativity of students is not a priority for the school literature course, which emphasizes the perception of literary works (interpretation, analysis) and the ability to substantiate one's views (see the state standard of education on literature adopted in 2008).[2] Therefore, it might be so that the writers, in response

[1] Мид. М. Культура и мир детства. Пер. с англ. М.: Наука,1988. 429 p. – P. 348.
[2] LR Ministru kabineta Noteikumi Nr.715 par valsts vispārējās vidējās izglītības standartu un

to the question about how they reorganized the teaching of literature in school that contributes students' literary work, proposed to change some of the proportions in the content of the course (to increase the time for independent artistic experiences of students, to expand sections of modern and foreign literature). Most of the teachers in their questionnaires indicated that they pay too little attention to the creativity of students, the unanimous reason for which was lack of time. Some recognized that psychologically and methodically they were not ready to go in this direction; 6 people from 22 wrote that they did not consider the development of artistic abilities of students relevant to the task.

According to tradition, during music and visual art lessons, more attention is given to students' own creativity. In addition, the teachers of these courses, in contrast to the majority of humanities classes, often work themselves in the relevant field of art. However, the survey showed that the artistic creativity of students takes place mostly outside the purview of the teacher. One reason for the low efficiency of all three aesthetic school courses in developing the artistic creativity of youth, lies in the features of the formal education system, aimed primarily at students' intellectual development, and is focused, due to the mass nature of education, on working with "average" students. Some difficulties also depend on the circumstances of different levels of motivation of art students.

Informal education, in particular the system of supplementary education (hobby education, "interest education" in Latvia), provides wider and more flexible opportunities for the artistic creativity of young people. This type of education has no centralized regulation; the training program is developed by the teacher involved, taking into account students' interests and their capabilities. Free artistic expression is promoted by voluntary attendance, no marks and evaluation, and joint student work of different ages.[1] However, the pedagogical potential of supplementary education is currently not utilized to its full potential. The pedagogy of informal education has not been deeply researched; creative writing pedagogy is poorly developed and the experience in this area is not widely promoted in Latvia and abroad.

One positive example of lifelong education is the literary and artistic youth club at the ARS Pushkin Lyceum in Riga, operating since 1989. The target audience is 8th to 12th grade lyceum students, but the club is often visited by students from other schools, alumni and students of Riga's universities. [2]. The main areas of work are in-depth study of cultural heritage and contemporary culture, creation of original works by club members, and follow-up discussion, the presentation of works by young writers and artists, and the compilation and publication of the literary anthology of the ARS Pushkin Lyceum. In 1989 16 issues were published. The content of the almanac is the poems, prose and graphics of the high school students, graduates and teachers of the Lyceum. ARS has received awards in competitions of school magazines in Latvia twice, and many members of the club have become professional writers, artists and journalists.

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vispārējās vidējās izglītības mācību priekšmetu standartiem. Pieejams: ***http://www.likumi.lv/doc.php?id=181216***

[1] Kravale, M. Jauniešu neformālā izglītība Latvijā. Promocijas darba kopsavilkums. Daugavpils, 2006, 7. lpp.

[2] In some classes of the club the students' age ranges from 13 to 35 years old.

Educational prerequisites for the successful functioning of a creative team/studio were long-term monitoring of the creative activities of club members as well as the analysis of its own teaching activities.[1] The key to success is a special creative atmosphere, transforming the group into a creative club. The key to creating a creative environment is trust between students and a teacher, and trust among the participants. It is trust in each other that makes it possible to arrange fully creative communication, which is a catalyst for artistic development: only showing their work to others, the young men learn to ponder over their own creativity, and acquire the ability to look at it from the outside. The democratic style of communication with students is very important for establishing the atmosphere of trust. Each time the list of participants is updated, the teacher first actively initiates meetings, and determines the content and form. However, the next important task is to find creative leaders and promote the idea of self-organization and then retreat into the shadows. The teacher's role is still important, as it affects the production of aesthetic concepts, important decisions, and plays the role of the center of crystallization of new ideas and suggestions. The teacher is the main custodian of the traditions and spirit of a club, the bridge between the old and the new club members.

Mutual trust and a democratic style of communication contribute to the successful resolution of such a complex issue as the assessment of works created by the members of the club. The issue of assessing creativity intersects with the problem of aesthetic criteria. The basic principal of club activities is the aesthetic of openness: rejection of predetermined criteria, even if they are related to the universally recognized achievements. Each individual artistic style has its own key, which helps perceive and evaluate the completed work in this manner, especially in the case of contemporary art.

In conclusion, we would like to add the following: despite the importance of the artistic product (anthology), the main purpose of teaching in the course of creative collaboration at a club is not just the creation of poetry or drawings, but rather the personal development of young people and their support on the part of those who think the same way with regards to self-actualization and expanding the horizons of creativity.

[1] In case the classroom teacher is an artist or writer, he/she also acts as an art supervisor of the club. However, in this paper we considered an option when an art club is headed by a non-professional in the field of art.

THE TEACHER TRAINING COLLEGE AS A CENTER OF LIFELONG TEACHER EDUCATION

A.A. Miroshnichenko

The profession of teacher is one of several professions that require continuous work by the teacher to improve his/her professional qualities. It should be noted that in order to achieve this it is necessary to have something more than changing disposition and spirits or force majeure circumstances. Work to improve the professional qualities of the teacher him-/herself should be considered a professional quality. Consequently, this quality shall be developed purposefully and supported through the system of lifelong education for teachers. What is the role of a teacher training college in the organization of such a system? I think that it plays a key role not in the sense of its official or legal status, but from the point of view of development and professional activities of the teacher. That is why a teacher training college shall not be limited by standard terms of study according to the educational programs in its relations with the teachers. Its role is to ensure the continuity of teacher education, starting from a child's wish to become a teacher and ending with a teacher's decision to quit. In order to achieve this goal, a teacher training college shall ensure targeting, integrity, and efficiency of work with teachers, both with future and practicing teachers, and with veterans of pedagogic activity. Let us look at implementation of the conclusions above based on Glazov State Pedagogical Institute, named after V.G. Korolenko.

Targeting teacher education includes work at the following levels: (a) support of children who wish to become teachers; (b) preparation of students to work in a certain educational institution; (c) organization of a continuously operating, topical workshop and purposeful upgrade of teacher qualifications; and (d) attracting veterans of pedagogic activity to tutorship.

Work with children is organized through a system of pedagogical classes, psychological, pedagogical, and socially oriented academic competitions, schools for young teachers (full time, part time, evening, online), topical sessions in social networks, and purpose-oriented selection. By implementing this work together with the Ministry of Education and Science of Udmurt Republic, we managed to create a standard group of pedagogically oriented applicants. Competition among those who wish to enter the institution is steadily increasing, even when considering the worsening of the demographic situation. The following proactive direction includes creation of stability in the process of choice by future students of their educational profiles, and can be achieved through target enrollment using federal budget funds. The necessary precondition for this is the institution's access to the long-term forecasts of demand for specialists in the region with the teaching profession. Based on this, the work is differentiated both with schoolchildren and with heads of the administration that sign the agreements for special-purpose education. Unfortunately, without such a forecast, and due to subjective and other reasons, the ratio of specially selected students does not correspond to actual requirements of the region. In a broader sense, I would like to point out that in the context of demographic recession the regions shall more actively manage educational

migration, not using prohibitions, but rather increase the quality of education, creating clear and attractive prospects for graduates.

The need for special selection and preparation of students is determined by the fact that many graduates start working at school, but then they quit the profession. The reasons are not only material, but also professional and adaptive, as well as interpersonal and casual. The future student must receive information about his/her future group of colleagues and specific characteristics of professional tasks of a specific educational institution. The traditional work of an employment committee and special-purpose preparation of students through the system of training courses, but without practice, is not sufficient. It is necessary to create and place the electronic portfolio of each student with his/her individual achievements on the official website of the institution. Such portfolios will allow future employers to get connected with graduates before they graduate from the institution and let them know about the specific characteristics of the work offered. Other means of early connection between the employers and the students include pre-recruitment, when a student is in his/her senior years (3rd and 4th year of study). I think that it is also important to develop an All-Russia website of teacher vacancies. Exchange of graduates from teacher training colleges between the regions not only helps to solve the problem of employment, but also to exchange the achievements of scientific and methodological schools.

The important stage of targeting includes continuous work with teachers and periodic upgrade of their qualifications. Unfortunately, it should be noted that departmental disunity in teacher training colleges and extended education institutions, in general, decreases the quality of qualification upgrades. The region is characterized by unhealthy competition due to protection by the regulatory bodies of departmental institutions of the extended education. In this context, I think that qualification upgrades shall only be purposeful, and the right to determine the goal and manner of its achievement shall be given only to the teacher him-/herself through the system of education certificates. Forms and content regarding qualification upgrades shall be adapted to the intellectual and material potential of students to the fullest extent. For the purpose of such adaptation it is necessary to begin with mutual determination of the expected results and development of an action plan in the form of a “road map.” Periodical qualification upgrades shall be considered a result of lifelong work of the educational institution with a teacher through a continuously operating topical workshop. The forms of its organization vary from traditional and exercised on the basis of educational and methodological teacher unions to online, based on social networks.

Special-purpose work with veterans of pedagogic activities plays a special but not very important role nowadays. When working with a council of veterans the emphasis is placed not on social assistance, but on the attraction of veterans into active tutorship. In interaction with schoolchildren, applicants, students, and practicing teachers, veterans can tell very efficiently about the need and methods of lifelong work in improvement of a teacher’s professional qualities.

The need for integrity in the lifelong education of a teacher is determined by the personal integrity both the child and teacher, and the range of educational tasks. A teacher does not have secondary elements to his/her profession. The education and lifestyle of a teacher and children are of equal importance as is

formal success in a specific area of knowledge. Based on this, the content of training courses shall be complex and shall include psychological and technological aspects of self-cultivation. The system of education created in the institution is based on complementarity of educational, training, and scientific and research work. This triple system is implemented at the level of the training process, at the level of students' self-administration, and at all the aforementioned levels of special-purpose training. This made it possible to expand the possibilities for implementation of principles of state standards due to extra-curricular work. Our educational institution was the first in Russia that developed and protected at EMA, and is currently implementing the specialty of "supervising teacher," which is indeed an example of achievement of a positive result. Along with the Ministry of Education and Science of Udmurt Republic, the institution is preparing to publish a magazine named "The Supervising Teacher's Coin Box." As a result, both future and practicing teachers are ready not only to organize lessons, but also to work in cultural and educational centers, to implement innovations and project activities, to implement health improving technologies, to carry out educational and career guidance work, etc. This is exactly the level of diversity required by the national educational initiative "Our New School," and it will help each child to find a favorite occupation at school, and minimize the negative influence of abandonment and neglect.

And finally, the technology-based approach that will make it possible to protect children from unjustified experimenting will limit replacement of innovations by subjective experimental philosophy, and will allow a young teacher to achieve a certain guaranteed result. Considering the technology-based approach as a craft that can be experienced, we include into the educational process of the institution the technologies allowing teachers to qualimetrically evaluate the results of their activities, to carry out educational work efficiently, to use tests deliberately, and to work with children of different age groups and capabilities. We would like to stress the physical experiment technology tested and supported by the Ministry of Education and Science of the Russian Federation and Udmurt Republic. The technology has a full set of demonstration kits developed in the institution. Presently, a company is being founded in the institution that will produce cheap and safe demonstration kits of physical practicum for educational institutions.

As a summary, we would like to point out that no matter how efficient the reforms are they will not release a teacher from the need for continuous self-development. Moreover, the reforms shall systematize and facilitate this work, and make it intellectually and materially attractive. To a certain extent it can be achieved by the activity of the institution as a center of lifelong pedagogic education for teachers through its targeting, complexity, and technological effectiveness. We would also like to point out that academic freedom in the implementation of new generation standards may result in differentiation of the level of pedagogical education by region. Lifelong pedagogic education shall be considered not as an individual initiative of a higher educational establishment or a region, but as a national goal, subordinating the academic freedom of higher educational institutions to the weight of their network association.

COMMUNICATION TECHNOLOGIES IN DISTANT LEARNING

S.V. Bobrova,
M.A. Michsherina

Developments in information technology and the Internet has made it possible to change fundamental approaches to distance learning. Using the informational-educational environment in education allows for improvements in the learning process and can make it efficient and effective. The informational-educational environment is a complex of digital educational resources, a set of technological means to share information, communication technology (computers and other equipment, communication channels), and a system of modern educational technology that provides training in the modern informational-educational environment. The informational-educational environment also includes the methodological support of the educational process, the planning of its resource support, monitoring progress, results, and distance interaction between all participants in the educational process.

Currently, the use of free software, and various multimedia and platforms allows each teacher to develop components of informational and methodological support of education, and job training for intermediate self-control with available and appropriately chosen instruments of information and communication technologies.

The advantages of information and communication technologies are visibility, availability and consistency of the material, its interactivity, as well as the activeness and independence of learners. These technologies make it possible to comply with the basic requirements of modern learning, contribute to the principles of a communicative and self-centered approach to education.

The established system of distance learning and e-courses that are prepared for this purpose, and teachers' use of modern educational technologies in work with virtual classes, has made it possible to open professional courses for teachers of the Russian language at the Moscow State Regional University on the basis of the Resource Center of Russian Language Courses for Teachers of the Russian Language.

FORMS OF EXTENDED EDUCATION IN ACTIVITIES OF THE KRONA INTEGRATED DEVELOPMENT AND EDUCATION INSTITUTION

A. G. Prichislenko

KRONA Integrated Development and Education Institution was founded at Saint Petersburg State Technological University of Plant Polymers in 2006 on the basis of advanced training and retraining faculties which provide additional educational services to specialists of the pulp and paper industry. To date, the following forms of education are available: (a) lectures (not more than 10-15% of total time of education); (b) round tables (not less than 10% of total time); (c) seminars/conferences (up to 20% of total time); (d) visiting companies working in the pulp and paper industry and laboratories of the University for the purpose of study of advanced experience (not less than 10% of time); (e) simulation training sessions (simulators at preventing break-downs, paper production process simulators, etc.), produced at KRONA Institution or purchased in Russia and abroad (5-25% of time); (f) on-line consulting by leading experts in this range of problems, etc.

A special educational program was developed for each group of trainees. The author will share more detailed experience of KRONA Integrated Development and Education Institution activities when making the presentation.

STUDENTS' ARTICLES

THE IDEA OF CONTINUOUS LEARNING IN POLAND

A. Zalesna

Historical origin of definition "continuous learning". That's how Faure's report points it out: "During the past ten years, the idea of constant education has finally attained the specific state. However, it would be an illusion to think it is our discovery. The meaning of continuity of educational process is not new".

Authors state, for example, that education was multiple and constant by nature as early as in primitive societies. Constancy also characterized an education in ancient Persia, as "the whole human's being activity till the beginning of the old age". Similar meaning was given in an Islamic education: "in accordance to the faith, a human being can improve by learning. Islam as one of the first few appreciated the idea of constant education and encouraged Muslims to learn from the cradle till they die. Islam ordered all men, women and children to learn, so they would be able to teach others voluntary". This educational Islamic approach is close to J. Lowe's opinion, that many world religions induced believers to deepen their knowledge as the condition of humans existence. Many educational authorities indicated that the lifelong education term is as old as the human's history. So mentioned above J. Lowe claims, adding at the same time, that the "learning to be" concept was anticipated over 2,5 thousands years ago by Hezjod who claimed that "an education is helping humans being to learn to be who they are able to become". J.R. Kidd, who represents similar view, begins his answer for the international questionnaire "Continuous learning – theory and practice" as follows: "This term is not new. It is as old as human being but was never before treated seriously". J.A. Komenski is generally considered to be one of the main precursor of lifelong education. In his analysing thesis we can find not only reflection of educational process continuity term and beliefs in adult's education and self-development ability but also – strongly emphasized by contemporary continuous' learning specialists – conviction of after school education. It is possible to meet with an opinion that J. A. Komenski has even developed the idea of continuous learning – expressed by ancient philosophers.

All opinions mentioned above prove that we should look for origins of continuous education in the oldest historical ages, beginning from the ancient Greek and Chinese philosophers to the Enlightenment representatives.

To make demands of lifelong education, given by philosophers, politicians, teachers for many centuries, real, a proper social and economical condition should have arise. This was possible in XIX century – time of industrial revolution, public common education, and wide development of adults education as a dynamic changes in science, technology, social and economical relation. So the beginning of the contemporary concept of continuous learning is coming from XIX century and it is inseparable from adult's education development.

International continuous learning traditions. From old, shy propositions, the theoretical system has developed and it is getting more popular in educational field. Many pedagogical centers and institutions try to practice this interesting idea. Some countries turn into continuous learning dissemination even more and enacted bills which rule continuous professional education and constant citizens' development. One of the first authors connected to continuous education problems was Robert J. Kidd. He was the chairman of the II International Conference on Adult Education at Montreal in 1960. As a result of the meeting a rule of continuous adult education was formulated. Kidd was the author of interesting view on continuous learning: Perpendicular, Horizontal and Interior or Depth.

Organization for Economic Cooperation and Development (OECD) has actively joined in continuous learning problem by organizing conferences, seminars, researches and publications in this area. Currently the most important OECD proposition for the continuous learning is published in 1996 volume "Lifelong Learning for All", including materials from the 4th Ministers of Educations Conference all members countries. European's Union authorities announced 1996 The Year of European Continuous Learning, by creating basis of both – general and detailed presentations in different countries. This decision is conductive to continuous learning problems' stimulation and was included in so called "The White Book" – "Teaching and learning. On the way to learning society." There are five original educational goals formed in it, and the key education problems resulting from them, among which request to introduce to schools and vocational(technical) schools the lifelong education rule as well as education in institutions and other work places distinction. The "Teaching and learning" volume has not pointed out yet the issues of continuous learning but it's developed "On the way to learning society" proves that the main purpose of undertaken analyses is the realisation of continuous learning. It comes from 3 factors which changed today's word – trade internalisation, beginning of informative society, unstopped science and technological progress.

Development tendencies and lifelong education conditions in Poland. Sociological, psychological and political research show people's weak preparation to big social change – system (regime) transformation. That is why preparation for the present and the future, for a long-term thinking is so important for continuous learning. Education for the future, the concept of continuous learning and the idea of "knowledge society" make desirable vision of today's and future education.

Prepared for The Ministry of Education and Sport report: "Continuous learning and adult education modernisation in Poland as integral part of lifelong learning" presents analysis and evaluation of international ways of political and national practice. "Continuous learning strategy up to 2012" prepared by The Ministry of Education and Sport presents continuous learning conditions, strategic goals, 6 priorities and financial possibilities. Continuous' learning priorities in a perspective are: (1) making continuous learning more available, (2) increasing its quality, (3) cooperation and partnership, (4) more investments in human resources, (5) creating continuous learning information, (6) enlightenment the role and the importance of the continuous learning. All goals listed above undoubtedly should lead towards building society based on knowledge. The authors of United Nations Development Programme report – "Poland on the way to global information

society" pay attention to self-thinking but institutional education system is unable to fill in the gaps satisfactory. So, to be able to create economy based on knowledge, society be innovative, an open-minded, should understand the rules of today's competition and new government's part as well as organization of effective education system and continuous lifelong learning. Human capital is a key factor of development and wealth of nations.

Today's continuous learning problems and suggestions for changing directions. One of the main accusations of continuous learning concept is not fitting up to clear and consistent system's definition, which can be used to explain and develop its theoretical thesis. Some researchers state that the term of education should be given a definition. Unclear and unacceptable seems to distinguish education from the others ways of learning and this weakness is at the same time the weak base of the theory, which should, from the definition, connect all ways of learning on all aspects of human life. The gist of the matter will not be a differentiation of various types of learning, but analyses how to use all learning possibilities not only for one human being development but for all society purpose as well. However, this theoretical approach needs not deepening education definition but society developing theory. Lack of separation between different types and learning fields, leads towards too much concentration on an individual education process without placing ones in clear social contest.

Danger to effective continuous learning can be institutionalization – as education becomes a mass phenomenon it is necessary to create a structure to teach its activists, to create an information structure, to take in and get promote people who are using it, the controlling structure. Unavoidable in this case becomes a gradual institutionalization which contrasts raising inertia to permanent education dynamics. There is, beside that, a dander that institutions will be more useful to those people and social groups whose educational needs are on high level, so they will deeper already existing differences. This problem is raised by many researchers and thesis about "increasing gap knowledge" danger is still to solve.

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TRADITIONS AND CHALLENGES OF LIFELONG LEARNING IN POLAND (STUDENT POINT OF VIEW)

E. Padechowicz

Lifelong learning is a continuous process of improving qualifications in general and professional aspects. This is the principle of the modern education system, which says that learning continues through whole life of a person, and includes renewing, expanding and deepening its general and professional qualifications. Towards the rapid changes of modern world, and especially against the pace of scientific and technical progress, education acquired in the school system becomes obsolete. It is necessary to continue learning through whole life in forms of organizations that are suitable for given profession, that is, which allow the renovation and expansion of general and vocational qualifications. The concept of lifelong learning promoted by UNESCO, undermines the old idea of division of human life for a period of preparation for life through education, work period and the period of adult participation in society, simultaneously it combines tasks of school education (graduate) with the tasks of education out of school (postgraduate). For these reasons, this concept exerts an effect on the modern school system, especially on objectives, content, methods and organization of school work. The important role of non-school education is determined by a few-month courses, run by experts. Next to courses, tasks of lifelong education can be realized by education centres for adults, vocational centres, studies for employees, postgraduates, common universities, also various forms of individual self-education.

Personally, I encountered the concept of lifelong learning for the first time at studies. I did not realize that it is scientifically known by this name. According to my own observations, I conclude that lifelong learning has many different forms and a wide range of offers. Aside from institutions that organize continuous education, there is also self-education, which in my opinion is most important part in this process.

Self-education is a process of achieving education

Chinese philosopher, pointed to the need to continuous improvement of own skills and deepening knowledge. Discovering yourself, learning about yourself is part of our humanity. So in my opinion a man can not be fulfilled, if we won‘t seek knowledge, both about life and about himself. **One of our necessities of life is the need for the improvement and so lifelong learning gives us such an opportunity**.

Hippocrates paid special attention to the education of physicians. In my opinion, this view is entirely valid, because medicine is continuously progressing part of science, there are invented new ways of treatment and, therefore, physicians also must demonstrate the progress of their knowledge and skills. They are the "ticket" to elimination of disease and suffering from our life. Seneca proclaimed the view that no age is too late for learning. Although this view has been stated many years ago, it is still valid in today's world.

The tradition of continuous education, as I already mentioned, has origins in ancient times, but more detailed knowledge of these old concepts show the diversity and wide range of approaches and problems in terms of content and subject matter. Speaking about the traditions of education, I should refer to the times of Renaissance, when it was discussed about the needs and opportunities of after-school learning. It was discussed about the need for continuous improvement and development of man, even after leaving school and the academy. I think it is very important. A man who graduated should still improve ones life experience, knowledge, we build not only on the basis of knowledge acquired at school, college, but especially beyond it.

Educator Marycjusz Simon in his book "O szkołach czyli akademiach" said that : „*at any age should not be ashamed of what you do not know, because the passion for science and dealing with it is not confined to school days, but ends up with life, better learn late than never*“. I think this statement fits perfectly into the concept of life-long learning. Life is the only science, without science we would be internally empty, we would stop at the stage of school. Working after school would be monotony, in every day life we would repeat the same process, at which we do not learn anything new, and indeed in some way we would take a step back! The people with which we deal are also important, because we learn something new from them every day. For me, often, when someone tells me about something, and uses complex words, I do not pretend that i understood everything, but I would ask about the details, and I would expect an explanation.

In the educational literature you can find many publications that relate to education of adults. However, the pedagogical studies are evolving, so many notions change their meanings. Beginning of the XXI century tends to re-evaluation of existing concepts and giving them a wider meaning.

Lifelong education has several goals, the most important of them are: (1) facilitate the understanding of contemporary problems, in which the media often help us, especially the internet and television. Watching ambitious programs makes us more aware. But why such programs are broadcasted at a late hours? Most of us, after a day of hard work, go to sleep missing these valuable programs. They show ways how to develop yourself, and at the same time they place obstacles to stop you. I definitely do not like this; (2) develop a conscious respect to the surrounding environment, this goal is in line with my

expectations and I think it is realized, because the greater knowledge results with greater awareness and expectations of the nearest environment; (3) developing attitudes of respect for cultural and moral diversity. Through lifelong education we acquire knowledge about other cultures and then it is not surprising that, for example in West Africa, a woman's head is usually covered with, cloth wrap. Europeans must think why these women torment themselves, but it turns out that the more important woman is in the tribe, the more impressive head-covering is. Such knowledge is not being taught in school, we have to gain it ourselves. When we will get it, we can talk about respecting other cultures, rather than directing the stereotypes or malicious comments; (4) developing the skill of organizing free time. How many times have I heard people saying "I'm bored", while a wise man does not get bored. He always finds a creative job. Education gives the opportunity to develop interests and to organize free time. You only need to want it and know what you want; (5) develop the ability to use various sources of knowledge, it is important to know more than one method of acquiring knowledge. It may be through contacting people, exchanging of ideas, but also information from the mass media. Lifelong education gives this possibility and therefore in this matter meets my expectations; (6) develop learning skills and self-education. These skills should be developed as soon as possible, at the stage of primary education.

Lifelong education can also be seen as one element of the prevention of unemployment, because thanks to the constant acquisition of knowledge and skills we have a chance to outbreak our potential abilities on the labor market, different point of view at the surrounding world and changing attitudes and expectations, and also push us towards self-employment. The interest of adults in education on high school level and above, confirms the potential of individuals in the labour market. I think it is very necessary, especially when some people are not aware of their capabilities and skills.

In the development of lifelong education, forms of education for people of "third age", that is pensioners, are very important. I think it's good that this aspect found its place in contents of lifelong learning. With help from universities of the Third Age, old people have the opportunity to pursue their plans and develop their interest. Good thing that country does not marginalize the elderly, but allow them to further development.

Considering the matter of lifelong education, I should mention remote learning. I think this is an excellent solution that meets my expectations. This is perfect especially for people who work and for disabled people. However, there is an obstacle, since one of the important problems arising in the remote education system is a solitude of a participant, which can lead to loss of motivation. That is why, consultation of students groups with teachers, are so important, at least in the initial stage of education. The progress of knowledge forces to intellectual effort and to improve professional and social skills, to keep pace with the process of human development. Educated parents are more reliable partners to converse with their children, because they usually, have a suitable pedagogical knowledge resources, and are characterized by the so-called educational awareness.

It is important that education has become a strategy of social and cultural development and the main form of multiple issues alignment of youth education by **improving the skills of professional and comprehensive development of competencies.** In schools for adults in Japan there are classes in physical education and arts. There is no such a thing in Poland. It's a pity because introducing such lessons would give more comprehensive and multilateral character to lifelong education system. Perhaps some might discover their artistic talent. These lessons are always being underrated, unnecessary, but than thanks to art we appreciate and experience the world's beauty.

Lifelong education requires great self-control and discipline, which must be acquired by young people in schools. It is about time for everyone in the world to understand that lifelong education is the future of education, and our Polish society is slowly becoming a society of learners.

There is no age when learning is not possible and useful. It is always useful, one aspect of knowledge, some issue involves another. I would compare it to ladder rungs: the next new idea is another rung. We climb up these ladders all our life, to find ourselves as high as possible, and to skilfully guide our life education to never fall from this ladder.

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THE CLUSTER APPROACH
IN THE SYSTEM OF LIFELONG EDUCATION

N. Kosmachev

Over the course of millennia, until the late 19th-early 20th century, the intensity of the process of accumulating knowledge, and the continuity of their acquisition did not enter into any noticeable conflict, as the knowledge which the person received at the stage of initial education was mainly sufficient for intellectual and work activity throughout the person's life. But by the first half of the 20th century, the rates of scientific and technical progress increased, and competition between corporations and nations increased. In this situation, the winners were those with the greatest amount of scientific knowledge. After the Second World War, the growth rates of the new information began to become exponential. This required for measures to be taken in regulating the additional compulsory instruction of working specialists. It was at this time that ideas of lifelong education increasingly became part of state education policy. But not only the intensive process of accumulating scientific and technical information required a transition to lifelong education. In the humanitarian sphere, in the sphere of human culture, the process of increasing knowledge is no less intensive, although the dependence between it and work (production) activity of the person is not so obvious. In the modern situation, the need for lifelong education is increasing many times, which is connected with the transition to the post-industrial stage of human development. Information and knowledge are becoming the dominant production process. The most valuable qualities are the level of education, the learning ability and creativity of the worker.

Despite the growing understanding of the need for lifelong education, there is so far no sufficient consensus in the understanding of the nature of the actual concept of lifelong education. A number of authors (E. D. Dneprov[1], V.G. Nushkin, Ye. I. Ogarev[2]) rely on the principles of the continuity and step-by-step nature of the process of lifelong education, see lifelong education from the position of the inner requirement and ability of developing the creative potential of the personality, while the objective economic need for the constant updating of professional knowledge remains in the shadows, something that stems from the process of the acceleration of the aging of scientific (theoretical and practical) knowledge. In foreign literature, there are around 30 definitions of the concept of "lifelong education". One definition of undoubted interest comes from R. Dave, who by lifelong education understands the process of improving personal social and professional development throughout the entire lifecycle of the individual, with the aim of improving the quality of life of both individuals and groups[3]. An interactive definition of the concept in question is given by V. N. Skvortsov, whose viewpoint is the fullest and most relevant to the modern stage of the development of society. He

[1] Днепров Э.Д. Современная школьная реформа в России. – М.: Наука, 1968, С. 52.
[2] Днепров Э.Д. Современная школьная реформа в России. – М.: Наука, 1968, С. 52.
[3] Рухадзе Н.Б. Непрерывное образование – концепция, устремленная в будущее. – Тбилиси: Изд-во ТГУ, 1989.

defines lifelong education as a “systematically organized process of the education of people throughout their working life, at the basis of which lies normative prescriptions that oblige the employer to provide the employee with the necessary and sufficient conditions for increasing their professional and skills every time when a change in the conditions of their working activity are connected with new or additional professional knowledge presented to them, which allow them to remain an effective employee, be competitive on the domestic and foreign markets, and retain social conditions of living that are adequate to their professional rating on the labor market”[1].

At present, an economic social mechanism has yet to be formed for the practical realization of the concept of lifelong education. One of the most widespread methods of ensuring lifelong education abroad is creative corporate universities. Their number has already exceeded 1600[2]. Besides the direct training of company employees, these universities also solve two important tasks: firstly, they make it possible to generalize experience and knowledge accumulated by the corporation; secondly, to form a common corporate culture of the company and a unique system of values. One renowned corporate university in Russia could be considered to be the Gubkin Russian State University of Oil and Gas[3]. Today, the list of patrons of this university includes all major companies working in the oil and gas sphere (Gazprom, TNK, LUKOIL and others). It is mainly these companies that send their employees to the university to study in their specialized field. However, the formation of corporate universities in Russia is in its initial stage of development. Besides traditional study institutes with lecturers and auditoriums, recently virtual universities have become increasingly popular. Corporate systems of long-distance study in their current form formed in the late 1990s. As analysts at SRI Consulting Business Intelligence not in this study, by this time, companies in the West have finally rejected televised lectures and obviously inconvenient “electronic textbooks” (text on the monitor screen). The modern system of additional education involves a learning managing system (LMS), which is placed on the server of the internal computer of the university network, or on the server of the provider. Network courses are uploaded to it, which can be accessed from any workplace of the corporate network. For example, in the United States, 62% of companies with over 1,000 employees have already installed long-distance learning systems. In Russia there are now around 10 learning managing systems from local and western manufacturers. However, these systems are at present only used by a few major companies (Sibneft, RUSAL, Severstal, VimpelCom etc.). An important area in the creation of the system of lifelong education is also the creation of scientific education institutes and centers within the framework of traditional universities. A center of this kind was created, for example, at Saratov on the basis of the Saratov state university, together with the Saratov branch of the

[1] Скворцов В.Н. Социально-экономические проблемы теории непрерывного образования. – Санкт-Петербург: Изд-во СПбГУЭиФ, 1999, С. 25.

[2] Корпоративные университеты в российской и зарубежной практике. – Интернет-издание, http://shop.amr.ru/books/detail.php?ID=1124

[3] http://grads.gubkin.ru/fcouncil.shtml

Institute of radio technology and electronics of the Russian Academy of Sciences and the state educational and scientific center College[1].

In our opinion, based on the very nature of the concept of "lifelong education", it would seem more logical to integrate different stages of education into a single whole, managed from united centers. This could be defined as the clusterization of the education system. In the economy, clusters mean a group of mutually related concentrated on a certain territory: suppliers of equipment, utility and specialized services; infrastructure; scientific research institutes; universities and other organizations which mutually supplement each other, and increase the competitive advantages of individual companies and the cluster as a whole. An example of a cluster is Silicon Valley in the USA. An equivalent may also be given in education. We may propose the creation of clusters, the core of which will be tertiary institutions around which a system of general educational schools are grouped, which are "tied" to them. The learning process in these schools may be initially focused on training specialists for a specific university, and not starting from senior years, but from the fifth year. In the first four years, the child's disposition towards a certain sphere of activity may be determined, or at least their abilities and inclinations[2], which will make it possible in future to make a differentiated approach to children's learning. At the same time, the transfer of children from one school to another should be made as free as possible, so that in the fifth year they are concentrated in "their own schools", which suit their inclinations and abilities. Already at this stage, it is possible to involve lecturers from the appropriate university to form the necessary professional orientation in children, and create the initial store of knowledge in the future specialized field. This will not be just theoretical, but also practically oriented training. Pupils will be able to take part in internship programs at companies and organizations interested in the lifelong education process, and hiring specialists who will have certain work skills. At present, there are specialized schools and colleges working at a number of universities. But first of all, the percentage of specialized schools in the total number is small. And secondly, colleges start specialized training quite late.

The proposal I have made here will make it possible to provide lifelong education at different stages. However, the realization of this will undoubtedly require fundamental restructuring of the education system.

[1] Трубецков Д., Аникин В. Образование плюс наука: первый коллективный грант СГУ// Высшее образование в России. 2007. № 6. С. 156.

[2] The first 4 years of learning will then have a general learning program.

IMPLEMENTING DIDACTICAL PRINCIPLES IN PROFESSIONAL EDUCATION

Kh.Kh. Rashidov

The dynamics of scientific cognition is as follows: the deeper and fuller one's knowledge in a particular field becomes, the more necessary are the interdisciplinary relations.

The interaction between different fields of knowledge allows for studying technical systems, educational and psychological phenomena more deeply and from different angles. Pedagogical knowledge is a very open system, which reaches out to all human activities and it is a component part of organizational, business and socio-economic activities. This promotes pedagogization in all spheres of material and spiritual life of society, and one of the key methodological problems of professional pedagogy is to build the content for professional training. The main methodological principle of designing the content of education is to focus on the prospects of science, engineering and production in culture.

The key issue of pedagogical practice is to implement the principles of training, principles are the primary postulates of any theory and these are the basic requirements. Pedagogical principles represent basic ideas, following what we can achieve in the desired educational goals in the best possible way. Principles of training are a necessary tool of pedagogical design, they help connect theoretical ideas to teaching practice. Didactical principles are advisory rather than compulsory, this is possible because the educational process can be implemented in various organizational forms i.e. when selecting principles of training we should take into account the regularities of the educational process and the goals for training.

In historical categories, principles develop, improve and gain new content in line with a particular stage of social development and adjustment in the goals of training and upbringing, as well as, when taking into account the discovered pedagogical regularities and accumulated teaching experience. In the early days of educational science the concept of principle was not used. Y.A. Komensky offered to generalize the regularities of the educational process using a system of principles such as illustrativeness, durability, consistency and continuity of learning. Subsequently, these were supplemented by the principles of scientific rigor, systematicity and sequencing learning, linkage between theory and practice, activity and consciousness in learning. In the second half of the 20th century, didactics were developed particularly fast, for example, L.V. Zankov proposed the following didactical principles: (a) training must be carried out at a high level of complexity; (b) it is necessary to keep a fast pace in learning the material; (c) theoretical knowledge has predominant importance in training. M.I. Makhmutov put forward and elaborated on the principle of professional orientation of teaching a profession: "a system of concepts of science and methods of cognitive activity should be linked by a system of vocational knowledge and skills; it is necessary to develop in learners scientifically based understanding of the genetic relationships and interdependencies between objects and results of work; interrelation between general and professional training should enhance the linkage between theory and

practice, the development of technical thinking in students, professional orientation of a personality, the development of value orientation in accordance with beliefs and best traditions of workers in this profession". When students study in an educational institution and acquire necessary knowledge in the chosen profession and specialty, their preparedness for professional work is determined by the sequence of unfolding the content of learning in the educational process. In other words, this will provide consistency of curricula, programs, forms and methods of work.

This is what the principle of continuity is about. It says, "continuity in learning can be regarded as a didactical principle based on which knowledge, abilities and skills are developed in a logical sequence and interaction, where new knowledge is absorbed on the basis of previous knowledge and, in return, prepares a leaner for absorption of further knowledge". Continuity is systemic and process-based by nature.

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A MODERN ANECDOTE:
THE PROBLEMS OF RESEARCH

I.I. Disakaeva

Literary anecdotes and the term itself (from Greek *anecdotos* — "unreleased", "unpublished") date back to Byzantine history. Later, through Italian culture, where anecdotes gained a new meaning, with their content having become closer to related genres (*fablio* – a story, fable), and through the French literary tradition, anecdotes came to Russian elite culture, and spread in a narrow circle of educated people and remained very popular until the middle of the 19th century. At that time, it was a moral story about events or incidents in the life of historical personalities [It was raining non stop when the Prince of Prussia was staying in St.Petersburg. The Emperor expressed his regrets for this. "At least the Prince will not say that he was dryly received by Your Majesty", noted Naryshkin; A beginning pianist once asked Rakhmaninov: "Maestro, is it true that you have to be born a pianist?" — "It is true as I stand before you, my dear lady. You cannot play the piano without being born."].

The establishment of the totalitarian regime in the Soviet Union, which served as the strongest incentive for the development of this unique phenomenon, should be considered the time of the shaping and mass spread of anecdotes as a genre of urban folklore and primarily a piece of spoken language [4, p. 143]. Despite being extremely popular among urban intellectuals, the genre of anecdote was silently banned until the mid-1980s. The situation changed radically in the years of perestroika, when anecdotes suddenly became one of the most socially significant genres of folklore. That time was marked with a very important change in the form of the existence of the genre — anecdotes began to operate and be distributed in printed form. Thanks to weaker censorship, anecdotes were published in newspapers and magazines. Thin thematic collections of anecdotes were extremely popular. In the 2000s, the Internet and periodicals have finally become the main medium of existence of the modern anecdote. The existence of the genre in oral form has faded into the background — nowadays anecdotes are not told, but read.

Before turning to describing the specific linguistic features of anecdotes as a text used in the implementation of the speech genre of telling an anecdote, let us note that it is only possible if three linguistic layers of anecdote are distinguished. These are a “metatext” introduction and the text of an anecdote itself (where we can identify two linguistic layers: the “author's” text and the speech of characters). The need for a “metatext” introduction (i.e., a phrase such as “Have you heard the anecdote about ...?” or “By the way, do you know the anecdote ... ?”, etc.) is an important attribute of telling an anecdote which distinguishes this speech genre from the genre of joke (indeed, no joke is introduced by a “metatext” introduction, such as “I'm going to tell a joke” or “Let me make a joke”). In Russian anecdotes, the author's text has a number of characteristics. It almost always uses the present tense of verbs (and, under certain circumstances, the past tense of perfect verbs in a resultant sense). This feature is due to anecdotes being closely connected to people’s theater: by using the so-called “present artistic”, a narrator presents the

action as if it is taking place before the spectators' eyes. A typical beginning of an anecdote is a sentence beginning with a present tense verb, followed by the subject and then all secondary members of the sentence ("Anka gets married ...", "The walkers come to Lenin ..."). In anecdotes, it is absolutely impossible for the "author's text" to contain introductions such as "Once upon a time there lived ...", "A friend of mine," "One day ....", etc. This is no accident: like characters of folk theater, characters of anecdotes do not need introduction, their number is limited, and it is assumed that they are well-known to all native speakers and representatives of this culture. At the same time, regardless of the length of the text, the resolution of an anecdote should always be brief, unexpected and often paradoxical, which usually makes it funny. The resolution is always preceded by the main pause, which divides the text into two unequal parts. The pause means the turning point in the semantic discovery of an anecdote. This is the stereotype of composition of anecdotes as a genre: two parts, asymmetry of the introduction and resolution, and a necessary structural-semantic pause before the final. For example, "*Vovochka wished to become President … and so he did".*

The key meaningful motif of an anecdote is parody; this is its main function as a genre [3, p.165]. Therefore events taking place in modern urban anecdotes are not merely fictitious but intentionally humorous and ironic. All events in urban anecdotes occur to stereotypical parody character types only. Anecdotes with completely individual or random personalities are extremely rare. The character of an anecdote is not Chapayev, Lenin, Lieutenant Rzhevsky or Stirlitz as historical personalities or literary and cinematic characters, but their anti-cultural parodies with typological folklore characteristics of traditional characters. Let us review some of the characters of modern anecdotes.

The head of state. Anecdotes about government leaders have a rather long history. The first person of the state becomes a character of anecdotes almost automatically: this person is widely known, his or her activity is always publicized, and it is rather risky to fight against him using other methods. None of the Soviet leaders avoided falling into anecdotes. Lenin is presented as a short, guttural man who has a nice habit of hooking his fingers into his waistcoat and saying "my friend" [One day Lenin received a telegram from the countryside reading "Schworks are starving". — Lenin did not understand and asked, "Who?" — "Schworks. It is a new designation for school workers". "What a disgrace to use such a disgusting word for teacher!", resented Lenin. A week later a new telegram arrived, "Teachers are starving". — "You see, that's more like it!", Lenin was delighted.]. The image of Stalin split into two in the popular mind. In prewar anecdotes he is a monster, a hopelessly negative character. In the post-war anecdotes, he is a hero like Peter the Great: strict but fair. Khrushchev is a rustic dreamer in anecdotes. Brezhnev is an old loonie.

Vovochka. According to Alexandra Arkhipova, a modern researcher of urban folklore, anecdotes about Vovochka owe their popularity to stories about Lenin's childhood[1]. In fact, Vovochka is a disguised Lenin. The first pieces of the cycle appeared immediately after the revolution. However, at that time, the charismatic boy was somewhat different— a kind of Russian scout, a cheerful

[1] Vovochka is a diminutive form of the name Vladimir - Translator's note.

pioneer. In recent decades, Vovochka has been increasingly associated with Vladimir Putin. [The teacher is rebuking Vovochka: "Vovochka, why are you late again?" — "Well, Maria Ivanovna, you said yourself that it's never too late to learn!"].

Chukchi. With the advent of Soviet power, ethnic groups were dramatically mixed, and anecdotes appeared about them. The Chukchi ethnic group became the most popular character. The Chukchi appears to us as a credulous and barbarous person who speaks Russian poorly and is prone to primitive infantile reflection. [Once, Chukchi was asked: "How often do you bathe?" — "However, once every six months". — "So rarely? Don't you feel yourself dirty?" — "However, I do for the first two months and then the dirt falls off by itself".]. By the way, many countries have their own Chukchi.

"New Russian". Experts believe that "new Russian" appeared as a continuation of the theme of general's wife, which was very popular after the Second World War. General's wife was depicted as an uneducated provincial woman with unprecedented wealth "fallen" on her along with her husband's ranks. [The general's wife visits a doctor and says, "Doctor, my ears hurt." — "Sit down, let us have a look", the doctor says. "You are probably the General's wife, aren't you?" — "Yes. But how did you guess? By me furs?" — "No, by your ears".]. But if making fun of the general's wife was done leniently, the crime bosses were mocked in a completely different way. The antagonist of a "new Russian" was a puny old man driving a Zaporozhets car. The anecdotes began to play an important role as a social psychotherapist. It could only be in a folklore text that a bandit is made a fool of, being defeated by the people's wit. Nowadays, anecdotes about "new Russians" are told by those who have never seen a man in a crimson jacket and a gold chain around his buffed-up neck. Sooner or later, this character will vanish. It is still unclear who is going to replace him. Perhaps, this will be ministers, governors or other officials [A high official who has struck two people at a crosswalk asks the judge, "What are the consequences?" — "Well, the one who smashed the windscreen with his head may get five years for the attempted terrorist attack against an official, and the one who flew into the bushes may get as many as eight years, for attempting to escape from the crime scene"].

The triad: an American, a Frenchman and a Russian. The historical prototype of the triad is the Yalta Conference in 1945. Today, the historical basis for anecdotes of this type is not very noticeable, and the characters of the American and the Englishman are interchangeable. However, becoming a character of the triad requires very simple and yet very common stereotypes, such as that the French are great lovers, the Germans are punctual, the Americans are keen on money, etc. The structure made of three ethnic groups is extremely stable. The only things that change are the countries and stereotypes. For example, in recent decades the image of a Japanese man who is depicted as an electronic man or robot has appeared.

Thus, anecdotes are a unique, highly developed and productive phenomenon in Russian national culture that have their own nomination and own typological characteristics: stereotypes of the form, content and communicative purpose. The anecdote is a special genre of spoken language generated by the

elitist culture of intellectuals, supported by traditional culture and grown into mass manifestation of modern urban folklore in Russia.

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THE NORM AND ANTI-NORM
IN THE SPEECH OF MODERN YOUNG PEOPLE

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The speech of young people vividly reflects the unstable state of society in terms of culture and language. Society balances on the verge of literary language and slang. Common slang or low style of speech, which blurs both linguistic norms and norms of speech etiquette, is heard on television, radio and naturally becomes a common thing in everyday communication. As the primary carriers of slang, young people render this as a prestigious element of modern life which is necessary for self-expression.

The speech of modern young people is full of a large number of words and expressions the meaning of which is known to only a select few other than the representatives of the young generation themselves. Recent research provides the following statistics: the level of slang use among students exceeds 50 percent for boys and 33 percent for girls. This means that words such as "*pimping", "trash", "super" and "creepy*" replace more than half of all literary expressions in the lexicon of a modern young person. Turning to the issue of linguistic norms, including norms of literary language, it should be noted that they represent rules of using linguistic means during a certain period of the development of literary language, that is, the rules of pronunciation, orthography, word usage and grammar. In turn, the norm is a model of the uniform, generally accepted usage of language components (words, phrases, sentences).

A linguistic phenomenon is considered to be normative if it meets criteria such as consistency with the structure of language, mass and regular reproduction in the speech of most speakers, social approval and recognition. We should not yield to the popular belief that linguistic rules are devised by philologists or any other specialists. In fact, they reflect a certain stage in the development of the literary language of the entire nation. Linguistic norms cannot be introduced or abolished by a decree, nor can they be reformed administratively. Linguistic scholars who study language rules deal with completely different things: they identify, describe and codify linguistic norms, and also explain and promote them. The main sources of linguistic norms include works of classical writers, works of contemporary authors who continue the classic tradition, mass media publications, generally accepted contemporary usage, and data of linguistic research. The characteristic features of linguistic norms include relative stability, being widespread, being commonly used, and having a generally binding nature, and being consistent with the usage, customs and capabilities of the language system.

Norms help the literary language to remain holistic and generally understandable. A linguistic norm is a set of the most stable traditional implementations of the linguistic system that was selected and fixed in the course of social communication. Normalized speech is speech corresponding to the literary and linguistic ideal. This feature of the norm was noted by A.M. Peshkovsky [5, p. 156]. B. N. Golovin defines norm as a functional property of language signs [1, p. 47]. The speech of young people increasingly becomes emotionally playful. Consequently, even when young people know the prestigious, standard forms of

speech, they prefer to use those that are condemned. While knowing the correct and generally accepted canons of constructing speech and being aware of the "norm as the most stable traditional implementation of the linguistic system that was selected and fixed in the course of social communication" [3, p.80], young people prefer to deliberately violate this norm or adopt an anti-norm. The key principle of the anti-norm is an element of shock, shake-up and mockery. This represents both a challenge to the prosperous society and a rejection of many of its norms, traditions, models and decency.

The elements supplying youth slang are everything new, unconventional or rejected: the speech of music fans or computer jargon, the speech of drug addicts or urban vernacular, English language and thieves' cant. Each of these components has its own sphere of existence and its own subject matter, while at the same time providing a wide field for creating metaphors. Creating metaphors is one of the major drivers of language evolution. When a word becomes obsolete and worn out from frequent use, there is a need to replace it, to update the image. Often this process takes place in folk speech, language spoken by young people or simply among people who make jokes. It is enough to recollect a good joke of our ancestors who replaced the word *usta* [mouth] with an ironic one *rot* which originally meant something used for digging [*ryt*], *rylo* [snout]. Another equally important playful technique used in slang is the convergence of words on the basis of phonetic similarity or sound transfer (for example, the well-known *limon* [lemon] instead of *million*, or *mylo* [soap] or *Emelya* [a name] instead of *e-mail*). This is also a historically recognized way of language development — it is enough to recollect the history of the toponym "*Tsarskoye Selo*" [Tsar's village] (from *Sarskoye selo*, from the Finnish *saari*, "island"). Another important characteristic of youth speech is its “savagery” which manifests itself in continuous change of the slang both in time and space. Some forms of speech hardly get a chance to take hold before they give ground to others. For example, the slang word “*money*” which is not very old was quickly replaced with “*bucks*”, “*babki*” and today's “*bablo*”. Another sign of the “savagery” of youth slang is ambiguity and fuzziness of meanings of slang words. Expressions such as “*It's creepy*”, “*Well, you are hippyish”*, “*I dig*” may be used for both a positive and negative assessment of a situation. A similar phenomenon was noted by D.S. Likhachev in prison camp slang. He described it “as an atavistic primitivism of speech similar to the diffuseness of primitive semantics” [4, p. 312]. A similar example was cited by F.M. Dostoyevsky based on his observations over men's using one unprintable word in their communication by putting a new meaning into it every time [2, p. 22-24]. D.S. Likhachev referred to this “primitive atavism” as a disease of language, “infantilism of linguistic forms” [4, p. 334]. It is typical that young people often use words and expressions without fully understanding their meanings and do not seek to conceive them, playing on outwardly striking images.

All these techniques are chosen consciously as part of speech behavior. Speech behavior is also governed by either norm or anti-norm. Slang chooses anti-norm. Politeness is generally considered to be the norm of speech behavior. There is a sad joke that people invented politeness instead of kindness. Courtesy formulas help people to live together while keeping distance from each other and respecting each other's rights.

Rapid, continuous acceleration and renewal are the key characteristics of modern life lived by young people in Russia. The choice of how to speak, “what language” to use for communication, friendship and love, and whether to progress or make no headway is a decision made by each individual person. Whether consciously or not, each of us makes this choice every moment.

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