



LIFELONG LEARNING

CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

**VOLUME 13
PART II**



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CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

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N.A. Lobanov, V.N. Skvortsov

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The present volume of the proceedings of international cooperation contains papers by the 13th International Conference «Lifelong Learning: Continuous Education for Sustainable Development» participants. In general the topics to be discussed are the same. It reflects growing commonality of international interests in the field of continuous education. At the same time the globalization process in lifelong learning is not opposed to the national concepts and historical traditions in education defined and developed in a number of countries of both hemispheres of Earth.

This year the most discussed topics are: issues of competence, considered by the authors as one of the basic imperatives of continuous education; models, methods, technologies and organizational forms of continuous education applied to pedagogical practice; challenges of continuous education methodology and methods. Special attention was paid to the future development of the continuous education theory, as well as new pedagogical and organizational strategies in continuous education and lifelong learning for adults, for people with disabilities and people of the third age. Issues of spiritual and moral, ethical and democratic values in the context of continuous education development are traditionally drawing a lot of attention. Continuous education having widened its influence, is gradually replacing traditional forms of education, simultaneously changing its architectonics and becoming the important part of lifestyle of the majority of the planet's population.

The proceedings contain papers by scientists and researchers from Belarus, Bosnia and Herzegovina, Germany, Hong Kong, Spain, Italy, Republic of Kazakhstan, Lithuania, Lugansk People's Republic, Mexico, Mongolia, Poland, Serbia, the Russian Federation, Republic of Tajikistan, Turkey, Republic of Uzbekistan, Mexico, Ukraine, Finland, France, Sweden, and Japan. The proceedings are addressed, first of all, to the international pedagogical community – school teachers, lecturers and directors of secondary and higher vocational level educational institutions, as well as researchers and PhD students and all those who are interested in the issues of continuous education.

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NEW PEDAGOGICAL AND ORGANIZATIONAL STRATEGIES OF CONTINUOUS EDUCATION FOR PEOPLE WITH DISABILITIES AND PERSONS DEPRIVED OF LIBERTY

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF DISTANCE VOCATIONAL EDUCATION OF CONVICTS IN TIMBER INDUSTRY PENAL COLONIES

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N. O. Verbitskaya

The article surveys organizational and pedagogical conditions of distant vocational education of convicts in timber industry penal colonies of the Ural Region with the introduction of the institution of facilitators in the learning process.

Key words: vocational training of convicts, resources, organizational and pedagogical conditions.

Vocational training of convicts is regarded in the penitentiary system as an important means of resocialization. This point has been codified in the Penal Code of the Russian Federation (Cl. 3, Article 108): "convicts' attitude to getting vocational education and vocational training shall be taken into account when determining the extent of their reformation". Under an agreement between the Ural State Forest Engineering University (USFEU) and the Chief Administration of the Federal Penitentiary Service in the Sverdlovsk Region (CAFPS), convicts admitted to the university have started getting distant professional education since 2014.

One of the aspects arousing the greatest interest in contemporary pedagogical surveys connected to the problems of improving the functioning of pedagogical systems and increasing the efficiency of the educational process is eliciting, substantiation and testing the pedagogical conditions ensuring the success of the current activities. Let us cite some approaches to defining the category of "condition" used in the surveys of pedagogical conditions of the educational process. V.A. Slasterin states that the circumstances necessary for carrying out the process and determining its quality are understood as conditions [3]. P.I. Pidkasisty defines a condition in his works as a component or a characteristic of the environment in which a student develops. S.Yu. Alashev emphasizes the difference between such categories as "a condition" and "a factor". He defines pedagogical conditions as pedagogical circumstances accompanied and conditioned by the impact of factors promoting or obstructing the emergence of pedagogical regular patterns. As we analyze those statements, we can say that conditions are a disposition to some activity with the creation of certain circumstances in some sphere of life, activities, environment or the situation in which something happens or occurs. We view factors as a disposition with an active mechanism of carrying out that activity.

In our work, a "condition" is connected with the concept of a resource as the qualitative measure of possible carrying out some activity, and the conditions permitting to obtain the desired result with the help of certain transformations. Respectively, by organizational and pedagogical conditions of higher vocational education of convicts at timber industry penal colonies, we shall understand the totality of resources conducive to the shaping of general cultural and professional competences focused on the values of nature.

Let us consider resources that shape organizational and pedagogical conditions in the process of higher vocational education of convicts in timber industry penal colonies. They are as follows:

The financial resource;

The statutory resource.

The staff and organizational/managerial resource.

Information and content resources.

The financial resource: Considered by Federal Law "On Education in the Russian Federation" (Chapter 13, Article 101, p.1): "organizations carrying out educational activities shall be entitled to carry out the above activities for account of natural and/or legal persons' funds under paid educational service agreements" [6]. In view of lesser cost intensity of distant higher vocational education, working convicts and their relatives are capable of paying fees for the educational services that do not exceed 50% of the cost of extramural university tuition. The upkeep of the teaching staff, the technical facilities and equipment is carried out using the federal budget in compliance with the established allocation limits.

The statutory resource: During the period of a convict's isolation from society, a number of his or her social benefits are limited, but he or she does not lose his/her citizenship of the Russian Federation. The right to education provided by Article 43, p.1 of the Constitution of the RF applies to him/her as well. Part 3 of the same Article stipulates that a citizen may get higher education at a state or municipal educational institution free of charge on a competitive basis [2]. Limitations impose a special legal status on a convict. Such a status requires a special approach to the organizational and pedagogical conditions of higher vocational education of convicts at timber industry penal colonies. Chapter 14, Article 108 of the Penal Code stipulates the duty of penal institution administrations: "to render assistance to convicts in getting higher professional education in view of the available opportunities." The principal form of higher vocational education of convicts is distant education [5]. The Concept of Development of the Penal System of the Russian Federation for the Period up to 2020 provides "further development of favorable conditions for getting general, primary, secondary and tertiary vocational education by convicts through extramural and distant tuition" [4]. The statutory substantiation for the development of vocational education of convicts in the Russian Federation is educational law. The Law "On Education in the Russian Federation", Article 80, Clause 9 presumes as follows: "persons sentenced to forced labor or deprivation of liberty shall be permitted to receive secondary vocational and tertiary education in extramural form at vocational educational organizations and tertiary educational organizations, with regard to the requirements of the penal legislation of the Russian Federation for the service of the respective kind of sentences. Article 16 of the same Law

provides for the implementation of educational programs with the utilization of e-learning and distant learning technologies as acceptable for convicts within the framework of their isolation from society" [6]. The law affords ground for convicts' receiving vocational education with regard to the requirements of the Penal Code of the Russian Federation. That means that the legal status of a convict changes, and in our case this is the status of a student/convict. However, the Federal law does not cover the problems of higher vocational education of convicts in detail. Bylaws contain a gap in respect of entrance tests by applicants being convicts serving sentences in custodial institutions. At the same time, the Order of the Ministry of Education and Science of Russia "On Approval of the Procedure of State Final Academic Assessment on Secondary General Education Curricula" (2013) establishes that convicts serving sentences in custodial institutions shall pass state final academic assessment in the form of State Final Examination (hereinafter, SFI) with the utilization of texts, topics, tasks and examination papers. Thus, a conflict arises between equally valid regulatory acts. At the same time, Article 43, Part 3 of the Constitution of the Russian Federation grants every citizen the right to get higher education on a competitive basis. With the goal of overcoming this conflict of laws, the Academic Board of the USFEU has introduced a norm in its admission rules, permitting applicants from among the persons who got secondary (complete) education in custodial penal institutions after 01.01.2009 to take part in the competition on the ground of the results of the entrance test carried out by the USFEU on its own.

The staff and organizational/managerial resource. The organizational and pedagogical conditions for the implementation of vocational education of convicts at timber industry penal services are provided by the basic center of distant tuition. The general coordination of the staff and organizational/managerial resources used in the distant vocational education of convicts is carried out by the head of the extramural department. We have introduced the institution of a facilitator (in our context, this word means an intermediary). In our work, a facilitator belongs to organizational/managerial resources and does not play the role of a teacher [7]. A facilitator appointed from among the attested executives of the fostering department or the head of the convicts' detachment is assigned to the students/convicts by order of the penal colony commander. By facilitation, we mean an intermediary's actions permitting to afford convicts access to the University's educational resources under the organizational and pedagogical conditions of distance vocational tuition, overcoming the custodial control limitations established by the Penal Code. Within the framework of direct internet access prohibition to a convict, a facilitator is an intermediary who hands the electronic educational materials supplied by the educational datacenter and the University e-library to the convicts/students serving sentences at timber industry penal colonies.

The information and content resources of distant vocational education of convicts are as follows: The information and educational resources are displayed on the server of the USFEU e-library. Students/convicts can get access to educational units only through a facilitator at the respective penal institution. A distant library is a service for remote use by a certain category of USFEU students (for the convicts/students, it is a facilitator) with downloadable full texts of

educational documents and cultural and cognitive mediafiles prepared at the university departments and subdepartments. The USFEU remote library permits working with learning documents in .pdf format. Using the USFEU remote multimedia library permits one to read from a monitor (in an online mode) or to save the material on flash media or a PC (in an offline mode). The principal themes of the multimedia library are history, culture, environmental protection, demonstration of manufacturing equipment, etc.

The set of organizational and pedagogical conditions thus created is a warranty of the stability of the convicts' vocational education system and provides the basis for real humanization of the execution of punishment.

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LIFELONG LEARNING AND DISABILITY: ADULT EDUCATION FOR PEOPLE WITH LEARNING DIFFICULTIES IN BERLIN

E. J. Fawcett

The ratification of the United Nation Convention on the Rights of Persons with Disabilities has ushered in a shift in thinking surrounding the accessibility of education in Germany. Here, conceptual and practical consequences of this shift are discussed with reference to an inclusive adult education project in Berlin.

Key words: adult education, inclusion, disability, UN Convention, Germany.

Why do they need English?!. As a teacher offering English courses for adults with learning difficulties, this is a sentence I hear on a regular basis. It expresses surprise, often genuine interest, and most probably deep-seated and unconscious ideas about the position of adults with disabilities as learners. As a university researcher, I have the opportunity to explore the questions that surround such utterances on a theoretical level. Drawing on my involvement in an inclusive adult education project in Berlin, this short paper sheds light firstly on the conceptual background, secondly on the practical reality of lifelong learning opportunities for adults with learning difficulties¹ in Germany. It becomes clear that lifelong learning and continuous education are certainly available for people with special needs, but that many questions remain as to the way in which formal courses can be offered. The trend suggests a welcome move away from a segregated model of educational provision for adults, but there is a lack of clarity about how to proceed in an “inclusive” fashion.

Inclusion and inclusive education. Inclusion can be defined broadly as “the action or state of including or of being included within a group or structure.”² The dualism exclusion/inclusion can be traced back to French sociological debates about social cohesion in the 1970s (von Küchler 2010). In current discourses in the German context, the concept of inclusion rests on the positive “vision and objective of a society for all” (Heinrich 2007, p. 27). This marks a break from the idea of “integrating” marginalised social groups. As Kronauer states: “[...] integration assumes the existence of a society into which people can and should be integrated; inclusion, on the other hand, demands that societal relations that exclude people must be overcome.” (Kronauer 2010, p. 56) Applied to education systems, the concept of inclusion “implies a shift from seeing the child [or the adult; EF] as the problem to seeing the education system as the problem” (UNESCO, 2009, S. 14) and thus requires that systems change in order to provide for the needs of all learners.

¹ A learning difficulty (or learning disability) is “a reduced intellectual ability and difficulty with everyday activities which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complex information and interact with other people.” (Mencap 2015) Such a label draws attention to one aspect of someone's life and being, but cannot possibly do justice to the whole person. (cf. British Institute of Learning Disabilities 2015)

² Oxford dictionaries: <http://www.oxforddictionaries.com/definition/english/inclusion>

In the context of disability, the relocation of responsibility from the individual to society as a whole stems from an understanding of disability that has been developed in the academic and practical work of disabled people and their networks and advocacy groups (cf. Oliver 1999). The ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in Germany in 2009 marks a key moment in the history of disability rights precisely because it recognises a shift towards an inclusive perspective. The CRPD places states under obligation to protect existing rights and empowers people with disabilities by raising awareness of their entitlement to full participation in society¹.

Disability as “an evolving concept”. In its definition of disability, the CRPD clearly recognises the disabling effect that the social environment can have on individuals: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” (CRPD, art. 1, my emphasis).

This is also emphasised in the theoretical background to the document, which states that the points of the Convention have been agreed upon in recognition of the fact “[...] that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.” (ibid., point ‘e’ of preamble).

The traditional, medical model viewed disability and individual impairment as synonymous, and as a problem to be cured or alleviated where possible. In contrast to this, the social model differentiates the terms “impairment” and “disability”: individuals may have physical impairments, but disability is social in nature. Society disables people by ignoring their needs (cf. Shakespeare 2013 for a detailed discussion of the social model). Based on the social model, the CRPD focuses on societal barriers to participation and makes it clear that demand is on society to change and be inclusive, not on the “disabled” individual to adapt him or herself to the non-disabled majority norm. Over and above stating that disability is not an acceptable justification for excluding a person from education, the CRPD also states that “reasonable accommodation of the individual’s requirements” must be made to support participation (CRPD, art. 24. para 2). Moreover, it is clear that this is by no means limited to compulsory school education: “States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others” (ibid., para 5).

With this declaration in mind, the remainder of this paper will focus on an example of inclusive provision of lifelong learning opportunities, namely adult education courses for people with learning difficulties.

Adult education “in simple language” in Berlin. While public adult education centres in Germany traditionally have a mandate to provide education for all people

¹ For information and the full text of the CRPD see UN Enable <http://www.un.org/disabilities/> (English) or http://www.un.org/ru/documents/decl_conv/conventions/disability.shtml (Russian)

who may wish to take part, they have – with the exception of a few institutions¹ – not viewed adults with learning difficulties as potential participants (Ackermann 2012, p. 27–28). The project “ERW-IN: Erwachsenenbildung inklusive” (“Adult Education – inclusive”) was initiated in 2009 as a cooperation between a support organisation for people with learning difficulties and an adult education centre in Berlin² with the aim of establishing a range of courses in public adult education institutions which would be accessible for people with learning difficulties. Accessibility in this case refers not only to physical aspects such as the building and classrooms, but also to the appropriateness of communication, teaching methods, and the removal of organisational and financial barriers (cf. Papadopolous 2012). Courses are now being offered at six adult education institutions in Berlin. The topics on offer include foreign languages, literacy, numeracy, dealing with money, art and crafts, information technology, sport, dance, first aid, sexuality and relationships, cooking, and political education, and courses take place weekly in the evenings or sometimes as day-seminars. This semester, a total of 73 courses are on offer, with student numbers ranging between 4 and 12 per course (ERW-IN programme³). I would like to point out two fundamental questions that arise from this project on an organisational level. Firstly, a possible contradiction becomes apparent. While this range of courses was initiated in the name of inclusion - a concept which, as outlined above, highlights the importance of institutions being open for all learners - a clear target group strategy was followed. Organisers carried out educational needs analyses in

this idea, particularly if educational institutions are to be viewed as contributors to societal change¹. On the other hand, a perception of inclusion as intrinsically good and exclusion as intrinsically bad is over-simplified, and exclusive groups are surely justified where communication and learning would not otherwise be possible (cf. Lindmeier 2003, p. 34).

Outlook for the conference. The ratification of the CRPD in Germany has altered the context in which lifelong learning is viewed considerably, and many questions remain as to what an inclusive approach entails. The discussion of these issues in an international context will no doubt prove fruitful, particularly where a global declaration – the CRPD – encounters and shapes very different national, regional and institutional realities.

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- *Quotations that originate from German sources are my own translation.

¹ The Salamanca Statement supports this view when it states that “regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all [...]” (UNESCO 1994, p. ix) This idea can be extended to adult education institutions.

CONTINUOUS EDUCATION AS AN INSTITUTION OF RE-SOCIALIZATION OF JUVENILE OFFENDERS

A. A. Alekseitseva

The article considers actualizing notions of re-socialization in conjunction with continuous education as a mechanism for the practical impact on the educational process for juvenile offenders, their characteristics and interaction specificity.

Key words: juvenile offenders, re-socialization, continuous education.

Re-socialization of juvenile offenders is, on the one hand, a process involving interaction of the offender's personality with the social environment, as well as targeted influence on the inner attitudes of the offender's personality on the part of basic and specific social institutions and individuals (actors) in the form of a complex of legal, organizational, psychological-pedagogical, educational and other measures taking place at all stages, starting from the moment of committing the offence to the moment of consolidation of stable law-abiding behavior; on the other hand, the result of this process is recovery of the individual (minor) as a socialized member of the society.

The basic specific features of re-socialization of juvenile offenders as a social process are: (a) correlation with the aggregate reasons for juvenile offences; (b) ability to respond to the changing reasons for offences; (c) dependence on the surrounding social conditions; (d) development in time, possibility of division into separate stages, emergence of new social connections between the individual and society; (e) resulting embodiment of social actions, its significant criterion being the final result of the process: the return of a socially adapted person into society, etc. The mechanisms of re-socialization include: (1) the system of family education (traditional mechanism); (2) the system of public education (institutional mechanism), including the institution of education; (3) the influence of the subculture (symbolic mechanism); (4) the influence of the immediate surrounding and significant persons (interpersonal mechanism); (5) reflexion – individual experience (psychological mechanism).

The specificity of re-socialization of juvenile offenders in the present Russian conditions is that re-socialization, in the same way as the previously disrupted process of socialization, generally takes place in the same social conditions, including the conditions of uninstitutionalized, extraeducational space and microenvironment. This circumstance actualizes the re-socializing function of specific social institutions (the education institution, justice institution, order maintenance institution, social security institution, etc.) by off-setting the negative effect of the social environment, forming positive social surroundings for the minor and incorporating him/her into the system of productive activities. The institutional mechanism acts in the process of interaction of the minors with the fundamental and specific institutions of society, with different organizations, both specially created for his socialization/re-socialization, and performing these functions in parallel with their basic functions. There are two ways of optimizing the re-socialization of juvenile offenders not isolated from society: (1) improving the

system of measures within the frameworks of specific social institutions aimed at optimized re-socialization of juvenile offenders as a process; (2) development of the system of measures aimed at optimization of professional activities of a concrete specialist as an actor of re-socialization.

Rehabilitation programs of this kind must be continuous, that is be aimed at a consistent and systemic process of interaction of a juvenile offender with specific social institutions, which results in growing accumulation of the relevant knowledge and experience of socially approved behaviour by him/her, as well as acquisition of the experience of imitating such behavior, the experience of nonconfrontational withdrawal from its norms, etc. Special programs of teenagers training for release are drawn after appraisal of the degree of risk of the juvenile offender for the society, and the progress of changes in his/her personality. Observance of the teenager's right to education is the principal component of the educational and preventive influence of the personality of juvenile offenders.

The content of educational services is determined by the restraint period and provides for, first and foremost, training young boys and girls for taking exams to receive a certificate of secondary education, and facilitating their reintegration in the society. An important task for specialists teaching young pupils in penitentiaries is creating conditions in which every teenager has the opportunity to demonstrate positive dynamics and progress in reeducation. This aim is achieved by using the strategies and materials which are of interest to young people. These may be references to periodicals popular among young people, musical works and fiction, or vehicle driving rules.

Mentally challenged teenagers with a low learning ability, mental retardation, or emotional disturbances have special educational needs. The plan of work with this category of juvenile offenders presupposes individual courses of educational programs. Therefore, preparation of the teenagers with specific features of mental development held in detention for a return to normal life in society becomes especially significant. The common educational services for such young people in the conditions of penitentiaries are teaching reading and writing, teaching functional skills, preparation for and taking exams to receive the certificate of secondary education, and vocational guidance. Despite the measures taken at the federal level to ensure the well-being of mentally challenged teenagers, representatives of social services and penitentiaries are convinced that in critical cases such minors need special care in the conditions of health facilities

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LIFELONG INCLUSIVE EDUCATION OF PEOPLE WITH DISABILITIES

A. V. Gluzman
Y. V. Boginskaya

The article analyzes the current state of lifelong inclusive education of people with disabilities. The authors highlight the conditions of developing a lifelong education system for children and youth with disabilities.

Key words: people with disabilities, lifelong education, inclusive education, social and pedagogical conditions.

Today's system of education becomes increasingly focused on the function of socialization of individuals, including persons with disabilities. Nowadays, more and more often we feel the need to help people with disabilities to be fully engaged in societal life, which means implementing the right to accessible and lifelong education, improving and developing specialized educational structures, and learning technologies. The lifelong education system plays a special role in the socialization of persons with disabilities. For example, in the State program of the Russian Federation "Development of Education" for 2013-2020, the third system priority is determined to be developing lifelong education, which includes flexibly organized different forms of education and socialization throughout a person's life. [3] According to the Federal Law "On Education in the Russian Federation", lifelong education enables fulfilling the right to education throughout one's life [7].

At present, all developed countries of the world are implementing programs for developing a system of continuous education (lifelong learning), paying special attention to such categories as elderly people and persons with disabilities [8]. Foreign researchers (M. Adams, G. Biesta, L. Conlon, D. Haines, A. Lillywhite, D. Livingstone, M. Nind, R. Roth, P. Sawchuk, M. Terepocki, S. Vanstone) pay great attention in their works to the creation of a regulatory framework to ensure continuity of education of persons with disabilities, to technologies of continuous inclusive education, as well as development and implementation of the individual educational route for each student with disabilities. According to Russian researchers (S.V. Alekhina, D.Z. Akhmetova, L.F. Gainullina, A. S. Gosporyan, V.M. Grebennikova, A.V. Moskvina, Z.G. Nigmatov, N.I. Nikitina, E.M. Starobina, T.A. Chelnokova, G.V. Yusupova, E.L. Yakovleva), it is necessary to change the scope and meanings of modern continuing education of people with disabilities based on the realities of the modern Russian educational system [2; 4; 5; 6].

In the Russian Federation, the system of lifelong inclusive education is just at the beginning of its development. As stated in the Federal Law "On Education in the Russian Federation", inclusive education means equal access to education for all students, given the diversity of special educational needs and individual capabilities [7]. In inclusive education the model of continuous education is based on construction of an education route of a child with a disability, taking into account the continuity, accessibility and quality of teaching and rehabilitation services: (a) pre-school educational institutions; (b) general educational institutions; (c) institutions for orphans and children left without parental care; (d) centers

of social and psychological rehabilitation; (e) secondary vocational training institutions; (f) higher educational institutions; (g) additional education institutions; (h) other interested institutions (public organizations, hospitals, institutions of social protection, etc.). In turn, the system of lifelong inclusive education is: firstly, a set of successive professional training programs in secondary, higher and postgraduate pedagogical education; secondly, a network of interacting educational institutions and institutions of secondary, higher and postgraduate pedagogical education; thirdly, a federal and regional system of pedagogical education management.

Lifelong inclusive education for children and youth with disabilities and their families is extremely important, as it allows forming a predictable educational strategy, a succession of forms and methods, technologies of adaptation and integration, as well as the opportunity to choose the best variant of training and education of a child with a disability.

In turn, the creation of an affordable and high-quality lifelong education system for persons with disabilities is possible with the implementation of the three groups of conditions: structural and functional, adaptive and integration, and psychological and pedagogical [1].

Structural and functional conditions are characterized by the modernization of the social and educational environment, as well as the structuring of the integrated educational and rehabilitation process. This group of conditions includes: (a) the introduction of each educational organization of an integrated system of social and educational support for children and youth with disabilities, taking into account the logistics, personnel, educational, medical and rehabilitation and recourse support of the organization; (b) ensuring the effective functioning of an educational and rehabilitation structural unit (service center, department, sector) to support people with disabilities, which changes the traditional system of working with children and young people in this category (c) the implementation of the mechanism of social partnership of educational institutions with the local authorities, territorial community and the public, aimed at the creation and implementation of a regional program to support the inclusive education of children and youth with disabilities. Implementation of this group of conditions determines the content and structural changes in the concept and model of lifelong inclusive education of persons with disabilities, and involves regional and state support of educational and rehabilitation centers of inclusive education for persons with disabilities.

Adaptive and integration conditions are focused on extending the rights and capabilities of children and youth with disabilities in the field of lifelong inclusive education, as well as the inclusion of this category into the social and cultural and educational environment. This group of conditions includes: (a) improvement of the architectural and environmental infrastructure of educational institutions, dormitories, and institutions that are the sites of practical activities, leisure activities that promote equal rights and opportunities in the process of adaptation of persons with disabilities to the conditions of education; (b) development of social relations of children and youth with disabilities, aimed at their integration into the community of pupils, and their active participation in different activities; (c) modernization and adaptation of training programs and individual plans in accordance with the needs and abilities of persons with disabilities, and introduction of individual training and rehabilitation programs to improve the preparation of the adapted training and methodological support of disciplines. The implementation of these conditions will make it possible to

create the appropriate architectural and environmental infrastructure in educational institutions corresponding to the typical building standards, and to determine the content, forms, methods, technology of adaptation and integration, and social and educational support for children and youth with disabilities.

The content of psychological and pedagogical conditions covers the specific features of socialization and organization of the process of lifelong education of children and youth with disabilities, as well as the methodical readiness of the teaching staff to work with such people. This group of conditions includes: (a) correspondence of the volume of the training load to the capabilities and capacities, and psychophysical condition of children and youth with disabilities, that contribute to the increase of the effectiveness of social and educational support of training in the integrated environment; (b) ensuring the implementation of technologies and methodologies of social and educational support for pupils and students with disabilities, making it possible to optimize the educational process in inclusive classes and integrated academic groups; (c) increase the professionalism of teachers and support staff aimed at optimizing the organization of lifelong inclusive education of children and youth with disabilities.

Thus, in order to develop the integrated system of lifelong inclusive education of persons with disabilities, it is necessary to create certain conditions in accordance with national priorities and strategies of education development in the Russian Federation, as well as taking into account the needs, opportunities, psychological and physiological indicators of this category of persons.

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ON THE WAY TO CONTINUOUS EDUCATION AND SUPPORT OF DISABLED PERSONS: PROBLEMS AND SOLUTIONS

T. V. Lisovskaya

The modern paradigm of education and support for children with special needs in the Republic of Belarus, focused on inclusion, raises fundamentally new challenges for professionals working with adults with disabilities. These challenges require reorganization of the pedagogical support system at the present stage.

Key words: people with severe mental and physical disorders, rehabilitation facilities, continuous education standards.

Special pedagogics of the Soviet period used the term "learning-disabled children"; thereby, it was acknowledged that some children do not need education. The right to education of children with severe mental and physical disorders is connected to their right to life, excluding the lower limit of abilities required for education. Educational work is not focused on a child's disorders but on his/her development potential. In recent years, we have witnessed growing worldwide interest in the progressive Byelorussian experience of rendering special needs pedagogic aid to children with severe mental and physical disorders. Starting from 1999, new educational institutions named centers of remedial and developing training

Republic of Belarus. The adoption of the Law of the Republic of Belarus on Special Education stipulating the mechanism of enforcement of the right to education for all persons, irrespective of the extent and severity of their disorders in 2004 (since 2011, the Code of Education of the Republic of Belarus[2]) was a significant event. Today, there are 141 centers of remedial and developing training and rehabilitation in our Republic. Such a center can be found in virtually every population center of the country. Children with severe mental and physical disorders get psychological,

until they reach the age of 18.

However, their education sets new and rather acute problems. In our view, the first such problem is the absence of a system of rehabilitation institutions for adolescents and adults with severe mental and physical disorders that they could attend upon coming of age. Such institutions would permit us to implement the idea of continuous education and to involve such persons in domestic activities accessible to them, and for some, even in labor activities.

At the stage of adulthood, the mission of education of persons with severe mental and physical disorders is formally considered as completed. The results of

education, 90% of former students (over 18 years old) live in their apartments without doing anything or attending any events. Presently, this issue causes anxiety both on part of the Republic's special educational institutions and on the part of parents for whom the issue of the future of their grown children causes the most pain. The prospects of putting them into closed psycho-neurological

institutions does not look attractive. For such a person, one year without education

The second problem is the diagnostic (medical) approach to determining the incompeten

special educational programs (this is especially true as regards persons with moderate and severe mental deficiency, with multiple disabilities, mainly with locomotor impairments, etc.) are unable to get a profession because of medical counterindications. Thus, they lose the chance to find employment and supplementary material security, to integrate in society, and they therefore become social outcasts.

As a step towards rejecting the diagnostic approach, we might propose repeating the step made in respect to educating such children aged under 18. Therefore, in our opinion, it would be correct to determine the extent of dependence/independence of an adult person, depending on his/her functional capacities and abilities, rather than to proclaim him or her incompetent for a lifetime just because it is much easier to do so. We attempted to give a somewhat different definition for this category of person, based not on the number and nature of their disorders, i.e. the available faults, but on the mode of their functioning and the extent of their independence. Persons with severe mental and physical disorders are a category of persons, most of whom act either jointly with a specialist or in imitation. The extent of independence in various areas of activity varies from 100% to 75% of supporting and accompanying aid on the part of a specialist, and depends directly on various specialists' understanding of such a person's vital needs and on professionals' ability to shape their vital competences.

The next problem is the absence of standards of continuous education and support similar to the standards existing in the education system, but developed for all stages of education. The development of such standards can trigger quality implementation of the Law on Social Service (2013); however, it is not focused on continuous education and support of people with special needs, but on their minding and care. The leading type of institution providing support is still a psycho-neurological home for the elderly and disabled, an in-patient institution whose principal purposes are to provide care, everyday services and medical treatment to persons who were recognized as incapable [4]. However, as we set the tasks of inclusion, rather than putting an adult person with severe developmental disorders into an in-patient institution, we face new, namely educational tasks, in particular the tasks of vocational training, and preparing an adult person for independent aided habitation.

The next problem, which we consider the most acute one, is the lack of trained personnel who are ready and capable of educating persons with severe

always attend outpatient departments of the territorial centers. The cause for this, among other things, is that the outpatient departments lack qualified personnel that know how to work with persons having severe mental and physical disorders. Such disorders prescribe good training of social workers in the sphere of special psychology and special needs education, and above all, psychological readiness for work with persons having severe mental and physical disorders.

We have described just a token amount of the problems connected with the issues of continuous education of persons with severe mental and physical disorders, and have shown possible ways to their solution. However, these problems mainly touch upon the category of persons residing in their families. There is also a host of problems concerning both children and adults with severe mental and physical disorders who live in asylums [1].

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INTEGRATION OF PEOPLE WITH DISABILITIES, WHO BECAME DISABLED IN THE WORKING AGE, INTO THE EDUCATIONAL ENVIRONMENT OF THE REGION

V. I. Lutoshina

This article deals with the integration of people with disabilities, who became disabled when of working age, in the context of lifelong education. The article provides the results of a regional sociological case study on the problems of social adaptation and integration of people, who became disabled during working age.

Key words: integration, social services for population, people with disabilities, who became disabled in working age.

The process of lifelong education and integration of people in the region with disabilities (the disabled), who became disabled during working age, is regulated by the Orenburg State Pedagogical University (a division of the Institute of Advanced Training and Retraining of Teachers), and the Complex Centre of Social Services for the Population of the South District of Orenburg.

On the basis of the Complex Centre of Social Services for the Population of the South District of Orenburg, within the framework of a research project carried out in 2014, a sociological study was undertaken to examine the problems of social adaptation and integration of people with disabilities, who became disabled in during working age. A representative sample comprised 87 citizens of Orenburg and the Orenburg region. 37 people (42.5%) were women and 50 (57.5%) were men. 18-25 years old comprised 6 persons (6.9%) from the total number of respondents; 26-35 years old – 9 persons (10.35%); 36-45 years old – 17 persons (19.5%); 45 and older – 55 persons (63.25%).

To the question, "What are the daily problems faced by people with disabilities, who became disabled during working age?" the respondents answered as follows: problem of employment – 42.5%; lack of support from the government – 28.75%; 14 respondents gave the following answers: lack of understanding – 16,1% and inability to take full advantage of the world without external assistance – 12.65%.

In the course of the survey, it was found out that the most important issues for people with disabilities who became disabled during working age, are: education and employment – 37.95%; communicative accessibility (communication) – 18.4%; information access – 16.1%; no answer – 12.65%; poor infrastructure (7 respondents (8%)); employment according to their received specialization (6 respondents (6.9%)).

To the question, "What educational or psycho-educational work should be carried out for people, who became disabled during working age, for their social adaptation and integration?" the respondents' answers were as follows: distance work (educational services) – 43.7%; club work (psychological and pedagogical training, tests) – 33.35%; organization of various kinds of project teams (sports, cultural and artistic) – 19.5%; 3 respondents gave their own answers, i.e. going to the theater and to the cinema.

The sociological research has revealed a number of dominant problems, actualized interests of academic staff and specialists in social institutions which study the problem, helped to design and forecast further work on the social adaptation and integration of people with disabilities who became disabled during working age into the educational environment of the Orenburg region [3].

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CONTINUOUS MULTI-LEVEL EDUCATION FOR DISABLED PERSONS

S. M. Malinina

The article is devoted to the problem of the integration of children with development disorders into modern educational space.

Key words: education space, socializing, continuous multilevel education, inclusion.

The issues of socialization of children with development disorders are still some of the most relevant today. The number of students who can't socially adapt in the education environment for some reason is from 20% to 30% of the total number of students. This phenomenon is typical for the global educational system as a whole. The physiological and mental abilities of the child's organism often do not allow for fast adaptation under the conditions of the growing information flow. It adds to problems related to weakening children's health, disorders in the development of mental processes, and poor ecological and environmental issues. Under such conditions, the problem of the available educational environment becomes relevant. An interest is growing in the development of innovation educational programs in general and vocational education.

The modern education space has a flexible system of internal and external integration for disabled people in the educational environment. Depending on the state of health of the child and level of his development, a partial, full or combined form is applied. Thanks to this, the system of comprehensive rehabilitation is intensely used, and disabled children successfully complete all the stages of education. Upon completion of the school program, students face the issue of obtaining further education. Limited abilities of the graduates' health hinder their choice of profession. This is a pressing issue of the development of a relevant system for multilevel inclusive education in secondary and higher educational institutions. Also, the development of special intervention, and developing environmental and implementation of special educational technologies are serious issues. The emergence of new models for the organization of the intervention and education processes give broad opportunities for the implementation of modern educational innovations into the system of secondary and higher education for disabled persons.

The Alexander and Nikolay Stoletovs Vladimir State University has developed a model of continuous multi-level inclusive education for disabled persons. Students with special educational needs are taught on the basis of the Center of Professional Education for Disabled Persons and the Department known as "Psychology of Personality and Special Pedagogy", which closely collaborate with each other. The individual professional route within the system "school-college-university" is built based on a pre-university career, guidance work, and guaranteed post-university employment according to this model. Pre-university career guidance is carried out in the senior classes of general education schools and special schools. They provide treatment of children and their parents, to orientate school children towards a certain profession related to speech pathology, consult with graduates in the Unified State Exam for selected subjects, and are

responsible for relations between university and school teachers, for city Olympiads for example. This system contributes to the development of professional goals for disabled students, and their professional self-identification.

Vocational education within the “college-university” link is provided with continuous and successive stages: secondary (college), and higher (Bachelor and Master’s programs). Students obtain secondary education in colleges. Colleges play the role of a link between school education and higher vocational education. It is a stage-by-stage process. College graduates can obtain higher vocation education at the Alexander Grigoryevich and Nikolay Grigoryevich Stoletovs’ Vladimir State University. The Bachelor’s Degree is awarded to graduates who have completed the four-year program of higher education. If a graduates wish to continue their education for one year more, they obtain the diploma of Specialist, and the diploma of Master one year later.

Disabled students study using modern educational technologies (including remote ones), such as digital courses, including video-lessons, cases, training materials, and multimedia textbooks. The role of a tutor grows in using these technologies, and the way of passing exams can be customized. Guaranteed post-university employment is planned, based on marketing studies of the labor market, and relations with local authorities and potential employers.

The process of social and psychological adaptation of a graduate is greatly impacted on by the family, and the families are engaged in collaborative work. Lack of control and assistance from the family contributes to the development of a passive personality with restricted capabilities, which complicates social and psychological adaptation in micro-social structures, and society as a whole. Therefore, assistance by specialists, NGOs, and public authorities is a part of any program. Successful development of relations between the university and family is greatly impacted by specialists’ competences. Based on key principles, they build collaborative relations between teachers, disabled students and their families.

After the education institution has identified goals and objectives for work with families, it has to choose the most effective ways of organizing the intervention and teaching process and relations between specialists and parents. Therefore, good results can be achieved only through close contact with parents.

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PSYCHO-PEDAGOGICAL SUPPORT FOR STUDENTS WITH DISABILITIES IN SECONDARY VOCATION EDUCATION

**N. A. Zvereva
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O. V. Knyazeva**

The development of psycho-pedagogical support for students with disabilities is an important element of the modern educational process in secondary vocational education.

Key words: Individualization of learning, psycho-pedagogical support, professional skills, competences.

A key issue of secondary vocational education in the modern state is the growth in the number of disabled students (hereinafter referred to as DS) needing special approaches both in education and personality development. A student's disability constitutes a considerable limitation to his (her) activities and leads to obstacles in communication with his (her) fellows and education, in mastering professional skills and knowledge, and creates a social problem of unequal opportunities. An important role in the resolution of this issue can be played by the very system of secondary vocational education if it is able to form conditions for the personal development of the future specialist, for building his (her) social values, and providing active and successful adaptation and self-fulfillment in personal, professional, and social activities.

An important place in the training activities of an educational institution is occupied by the issues of the mental health of all its students, special attention is paid to the development of a psychologically safe and comfortable environment for disabled students. Perm Chemical and Technological College teaches disabled students under secondary vocational education programs, and is an important line of the college's activities. Education under the programs of secondary vocational education, allowing disabled students to obtain high-quality professional skills and competences, gives them an opportunity to successfully live in modern society and be independent of their parents and guardians.

An important role in the solution of this issue is played by the development of an effective system for the education and personality development of disabled students, allowing them to achieve the highest level of personal development, education, and competencies. The college develops special programs for psycho-pedagogical support of the educational process, which provides the social and psychological conditions for the successful education and development of each student. Duly provided support helps in overcoming obstacles in education, opens prospects of personal growth, and stimulates the search for new development resources, based in its own capacities and the creation of conditions on this basis for the development of social relations. As practice shows, disabled students studying in college have needs in psychological and educational support for solving professional self-identification problems, and developing social activities and the personality as a whole. For example, hard-of-hearing students have problems in

the development of interpersonal relations. Disabled students feel dissatisfaction in relations with the environment, have disorders in social adaptation, and a feeling of insecurity about the future. Psychological and pedagogical support of disabled students consists of the establishment of conditions contributing to their mental health, successful mastering of knowledge and skills, development of communication skills, and the expansion of personal and social experiences. Psychological and pedagogical support of disabled students includes reviewing a student's personality, and the creation of favorable social and educational conditions for the development of his (her) personality and successful education.

An important point in the educational process is made towards the customization of education, and the development of a psychologically safe and comfortable environment. The teaching process of disabled students is based on the integration of on-site and remote education. Students, tutors, psychologists and the social teachers of the college help them to cope with their problems. The main form of organization of out of hours study for disabled students is socially important project activities. The inclusion of young disabled students in such activities plays an important role for them, as it contributes to their socialization.

The college's activities for teaching disabled students are not limited to teaching. Such students are engaged in off-hour activities, Internet competitions, festivals, achievement shows, and intellectual games. Such events help in improving their self-assessment, and the discovery of new opportunities, which are sometimes unexpected by the students themselves and their teachers. Education programs are also implemented for teachers and parents.

Activities along these lines have allowed our college to develop a system for the education of disabled students, which considerably improves the quality and availability of education for this group of young people.

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INFORMATION AND COMMUNICATION SUPPORT OF INCLUSIVE EDUCATION: BASED ON EXPERIENCE

N. N. Gorbachev
S. N. Malchenko

The key requirements for information and education resources (adaptability, interactivity, development of intellectual potential, learner-friendliness) necessary for implementation of an inclusive approach in the educational process are outlined in the article.

Key words: inclusive education, children with special needs, computerization of education, information and education resources, adaptability, interactivity.

The modern economy, based on knowledge, is featured with a high rate of growth in professional knowledge, an increase in the share of knowledge-intensive products and services, as well rapid development of information and communication technologies (ICT). This allows for effective training of disabled people through granting them access to information and education resources (IER).

Contrary to common students, disabled people are limited in their choice of means and ways of obtaining knowledge. Nevertheless, this category of students is quite huge: according to UNESCO, about 10% of the global population are disabled people; the share of disabled people in the Republic of Belarus is 4.6-4.8% [5], and the Russian Federation Pension Fund gives similar data [6].

Modern information and communication technologies (ICT) allow using the model and methods of education management for various groups of disabled people to provide their professional rehabilitation and realize their rights to work and have economic independence. The "Automated Integrated System for Remote Training, Social and Psychological Adaptation and Employment of Disabled People" (hereinafter referred to as AIS RT) was developed under the Program "Digital Belarus" from 2003 to 2005.

This work describes the tools for management of information resources of the AIS RT to train disabled people (by the example of professions in the economic profession) to allow development of personified intellectual capital and urge persistent actualization of the knowledge obtained. Specialties of higher vocational education allowing remote training and employment of disabled people (accountant, auditor, economist, manager, and marketing consultant) were identified at the preliminary stage of development of the AIS RT. A sample system and basic teaching materials (TM) were developed based on it. Technologies of remote teaching were used to develop the AIS RT. They allowed for developing an environment allowing engaging the broadest range of students, including disabled people, in the education process. The training process with the use of the AIS RT is based on task-oriented and controlled work by students who can learn at any convenient place under an individual schedule, using a special education environment allowing timely delivery of IER and contact with the teacher.

Elements of the developed software complex AIS RT include: (a) an integrated database of disabled persons for training and employment on the remote work market; (b) basic TM for hearing impaired people; (c) a sample system including software development; (d) software and hardware of the remote education system; (e) software of remote education websites.

The AIS RT provides an adaptive environment linking the student with a unified education space through the Internet. This is where the student, guided by the training management system, learns. Adaptive courses are generated by CAD modules as customized sequences of collective training depending on individual features of teams of disabled persons. CAD tools allow regulating technological passes between IERs through limitations to control the student's independent activities during the training process.

Different kinds of TM (text, visual, multimedia, model simulators etc.) are prepared for publication through tagging the metadata. They can be provided at the educational services market. To combine several IERs, content applications allowing compilation of documents and correlating them by cross links based on a thesaurus are used. An IER can also be delivered to the market in this form. If interactive elements must be added, tools for feedback with the user (student) can be integrated into the IER. For additional visualization (or bringing additional options, for example to train disabled persons), additional visualization or multimedia elements are provided. To implement IERs within a technological scheme, alienation technologies are used. To analyze performance of IERs, customized qualitative analysis methods are used. The knowledge assessment system DISTOR includes: (a) tools for developing tests, CAD TOR designed for tutors; (b) a TOR testing system. Audio-lessons with elements of intermediate testing are based on flash technologies and developed by a multimedia specialist. They can be available for certain categories of students. IER management elements using XML-based metadata allow maintain a unified test base. As a result, tests developed for a certain course are entered into the data base and can be used for other courses, for compiling final exams, or for monitoring residual knowledge for all courses.

Using these methods and models to control digital IERs under the AIS RT system has allowed: (a) to develop a knowledge management system based on an ontological model for economic professionals; (b) to provide effective management of digital IERs taking into account students' individuality; (c) to develop an environment based on modern IERs where the student can act not only as a user, but also as the creator of intellectual property during the training process; (d) to develop an integrated thesaurus and provide an inter-subject interface of mutually linked subjects.

Models and methods for controlling digital IERs can be developed under the project "The Global Digital Training System for Citizens of the Union State of Russia and Belarus (GDTS CUS)", developed under the Social Development Concept of the Union State. The Concept provides for development of remote education based on advanced information and communication technologies. Implementation of the GDTS CUS Project will allow disabled persons who reside in Russian and Belorussian towns to obtain high-quality education in professions demanded on the labor market based on modern technologies of remote education

provided by leading educational institutions of the Union State. The system was included in UNESCO's collection of the best ICT practices for training disabled persons in 2012.

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MODERN CONDITIONS TO ENSURE LIFELONG EDUCATION FOR CHILDREN WITH DISABILITIES

N. P. Epova

This article deals with the creation of conditions of affordable and high quality education for children with disabilities. Particular attention is drawn to the need for competent design of the adapted basic educational programs and solving problems of the development of psycho-pedagogical competences of a teacher working with children at different levels of their development.

Key words: disabilities, teacher's professional standards, accessible environment, federal state educational standards, continuous education.

Development of the educational system of the Russian Federation is characterized by statutory regulation, program-methodological support, and protection of the right to an education for children with disabilities. Legal documents include: the Federal Law "On Education in the Russian Federation"; the Accessible Environment State Program for 2011-2015; The Our New School National Educational Initiative; federal state educational standards for general education and for students with mental disabilities; teachers' professional standards (Order of the Ministry of Labor of Russia of 10.18.2013); "A comprehensive program to improve the professional skills of teachers of general educational institutions" (of May 28, 2014). The ratification of "Convention on the Rights of Persons with Disabilities" in 2012 is an indicator of the readiness of the Russian Federation to create conditions aimed at compliance with the international standards of economic, social, legal and other rights of the disabled population. Under the Convention, it is stated that – participants shall take appropriate measures to ensure that persons with disabilities have equal access to the physical environment (buildings and structures), transport, information and communication, as well as other facilities and services open or provided for the public.

The Accessible Environment program for 2011-2015 provides for the implementation of a set of activities to ensure unhindered access to the facilities and services in the priority areas of life for people with disabilities and other people with limited mobility, as well as improvement of the conditions and procedures for the provision of services in the field of medical and social expertise and rehabilitation for the purpose of integration of persons with disabilities into society. The program provides for the creation of conditions to ensure that children with disabilities have equal access to high quality education within the general education program, and other educational institutions that realize the educational programs of general education, taking into account the opinion of psychological, medical and pedagogical commissions. By 2016, it is planned that the number of regional and municipal educational institutions (kindergartens and schools) that meet the relevant requirements to ensure conditions for free access for the disabled, will be increased to up to 10 thousand units (20 percent of the projected total number of regional and municipal educational institutions). One of the necessary conditions to implement the above-mentioned goal includes the creation

within standard educational institutions, of the universal barrier-free environment, making it possible to ensure the full integration of children with disabilities, and to implement inclusive education. The Federal Law "On Education in the Russian Federation" secured important positions in the creation of conditions of teaching and education of students with disabilities, and contains the following definitions: "a student with disabilities", "inclusive education", "special educational needs", "adapted educational program", and "educational content and conditions of organization of training and education of students with disabilities".

The Federal State Educational Standards adopted in the Russia (hereinafter – "FSSES") for all levels of education, starting with pre-school level, are designed to provide access to high quality education for all categories of students, including children with disabilities and children who fall under the category of "invalid" under Russian law. The new generation of standards is focused on the pedagogy of dignity and cooperation, and is aimed at ensuring continuous variable developmental education. To implement FSSES, basic educational programs are developed in an educational organization, which should have a section entitled "correctional work program", in the event that there are children with disabilities in the educational organization. There are recommendations for the development of this section for each level of education, containing a set of targets and objectives, including the task of organizing a system of comprehensive psychological, medical and social support for students with disabilities. This system should include a mechanism of interaction, providing for a common target and single strategic direction of work, considering variable-activity-based tactics of teachers, specialists in the field of correctional and special pedagogy, special psychology, medical employees of the educational institutions, other educational institutions and organizations of the society, which is implemented in the unity of class, out-of-class and extra-curricular activities.

The main mechanisms to achieve maximum accessibility and individualization of education for different categories of students are: design of the educational process in each educational organization at all levels of education and design of individual educational routes (adapted educational programs) for students and pupils with special educational needs. In this regard, there is a need to create basic organizational and pedagogical conditions to implement the customized educational programs, including regulatory and program-methodical support of the educational process; introduction of modern technologies, methods, techniques, forms of training; organization of interaction of all participants of the educational process; creation of social partnerships. This is another condition for ensuring the continuity of education for children in this category.

The approved teacher professional standard for the first time established the new aspects of activity of a modern teacher within a diversified environment: (a) with gifted children; (b) with children for whom the Russian language is not their native tongue; (c) with pupils of general schools with developmental problems; (d) with pupils who exhibit socially abnormal and deviant behavior. This involves the mastering by a teacher of the much needed psycho-pedagogical competencies and job functions that, according to the developers of the professional standards, will make it possible to "teach all children without exception, regardless of their aptitudes, abilities, characteristics of development, and disabilities". Two functions

are pointed out as general labor functions of a teacher: (1) educational activities on the design and implementation of the educational process; (2) educational activities on the design and implementation of basic education programs. As we can see, the focus is made on such labor functions of a teacher as development activities, which corresponds to the ideology of FSES that educational outcomes should be directly related to the direction of the personal development of all students. Every teacher should answer the question: "What I know and can do, and what has yet to be mastered?" The determination of professional deficits of one's own activities, and the search for conditions to eliminate them, is an urgent task of a modern educator, as well as the entire educational infrastructure (systems of professional training and additional professional training). The possession of a professional directive to render assistance to any child, regardless of his/her actual learning opportunities, particularities of behavior, mental and physical health, becomes an essential condition to provide for the continuous accessible and high quality education of children with disabilities. The adopted comprehensive program of improvement of the professional level of teachers is also focused on the mastering by teachers of modern educational technologies and methods of training and education, knowledge, abilities and skills in order to ensure the inclusive education of persons with disabilities.

Thus, there is a systematic set of legal documents aimed at ensuring the continuity of education for children with disabilities in the Russian educational system, which established the organizational, managerial and program-methodical parameters of the work of participants in the educational process.

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LIFELONG LEARNING METHODS AND TECHNOLOGIES USED IN EVERYDAY PEDAGOGICAL PRACTICE: INNOVATIONS AND TRADITIONS. EXPERIENCE SHARING

CREATION OF THE INFORMATION ENVIRONMENT IN EDUCATIONAL SPACE OF THE REPUBLIC OF UZBEKISTAN

**Sh. T. Ergashev
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This article is focused on the problems of implementing information and communication technologies (hereinafter ICT) in the educational processes. Several solutions are offered, which are aimed at increasing the quality of ICT learning environment development in education; several risks are pointed out, which may result in thoughtless implementation of the ICT learning environment in education.

Key words: ICT learning environment, rapid development of computer skills of teachers, corporate infrastructure, software design, competence-based method of training, project-based method of training.

1. Overview of the challenges of creating an ICT learning environment in the Republic of Uzbekistan. First, let's discuss the terminology. The ICT learning environment in the present work means the following, primarily: (a) corporate infrastructure of the national educational system, which provides for equipment of the process participants with modern ICT facilities and uninterrupted access to the Internet; (b) existence of a corporate information system of the national educational system, divided into management and education; (c) availability of the ICT environment both at school and at home.

A corporate information system, as such, is created spontaneously: local problems are solved that are performed at the level of departments of the Ministry of National Education of the Republic of Uzbekistan – Centre for Development of Multimedia Educational Programs (hereinafter – ZRMOP), the Center for Psycho-Pedagogical Orientation of Students, the Research Institute of Education Sciences, the Institute for Advanced Training and Retraining of Management Teaching Staff. The methodology and methods of implementation of information systems in the educational process are being developed.

Along with the increase of information content and degree of access to sources of high-quality educational information, the establishment of the ICT learning environment in the educational process brings with it a number of negative consequences. The most obvious negative consequences, which are actually proved by different research works, include a decrease of student's mental arithmetic ability, skills of constructing proper speech and writing, and a willingness for live communication. The latter is due to excessive devotion to electronic

gadgets and social networks. In addition, we can see that reading is practically at a minimum level.

One of the problems here is that the younger generation learns to work with gadgets (remote TV control panels, mobile phones, computers, etc.) much faster than adults. As a result, all the above is considered to be students' education, despite the fact that there is no increase in the level of knowledge, either in natural sciences or in humanities. However, teachers with weak skills in computers and other electronic devices feel uncomfortable near such students. Very often this fact, as well as a number of other inconsistencies, is a serious obstacle on the way to normal implementation of an ICT learning environment, and the very process of learning itself. As a result, we can get a half-taught, although, perhaps, educated (as proven by certificates) younger generation.

Not everything has a positive effect in the implementation of ICT learning environment. Another feature of the implementation of the ICT learning environment is the idea about the positive character of the use of these systems. Meanwhile, it appears that not all implemented ICT technologies have a positive effect. Here is an example of one of the most developed countries in this respect – the Republic of Korea. The country launched a pilot project in 2008, the essence of which was as follows. In 100 schools of the first stage (in the Republic of Korea this means grades 1-6), all sixth graders were provided with modern laptops equipped with electronic textbooks. It was assumed that students would not use traditional textbooks. Students who had only traditional textbooks also took part in the research. Three years later (when testing students) it was found that students who used e-textbooks had no advantage over students who used traditional textbooks. We should note that the quality of teaching in these schools is approximately equal. This confirms the basic idea that it is not ICT tools that improve the quality of education, but rather qualified teachers.

Of course, we cannot be an obstacle on the way of scientific and technological progress. However, we are able to make it well organized, rather than spontaneous. It is, therefore, necessary to take the introduction of the ICT learning environment under the pedagogical supervision. You can set a goal - to create a design organization (in this case ZRMOP) at the republican level. Examples of such organizations can be found both in the Republic of Korea, and other countries (Finland, the Republic of Belarus, the Republic of Azerbaijan, Malaysia and others.) The objects of design and development should include both information software systems for the educational system, and electronic educational resources. In order to ensure proper functioning of the design department, it is necessary to improve the skills of both managers of software design projects and also the skills of performers – developers of applications, designers, and other professionals, to be able to work as a team. The objectives of the design department include developing and maintaining the information system of education, and the creation of multimedia, interactive e-learning resources.

Advanced training of teachers.

In most cases, the drawbacks of introducing an ICT learning environment can be explained by the low degree of computer technology skills among the majority of teachers. In this regard, only teachers who will practice the use of ICT on a daily basis for at least one and a half hours will be able to undergo continuous

training, or rather, to acquire computer skills. Two-hour daily computer work should be the norm for a teacher. So, in the field of teacher training, computer use is a priority. Computer skills disappear very quickly if the teacher does not work with a computer every day.

Creating a repository of electronic educational resources. As noted above, in the ICT learning environment, one of the goals is to create electronic educational resources. It should be noted that due to the fact that in the Republic of Uzbekistan education is conducted in seven languages (Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik and Turkmen), relevant electronic educational resources should be prepared in the above languages. One possible solution to the implementation of such a colossal amount of work could be involvement of not only professional developers, but also "advanced" teachers, who in addition to the quality of lessons have skills of manufacturing visual aids (electronic educational resources – nothing else, as an advanced visual aid in the scientific and the technical sense). A unique collection of digital educational resources (<http://school-collection.edu.ru/>) and the Website of the Federal Centre for Information and Educational Resources (<http://fcior.edu.ru/about.page>) of the Russian Federation can serve as an example of such a repository. In Uzbekistan, Website Ziyonet (<http://ziyonet.uz/>) can be mentioned, as well as the distant learning system of the Center for Development of Multimedia Educational Programs (<http://eduportal.uz>, <http://moodle.uzedu.uz>).

Teachers – Methodists, participants of the process of creation of ICT learning environment. In the creation of ICT learning environment, apart from certified specialists in the development of software applications, an important role is played by "advanced" teachers who, in addition to good knowledge of the subject and methods of teaching, have mastered the technology of multimedia educational resources development, which are a wonderful form of visual aids.

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NETWORKING COOPERATION IN THE IMPLEMENTATION OF LIFELONG EDUCATION PROGRAMS

G. P. Yurieva

The article deals with the features of the networking form of implementing educational programs under the current conditions. The author describes the forms and models of educational organizations' networking cooperation with business, research and other non-educational institutions.

Key words: networking, networking to implement programs, lifelong education, educational organization, professional retraining, professional development.

The processes of the market economy and labor market establishment that became so dynamic during the last decade have a great impact on structuring the employment of the country's population, which fairly mirrors the general structure of the economy, and is transformed under the impact of its changes. According to research data, only 20% of the world labor force work in their original professions. Statistic data for the last 5 years demonstrate that only 63% of Russian tertiary school graduates work in professions that correspond to their basic professional training. As early as during the first two years after graduation from professional educational institutions, approximately 42% of young people change their professions. Whereupon it is stated that tertiary education of about 45% of them was funded by the state [1, p.12].

As we state the fact that some tertiary and secondary special school enrollees are initially focused on the profession that do not correspond to their potentials, talents for certain types of activity and sometimes their dispositions and interests, we should pay attention to the fact that during the period of a student's education, employers' requirements for a specialist's training and demand for his or her profession on the labor market undergo changes. Furthermore, under the conditions of the market economy, practically everyone has to change jobs often and even change one's profession 5 to 6 times in the course of one's life. This is primarily why professionally educated people increasingly tend to be in need of educational services. As a result, lifelong education becomes an especially relevant subject. Experience has shown that a specialist who is trained in several professions or who has undergone professional retraining is more mobile, and the chances of his or her finding a job is sufficiently high.

As A.M. Novikov examines the peculiar features of postindustrial economic development, he turns his attention to the extensive media discussion of the following theme: the Russian economy makes a comeback and the vocational education system is unable to provide it with necessary personnel. He calls it a misapprehension because "it is not the former industrial economy of Russia that is reborn, but rather a fundamentally different, new, postindustrial economy is born and developing in our country" [1, p.20]. The networking form of educational program implementation based on cooperation and interaction of education and business, science and other non-educational organizations seems relevant for

creating the infrastructure of lifelong education. The most important point is as follows: the network form of educational program realization presupposes pooling material, personnel, laboratory and other necessary resources by research, industrial and other organizations that permit training personnel at a high quality level.

Article 15 of the Federal Law of the Russian Federation "On Education in the Russian Federation" adopted in 2012 stipulates the concept of "network form of educational programs implementation". According to Cl. 1, Article 15 of the Law, the networking form of educational programs' implementation "makes it possible for the educatees to master the educational program with the utilization of resources of several organizations engaged in educational activities (including foreign ones), as well as with the utilization of resources belonging to other organizations if need be." It is also stated that research, medical, cultural, sports and other organizations in possession of the resources needed for carrying out teaching, practical and on-the-job training and carrying out other types of educational activities provided by the respective educational programs can take part in realization of educational programs in a networking form on a par with the organizations carrying out educational activities.

At present, tertiary schools are in an active search for new forms of interaction with business, public authorities and industrial organizations in order to "adjust" education for the labor market. Thereby, networking cooperation can be viewed not only as a resource of education development, but also as a resource of quality training and further employment of graduates. In this case, the networking form of the implementation of a professional training educational program is a stable, well-organized cooperation of educational organizations between themselves and with the subject from the external environment in order to improve the efficiency of using the joint potential of the education system, optimizing the resources in use, and reaching the quality level of graduates training that would meet labor market requirements. Educational organizations using the networking form of training organization employ various models: the horizontal one (with participation of the same level vocational education institutions), the vertical one (the organization of joint activities of different level educational organizations), and a mixed one (with the participation of research institutions and organizations as parts of territorial and industry-specific clusters, etc.).

It should be noted that networking cooperation also can be realized in different forms: shaping a single supporting infrastructure (business incubators, technology parks, resource centers, small innovative enterprises, tertiary school departments and industrial enterprises jointly used for on-the-job training), the creation of joint services (career guidance, student enrollment organizations, employment of graduates and monitoring their professional career, retraining and postgraduate training of personnel, maintenance of a data and methodological portal, the creation of a joint library system, joint use of sport facilities, medical institutions, public catering facilities, etc.); the development of a networking educational program and academic mobility programs (applied baccalaureate, student exchange projects, probations, on-the-job training).

An analysis of the practical application of networking forms of educational programs implementation by educational organizations permitted us to find out the following principal approaches: (a) a networking educational program is a part of a

large-scale networking project whose realization presupposes pooling personnel resources, integration of training and research activities, and integration of training and probation; (b) a networking educational program acts as a consequence of network infrastructure creation on the basis of, e.g., a tertiary school subdepartment, presuming the integration of specialists, authors and developers of programs; (c) a networking educational program is an individual network project or its part within the framework whereof integration at the program users' level takes place; (d) joint international educational programs, including double- and triple-diploma ones are networking programs by nature; (e) probations and practical training of students and lecturers at the partner organizations, as well as inviting professors, are networking ones by nature.

In summary, one can conclude that the implementation of networking educational programs by a tertiary school has a number of advantages. The main ones are as follows: the creation of a single resource space (information and communication, research and methodological, substantial and technological, psychological and diagnostic, social partnership, personnel, finance and legal, material and technical ones); modernization of educational activities in compliance with changes in demand at the educational services market; changes in the range of realized programs depending on the needs of the market for skilled personnel in certain professions, ensuring their quality and accessibility; ensuring flexibility of the training process through realization of individual paths of educatees' mastering the program contents; improving the quality of graduates' professional training and their subsequent employment in the professions they have learned; possible shaping of a lifelong education system; reducing costs and expenses through efficient use of resources.

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THE ROLE OF MONITORING IN THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

N. A. Checheva

This article is devoted to the determination of the essence and description of the functional possibilities of monitoring for supporting the continuous professional development of teachers.

Key words: lifelong learning, teachers' professional competence, monitoring.

Lifelong learning has become a global trend, a key factor for socio-economic development and the basic condition of human development at all stages of life and a professional career. Today, lifelong learning is regarded as one of the new educational activities in the information society. Lifelong learning is treated as a process of growth in general and professional education. The potential of the individual throughout their life, from the organizational standpoint, is supported by the system of state and public institutions, and corresponds to the needs of the individual and society. This aims to facilitate labor and the social adaptation of the person in the rapidly changing world [1]. This process takes place in the context of globalization, increasing international competition, and rapid technological development. All this leads to increased demands on the human capital, and the quality of human resources, including teachers. Large-scale modernization processes in domestic education actualize the problem of professional development of teachers, continuous improvement of their professional competence, and enhancement of competitiveness. The teacher should meet the requirements of the changing world, and be able to respond to new challenges focused on solving fundamentally new professional tasks. In this regard, there is a need to find effective mechanisms to promote the continuous professional growth of a teacher – a key figure in achieving a new quality of education.

The solution to this problem is impossible without timely, valid and reliable information on the status and development of this process. Monitoring gives such an opportunity, the theory and practice of which are discussed in many works, and which is becoming more and more popular in the context of modernization of the education system, and the implementation of innovative projects and programs. The term "monitoring" was included into educational theory and educational practice about two decades ago. During this period, numerous studies of fundamental and applied nature have been carried out. However, so far a unified approach to the definition of the above phenomenon has not been developed. However, despite the variety of interpretations of the monitoring, which has different qualitative descriptions, we can talk about the specific terminology that allows us to understand its meaning and essence. Authors, studying the theoretical and practical basis of monitoring, agree that it refers to the tracking of a certain process or phenomenon, has a prolonged nature, a proactive character in relation to present situations (warning), and is determined by the order of carrying out the procedure. General scientific characteristics of monitoring have been well determined, which include the following: a universal type of mental activity, the way

of studying reality, the way of information support of activity management, and the way of information support of forecasting.

Our understanding of monitoring as a scientific and practical phenomenon is not limited to its understanding as a technique of collection, storage, processing and distribution of information about the object, which provides for systematic monitoring of its state and the ability to predict its development. At the same time, we tend to consider monitoring as a technique, because it has certain specific features: a conceptual character, a logical consistency, manageability, efficiency and reproducibility. On the basis of the structural-functional relationships of components, we can form a single monitoring cycle. Loss of any of the system components can result in its disintegration, and makes monitoring low-grade and poor quality. Clearly, this cycle is filled in each particular case with different content. However, in functional terms it is subjected to one and the same algorithm.

At the same time, the invariant structure of monitoring, which is implemented taking into account the specifics of the monitored phenomenon or process, is preserved. The main purpose of monitoring of studies is to ensure the feedback to improve its object. All of the above applies to the monitoring of the professional competence of a teacher, whose purpose is to provide the best tracking the phenomenon in question in terms of time and resources, to find the most effective ways of its development, and to make this process focused, grounded and well-organized.

Professional competence is a characteristic that defines the boundaries and the level of functionality of the individual actions in a profession. It is defined according to a standard. Obviously, the dynamics of social development, which become the cause of renovation of the educational field, entail both quantitative and qualitative changes in the content of the professional competence of the subject of teaching. Consequently, there is a need for systematic tracking of the "increments" in the professional resources of a teacher.

The efficiency of this process is largely determined by monitoring functionality. Among its most important functions, we should mention the following: information, diagnostic, control and evaluation, motivating (incentive), and prognostic. Their implementation makes it possible to provide complex and continuous professional development of teachers, contributing to solving the following objectives: (a) providing accurate, up-to-date information on the status and development of the professional competence of the teacher; (b) development of programs that promote the optimal development of professional competence based on the forecast of possible changes; (c) actualization of the needs of teachers in professional and personal self-improvement, formation of new professional needs related to acquisition of new competences, creation of incentives for application of results of qualification, and improvement in personal teaching practice.

Information obtained during the course of monitoring allows us to make the science-based forecasts of development of practice, becomes the basis for forecasting and evaluation of consequences of aggregate and individual professional pedagogical activity, and contributes to the realization of the personalized model of the professional development of teachers.

The results of the monitoring of professional competences of a teacher may be of interest to the following target groups and potential users of information: (a) education management authorities (management decision-making and resource allocation in the field of improving the level of pedagogical staff); (b) organization of the system of additional professional education (advanced training) of teachers (development and updating of advanced training programs, improvement of scientific and methodological support of the educational system, improved methods of promoting the development of professional competence of teachers, assessment of the quality of the activities of educational institutions.); (c) municipal and institutional methodical services (assistance to teachers in the construction of their individual educational trajectory, consultations for teachers, participation in development of the network community of teachers); (d) teachers (a teacher receives a tool to analyze their own professional activity, a landmark for the construction of the individual educational route of professional self-improvement).

Systematically structured monitoring procedure provides the transition from spontaneous mechanisms of professional development to consciously controlled and self-managed processes. Monitoring of the professional competence of the teacher can be coupled with other procedures of evaluation and analytical activity to ensure a comprehensive approach to solving the problem of lifelong professional development of teachers.

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THE SOCIAL EFFECTS OF CONTINUOUS LIBERAL ARTS EDUCATION

N. R. Malikova

This article describes the current problems and social effects of innovative interactive methods of training/education, benefits, and limitations of the implementation of distant learning.

Key words: innovation, "anticipatory", distant learning, participatory approach, international integration.

Ключевые слова:

The timeliness of the problems discussed at the 13th international conference, entitled "Education Throughout Life: Continuous Education in the Interests of Sustainable Development" is self-evident. It continues the tradition of discussing the prospects of development of mass education at the Rome Club of intellectuals. A. Peccei, the founder of the Club of Rome, thought that attaining the social effects necessary for mankind is possible through, first and foremost, changing human qualities, and fostering "new humanism", so that people with 128–129].

In 1979 J. Botkin (USA), Mahdi Elmanjra (Morocco) and Mircea Malitza (Romania) published a report entitled "No Limits to Learning", setting the objectives of unlocking the potential of education and the facilities of lifelong learning in order to bridge the gap of social, educational and cultural differences between people of different countries of the world, and the analysis of potential problems of public education. They called to us all to pay heed to the need for reforming the national education system with regard to the current global issues of our time, to improve innovations, and to introduce progressive social technologies in the process of learning. A "superior", future-oriented consciousness must be shaped, rather than a "lagging" one. Not simply passive adaptation to the values of the past, but active confirmation of the values fostering the transition to sustainable development. In 1996, the UNESCO report entitled "Learning - The Treasure Within" – stressed the crucial role of education, not only in society, but in personal development as well. Both then and afterwards, the problem of social inequality and access to quality education remains urgent everywhere. The principal vector of the Bologna Reforms is to guarantee and assure the high quality of tertiary education. Attention to quality increases at each new stage of the Bologna process's development. It is education quality that is capable of bringing a country to the top positions in the sphere of scientific research and education, and making it more competitive.

It has become evident that the laws of unrestricted market competition should be applied to education. But how do matters stand with the promotion of innovative knowledge, interdisciplinary integration, the introduction of the recent advances in social sciences and humanities, and pure and natural sciences in the process of teaching? Why does the pedagogical community still view Russia's joining the Bologna process so ambiguously? Latent resistance to international integration reflects the specific nature of the Russian educational system. Problems arise with respect to engaging students in quality assurance, attitude to accreditation, and directive control of the quality of education. Apart from a lack of resources, other problems are also frequently encountered. The degree of Russia's involvement into the European educational space is still low. The standards of 3rd generation teaching and guiding educational programs development do not fully meet the up-to-date requirements. There is no transparency and objectivity of educational work assessment. The mechanisms of providing educational innovations with resources are not efficient.

Globalization could not but touch upon the problems of sociological education quality assurance. Such issues as the need to introduce and expand the range of innovative methods in the teaching of social sciences and humanities remain especially relevant. Are the techniques and methods of teaching and academic training of specialists adequate for the challenges of contemporary social transformation and rapid economic modernization?

Unfortunately, there is an imbalance between the education system and the objective needs of the labor market, the levels of inter-university and international cooperation. The differences in the professional training levels and socio-psychological preparedness for interactive innovative interaction with students among various generations of teachers in the country's regions are substantial. The level of innovations and quality of humanitarian education is insufficient. Nevertheless, there is a model of education that contemplates the partial replacement of the traditional "reproducing education" and active introduction of the "innovative education" techniques and methods into the training process. Apart from the intensity of mastering a certain volume of knowledge, they induce an active response to the relevant problems of social, economic, political, spiritual and cultural life within society. Such an educational strategy is assured most efficiently by resorting to the "participatory approach". Participativity is a reflexive way of empowering people with the ability and authority to perform efficient actions with the objective of improving their life situation by means of intellectual activity. Therefore, the teachers and the learners become responsible both for the production of knowledge and for its utilization. A participatory approach provides a wide range of techniques for the development of democratic processes and decentralization of control in education. Today, a growing number of countries are switching to a model of problem oriented teaching in their secondary and tertiary educational institutions. In this model, a teacher plays the role of a coach, giving incentives and allotting tasks, and students search, generalize and provide information on their own. The teacher intervenes in the cases when advisory support is required, or a failure occurs in the self-control processes. This method is

used especially successfully in classes in social sciences and humanities, requiring the development of independent, critical thinking, individual and collective work skill, and responsibility and interest in new knowledge, where the experience of independent discoveries and upholding and reviewing one's opinion is so important. Active participation in mastering the fundamentals and skills of planning the process of one's studies is shaped. Besides, supplementary objectives are attained, which promotes the enhancement of both intellectual and leadership potential – for example, cooperation in discussing current social problems is organized in sociology classes, given in the form of a training seminar.

It produces certain social effects. Interactive methods of problem and situation analysis (case studies, social assessment, debates/discussion, brainstorm, simulation, business/role playing games) are used extensively in the process of teaching. As a result, apart from taking in knowledge actively, students master projective roles and statuses (those of a leader, opponent, speaker, and mediator). Experience has shown that the process of collective searching and adoption of a decision mobilizes students to accept social changes and innovations more readily.

Innovations and interactive methods in education have gained new substantive aspects and qualities in the context of teaching project implementation, having become an "intellectual commodity". Since the global information network (Internet) is being introduced and promoted in a space on a wide scale, a fundamentally new form of competition in providing educational services on the international market arose as well. The support of remote learning improvement in the RuNet is manifestly insufficient. Besides, the involvement of the Russian financial capital and business structures is practically non-existent, and incomparable with the situation in economically developed countries. This looks like a paradox, because just this segment of education is attractive for large commercial structures and transnational financial and industrial corporations, which are ready to invest funds into education, employer-sponsored training and retraining of specialists, thus striving for a lessening of state control of education. A quarter of a century ago in 1989, a group of industrial enterprise owners published a report entitled "Education and European Competence". It claimed that education and vocational training must be viewed as "vital strategic investments into the future success of an enterprise". The facts that those subjects were still viewed as internal affairs of state authorities, and that industry rendered only a slight impact on educational programs, were considered regrettable. Back in 1990, the European Commission adopted a working paper "Distance Education and Training", that stated that this education is especially interesting from the point of view of education cost efficiency. Thereafter, the European Commission documents tended increasingly to view distance education "open universities" as enterprises controlled by the laws of supply and demand, offering a new type of product to a consumer. Thus, students become customers and education courses become products. It was stated at the 1996 UNESCO meeting in Philadelphia (USA) that "continuity in education cannot be ensured by the permanent presence of a teacher". It must be ensured by the educational services provider. Leonardo

da Vinci and Socrates programs with multibillion dollar budgets were launched in order to create favorable conditions for the development of distance education; they were intended to develop the system of "continuous life-long education and new forms of training", having made a point of "spreading knowledge acquisition throughout Europe". The prospect of liberalization in the sphere of education and the development of distance education promise large profits in the private sector, generated by hardware and software sales and electronic network operation. It is presumed that this strategy must not only bring about the adaptation of education to the requirements of the contemporary economy, but also ensure the quality preparation for interactive communicative interaction in the global network.

It is possible that a radically different interactive form of teaching mediated by a virtual space of communication with multimedia content will reduce the costs of narrowly focused vocational training. However, a question always arises: to what extent this virtual separation of students and teachers must ensure the acquisition of fundamental knowledge without the spread of IT dependence, "clip thinking", the difficulty in acquiring scientific cognition skills being a task of training highly qualified specialists: The advantages of distance education are more evident for those who improve their skills on their own, saving education costs. A virtual interactive education project emerges: the creation of a widespread system of private and commercial education, reduced to the basic standards, on the periphery of state education. However, we have to solve an important problem in the legislative regulation for the implementation of this problem, because the sphere of commercial education and recognition of diplomas falls within the authority of the state. As a result, the initiative of the European Commission proposes a "knowledge accreditation card" issued by various suppliers of educational programs via the Internet. As a student advances in education, providers will provide him or her with credit for the knowledge he/she has. This accreditation will be recorded on a floppy disc or on a job placement website when hired by employers. Apparently, personal "accreditation cards" will become real passes to the world of job openings, and therefore there will be no need for diplomas. But the main issues are the cost of such knowledge accreditation, the quality of knowledge acquired, the extent of social need for it, and social-normative and legal regulation.

Needless to say, with the help of technology, one can create networks of educational crosslinks, make the process of education more flexible, and be able to call on the teacher's support at any moment in a remote online mode of communication and interaction. The introduction of new technologies will allow us to retain the tendency of expanding access to the tertiary liberal art education. Computer systems are capable of creating a supportive education network. It pays to combine the traditional forms of teaching with the supplementary capabilities of telecommunication consultations. However, technological and administrative changes are needed to carry out wide-scope innovative transformation in the Russian educational system under the impact of interdisciplinary knowledge expansion and international integration of the scientific and technological infrastructure of continuous education in the age of globalization.

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METHODS OF DEVELOPMENT OF TEACHER'S PROFESSIONAL COMPETENCE

M. A. Umaralieva

The article considers the importance and necessity of mastering teaching skills through the development of professional competence.

Key words: professional competence, pedagogical skills, innovative environment, self-correction, self-manifestation, analysis.

Every teacher can master teaching skills, provided the teacher will purposefully improve himself/herself. These skills are developed based on practical experience. But not every experience becomes a source of professional skills. Only labor can be such a source, understood from the point of view of its nature, objectives and technology of activities. Teaching skills are a set of personal-business qualities and professional competences of a teacher. Development of teachers' professional competence has a significant impact on the formation of their desires and aspirations related to improvement of their activities. This is associated, primarily, with setting a goal, studying certain concepts and ideas, and analyzing the existing theories.

A teacher can solve several problems simultaneously depending on which areas he/she is working on, and what current needs arise. In the process of selecting the ways and means of achieving the intended goal, it is necessary to take into account public interests. In the educational process, the teacher encounters all the participants of this process (with parents, representatives of non-governmental organizations), and the teacher's self-development takes place on this basis, and, accordingly, the development of his/her professional competence. The nature of a teacher's activity is under the influence of the requirements defined by the state and society for the educational system, the internal regulations of the institution, reforms carried out in the country in the field of education, modern requirements on knowledge, skills and experience of the teacher, and knowledge of innovative technologies. Modernization of the educational process and the educational environment encourages teachers to seek answers to their questions, and encourages them to use creative approaches, resulting in professional growth of the teacher and formation of his/her personal interests related to self-education and learning. Creative, professional development of a teacher, in turn, has a beneficial impact upon the creation of the atmosphere of the educational institution.

It is also important for the formation of teachers' professional competence to create an innovative environment based on creative collaboration, which enables the possibility of jointly solving important problems. The development of professional competence is a dynamic process of learning and upgrading of professional experience, leading to the establishment of individual professional qualities, which involves continuous development and self-improvement.

To determine the goal and way of its implementation, one should focus on establishing relations with colleagues, and an exchange of experience and information. This exchange contributes to teachers' effective activity. We can assume that the development of teachers' professional competence is the specific

aim towards achieving good results. Teachers capable of self-perception and self-expression seek to achieve positive results in their activities, which serves the formation of self-esteem and self-government. The need of a teacher in management and related “authority”, as well as subordination of trainees, may be the incentive for development of a teacher’s professional competence. However, management should not be seen as gaining power, but rather as an influence upon other people in order to solve the set goals. Therefore, for a teacher, management means, primarily, establishment of mutual interference. The determining means for formation of professional competence include joining the dialogue and establishing friendly relations. It is necessary to take into account a number of external factors affecting the development of a teacher’s professional competence. One such factor is the environment in which the teacher lives and operates.

The stages of formation of professional competence include: (a) self-awareness and awareness of need; (b) a self-development plan; (c) self-manifestation, analysis, and self-correction. When planning the work of the teacher, the most important life problems are solved, the ways of solving these problems are determined, and effective means of achieving goals are found. Coordination of activities of the teaching staff is particularly important in this process.

Setting the task of developing professional competence and choosing the way of achieving this development, each teacher is based primarily on his/her outlook, ideas and concepts, personal and social needs and interests. At the same time, the teacher’s volitional powers manifest themselves. In order to organize the pedagogical process on a scientific basis, to manage it and to create a favorable learning environment, the teacher needs to master modern management techniques, know the prioritized developing ideas, and constantly study the advanced experience and achievements in the development of science and technology, introduce them into teaching practice, and organize independent activities of students by improving their activity. The effectiveness of training, at the level of modern requirements, of highly qualified professionals who can meet the needs and interests of society and the government, and who have necessary knowledge, skills and abilities, with high culture, all while being competitive, is determined by the development of teachers’ professional competence, their relationship in the process of teaching activities, and motivation for self-improvement and self-education.

From the above, it can be concluded that the effectiveness of organization by the teacher of the educational process and management of the process of acquisition of knowledge and skills depends on the extent that the teacher’s activity is coordinated, which educational environment is created at school, and with which techniques and means it is possible to form students’ motives and interests for the acquisition of knowledge. All these issues are directly related to teachers’ professional competence.

ORGANIZATIONAL AND PEDAGOGICAL FACTORS OF EDUCATIONAL INSTITUTION MANAGEMENT

D. Sh. Temirov

Organizational and pedagogical factors affecting the implementation by the trainees of their right to education, as well as factors affecting the development of the educational institution as an organization, are of great importance for the management of an educational institution. The efficiency of development of the organizational and pedagogical management factors is associated with the social factors and socio-psychological methods of management.

Key words: educational institution, social and educational system, organizational and pedagogical factors, socio-psychological methods of management.

An educational institution is a holistic, open social and pedagogical system, which interacts with the environment. The current perception of the educational institution as a social organization involves the use of management principles, which are common for social and educational systems [4].

The increasing complexity of the functions of the educational institution, and the change of the content and conditions of its activities, resulted in a significant change in the organizational aspect of the life of the teaching staff, and led to the complication of work of the head of the educational institution, “determined the need to find new forms and methods of organizational and pedagogical activity of the head of the educational institution to address non-traditional organizational tasks in the management of the educational institution” [2].

Organizational and pedagogical factors are of great importance in the management of an educational institution, among which there are factors affecting the effectiveness of activities of the educational institution, such as: factors affecting the realization by students of their right to education, and factors affecting the development of the educational institution as an organization.

Organizational-pedagogical management factors are among the most important components of the mechanism of management of the educational institution, which has to work purposefully and to form relationships between members of the teaching staff, in order to achieve a socially significant collective goal.

These relationships in all the activities of the educational institution exist objectively, as they reflect the objective processes of the division and cooperation of labor. The work of every employee of the educational institution is a certain part of this joint work. Therefore, it cannot exist outside of objective relations. Moreover, it means that each employee should have certain responsibilities towards the team of the educational institution.

Consequently, the organizational and pedagogical relationships include factors, such as rights and obligations. On the one hand, this is legal responsibility, and on the other part, individual and collective responsibility. Besides, the disciplinary requirements and compliance with the existing regulations are closely related to the organizational relations.

The efficiency of the development of the organizational and pedagogical management factors is linked to social factors and social and psychological methods of management, which allows the head of the educational institution, through the organizational and pedagogical factors, to create a flexible, responsive teaching staff, which is characterized by self-management, collective responsibility and conscious collective commitment to the effective achievement of the goal set for the educational institution [3].

Classification of organizational and pedagogical management factors is carried out on different grounds. Analysis of the organizational impact results suggests three groups of organizational and pedagogical management factors: organizational and stabilizing, regulatory and incentive [1].

Organizational and stabilizing are the main factors, because their impact is regulated by the management of normative acts governing life, operation and development of the educational institution.

Organizational and stabilizing factors include regulation, standardization, and instruction. The basic functionality of these factors is to form stable organizational and pedagogical relationships between all the structural elements of the educational system. Standardization is an important factor in stabilizing organizational and legal impact. Management standards are the basis for planning of work for an educational institution. The manager must know which correctly calculated management standards provide for the efficient use of the resources of the educational institution. The factor of regulation is closely connected to the factor of standardization. With regulation, it is possible to determine the status of different organizational structures and management of activities of the educational institution as a whole.

In the system of developed organizational and pedagogical factors, the incentive factors are also very important. These factors include the material interests of teachers and elements of discipline, and moral encouragement. The incentive factors allow the head of the educational institution to monitor the state of the managed system and if necessary, to intervene in the process of its regulation and adjustment.

Thus, the proper use of organizational and pedagogical factors in management ensures clarity and consistency in the work of teachers, efficiency and timeliness of management decision-making, and the effectiveness of the management of an educational institution as a whole.

The management process requires robust feedback between the managing and controlled subsystems at any level. Control in the educational institutions in its various forms and methods of feedback are the most important sources of information for management decision-making.

Control is kind of administrative activity for the establishment of the proper functioning and development of the educational institution.

Implementation of educational assessment, based on the information and analytical activities in the work of heads of general education schools, helps to consider all the phenomena of the school life through the prism of the analysis of their pedagogical reasons, and it is the most important task of renovation of educational institutions.

A STRUCTURED AND OBJECT ORIENTED APPROACH TO TRAINING SYSTEM MODELING

E. Malysheva
S. Bobrovsky

Structured Analysis and Object Oriented Analysis are widely adopted for system modelling. The article describes the examples of university training system modeling as examples of structured modeling and object-oriented modeling.

Key words: modeling, training system, processes, classes, objects.

Modeling educational programs and training systems is currently one of the major tools used for improving the education system, including lifelong learning. Many contemporary modeling methods are based on two classical approaches: structured and object oriented. We will consider the application of these approaches for training system modeling.

We will start with the structured approach and will choose the methodology of functional (process-based) modeling as the tool. Diagrams of the processes are used for graphic presentation of the functional model. The major, basic process is the training process itself, with training programs and curriculums, teachers' knowledge, initial knowledge of students, study guides and other necessary objects coming to its input. The mechanisms of the process (its performers) are primarily teachers and students themselves, as well as the equipment of university laboratories and software. The control elements include "The Law on Education in the Russian Federation", educational and professional standards, and orders and directives of the particular educational institution. Finally, as a result of this process, we get the graduates' knowledge, skills, abilities and competences – everything that this training system is aimed at. The division of the training process into subprocesses depends considerably on the object-related field of training itself (preschool education, extended education, qualification upgrading courses, higher education). For a university such subprocesses are: lectures, practical and laboratory classes, preparation of term papers and projects, tests, exams, practical training, internship and pre-graduation practice, a students' research work, graduation qualification paper and a presentation of this work. All these subprocesses are grouped into a multilevel hierarchical subsystem, with its own input and output flows, mechanisms and controlling objects formed at every level. We must not forget that apart from basic processes, there are also supporting processes, such as training process planning, control of the knowledge and skills received by students, development of training-methodological materials, forming staff potential, and providing computer equipment and software.

Besides process modeling, the structured approach to modeling includes a number of models, including the data model. This model supplements the process model, showing the structure of the information component which, first and foremost, corresponds to the input, output and control flows of the process model. The data model for the training system includes such interrelated substances as the specialty, major, curriculum, subject, form of classes, kind of control, teachers,

students and many others. In graphic form, this data model is presented in the form of the Substance-Communication diagram.

Unfortunately, the models of the structured approach have a number of shortcomings. First of all, there is insufficient flexibility in modeling dynamic systems, especially if this system is quite complicated. This problem is solved by the object-oriented approach. This approach is widely used in developing modern information systems, but the field of its application goes beyond the limits of software development. The object-oriented approach is based on the notions of “classes” and “objects”. Objects usually correspond to physical or abstract objects of the real world, while classes are a description of “similar” objects. Moreover, together with the description of the objects’ characteristics (fields), they also describe their behaviour. It is obvious that the possibility of grouping these data and actions in the form of classes allows systematization of work with large data volumes and use of the same classes to solve tasks of the object-related field: planning the training process, progress control, control of training process indicators – the availability of teachers of appropriate qualification, study guides, rooms, and computer equipment. Classes are often united into components created to solve quite concrete tasks. The components may be large – at the level of a subsystem, and small – to solve small tasks. Furthermore, larger components may include smaller ones. In every case the component should be described by an interface containing the names and input/output data of the functions ensuring access to this component. The object-oriented approach is formalized in the form of a universal modeling language based on the graphic presentation of the model in the form of a set of diagrams.

Let us consider the possibilities of using classes in training system modeling. We will describe classes and objects of the training system using the example of the system of training university students. For the sake of simplicity, we will consider only the structure of the class fields, and will use Russian names of the classes. The classes with a simple structure include such classes as “Subject”, “Kind of classes”, “Form of control”, “Kind of training”, “m oiling univ c(,)-15K5.7()0.ET

for groups for the current academic year stating the teachers, possibly several teachers per one subject, and taking into account uniting groups in large groups or dividing them into subgroups.

The examples considered above show that the structured and object-oriented approaches have much in common despite their substantial differences. For example, the substances of the data model remind one of classes and objects in many respects, while the diagrams of the processes correspond to the diagrams of precedents and diagrams of activity. This is understandable because both of them depict the same object field, in this case – the training system. It is not surprising that many modern modeling technologies include the features of the structured and object-oriented approach, which allows for a more precise presentation of the reality being modeled and, hence, obtaining a more reliable and objective tool for analysis and improvement of the system being modeled.

The above models were part of the project of the information system of the Povolzhsky State University of Service (PSUS), and were used in developing the joint educational program in the major of “Computer Science” of the PSUS and Ruse Angel Kynchev University (Bulgaria). They were used in developing the educational programs of the center of extended professional education of PSUS.

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THE PRACTICE OF IMEPLEMENTING IDEAS OF PRE-UNIVERSITY EDUCATION AT THE UNIVERSITY

M. I. Aldoshina

This article discusses issues of the relevance of continuous education in the modern period of development. The fields and stages of its implementation are highlighted. The practice of its implementation in a particular University is described.

Key words: continuity, pre-university education, profile, lyceum.

The idea of organizing the educational system based on the principle of continuity is comparatively new in the pedagogical science and practice of Russia. The first fundamental works on this problem appeared in our country in the mid-1970s. In its most general form, this idea reflects the long overdue objective need for continuous development of one's creative potential under the conditions of scientific-technical progress. The former educational theories and practice provided for forming and developing one's personality mostly in the period of preparation for professional activities.

The intent of continuity is in ongoing satisfaction of the developing need of the individual and society for education which is comprehensive in terms of completeness, individualized in terms of time, topics, and aims, and provides every learner with the possibility of implementing his/her own system of acquiring education. Continuous education includes activities at three stages: pre-university, university, and post-university. The structure of continuous education has been traditionally correlated with four basic interrelated areas: (1) improving traditional links (preschool, general secondary and vocational education); (2) developing public forms and self-education at people's universities, training-informational centers, various courses, seminars, in clubs at the place of residence, work, studies, etc.; (3) a common state and public system of occupational guidance; (4) developing continuous specialized education and self-education focused on priority provision of different clusters of the economy.

Of special significance for a future specialist (schoolchild) is the stage of pre-university education. We consider pre-university education within the framework of the first priority of the structure of continuous education. Based on the definition of education as the process and the outcome of the educational process (V.V. Voronov) and characteristics of pre-university education as the superstructure of secondary education (A.P. Efremov), we consider pre-university education to be a specific pedagogical category, being the process and the result of students' assimilation of the system of scientific knowledge, cognitive abilities and skills, forming a world outlook on this basis, and moral and other qualities of one's personality. This involves developing one's creative forces and abilities in a special educational space where the basic component of secondary education is superstructured, and work is carried out for occupational guidance of students and a search for talented and gifted young people [2, p. 14]. Continuous education creates the necessary conditions for all-round development of every person

irrespective of his age, or initially acquired qualification, but with mandatory regard for his individual abilities, reasons, interests, and system of values.

In our country, including the Soviet period, there has been vast experience of pre-university education. Implementing the ideas of continuous education, popularizing the accessibility of higher education, and reorientation of education to individual trajectories of personal and professional formation has entailed the creation of the University Lyceum division for pre-university education at Orel State University. "The primary goal of this lyceum is to form a moral, creative, competent citizen integrated in contemporary society and focused on improvement of this society. The objective of the lyceum's activities is assistance at replenishing the intellectual and scientific elite of Russia by providing students with a capacity for specialized subjects with the possibility of receiving extensive education and knowledge expansion in the entire range of subjects studied at the lyceum" [1, p. 123]. The educational process in the lyceum is organized according to majors: physics and mathematics, natural sciences, liberal arts and social-economics at the basic and extensive levels. Specialized training provides the possibility of really assessing the available level of knowledge and competences and raising it, as well as expanding the subject-related training. Fifty teachers of Orel State University teach at the lyceum, 76% of them having an academic degree, including 3 Doctors of Sciences. To ensure territorial accessibility in organizing the educational process, the lyceum uses modern telecommunication and information technologies. This mainly ensures the demand for the structures of pre-university education both on the part of the population and universities.

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USE OF INNOVATIVE TRAINING METHODS IN TEACHING MANAGEMENT SUBJECTS

S. I. Chernomorchenko
A. A. Chernyshev

The aim of this work is to identify the impact of innovative teaching methods on the improvement of future specialists' training in the field of management. The metaphoric business games and case study were considered to be the most productive according to the results of testing. They help trainees in forming new approaches to managerial problem solving. The research can be the basis for further research on improving the education of students and future managers, and identifying methods and techniques for improving the social activity of future specialists.

Key words: innovative technologies, metaphorical game, case study, index of activity satisfaction.

It is fair to say that modern education should be based not so much on academic subjects, as on methods of thinking and activities. In the teaching process, it is important to develop students' abilities, such as creative activity, creative thinking, and the ability to adapt fast to the changing needs of the market. Modern innovative developments in teaching students have been largely dictated by the use of interactive methods, because according to the standard, the teacher must conduct at least twenty percent of class exercises in every subject in an interactive form. Therefore, the key place in the modern teaching system is to be taken by innovative methods of training specialists, who will shape and implement innovative policy in future. Unfortunately, innovations in educational activities, such as the use of new knowledge, techniques, approaches, and technologies to obtain the result in the form of educational services enjoying the social and market demand [1], are not always actively applied in the educational environment, which affects the quality of education. Application of innovations ensures the formation and development of the so called universal skills in learners: the ability to take decisions, problem solving skills, etc. [2]. The use of innovative teaching methods is largely determined by the specificity of the subjects being taught, and their choice is based on how suitable they are to a particular pedagogical situation [3]. Especially noteworthy are the active and interactive teaching models, based on the interaction between the teacher and the student, taking into account the principles of individualization, flexibility, context-based approach, and development of cooperation. The functions of the teacher and the student change accordingly: now the teacher is a consultant-coordinator, not just performing the inform / control functions – and the students, accordingly, have more opportunities for independent selection of the ways to learn the material studied [3].

An effective method of forming and developing professional and social competences allowing the involvement of absolutely the entire student audience in work is a metaphorical business game [4]. A specific feature of this kind of a business game is the use of various metaphors, which analogize the problems of the real situation and the current problems most often faced by specialists in the

management field. The use of metaphorical material in classes through involvement in a communication process, facilitates the students' ability to reveal different ways of solving the particular management problem, and intensifies the creative abilities of the business game's participants. While conducting such interactive forms of work with learners, the teacher must be able to identify the individual personal and professional qualities of the students, in order to help in solving the complicated problems arising in the metaphorical game. This form of work allows teaching students to give reasons for their opinion, to introduce an idea, and to learn the culture of discussion and dispute, which is undoubtedly related with organization of the communication process [4]. Our practice of conducting such metaphorical games in several branches of the Tyumen University has shown that the students involved in such classes are distinguished by skills of self-improvement of their cognitive and emotional spheres, which is essential both for a future specialist and an ethical personality. In connection with this, the use of a metaphorical game, primarily characterized by the stimulation of an active response to problem situations faced by the specialist and those in the process of professional activities, seems quite justified. In our opinion, this kind of work forms the students' adequate attitude to modern culture in the wider sense. Methods of accumulating social experience and perception of the social sphere, which are certain to influence the level of their social maturity as a whole in future, are also developed. Our work experience shows that the metaphorical games, primarily based on the communication process, raise the participants' creative activity considerably, promote emergence of the desire to acquire new knowledge, help to solve rather complicated challenges of modern management, and help to simulate the process of taking management decisions on the organization of efficient activities, and to develop proposals for improvement of the mechanism of providing services to the population.

We carried out the experimental work with the first year students majoring in management of Tyumen State University in 2012-2014. 88 students of the branches of Tyumen State University participated in the experiment, 44 of them making the control group and 44 making the experimental group. The students of the control and experimental groups had the same performance level. In the control group, use was made of the traditional methods of teaching management subjects, while in the experimental group, use was made of systematic task-oriented teaching with active use of metaphorical games in practical classes. After a year of experimental work, it was found out that 33% of students of the experimental group had moved to a higher level of satisfaction with the profession (the satisfaction index changed from 0.34 to 0.54 according to Professor N.V. Kuzmina's methodology). In the case of traditional teaching, only 27% of students of the control group showed a change in the level of satisfaction with the profession (from 0.34 to 0.4). It was also identified that the students in the experimental group also showed a higher level of qualitative performance: 52% compared to 37.5% of the control group [4].

Thus, we can conclude that metaphorical games are important in teaching management subjects, as their target-focused nature helps to form creatively thinking specialists, with a high index of satisfaction with the profession. This is necessary both for improvement of the quality of the education process, and for the

development of society as a whole. In our opinion, it is important that this technology promotes the formation of not just a creatively thinking professional, but a conscientious responsible personality that will be able to properly assess and overcome the difficulties arising in the solution of a certain management problems in the future. Information exchange and cooperation have a positive impact on all three components of creativity: competence, the ability to think creatively, and motivation.

The performed research shows that the issues of the way to build the educational process in a university in the most effective manner in terms of organization and methods are relevant. Owing to the creative use of active technologies, the learning process becomes more interesting and efficient. Innovative activities in education are to be focused on the improvement of the quality of education, and the creation of new creative educational technologies, raising the teachers' professional level, the competitiveness of universities and graduates.

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FORMATION OF A SPECIALIST'S PROFESSIONAL MOTIVATION AND ORIENTATION

M. E. Zhumaev

The content of professional competence of a future teacher of a teacher training college with regard to the process of teacher training in the conditions of a higher educational institution is determined by the goals, tasks and nature of the future professional activities, and is a unity of theoretical, practical and motivational readiness and the ability of the graduate of the educational institution to carry out these activities embodied in the material, being a socially and personally significant product, i.e. the project of the technology of subject training, its practical implementation ensuring task-oriented solution of the problems of training specialists of secondary professional education.

Key words: professional competence, development of an expert, modern didactics, technology, scientific development, form and stage, training method.

Students' cognitive activity in training can be conditionally presented as the activity of solving training tasks and problems while professional activity given in training in the model form can be related to the activity of solving practical tasks and problems. The motives for both kinds of activities will also be distinguished in terms of the object. Thus, the object of the students' cognitive motives is knowledge, which becomes a means of entry into the context of professional activity in the process of training in this case. The purpose and the result of cognitive activity is the transformation and development of the person himself/herself in the way of acquisition (discovery) of new knowledge, while the purpose and the result of professional activity is the transformation of its object into a product on the basis of the acquired information (which thus becomes knowledge) as a means of such a transformation. The transformation of the object of educational activity in the process of development obviously results in the transformation of the meaning of this activity: the meaning of cognitive activity is transformed into the meaning of professional activity, i.e. transformation of the object, methods and means of the professional activity itself.

In accordance with the theory of context-based learning, knowledge becomes meaningful and active if it is not a goal of learning in itself, but a necessary tool of its actualization, the same as development of the learner. This learning creates the psychological-didactic conditions of turning theoretical knowledge into a tool of work with professional content.

Summarizing the aforesaid, we can say that in a situation of solving any practical task or learning a problem by a future specialist, there are both specifically cognitive motives and practical (professional) motives as the learner uses theoretical knowledge as a means of their solution. This is likely to explain the easiness of assimilating the content of academic subjects, provided, of course, that the learner does not lose the logic of development of the content of these subjects. Generation of professional motives in a situation of knowledge application gives personal meaning to the professional content contained in any learning, and the more so in any professionally similar task or problem which appears to be purely academic for a student in traditional learning.

Based on the above, we consider it necessary to highlight the unity of its three components in the structure of professional competence of a future specialist: theoretical, practical, and motivational. In this connection, it is reasonable to clarify and specify the essence of the concept of “professional competence of a future teacher of a teacher training college” as applied to the process of his/her education in the conditions of a higher educational institution: its content is determined by the goals, tasks and nature of the future professional activity and is a unity of theoretical, practical and motivational readiness and ability of a graduate of the higher educational institution to carry out professional activity.

At the same time we should note that in the traditional national system of higher pedagogical education, students start from the first year at the institution solving mostly tasks designed to ensure full-value functioning of their educational activity. They face professional tasks only in their senior years, in the period of their pedagogical practical training, as well as after completion of their education in the process of their independent professional work. In the educational process of a higher educational institution, the student as a subject of professional training masters the profession, its result being his/her professional competence. The future specialist’s activity of mastering the profession develops both in the period of accomplishing professional competence when the student interacts with other subjects of the professional-educational process (teachers, small and big groups of fellow students, with himself/herself as the subject of self-development, etc.) and in the period of his/her professional work in the educational institution.

We consider that the reserve of accomplishing professional competence of a future teacher of a teacher training college can be the technological approach, according to which mastering the professional activity is built with account of the pedagogical conditions and psychological mechanisms when, firstly, the learner becomes not just a student but a shaping and developing specialist, and secondly, the potential accumulated by him/her ensures accomplishment of professional competence in the conditions of the modeled, simulated or real professional activity. From these positions, the effective activity of teachers of higher educational institutions in the process of educational interaction with students (future students) is ensured by the psychological-pedagogical mechanisms of acquisition, implementation and development of professional competence.

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DIDACTIC SPECIFIC FEATURES OF COOPERATION STRATEGY

F. Muzaffarova

This article deals with the issues of pedagogical cooperation, strategies and modalities of how the coordinated interactions of educational process actors are defined. The need for cooperation strategies in problem situations caused by pedagogical contradictions is strongly emphasized, and the ways of overcoming them and establishing relations of cooperation and mutual support are recommended.

Key words: pedagogical cooperation, contradictions, conflict situation, "behavioral" strategy, compliance, interaction, humanistic principles, personal approach.

The teacher's activities and functional tasks are implemented in the conditions of huge emotional loads. Most teachers assess their work as actions performed under constant high intellectual and emotional stress. Besides, the teacher's professional activities also involve physical loads. Special tension emerges in the case of conflict relations between the teacher and the student (or students). In such situations, one should look for any ways to overcome the contradictions. Unless the contradictions are resolved, it will be very hard to "build" interpersonal relations, and the communication between the actors of the educational process becomes limited and strained. Therefore, to establish mutual understanding and concord, and to manage this process, it is necessary to work out a behavioral strategy both for the teacher and the student. First and foremost, the teacher is to gain experience in the comprehensive analysis of the emergence of a conflict situation, and the search for ways to reach the parties' compliance and to resolve the problem.

From the pedagogical point of view, the strategy of cooperation is understood as the art of effective management of the teaching and learning process. According to humanistic pedagogy, the teacher always acts as the author of his own strategy. However, this authorship should not be episodic or incidental, but should be based on the professional skill and ability to choose the ways to solve problematic situations. To do that, the teacher needs pedagogical knowledge and a certain pedagogical experience, the study of the creative experience and existing thoughts and research on this issue, their assimilation and application in own practice, and study of the technologies of learner-centered teaching. The strategy of pedagogical cooperation is a promising form of improving pedagogical activities. It reveals itself in professional skills, deep understanding of real phenomena and their true essence, the apprehension of obvious and hidden reasons, and the choice of specific conditions and means of pedagogical cooperation.

Task-oriented application of the strategies of pedagogical cooperation creates the conditions for establishing direct relationships with learners. The strategies of pedagogical cooperation help the teacher to avoid unjustified actions, and thus prevent undesirable tensions in relations with students. Owing to the strategy of cooperation, the teacher succeeds in influencing the students' consciousness, applying simple, accessible and at the same time effective

techniques and methods. One of the conditions of the teacher's professional development is enriching his activities with strategies of pedagogical cooperation, such as development of the teacher's critical, creative, and theoretical-analytical thinking. Formation of professional awareness starts with the process of pedagogical creative activities. It includes: (a) identification of the significance of pedagogical influence; (b) comprehension of one's status and role in relations with students; (c) understanding of the role of a dialogue; (d) perception of students' personal specific features.

The availability of all the components in the teacher's consciousness creates the possibility of organizing the teaching-educational process correctly and effectively, and getting all students involved in it. A specific feature of the process of pedagogical cooperation is the creation of the conditions for students' independent activities by the teacher. The essence of the educational strategy is its humanistic focus as the teacher's activities are directly related with formation of the learner's personality. This factor is the determinant one in the teacher's profession. The contradictions arising in the process of pedagogical cooperation can be resolved by using the following techniques: (a) mutual understanding (the parties come to understand each other when they see mutual benefit from the development of positive relations between them and in support of each other); (b) mutual cooperation (colleagues or partners provide for gaining personal benefits resulting from their interaction); (c) separating from others or stepping aside (attention is drawn to the lost advantage of the parties, to the considerably smaller benefit for oneself and one's friends or partners); (d) mutual assistance (partners can go against one's interests and fully accept the opponent's point of view and implement it for the sake of the common cause).

To resolve a pedagogical conflict, it is quite important to invite the participants to listen to the explanation of the reasons for discontent, to try to understand them and to receive grace. All these aspects are to be embedded in the strategy of resolving contradictions. Compliance and interactions primarily rely on the wish to cooperate, the main goal being to get complete or partial satisfaction from the problem's resolution. To achieve that, the parties must fully consider each other's requirements and interests.

Cooperation of the parties is based both on their interaction and responsibility. The main goal of the strategy is to find the way to joint discussion of the problem, during which the participants will be fully satisfied. The value of this technique is the emergence of mutual respect between the participants based on common interests. A similar strategy may be applied in conflict situations as well. It should be noted, however, that such discussion takes a long time. In the course of resolving a conflict situation, it is necessary to forecast the possible behavioural breakdowns, and to apply the necessary pedagogical techniques while analyzing the external and internal causes of the conflict. Compliance and mutual cooperation may be already achieved at the first stage of the emerging differences by involving all students into the discussion of the situation and breaking them into groups to search for a solution. In some cases, the emerging problem is of no great significance for the participants. In these conditions, the strategy of accommodation or retreat (withdrawal from the problem) is used. This strategy is aimed at finding a positive way out of the situation.

The strategy of “retreat” or “withdrawal” from the situation can be used to involve those, formerly unwilling to participate in the process, in cooperation. The major goal of “retreat” is to revise one’s positions and to forget about the conflict. Both parties agree not to speak about the quarrel or differences. This strategy makes it possible to calm down and reconcile. Analysis of a dispute situation results in the prevention of future mutual clashes. However, when choosing this strategy, one should take into account that there will be no major changes in the interpersonal relations and the pedagogical conflict will stay unresolved. However, compliance or agreement may defuse the dispute situation. The major task of the teacher is to maintain balance and to prevent escalation. Therefore, the teacher should take a reasonable position: support one of the parties for the sake of the common cause, and invite the parties to self-analyse, whether they should consider themselves wrong or right. This strategy must be certainly applied very carefully, taking into account the participants’ individual features, to ensure that both parties should be satisfied to a certain extent. On the whole, the strategy of overcoming pedagogical differences takes into account the learners’ interests and needs. It creates the conditions or organization of effective pedagogical cooperation.

Thus, the strategies of pedagogical cooperation described above, primarily rely on humanistic principles and therefore, their principal specific features are pedagogical support of the learners’ interests and needs, and recognition of every student as an individual of value.

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THE INFORMATION-EDUCATIONAL ENVIRONMENT OF A VOCATIONAL COLLEGE

A. M. Zhimalovsky

Informatization of professional education makes it possible to solve urgent tasks for the informatization of society. Creating an educational organization's specific information-educational environment will create the necessary conditions to enable administration, teachers, students and parents to become active users and even the creators of the educational environment of the new format.

Key words: Informatization of education, local network, spatial model, software and hardware tools, organizational and methodological tools.

In the process of creating the information-educational environment, one should take into account all aspects of the activities of the educational organization, the possibility of effective use of the computer base, the software-telecommunications environment, technological tools and interrelated content of high-quality information support of all participants of the educational process. The principal goal of creating information educational environments is the mandatory transition of education to a new state, a state consistent with the information society. The major tasks of this environment are accumulation, adjustment and provision of all sociocultural, popular scientific, cognitive information, systems of retrieval, communication, etc. They also include "automation" of all processes of management, communications, teaching, advanced training, self-education, self-tuition and many other things both for a manager and a teacher, as well as for the consumer of educational services, irrespective of the remoteness of the place of training, etc. The information educational environment is to provide: (a) information and methodological support of the educational process; (b) planning the educational process and its resources provision; (c) monitoring and recording the progress and results of the educational process; (d) monitoring the learners' health; (e) modern procedures of creation, retrieval, acquisition, analysis, processing, storage and presentation of information; (f) remote interaction of all participants of the educational process; (g) remote interaction of the educational institution with other organizations of the social sphere (institutions of extended education of children, institutions of culture, health, sport, leisure, employment agencies, and services ensuring life safety).

The structure of such an environment has a complex component composition. It includes a field from the resources of the internal local network comprising the automated work places of the teacher and the manager, the multimedia library, creative workshops, digital laboratories, etc. Furthermore, being a part of the integral environment of the educational organization, the personal information-educational environment of every subject of education must be both methodologically manageable on the part of the organization's information-educational environment, and self-organized at the level of the personality of this subject. A component of such an environment is the external information-educational environment of the organization, comprising a variety of external information resources accessible to all participants of the educational process. This

includes network social-pedagogical communities, network stores of electronic educational resources, network lecture centers, the website of the EI “presenting” the EI in the external environment, etc.

The information-educational environment of the College of Automation and Information Technologies No. 20 (Moscow) is an aggregate of three interrelated fields, including the personal, internal and external fields. The information-educational environment of the college is a constantly developing system. It is based on the local network uniting the computers available in the college into a single information-educational environment and connecting them with the Internet. The information-educational environment of the college is designed to create free information flows between the components of the environment, including the teaching, methodological, scientific-research components, control and assessment of training results, extracurricular and administrative components, and technological support of the environment. All of them are to ensure creation of organizational-pedagogical, didactic, andragogic conditions for forming and developing an intensive information-educational environment, and are aimed at using the resources of the practice-oriented educational process. The information-focused character of such an environment allows for a dialogue between all these environments thanks to the available software-hardware, organizational and methodological and communication tools.

The organizational and methodological tools are based on legislative, regulatory guidance and executive documents, and include job descriptions and regulations of the EI. The communication tools are among the means of informatization in the conditions of broadband Internet connection allowing direct and indirect (via the environment and its resources) integration of people into groups, associations, and systems, and allowing constructive online dialogue.

The created complex of the information-educational environment consists of:

(1) organizational and pedagogical conditions (study models, own information management models, information acquisition models, creative work models) in the professional activities of the participants of the educational process (modernization of the system of the methodological work of the college, organization of the process of teaching and advanced training using information technologies in educational activities, network interaction with the educational institutions of the municipality, city, creation of appropriate material and technical resources of the educational process);

(2) didactic conditions (use of effective pedagogical ICT-based technologies in the educational process, use of different methods of external and internal motivation of the activities of the educational process participants in the training practice using ICT, and involvement of students in joint activities, including research practice-oriented activities).

Implementation of the information-educational environment with account of the personal experience requires identification of the level of readiness of the educational process participants for use of ICT in their professional activities; it requires organization of improvement of the professional-pedagogical competence of teachers in the ICT sphere and ensures stability and mobility of the workforce capacity of the EI.

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MODERN INTERNET-RESOURCES IN THE PRACTICE OF LIFELONG INFORMAL LEARNING

L. N. Ruliene

The publication examines the existential function of education. Informal learning is offered as the practice of continuous education. An overview of Internet resources as tools for informal learning are presented.

Key words: information society, lifelong learning, informal learning, Internet resources, LinguaLeo, Coursera, Postnauka, Universarium.

In the conditions of the modern informational society [S. Castells], which is developing against the background of the accelerating and contradictory globalization processes, information technologies determine the picture of the present and the future. Education is increasingly often considered as a means of the man's self-actualization in life [. . . Novikov] and a form of life activity of a successful personality. In this connection, one should pay attention to the existential functions of education [1], which, as distinguished from the instrumental practice-oriented functions, are related to the in-depth social characteristics of human existence. One should primarily understand that education is the purpose and condition of development of the society [5] while the major subject of education is a professional.

Continuity of education ensures the possibility of the person's continuous movement in the educational space and creates optimal conditions for professional growth. One should distinguish the types of continuity of education: the horizontal type (change of the sphere of professional activities without changing the qualification level); vertical type (career promotion with a change in the educational status); network type (qualification improvement without changing the educational status). It should be noted that in modern society, where the economy is based on knowledge, professionalism is not just about the creation of new knowledge [3, p. 16], but in the ability to use it productively. Therefore, the horizontal and network types of lifelong education are of the highest value. The ideal of contemporary professionals is a continuously learning man – and not to get a certificate (diploma), but to acquire knowledge, skills, and competencies. Education is a value of an organization (production team) and a source of growth of its intellectual capital constituting intellectual resources of the person formed in the process of formal education and informal learning, the knowledge and key competencies increasing the person's social adaptation and professional mobility of individuals in the rapidly changing world [2, p. 104]. We would like to draw your attention to informal learning.

Informal learning is social interaction (in a traditional and/or virtual classroom) aimed at sharing knowledge, experience, and attitudes whereby people learn from one another, give personal knowledge and experience to one another. Informal corporate learning becomes especially popular in the form of self-learning, coaching, supervision, participation in professional communities, communication with experts, and use of special tools created for the support of efficiency (artificial

management intellect). A specific feature of informal learning is that it presupposes discussion of particular examples, relies on high motivation of the participants, emerges spontaneously and suddenly (when the desire emerges to learn something, to learn to do something or to understand something), has no timetable or program of learning, and is hard to measure. The space for informal learning is one's home, work, any community (the Facebook social network, for example), and informal learning is the basis of Lifelong Learning. It accompanies man from early childhood to a great age, and is a continuous process of acquiring different attitudes, values, knowledge and abilities in the process of gaining life experience, work, communication, and games.

The contemporary information-educational environment of informal lifelong education covers various Internet resources:

(1) LinguaLeo (an educational platform for studying and practice of a foreign language built on game mechanics and covering over 10 million registered users; the service is accessible via applications for iOS, Android and Windows Phone as a web-application and extension for Google Chrome, Internet Explorer, Mozilla Firefox, Opera and Safari browsers. This is one of the best online services for study and practice of English, and contains over 200,000 interactive materials (films, audio and texts) from native speakers with the possibility of creating a personal vocabulary, having exciting training, and getting a certificate based on the results of the training courses; the tasks are performed in the form of a game irrespective of the study time and space; the learning schedule is organized with the help of a "reminding" system;

(2) Coursera (a portal of mass online education including the project of publication of educational materials in the form of a set of more than 800 free online courses of 108 universities with over 10 mln registered users; the learners take courses, communicate with fellow students, and take tests and exams directly on the website; there is an official mobile application for iPhone and Android);

(3) Postnauka (an Internet magazine about the contemporary fundamental science and scientists that create it, about popularization of scientific knowledge, its authors being the scientists themselves speaking about research in the first person; there are more than 1,500 materials published on the website, including over 600 video-lectures about achievements of the fundamental science and state-of-the-art technologies);

(4) Universarium (a Russian system of free educational online courses in chemistry, physics, mathematics, economics, programming, astronomy, and biology created by teachers of MSU, MFTI, REU and other universities, by scientists of Russian scientific centers; special attention is paid to interdepartmental and interdisciplinary courses).

It is obvious that contemporary educational activities should be considered to be a high-technology and informal process of continuous lifelong renewal of knowledge and competencies. The present society is witnessing a shift of emphases: lifelong education gives place to lifelong self-education, with informal learning getting increasingly popular. Informal learning fulfils the purposes of lifelong self-education; therefore, we can speak about lifelong informal learning. Lifelong self-education presupposes a high degree of organizational independence and cognitive activity which can be developed through methods and means of time

management and gamification. We will discuss these and other new tools of lifelong informal learning next time.

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THE PEDAGOGICAL IMPORTANCE OF DEVELOPMENT OF SENSORY PERCEPTION AND SENSES IN THE COURSE OF PREPARING CHILDREN FOR SCHOOL

M. N. Azamova

The article deals with issues of perception and development of the sensory sphere of children of preschool age when preparing them for school; the article has several provisions from the research work of psychologists and teachers studying mental development of children, in particular, in the context of development of ideas about objects of the world around them, and development of language skills. The author underlines the link between perception and sensations of a child and the enrichment of his/her language, and activation of cognitive activities.

Key word: preschool education, sensory perception, senses, ideas, objects of the surrounding world, language development, cognitive activities, preparation for school.

At the present stage, the process of pre-school education has been updated radically with the introduction of new educational technologies based on Montessori methods. Pre-school education is enriched by new ideas and experience, the essence of which is that the scope of feelings and sensations must play a leading role in the comprehensive development of a child and, in particular, in speech development.

Cognitive activity of a child is directly related to his/her ability to discover the specific features of the surrounding objects: form, color, texture. Children learn the phenomena of nature, flora and fauna through their feelings and perceptions. By understanding the features of things and objects, children perceive and memorize the words denoting them, thus, developing their speech is a factor that plays a special role in preparing children for school. Such properties of objects as color, shape, size, and spatial distribution are perceived by children through the organ of vision. They start to develop concrete ideas – images, and thus, their lexical database is also being developed. As for other realities - birds singing, the sound of music, the voices of people – they are perceived using the organ of hearing. A number of configurations appear in a child's mind, such as the definitions of loud, quiet, calm, and gentle. The organ of touch are used for perceiving qualities: hard, soft, heavy, light, cold, hot, etc. Pre-school preparation of children provides for the development of their speech, and the formation of ideas in the process of joint activities. The development of a child's speech is an intellectual and thinking process that is associated with the accumulation of vocabulary, mastering techniques for constructing sentences, and the ability to express them. This process involves sensations, feelings, perception, memory, imagination, and thinking. The main thing is that this process is present in everyday life and in children's activities.

Provided that the sensual sphere of children is constantly evolving, their ideas about the realities of the world are also expanding, which means that at the stage of pre-school education, children are preparing for training activities within the school.

Development of the sensory perception and feelings of children is an essential component of the educational process. It is necessary to take into account a number of factors affecting the development of children's sensory perception in their pre-school training, including: (a) reliance on sensory perception available in the process of development; (b) activation of words that contribute to increasing their ideas about the objective reality in their speech.

From the psychological point of view, the development of children of pre-school age has its own specific features at each different stage of development. Therefore, in the course of organizing training activities for the purpose of preparation of children for school, it is necessary to take into account the age and individual qualities of children, and to develop the content of training sessions on the basis of the above, focusing on the development of speech and cognitive activity of pupils. According to N. Podiakov and V. Avanesov, children's sensory perception largely contributes to their mental development and the formation of their speech skills. The educational process at preschool educational institutions should be focused on the development of children's abilities to careful study and become familiar with the objects of real life around them. As a result, speech and cognitive activities of children will be continuously developed.

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ORGANIZATION AND PLANNING OF VOCATIONAL GUIDANCE IN THE EDUCATION SYSTEM OF UZBEKISTAN

K. Kh. Avazov

This article describes the organization and planning of vocational guidance in secondary schools of the Republic of Uzbekistan. The forms and methods of vocational guidance at school are presented. The use of modern information technologies in the organization of vocational guidance for students is considered.

Key words: vocational guidance, diagnosis, profession, forms, methods.

Vocational guidance is a scientific-practical system of state measures to prepare the oncoming generation for the conscious choice of a profession. Its necessity is obvious: firstly, vocational guidance (VG) ensures one of the integral human rights – the right to the freedom of professional self-determination in accordance with one's interests, abilities and the needs of the labour market; secondly, VG can (if properly provided) influence the change of the situation on the labour market for the better, and promote economic development of society, and create prerequisites for providing workforce support of the social-economic development of the region and the country as a whole.

The Republic is currently carrying out state regulation of the structural changes and VG development dynamics in the system of lifelong education and staff training. It also determines the sphere of competence in vocational guidance of the education management authorities of all levels in accordance with the Law "On Education" [1]. The VG problems are addressed in different kinds of learners' activities (cognitive, socially useful, communicative, play, productive work). For this purpose, school and municipal plans of work in vocational guidance are prepared annually. This area of VG is recorded in the plan of every supervising teacher. The responsibility for VG in schools rests with deputy directors for spiritual-educational work. In organization of the work, the supervising teachers are also helped by social teachers, psychologists, and organizing teachers [2]. One of the sides of the VG system is diagnosis of the occupational orientation of students of the 7th -9th forms carried out by psychologists. Supervising teachers perform further work with parents and learners on the basis of this information [2].

Regional women's committees, local councils of the Nurony (Veteran) Foundation, mahallas - local self-government authorities, and the Kamolot youth civic movement also participate in VG of young people [3]. One of the essential elements for learners in the VG system is teachers committees at schools. These committees interview every high school student. The objective of the work of such a school committee is to provide the child with recommendations for choosing a profession based on observation of the child's psychological possibilities and inclinations during studies. This process takes account of the child's health assessment by a doctor who is a member of the committee [4]. Educational institutions of the country together with specialists, psychologists, parents, and teachers carry out surveys of children regarding their professional interests, level, and the completeness of their ideas about certain specialties.

The forms of VG work are: (a) excursions to educational institutions of secondary special, vocational education; (b) Doors Open Days; (c) My Profession – My Pride festivals; (d) exhibits on the topic of “Your Specialty – Your Future”; (e) the social event “A Properly Chosen Profession – The Basis of a Strong Family”; (f) and essay contests (“The Profession of My Dreams”, etc.).

Apart from traditional practical classes in general education institutions, such as talks and discussions, various pedagogical games, conferences, and other pedagogical technologies are also used. Classes on vocational guidance for 8th-9th form students are held based on the state standard. In the 8th form, students are given an idea about the methods and ways of choosing their profession, the medical requirements for choosing the specialty of their profession, etc. [5]. One of the components of VG in general education schools is a mandatory story about professions at every lesson in all 24 school subjects. School psychologists have developed special games and VG programs for this purpose. The school psychologists hold creative competitions, trainings, surveys, discussions, homerooms, meetings with parents and representatives of different professions, excursions, and creative workshops. Schoolchildren study in interest-based circles. They also meet representatives of economic branches, and go on excursions to industrial production facilities [5].

In terms of improving the quality of VG organization, special attention is paid to work with parents who directly influence the professional choice and development of their children. Work with parents is organized in different forms. The most effective ones are: (a) individual consultations by the specialists of the social psychological-pedagogical service of general education institutions; (b) topic-related parent meetings of vocational guidance orientation with invited representatives of educational institutions, enterprises and 39.5()24.3(im)-32.1(pr)-8.7(at)8

FOREIGN LANGUAGE TEACHING OF SPECIALISTS IN THE CONTEXT OF LIFELONG EDUCATION

T. G. Dementieva

The aim of foreign language teaching in the system of supplementary education of adults is the acquisition of knowledge and skills in the field of intercultural communication. The use of authentic materials contributes to development of foreign language speaking skills and social and cultural competence of specialists.

Key words: foreign language, intercultural communication, social and cultural competence, dialogue of cultures, authentic materials.

Adult education is an integral part of the educational system, and its relatively separate division, the main task of which is to promote comprehensive development of man during his/her independent life. At the present stage of development of society, foreign language teaching of adults has become of particular importance. The focus of modern education on the formation of an individual who has an environmentally-based conscious and outlook, on the process of humanization and culture-based approach, contributed to establishing a new vision of a foreign language, which is considered as a means of understanding the treasures of human culture, and as a tool for personal development in the dialogue (polylogue) of cultures (5, p.13). Knowledge of a foreign language and the culture behind it not only allows a person to freely navigate in the world open for cooperation, but also promotes mutual understanding between people of different linguistic cultures and their approximation. In this regard, the formation of foreign language communicative competence of specialists (adult learners) is a priority of advanced adult education.

The origination, formation and development of foreign speech of an adult, although different from the speech development of a child, nonetheless, largely follows the same laws. Development of mental functions (including speech), as well as personal qualities, is associated with both innate instincts, and with external factors (human interaction with the environment, the effect of special technology, etc.). However, such development does not end with the completion of age-related changes, and can, under favorable conditions, last a lifetime (4, p.71). This problem – formation and development of foreign speech of adults – is solved by a teacher-andragogist, who forms a small model of society in a group of students, where all conditions are created for comprehensive improvement and development of a person, and consequently, for development of a person's ability to speak a foreign language.

There is an objective need to find the best methods of teaching a foreign language in the system of postgraduate continuing education for professionals, and the specific organization of the educational process, which is conditioned by the students' age, the nature of their actual or potential professional and social activities, personal orientation, motives and interests.

Intensification of the process of foreign language teaching at the Faculty of Foreign Languages for executives and specialists of the Institute of Advanced

Training and Retraining of Minsk State Linguistic University is based on a rigorous, science-based selection of educational materials, and the use of social and information and communication technologies, justified in the practice of teaching. The objectives of foreign language teaching of adults are defined as the mastery of skills and abilities of intercultural communication. The relationship of language and culture is undeniable, hence, the need for their mutual study is also undeniable. As you know, intercultural communication is an adequate mutual understanding of the two participants of the communicative act, belonging to different national cultures (1, p. 532). In order to achieve mutual understanding, one should know a certain system of facts of the foreign culture, should have an experience of attitude to such facts of culture, and finally, a person should be willing to see in someone else the features that unite people rather than divide them.

The purpose of the study of foreign languages is not only the acquisition of communication skills, but also the acquisition of social and cultural competence to facilitate understanding of values and norms of behavior of people of another culture; promotion of mutual understanding and tolerance in relation to a foreign culture; respect for other people and their customs. A social and cultural approach to teaching foreign languages is based on the fact that communication-oriented teaching of a foreign language is closely associated with the use of language as a means of knowledge of the world and national culture, and the culture of the country of the studied language. Knowledge of a foreign language without knowledge of cultural realities, of the characteristics of the mentality of representatives of a certain culture, does not provide for fully adequate integration of a human being into the cultural environment of the other nation.

Culture means self-realization of a person: by studying one's language, you can learn the language of its culture. We are talking about the need for a deeper and more thorough study of the world of native speakers in the broadest sense, their way of life, their national character and mentality, as the cultural and national philosophy is embodied in the vocabulary and grammatical structure of the appropriate language. The principle of learning in the context of the dialogue of cultures is considered to be one of the leading principles of training of specialists in foreign languages. Each lesson of a foreign language is a crossroads of cultures, is a practice of cross-cultural communication, knowledge of culture, of nature, of the way of life and mentality of other people through their language. According to G.A. Kitaygorodskaya [2], this understanding takes place in three stages. In the first stage: removal of prejudice and stereotypes about other people, a different culture, or a different psychology. We need to answer the question, "Why do they behave like this?" In the second stage: reflection, which means the following, "I try to understand these strange things"; Third stage: identification, which means "I accept you, accept them, accept it, but do not lose my own values".

By means of telling specialists about the national culture of different countries, a teacher focuses attention on their own national culture. Here we can talk about comparative linguistic and cultural study. Adults not only have a need to acquire the skills necessary for intercultural competence, the ability to correctly say, and express one's opinion in a particular situation, but also the ability to live in the country of the studied language. The ability to live (*savoir vivre*), and to have knowledge about how to behave, means knowledge of customs and traditions of other people, and the willingness to follow these customs in different situations of

THE PROJECT WORK METHOD IN THE SYSTEM OF LIFELONG EDUCATION AS AN EFFICIENT FORM OF ORGANIZING EDUCATIONAL ACTIVITIES

G. T. Sulaymonova

The project work method with pupils of secondary schools is considered in this article. The stages of project preparation and implementation are shown. The skills developed by pupils in the course of implementation of this method are listed. The rules for teachers, who decided to use the project work method, are presented.

Key words: lifelong education system, students, trainees, project method, learning activities.

Encouraging children's interest in learning by organizing their independent activities led to a number of goals and problems, the solution of which leads to the emergence of new knowledge and skills. A number of techniques which are based on the development of cognitive and creative skills of pupils and their abilities to independently design their knowledge, and to navigate themselves in the information space, are used in the process of creative learning for commitment, independence, and constructing individual educational routes for pupils. One of them is a project method that involves problem solving, which provides, on the one hand, for using different methods, and on the other hand, for integrating knowledge, skills from various fields of science, engineering and technology. By definition, the project is a creative activity, a set of specific actions, documents, preliminary texts, a plan to create a real object, and various theoretical products. Projects in productive training are based on a "subject-subject" relationship between all participants of the pedagogical process. In this approach a teacher is a consultant, a partner, and does not lead the student in learning, but rather accompanies the student.

Preparation and implementation of the project have certain stages:

(1) Orientation stage. This stage lasts for 3-4 weeks depending on the direction of the project (school, out of school, newly formed). It consists of the following phases: (a) individual and collective discussion (it is important to show the difference between productive learning and traditional school learning: acquisition of new experience, the opportunity to make a "product", and at the same time to get education); (b) establishing discussion groups, where various topics are discussed and new forms of work may be introduced (teachers should carry out intensive collective work for creating an atmosphere of trust); (c) analyzing personal experience.

(2) Development stage. This includes the following phases: (a) developing individual tasks; (b) analyzing pupils' personal experience; (c) developing collective tasks; (d) defining objectives; (e) indentifying resources.

(3) Project implementation stage. This stage includes the following phases: (a) discussing and choosing research methods for retrieving information; (b) independent work of students on solving the problems (tasks); (c) intermediate discussions about the results achieved; (d) drawing up the project.

(4) Presentation stage of the project results. This consists of the following phases: (a) preparing the presentation; (b) defending the project.

(5) Project assessment stage. At this stage the following is assessed: (a) the importance and urgency of the problems, their adequacy in terms of the studied topics; the correctness of the results used; (b) the activity of each project participant according to his/her individual capabilities; (c) the collective nature of decision-making; (d) the nature of communication and mutual aid and the compatibility of the project participants; (e) the necessary and sufficient depth of penetration into the problem, and other characteristics.

When using the project work method, students acquire: (a) skills related to the development of their interests (finding out new interests based on analysis of previous ones, comparing abilities and interests, and the ability to defend them); (b) an ability to find practical, interesting activities (to determine cognitive activities, and the ability to ask questions about relevant activities); (c) the ability to choose the type of activity (to find potential areas of practical activities, to explore them, to find the answers to all questions about the areas of practical activities, to make a justified choice of the area of practical activity); (d) the ability to investigate the conditions of practical activities (to notice, to formulate and link practical activities and the conditions in which they are carried out, to discuss practical activities, to identify the opportunities of practical activities), as well as other skills.

Throughout the work on the project, teachers support children, answer their questions, and share their experience and ideas. The criteria for defending an individual project are discussed with pupils.

Rules for the teacher who decides to work with the help of the project method: (1) the teacher makes the choice whether it will work with the help of the project method. None of the school administration can force the teacher to make a certain decision. In this case each member of the teaching staff share the responsibility for his/her work; (2) the teacher is fully responsible for preparing children who are participating in the project; (3) the teacher trusts pupils, and considers them to be equal participants of the overall creative work, constantly emphasizing this trust through his/her behavior; (4) the teacher gives children the opportunity to do independent work. He/she creates the conditions to be able to operate freely and independently; (5) the teacher develops a new position, moving from the position of a lecturer and a supervisor to the position of an assistant and a mentor; (6) the teacher intervenes in the independent work of children only when circumstances so require, or when students themselves so request.

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PRE-MATHEMATICAL DEVELOPMENT OF CHILDREN BASED ON COMPUTER TECHNOLOGIES IN THE CONTEXT OF LIFELONG EDUCATION

G. E. Djanpeisova

This article reveals the content of a computer program and the methods of its use in children's mathematical development.

Key words: mathematics education, computer software, pre-school children, continuous education.

One of the tasks of modern education is to form children's cognitive skills and abilities. The content and methods of preparing the thinking of preschool children for studying at school, and in particular pre-mathematical training, are focused on solving this task. Pre-mathematical preparation of children can be represented by two closely interrelated educational blocks: (a) preparation of children's thinking for methods of reasoning used in mathematics – actually, pre-mathematical preparation, consisting in the formation of elementary mathematical concepts; (b) preparation of children beyond the scope of preparation for the study of mathematics by developing their cognitive abilities, particularly, their thinking and speech. New content of the process of studying the elements of mathematics by preschoolers suggests new methods and techniques for their training. This entails a significant expansion of the educational means by which the formation of elementary mathematical concepts is made, as well as development of children's necessary practical skills. Computer software is one of the efficient means of training and development. Research aimed at studying the features of computer technology used in preschool didactics proves conclusively not only the possibility and desirability of this, but also the special role of the computer in the development of a child's intellect and personality as a whole.

In Uzbekistan, within the framework of the project "Education focused on the child's personality", joint work is carried out between the Ministry of Education and the United Nations Children's Fund, UNICEF, in order to improve the training of children and their preparation for school, and introducing advanced training methods and modern information and communication technologies into this process.

Considering the requirements for the development of software tools designed for preschool children (design of screen tools, methods of their transformation, means of interaction of preschool children with a computer, etc.), as well as taking into account the program materials in the context of mathematical education of the preschool children, software named "Introduction to geometry" was developed (ages: 4-7 years old). This software consists of a number of sub-programs: (a) the sub-program "Getting to know figures" (gives the names of geometric figures and shapes, their properties, and develops the ability to correctly find the desired figure in the group of figures, the ability to distinguish it from other figures, and to group figures; and the ability to explain one's actions); (b) the sub-program "Paint over the figures" (its purpose is to consolidate knowledge about the properties and attributes of geometric figures; to develop spatial concepts; to

develop the ability to make figural representations of geometric shapes according to the proposed sample); (c) the sub-program “Find the missing piece” (its purpose is to teach visually and mentally how to analyze a series of figures or objects, to see the mathematical regularity in their construction; to find the missing piece of the several proposed pieces; to develop logical thinking) and other subprograms. A test-game for the examination and consolidation of the studied materials completes each subprogram.

The contents of the subprograms are combined by the game situations and characters; their presentation is based on the following stages of interaction between a teacher and children: (1) developing elements of information culture for the development of a game situation; (2) mathematical development at the reproductive level; (3) mathematical development at the partial search level (correlation of visual images of the geometrical figure or body with its name; independent correlation of the shape of objects with the geometrical standard, etc.); (4) mathematical development at the creative level (independent choice of the object of study and its location in space, preparation of a story based on a certain picture). Each lesson with the use of training subprograms includes several types of activities, changing each other (a chat, a computer game, individual game tasks, design).

“Introduction to geometry” computer software, being a means of children’s mathematical development, becomes more important because of the following features: first of all, its focus on the formation of adequate self-esteem of children, mediated by the presence of prospects of development and its relation to the actual existing state of a human being in the micro society; secondly, the virtual reality of the computer environment, created for interactive logical-mathematical training of preschool children, not only sets a pedagogically sound prospect for a child’s development, but also enhances the child’s social status in the real social environment; thirdly, the formation of ideas about computers as a means of exploring the world of mathematics.

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THE USAGE OF EDUCATIONAL POTENTIAL OF THE CASE METHOD IN THE FORMATION OF PROFESSIONAL BEHAVIORAL PATTERN OF A FUTURE SPECIALIST

I. V. Chebotareva

The article is dedicated to the analysis of the possibilities of the case method in the process of formation of professional behavioral pattern of a future specialist. It has been proved, that case method is an effective method of spiritual enrichment of profession and contributes to the formation of moral qualities and the development of moral feelings.

Key words: specialist, behavioral pattern, case method, students.

In the contemporary fast changing sociocultural conditions there is a necessity of the preparation of the specialist, able to react quickly to these changes and to solve professional tasks in non-standard, ambiguous situations. There is a demand on the labour-market for a specialist with such characteristics as: the ability to make a reasonable decision; the ability for self-reflection; the ability to define your professional point of view and uphold it; the skills to work with a big amount of information, the ability to analyze, process and apply it in the professional activity; creativity; sociability; the ability for an effective interaction, co-creativity and etc. Higher school is in the constant search of ways to improve the level of preparation of a specialist, implementing different technologies, methods, means, contributing to the formation of a "new specialist" for work in the contemporary conditions, into educational process. One of the ways for optimization of an educational process is the usage of case method, representing the analysis of the situation from a real life or a designed one, having a problem in its core, which is possible to transfer into the status of an educational task for analysis and solution by students. Working on the cases, the student is thinking, activating synergetic knowledge, life experience for making an optimal decision. It may be said that case method is a method of teaching how to make professional decisions in ambiguous situations.

The usage of case method attributes to conscious mastering of professional knowledge by students, which won't remain useless, but will be activated in the process of problem solving. The search of answers for the stated problem is accompanied by students' independent addition of lacking knowledge, which attributes to the development of self-educational skills. The usage of the case method requires efforts not only from the student, but also from the teacher, who is in creative search in planning and comprehending of study cases.

Case method can't be considered as exceptionally educational one. From our point of view, it has big educational potential, which can be used in the process of formation of professional behavioral pattern of a future specialist. To represent the possibilities of the case method, let's state some personal-social characteristics, which should be formed in the future specialist: the realization of the meaning of his or her profession in the development of society; moral norms, the system of values; moral qualities: diligence, respect to people of labour, self-

criticism, empathy, decency etc; moral feelings and experience: love, conscience, justice, sympathy, the feeling of duty, pride, honor etc.

From our point of view, with the purpose of spiritual and professional formation of a student, cases should contain information with different variants of professional behavioral pattern of a specialist, the analysis of which gives students a possibility to evaluate the meaning of such moral qualities as diligence, responsibility, decency in making a successful career. The solution of any problem is always accompanied by choice – between good and evil, virtue and dishonor, which arouses the necessity of formation in students such qualities as professional justice, honor, pride etc. Ethical problems, put into cases, make students be in the situations of a difficult choice, similar to those ones, which they can encounter in real life.

The effectiveness of working in a group, in an academic, as well as in a professional, depends to a large extent on such moral quality as empathy. Any subject of activity, participating in the interprofessional relations, hopes for a positive attitude towards him, heartfelt response, understanding, help in solving professional, as well as personal problems. The desire to help people in their profession and in everyday life should be a norm for a person, not an exception, it should become his habit, essential need. That is why there is need to use situations, the analysis of which will attribute to the development in future specialists of emotional reception of other people. As a part of information, put into case, an excerpt from the work of literature or a small composition, where the author represents the character of heroes, stirring up the emotional response in the readers, can be used. With an emotional involvement of students into the world, where heroes live, empathy appears as a conscious sympathy to other people.

Case method has big opportunities for the development of moral feelings and experience of future specialists. The successful work of students' thinking depends to a large extent on the emotional coloring of the educational process, for the better, conscious memorization, the pedagogue must see to it, how to influence the feelings of his pupil. Emotionally colored fact will be remembered better and for a longer period of time, than a neutral one (L.S. Vygotskiy). Filling the case with an emotionally colored fact, the teacher influences the feelings of his students, stirring up different moral feelings. Special meaning in our world has such feeling as love. Love to close people, nature, to everything alive on this Earth – this is the feeling, which should be the basis of every human's deed. Love is a condition of conscious adoption of moral norms, principles and values by a personality. Without love, world becomes colorless and uninteresting. The activity of the person in any sphere, where there is no love to a surrounding world in its basis, mostly ends with terrible consequences for a person, as well as for the society.

The work on the problem solution, put into case, is always associated with an inner dialogue of a person (according to T.A. Florenskaya), representing itself by the communication of the existent "Me" and spiritual "Me", which during all person's life are in the constant opposition and fight. Spiritual "Me" immeasurably excels the existent possibilities of a person. Conscience is one of the manifestations of spiritual "Me", which a person can develop in himself, thus, becoming closer to the realization of spiritual "Me". In the professional sphere, conscience is the inner compass, which makes a person carry out his professional

duties responsibly, stick to professional and ethical norms, make reasonable decisions with taking into account those consequences, which can happen in the nearest time, as well as in the distant future.

The work on the cases, activating the dialogues of the existent “Me” and spiritual “Me” will attribute to the development of conscience in students. It is important to put in the case the information, representing the leading role of this feeling in the situations of moral and professional choice, create conditions, favoring to overcoming of selfish “Me” and awakening of spiritual “Me”.

The role of the teacher in using case method is very difficult, his task is to create such an emotional and spiritual field, the communication in which will attribute to the formation of the spiritual and moral position based on principles in the future specialists, skills to solve professional tasks not only on the basis of the actualization of contemporary knowledge, but on the basis of professional and ethical norms.

INNOVATIVE APPROACHES TO THE SKILLS DEVELOPMENT PROCESS

D. T. Pulatova

The article presents the results of the author's research in the field of improvement of the up-to-date process of skills development and retraining of the teaching staff. Special attention is paid to the role and importance of innovation in improving the training process, specifically, the challenges of content renewal, improvement of the forms, methods, tools, training and methodological support, revision of training frequency, organizational issues, strengthening of training facilities, staffing of the training system and improving the regulatory documents in this field.

Key words: innovation, innovative approach, skills development process, improvement of the skills development process, training and methodological support, skills development frequency.

In order to identify the effective ways of improving the process of skills development, the Institute of Retraining and Skills Development of Teachers of the Tashkent Region (hereinafter – “IRSDTTR”) has analyzed the main trends and characteristics of the innovative approaches during the past three-plus years, as well as the effectiveness of the process of skills development. An analysis and summary of the innovative approaches used in the system of skills development made it possible to find out the main areas of innovation: (a) improvement of teaching and regulatory documents; (b) modernization of the content of skills development; (c) introduction of new organizational forms of skills development; (d) development of skills development means and strengthening of training facilities; (d) use of methods of pedagogical diagnostics in improving the skills development process; (e) use of the most effective methods of skills development; (f) introduction of modern advanced training methods, etc.

The regulatory base of innovative activities to improve the skills development process includes the state requirements for further skills development of teachers of the public education system (as amended), registered at the State Standards Committee of the Republic of Uzbekistan. New teaching materials were developed: curricula, programs and educational tools, and recommendations for the academic subjects for the system of remote training and skills development. It was found out appropriate, for rapidly developing sectors of the economy, to improve the skills of experts every three years instead of once every five years, as it was before. Timely revision and improvement of regulations in the sectors of the economy according to the modern requirements is an important condition for efficiency.

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ORGANIZATION OF SELF-EDUCATION IN THE PREPARATION OF HANDICRAFT AND VOCATIONAL TRAINING TEACHERS

O. A. Kuisinov

The article reveals the relevance of self-education and its characteristic features, and highlights the issues of development of professional skills in preparation of handicraft and vocational training teachers. The sequence of self-education and research findings are presented in the article.

Key words: independent work, pedagogical activities, creativity, knowledge, skills, abilities.

At the present time, more and more attention is paid to the formation and development of such qualities as self-organization and self-education in the process of preparation of teachers, including preparation of future handicraft teachers. Independent work of students – future teachers requires systemic organization. Success in this area is associated with the individual psychological characteristics of students, and the level of development of their internal and external motives of social activity, etc. Based on the results of research, self-education can be defined as a systematic activity focused on the formation of theoretical knowledge, and practical skills of students as a result of independent and creative performance of different classroom and extracurricular activities, and creative tasks of different levels of complexity. Independent work is distinguished by didactic goals, objectives, the level of difficulty and the target audience.

The independent work of students in the class means fulfilling educational, technical and technological, economic and organizational tasks. In order to determine them, it is necessary to observe the following basic requirements: (a) content-based consistency and the relationship of pedagogical, technical, technological, economic and organizational exercises; (b) consistent complication of content and didactic assignments; (c) consistent growth of students' independence; (d) a variety of exercises in terms of their content and didactic tasks; (e) correct timing, etc.

For the purpose of self-learning, future teachers must receive educational (theoretical) and practical skills acquired in the course of professional activity. To do this, in the process of mastering future pedagogical skills, it is advisable to pay attention to: (a) the exact definition and understanding of the goals of students' activity (exercises, independent work); (b) the quality of work of each student and of the whole team; (c) continuous development of students' ability to analyze their work, study the causes of errors and ways of their elimination and prevention; (d) abstain from giving preset instructions re: correcting mistakes, the students shall understand themselves how to eliminate these gaps and find the ways to do this; (e) continuously stimulate each student's creativity to perform tasks, etc.

Organizing self-learning in the process of preparation of handicraft teachers and vocational training teachers is a holistic pedagogical process which involves: (a) students' understanding of the process of self-study and the ability to analyze their activities; (b) studying the needs of students in self-education and factors that

have an influence on it; (c) determining the teaching load and time limits for self-education in the classroom and in the course of extra curriculum activities; (d) choice of efficient organizational forms, methods and means of self-education, etc.

There is different understanding of the essence and role of a student in organizing self-education at various stages of work. Naturally, not every educational activity of a student can be called independent. The important features of independent work are: planning and implementation of academic work by the student him or herself; self-control and self-esteem; use of the appropriate methods of work, correction of results. The following conditions must be created for students' independent work. The student's ability to work independently, and certain skills and knowledge become significant in order to solve the problems of organizing self-learning.

The successful solution of problems of self-education of future handicraft teachers and vocational training teachers will contribute to solving the important task of higher pedagogical education: preparing free-thinking, creative and active specialists for various educational institutions.

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USING A SCORE AND RATING SYSTEM TO ASSESS STUDENTS' KNOWLEDGE IN THE PROCESS OF STUDYING THE COURSE "THEORY AND METHODS OF MUSIC EDUCATION"

I. Y. Ilyina

The article considers the system of knowledge assessment of Bachelor's students in the course of studying a particular optional discipline, and the use of scores and ratings and different forms of control.

Key words: Bachelor student, score and rating system, forms of control, professional competences.

The introduction of new standards of higher education requires a revision of the content of optional disciplines of the curriculum. In preparation of Bachelor's students with a major in "Teacher education" or "Preschool Education", the main indicator is the formation of professional competencies in the process of studying theoretical and methodological disciplines.

The use of a score and rating assessment of the quality of students' knowledge makes it possible to organize independent work under the supervision of a teacher. At the same time, the performance of independent assignments, tests, preparation of analytical reports, tables, list of literature, essay writing, development of summaries of lessons, and other forms of organization of the educational process at a preschool establishment develops readiness for self-development of a future teacher, develops creativity, and promotes greater motivation. Competences of efficient independent professional activity are formed gradually in the course of studying a particular discipline.

In the rating system of assessment of knowledge and development of competencies in the course "Theory and methods of musical education", the following types of control are identified: (a) monitoring attendance of lectures and practical classes; (b) control over work at practical classes; (c) midterm examination; (d) intermediate assessment in the form of a pass-fail exam; (e) final assessment in the form of an exam. Rating control over attendance of lessons (lectures, seminars) is carried out selectively twice a month during the study of a discipline. The major part of the subject topics has a practical orientation. A score is assigned for work at practical classes at the end of studying a topic. The course program is divided into main topics that disclose the peculiarities of development of musical abilities of preschool children, development of the types of children's musical activities, systematic and structural approach to musical and aesthetic education, methods of musical and aesthetic development of a child, organization of musical education at a preschool educational institution, and others. Performance of tasks on the midterm examination, which can be given in the form of a quiz, drawing up of a final table, or performing a test task, becomes an important part of the score. The pass-fail exam involves answering specific questions. A Bachelor has the opportunity to take the test creatively, to demonstrate deeper knowledge on a specific topic of the discipline, to get additional bonuses. If a student fails to make the task, or is not ready to discuss the

topic, a so-called rating penalty score may be assigned. A certain number of received scores corresponds to high, average or low level of study of the relevant subject materials and level of competency development.

During self-preparation for practical exercises, students develop skills at working with the scientific literature, skills of independent professional activity, and their theoretical and methodological knowledge is expanded. The teacher organizes cognitive activity of students in the course of study of topics of the discipline, and encourages them to perform practical tasks. The work of teachers of educational institutions, who help students to master the skills, give examples of professional organization of the educational and training process, which is of particular importance in the formation of professional competencies. The assessment of the student's activity in the course of performance of practical tasks of the discipline is made by the lecturer, who reads the course, together with the teacher of the educational institution. Students get to know the rating results and the scores received after performing each practical assignment. The rating score is cumulative and is taken into account when giving a final score. Study of the discipline ends with an exam. Use of the score and rating assessment in the course of study of the discipline makes it possible to make the educational process practical-oriented, and makes it possible to purposefully, in accordance with the standard, develop a future teacher's professional competences.

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FORMATION OF COMMUNICATIVE COMPETENCE OF JUNIOR PUPILS BASED ON THE DEVELOPMENT OF CONNECTED SPEECH

U. Masharipova

The article describes modern types of exercises for connected speech development in school, including unfolded answers to questions; various text exercises connected with analyzing the material read, studying the grammatical material if pupils' statements (oral or written) meet the abovementioned basic requirements; recording observations, nature and weather diaries; oral retelling of read material, etc.

Key words: communication competencies, methodical facilities, types of exercises, connected speech.

The communication-oriented approach has become dominant in teaching one's native language in the last 10-15 years. The main objective of the native language course in the primary school is the adoption of the communicative function of the language (its adequate perception and usage). This objective agrees with the main aim of education modernization. Modern methods nowadays widely use the term "communicative competence", i. e. the individual ability of a person to organize his/her speech activity in productive and receptive forms, using the language means in a concrete communicative situation.

One of the main indicators of a person's level of cultural development, thinking and intellect is his speech. Arising in early childhood as separate words, speech becomes gradually enriched and sophisticated. The child masters the phonetic structure and lexical stock, adopts the patterns of word change (declination, conjugation) and their combinations, understands the logic and composition of sentences, learns monologue and dialogue speech and various genres and styles, and develops the neatness and expressiveness of his/her speech. A child learns all this abundance not passively, but actively, in the process of speech practice. Well-developed speech is the most important means of a person's activity in modern society, and for a pupil this is means successful progress in school. Speech is a way to cognition of reality. Children with well-developed speech always make the top grade in various subjects.

Methodological literature clearly defines three levels of speech development: work with the word (lexical level), work with word combination and sentence (syntactic level), and work with connected speech (text level). Furthermore, the notion of speech development includes pronunciation activity – articulation, orthoepy, expressiveness, correction of pronunciation defects. The above three directions are developed simultaneously, though being in subordinating relations: vocabulary work provides material for sentences; the former two prepare connected speech. In their turn, the stories and compositions contribute to the enrichment of vocabulary, etc.

The methods of teaching in the primary school use the following types of exercises on connected speech: extended answers to questions (including in conversation); different tests related to analysis of the reading content, learning grammatical rules, if the pupils' utterances (both oral and written) comply with the

above requirements; observation entries and nature and weather diaries. All this diversity is presented to the pupils almost without any theory, practically. Only accurate long-term planning of speech exercises will help avoid repetitions of the same activities without omitting important things.

Before school, only one speech style – colloquial – was relevant for the child. With the start of school, new types of speech are introduced to the children. There appears the necessity to solve educational problems, consequently, to provide reasoning, proving one's solution, the necessity to explain and comment the performance of a certain operation (a letter written, a toy produced, a pattern drawn, etc.), learning some rules (street crossing, behaviour in public, work with tools, etc.). All these utterances require informative, accurate and non-emotional speech.

The contemporary syllabus poses high requirements on pupils' speech development. What speech can be considered to be fluent? The first requirement is its substantiveness, the second is speech logic, the third is speech accuracy, which means that the pupil should not just reflect the facts, observations and feelings corresponding to reality, but select for this purpose the best language means; the fourth is the abundance of language means, their diversity, the ability to choose appropriate synonyms and relevant sentence structures; the fifth requirement is clarity of speech, etc.

The above requirements are closely interconnected and form an integrated approach in the school work system. The desire to adhere to them develops students' ability to improve their culture of speech.

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SITUATION OF COOPERATION AND THE PROBLEMS SOLVED IN IT

N. Dilova

This article deals with the organization of pedagogical collaboration and consideration of ways of involving students into joint activities. The article highlights the function of a teacher to create an environment favouring the development of personal qualities of students, formation of their communication skills in the process of interaction, and defines the didactic, educational and developmental objectives of the education process based on the pedagogy of cooperation.

Key words: situation of cooperation, overcoming contradictions, communication, communication, gaming technology, personal qualities, mutual respect, establishment of friendly relations.

Joint overcoming of internal contradictions in conflict situations plays an important role in shaping the experience of establishing mutual relations and cooperation between students. Such an experience takes a long time to shape. It is focused on the development of students. Their various qualities manifest themselves in each dispute situation.

A problematic situation expands opportunities for searching for the ways of settling differences. As students switch from one situation to another, their tasks become increasingly complicated, and this factor has a profound effect on the shaping of personal qualities. To establish positive relations based on cooperation, a teacher must foresee the further developments and, respectively, direct them to the development of students. A teacher primarily turns his attention to an opportunity to arrive at a mutual agreement, and he or she points out the advantages of relationships of mutual understanding and joint settlement of problematic issues. Every problematic situation affords opportunities to develop students along the following directions: (a) the ability to make a moral choice; b) setting one's own goals and determining the ways to achieving them by proceeding from one's potential and world outlook; (c) searching for a solution, determining one's own role and the role of one's comrades in its adoption; (d) assessment of personal achievements and the ability to share their results with one's classmates; (e) self-criticism and mastering new values; (f) awareness of responsibility for oneself and for others.

This process has trends. First and foremost, students develop a perception of the possibility of cooperating with the teacher and between themselves they shape a positive attitude to their actual activity. Under those circumstances, the pedagogics of cooperation solve the following problems: (1) students' notions of their joint activity and its peculiarities, tasks and goals expand, students learn the methods of joint settlement of arising contradictions; (2) students begin to understand and perceive individual peculiarities, and each other's personal qualities; (3) they shape a positive attitude to cooperation.

To implement those tasks as a single set, a teacher must create the appropriate conditions. Using game situations is considered as pedagogically feasible for developing students' personal qualities and creating an environment of

interaction. The efficiency of cooperation is primarily determined by establishing friendly relations between the teacher and the students and among the students themselves, mutual understanding, and creating an environment that is favorable for communication. Permitting students to shout at each other is unacceptable, and communication standards must be cultivated in children. At the same time, teachers must keep an eye on underachievers, and students prone to breaches of discipline. Life experience of primary school students is too narrow, and therefore sometimes it is hard to establish friendly relations between children. In connection with this, primary school teachers must project such events and activity forms that would allow the engagement of students in joint activities to the fullest extent. For that purpose, teachers must study their individualities thoroughly and comprehensively.

Observations and experience show that using game situations is an efficient method of creating conditions for the pedagogics of cooperation. It is important that both a teacher and a student have the necessary personal qualities and certain experiences of joint activity. Pedagogic cooperation based on game methods allows the implementation of a number of tasks. Some of them are as follows: (a) students have an opportunity to assess each other "from the outside"; (b) students determine their attitude to each group member as a person; (c) interest towards each group member is enhanced.

As a result of studies, children become friends, they know each other better, do their best to demonstrate their best qualities, and an environment of trust and mutual respect is established around the class as a whole.

In conclusion, we would like to note that pedagogical cooperation is directed at the solution of a vast number of didactic, fostering and developmental tasks: (1) creating conditions for the cultivation of high communication standards in students, the implementation of a comprehensive approach to learners' personal developments; (2) fostering sincere emotions toward classmates in students; (3) overcoming contradictions and indifferent attitudes towards the student collective's members; (4) enforcement of every student's rights and liberties, the creation of an environment of mutual understanding among students.

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INNOVATIVE APPROACHES TO THE ORGANIZATION OF EDUCATION ON THE BASIS OF PEDAGOGICAL COLLABORATION

M. Kalandarova

The article defines the tasks and role of a teacher in the teaching process, highlights the importance of cooperation between teacher and students based on their pedagogical communication, and characterizes an innovative approach to organizing pedagogical collaboration.

Key words: collaboration, innovation technology, intelligence, teacher, student, didactic process, training, partnership, pedagogical process.

Pedagogical communication is the basic principle of collaboration. Thanks to this principle, favorable conditions for realization of the educational process are provided. Pedagogical communication creates opportunities for transfer of information and exchange of views, and moreover, it provides positive motivation for students' active cognitive activities.

It is important in pedagogical communication for a student to be able to justify his/her opinion and to get confirmation of its rightfulness and reasonableness. For this purpose, the teacher must create necessary conditions and instill in students self-confidence and develop their self-examination and self-evaluation skills; but the main task of the collaboration is to impart skills to work in a group on the basis of mutual respect and empathy. The creation of a collaborative atmosphere requires that the teacher knows the interests, needs of students, and the students' potential capabilities.

The tasks of pedagogical collaboration are diverse and, above all, socio-perceptual function of this activity type should be mentioned. From the psychological point of view, the dialogue between teacher and student creates the basis for mutual understanding and interaction. But the success of communication depends on the means of communication used by the teacher. Everything is important: movements, gestures, mimics, voice timbre and lung-power, the teacher's appearance, and his/her emotions, which all influence the formation or modeling of a student's personality. Modeling of personality means development of aptitudes, goals, and approaches to life. Students permanently observe behavior patterns, and the teacher's mood, and they influence the building of relations in the class. They feel the sincerity and interest of the pedagogue in the process of communication, the informal attitude to what he/she says or does, and respond to the teacher's recommendations or requirements accordingly. Such communication may be considered to be productive. Of course, a teacher must know techniques on how to prepare children for cooperation, and create necessary psychological and pedagogical conditions for joint activities.

An important condition for organization of communication is to establish equality in the relations between teacher and student, when the teacher becomes an equal partner, assistant, and adviser in the educational and cognitive process. The activities of a teacher in this collaboration are characterized by the following

relations; (b) demonstration of his/her individuality, getting away from stereotypes; (c) readiness for the renewal of methods and techniques of collaboration, making adjustments depending on the pedagogical situation.

The primary goal of pedagogical collaboration is intellectual development of students. By planning a forthcoming lesson, the teacher prepares not only his/her own presentation of the new educational material, but also sets out stages for an independent search for information by students, the exchange of such information, and joint activities. At that, provision of pedagogical assistance and support from the teacher is also planned. Creation of conditions to support the fruitful activities of each student is provided as well. Organization of pedagogical collaboration is a complex process, and its complexity lies in building a communications structure. It is necessary to assure sequence of the components and observance of communication stages. The following components and levels of communication are identified in pedagogics: (1) modeling of the anticipated communication of the teacher with students; (2) organization of the communication itself; (3) management of communication in the process of collaboration; (4) analysis of the system and results of communication in the process of activities being realized.

Modeling is considered to be an important stage of pedagogical collaboration. The teacher must imagine and project the process of communication on carrying out joint activities. Free communication of a teacher with students at the first stage of a lesson (not necessarily within the program) serves as good preparation for pedagogical cooperation, since an unstrained communication environment is created in which skills and communicational culture are developed and improved. In this situation, students try to show initiative, and the teacher should subtly manage the process of communication. At the initial stage of collaboration the pedagogue determines working conditions, identifies the mood of students, and their psychological and didactic readiness to perform the planned tasks. At this moment it is important to set and explain objectives of joint activities, to determine the degree of involvement of teacher and students in it. As the result, environment for direct interaction and collaboration of the teacher with students is created.

A special feature of pedagogical communication is that the teacher manages the communication process, takes initiative in the dialogue, and takes it in the right direction. The dialogue is the beginning of cooperation, which ensures the integrity of the educational process. Analysis of communication helps to determine the efficiency level of the objective, means and results of collaborative activities, and to identify shortcomings and weaknesses in the technique. The teacher clarifies and makes additions to the developed technique on the basis of the analysis, orienting above all on students' intellectual and personal development.

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PLAY AS AN IMPORTANT MEANS OF TEACHING COOPERATION

B. Sadullaev

The article reveals the socio-pedagogical value of games in students' development and forming their cooperation skills, outlines classifications of games by their content and direction, and gives definitions by famous psychologists describing various aspects of gaming activities. The article highlights the role of games in developing a person's moral qualities and preparing students for life in society.

Key words: gaming activities, integrated child development, imagination, objective reality, game situation, personality traits, educational games, cooperation.

The most vivid impressions of each child are related to play activity, which has a leading value among children. Play may be interpreted differently, but all the interpretations are connected with the reality and the state of mind of the child. In the Uzbek explanatory dictionary, the notion of "game" is expressed as follows: "Play: 1) opening of the mind, rest, spare time or educational activity; 2) an occupation performed in the form of a contest according to certain rules; 3) the art of expressing coordinated rhythmic movements and facial expression; 4) unorganized but otherwise attractive (or entertaining) actions".

Children and teenagers feel a strong necessity to play. It is the childhood age that is crucial to a person's development. According to L. S. Vygotsky, the play activity of children is the basis for their further development. While playing, children acquire the primary experience necessary for their social activity, and simultaneously develop physically and morally. All these properties are necessary for each person.

Usually children's games are a prototype to didactic and business games. A game is the school of communication and self-affirmation as an individual. While playing, children learn specific roles, try to understand others, and explain themselves. All this is important for a common activity, as it is in cooperation that moral properties are developed. The game is a model of adult life. While playing, children not only acquire the notion of various professions, but gain necessary work skills, learn to estimate work results, and start to understand the social importance of work. Playing is also important because various game situations require multiple solutions. Therefore, games always have a practical value.

An important feature of games is the opportunity to think logically, since game situations require the usage of various objects, and the players have to coordinate interaction with them. Therefore, a creative approach towards games develops. While playing, children usually abstract from reality, but on the other hand, they are directly involved in it. As a result, children cognize objective reality to a greater extent, since any game is an imitation of the social reality.

Popular games are mostly related to holidays, traditions and people's social life. We may provide, as an example, the games organized during Navruz, or the harvest festival. These games reflect ancient traditions and are related to the appeal to Heaven and to the Lord to grace them with a good harvest or gratitude for plentiful fruits.

Most of the games have 4 main characteristic features: (1) games aimed at the free development of children at their wish (the most important thing in such a game is not the result, but satisfaction from playing); (2) games of creative, active character on the improvisation level; (3) games to raise one's mood in the form of contests and competitions; (4) games favouring the development of logical thinking and aimed at revealing a hidden meaning, research.

Each game is determined by certain external and internal features: (a) the external features include the content, form, place, composition and number of players, control over the game process, the exact number of accessories, etc.; (b) the internal features include the participants' inclination to play, their ideas and emotions, creativity, the transition from one stage to another, repetition of situations, compliance with the character, improvisation level, imitation possibilities, self-control or impatience, etc.

Educational games may be divided into two large groups: 1) creative games and 2) games according to set rules.

Games are created on the basis of real life according to set rules. Depending on their content, they may be used with the pupils of different ages.

Through playing children acquire positive traits, and experience common activity; they adopt the standards of moral behavior. In this context, the game is an efficient means of the person's formation and development, therefore possessing a special educational significance.

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ABOUT THE EXPERIENCE OF CREATING THE AUTOMATED LEARNING COURSE "APPLIED SOFTWARE PACKAGE" BASED ON THE MOODLE 2.7 SYSTEM

**K. M. Karimov
T. N. Zhuraev**

The article considers distant learning optimization for university students in the subject "Applied software package" based on the Moodle 2.7 system.

Key words: learning method, electronic systems, education programmes, teaching algorithm.

The development of the Internet and modern methods for exchange of information makes it possible to create and use new learning methods in education. Such methods include electronic supportive notes, encyclopedias, tests, glossaries, forms, virtual laboratories, etc. One of the ways to use such methods and technologies is Moodle package, which was specially developed for creating qualitative online courses by teachers.

Using Moodle, a teacher can create courses, adding such content as texts, support files, presentations, questionnaires, etc. To use Moodle all you need to have is a web browser, which makes using this learning environment convenient for both teacher and students. A teacher may give grades and comments based on students' performance of their tasks. Thus, Moodle is an important tool for creating educational material to ensure interaction between participants of the educational process. An automated learning course entitled "Applied software package" based on the Moodle 2.7 system was developed at Karshinsk State University.

Training in this course is provided within the system of distance education. Using distance education at Karshinsk State University creates new educational advantages for teachers and students.

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A NEW GENERATION OF SCHOOLBOOKS: THE PRINCIPAL FACTOR OF ASSURING QUALITY OF GENERAL SECONDARY EDUCATION

M. D. Abralova

This article describes the experience and current status in the Republic of Uzbekistan of reforming the system of development of schoolbooks and learning aids, the steps of improving their content as well as providing them to secondary school students.

Key words: education, schoolbook, pedagogy and psychology, content, structure, upbringing, practicing teachers.

The skill of working with information occupies a prominent place in contemporary society. This skill is fundamental and the level of a secondary school student's preparedness for continuing his or her education and determination of the path of his or her development depends on how well it is ingrained. The skill of working with information is shaped from primary school, and the role of schoolbooks in its formation is important. The skill of working with information is shaped through the ability of working with information. The level of development of this skill directly impacts both on the quality of education as a whole, and the level of a school student's achievements.

That is why since the first days after gaining independence, our country has placed special emphasis on the provision of general education of school students, with modern schoolbooks that promote the shaping of critical thinking and creative approaches to information. During the years of independence, we have performed a large amount of work, aimed at reforming school education, and in particular reforming the system of creation of schoolbooks and teaching and learning aids. Understanding the fact that a schoolbook, as one of the principal sources of information, renders a certain impact on the quality of education, we have put forward a number of requirements for the system of schoolbook creation. The new generation of schoolbooks has been created with regard to those requirements. Special priority was accorded in them not towards reproductive tasks and questions, but towards the tasks that help to shape the skills a 21st century student needs. The whole work focused on creating schoolbooks of new generation and teaching aids for teachers was carried out on the ground of a number of decrees of the President of the Republic of Uzbekistan and resolutions of the Cabinet of Ministers of the Republic.

The beginning of the first stage, aimed at the development of a system of creating a new generation schoolbooks, was marked with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On Improvement of Provision of the Continuous Education System with Training Literature and Schoolbooks" (1998). The Resolution provided 100% free provision of all the 1st form students, as well as the inmates of Mekhribonlik homes and disabled children residing in specialized asylums, with schoolbooks and learning aids.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On Measures Aimed at Implementation of the Project of Improvement of the System of Publishing Schoolbooks and Training Literature for General Educational School

(1998) was the next, second stage in reforming the system of schoolbook creation, and providing general education school students with them. In furthering its provision, the introduction of the lease system of providing general educational school students with schoolbooks started. Since school year 2001-2002, experimental work aimed at the introduction of the lease system has started, and the results of the experiments have been studied and integrated. Since the school year 2005-2006, the provision of general education schools with schoolbooks has been fully transferred onto a lease basis. The introduction of the lease system afforded an opportunity to fully supply general education school students with schoolbooks, and rendered substantial material aid to their parents.

The resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On the Program of Editing Schoolbooks and Teaching and Learning Aids for General Education Schools for the Years 2005-2009" (2004) became the third stage of improving the content of schoolbooks and teaching and learning aids and, determining their scientific core. Under this document, a tender and a two-stage competition were introduced into the schoolbook creation system. These steps contributed to the improvement of the scientific content of the schoolbooks and their enrichment from the perspective of didactics. The fact that schoolbooks are now created by collectives consisting of scholars, educators and practician teachers is also worth noting.

The development of the schoolbook creation system opened new perspectives, and required refining. The adoption of a new decree that become the fourth stage in improvement of the system of schoolbook creation was connected just with those requirements. The Decree of the President of the Republic of Uzbekistan of May 31, 2006 No. 362 "On Additional Measures Aimed at the Improvement of the System of Provision of General Education School Students with Schoolbooks" established a new procedure of the creation and publishing of schoolbooks. For example, under this decree, schoolbooks for 1st form students of general educational school started being published annually, for 2-4th form students – biennially, and for 5-9th form students – quadrennially.

To assure the rights and meet the needs of national minorities, sets of schoolbooks are published not only in the official language but in seven national languages of tuition: Uzbek, Russian, Tadjik, Turkmen, Kirghiz, Kazakh and Karakalpak. It should be noted that such an approach in the organization of the training process in the schools of the Republic was noted by many foreign organizations and specialists, and at international seminars and conferences analyzing the experience of Uzbekistan. The total number of titles of schoolbooks and learning aids published in 2005-2014 is 3490, and their circulation amounts to 1,578,976,945. At present, 99.3% general educational school students are provided with schoolbooks. The Ministry of Higher and Secondary Special Education, the Ministry of Public Education and the Istedod Fund hold annual competitions, such as "The Best Schoolbook of the Year", with the goal of improving the quality of education, encouraging the authors of schoolbooks, and improving their quality.

All the above are activity aimed at the creation and improvement of new generation schoolbooks, and are focused on improving the quality of education. Thanks to this activity, a national school of authors creating schoolbooks and

learning aids for general education school students has been created over the last few years, and a mechanism of creation of modern schoolbooks and teaching aids for teachers, multimedia learning aids, electronic textbook and a host of other things have been formed. The improvement of the schoolbook creation systems must become a continuous process. It should be noted that a quality modern schoolbook, a new generation schoolbook, is a way to ensuring the high quality of education and in the final analysis, the progress of the country's society and economy.

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ADAPTATION OF STUDENTS UNDER THE CONDITIONS OF CONTINUOUS EDUCATION

E. V. Leonova

The problem of students' adaptation in the new educational environment during transition to a new level of education is considered. The concept of personal competence as the psychological readiness of a student to learn at the next educational level is introduced. Non-formal education resources which ensure the continuity of formal education are revealed.

Key words: formal, non-formal, informal education, adaptation, disadaptation, personal competence, pupils, students.

From the perspective of the subject-activity approach, we understand continuous education as the students' development that lasts throughout their lives in the process of acquiring expertise, knowledge and skills and shaping competences in various kinds of training, professional, social and public activities. The core of secondary and tertiary students' education is formal education (the vertical element of continuous education), this being a sequence of educational stages (levels). The periods of students' transition to the next educational stage of the vertical element of continuous education are periods of increased risk of interruption of the continuity of the educational process. In spite of the continuity of educational programs, there is a certain intermittency of the vertical element of secondary and tertiary students' continuous education, and upon the transition to a new educational level, educatees find themselves in a new educational environment. This situation engenders the problem of adaptation.

The adaptation of the continuous education of students is the process of a student's active interaction with the educational environment of a secondary/tertiary school, resulting in: (a) the student's learning of the education program (the information component of adaptation); (b) the establishment of adequate interpersonal relationships with other participants in the educational process (the regulative component of adaptation); (c) emotional well-being (the affective component of adaptation).

The continuity of the vertical element of education is ensured both by the creation of external conditions (continuity of educational programs, absence of gaps in individual stages of education, creation of regional continuous education facilities, remote education programs) and the internal factor of educational continuity: a student's psychological readiness to continue their studies at the next educational stage, which ensures the success of the adaptation and efficiency of education, even if the external conditions for educational continuity are insufficient. As a rule, the above transition periods coincide in time with age-related crises of student development (according to a number of authors, they accelerate the age-related crises). A certain "development task" directly connected with qualitative changes in personality development is solved during any critical period. The tasks of development (R. Havigurst, P. Heimans) are the skills, knowledge, functions and mindsets which an individual must acquire before a certain moment in his or her

life, in the process of physical maturing, under the influence of social expectation and with the help of personal efforts. A successful and timely solution of the development task makes a person happy, and finds the solution of the development tasks set in subsequent age periods [5]. A failure to solve development tasks brings about a feeling of unhappiness, social condemnation and complications in solving future development tasks. In this case, during the school education period, tasks are set by the social environment represented by parents, teachers and peers. In time, as a person develops, this function is increasingly shouldered by the person themselves, to his or her value orientations and needs. Any development tasks that were not solved at the present education stage bring about hardships at the following stage of continuous education.

The study performed by us was devoted to determining the psychological factors of adaptation process disturbances. 1st, 5th and 10th form secondary students, and first-year tertiary students took part in the study, and the total number of pollees is 316 [2]. The hypothesis tested in the process of the study is that a well-shaped personal competence of learners is an integral characteristic of their personality. This is an internal factor of education continuity, and a reduction in the risk of secondary and tertiary students' disadaptation at a new educational environment within the process of raising themselves to a new educational level. The structure of such a characteristic comprises: (a) the individual-psychological component (personality traits, intellectual and creative abilities underlying a secondary school student's readiness and ability for learning and self-development); (b) the motivation and axiological component (formed learning and knowledge motivation, axiological mindsets); (c) the activity component (learning skills, formed ability to perform universal learning actions); (d) the communicative component (skills of interpersonal interaction in the educational process).

The study resulted in determining general and age-related psychological factors of abnormalities in the adaptation process of first-form, fifth-form, tenth-form secondary school students, and first-year tertiary school students in a new educational environment. It was established with the help of regression analysis that the psychological factors determined by us, and as components of personal competence, are relevant for all the age groups of learners, and as a whole they are the adaptation recourse of students' personalities. The analysis of the significance of the impact of the disadaptation of psychological factors on some criteria of adaptation has demonstrated that the dominant psychological factor of adaptation in first-form secondary school students is formed by communication abilities. The ability to interact with the teacher and classmates in a constructive manner is the consequence of changes in the contemporary preschool age children, and an increase in the time allotted for educational activities which accounts for playing and communication. The dominant psychological factor which impacts on the adaptation by all criteria in fifth-form secondary school students is the individual psychological component of personal competence. Predominantly, this means the qualities belonging to the emotional and cognitive spheres. Thus, the degree of development of intellectual abilities exerts a positive impact on the informational-communicative criterion of adaptation, and a negative impact on the emotional attractiveness of teenagers. The main psychological factor of tenth-form secondary school students' disadaptation is the motivational and axiological one.

Primarily, this is a failure to give meaning to one's life, and an absence of active interest in life and life goals, as well as a lack of confidence in the ability to influence the course of one's life. Our analysis of regression models of first-year tertiary school students did not result in determining the predominant group of psychological factors exerting influence on all adaptation criteria: the success of the adaptation process of this category of educatees is influenced by psychological factors pertaining to all the components of personal competence.

Learners' personal competence as an essential prerequisite of the realization of the "vertical element" of continuous education is formed in conjunction with the formal, non-formal and informal education, comprising the "horizontal element" of continuous education. The horizontal element of educatees' continuous education at each educational stage is essentially an educational environment, which combines formal, non-formal and informal education. We have established that the level of personal competence development for each age category of learners depends on the structure of the horizontal element of continuous education at previous educational levels. The level of development of personal competence components in the secondary and tertiary school students studying in supplementary education groups, is higher than that of their peers, who do not have such experience. Recent studies performed by foreign scientists also bear evidence of the positive impact of supplementary education on the results of secondary school students' principal education. For example, B. Gibbs, L. Erickson, M. Dufur and A. Miles proved that academic progress of teenagers, as well as their desire and potential for continuing their education at college, directly depends on a teenager's participation in a sports team, musical group, or something similar. Thus, teenagers' academic progress depends to a greater extent not on the nature of the hobby groups attended by them but on the intellectual level of the students attending those groups [4].

In compliance with the Concept of Development of the Supplementary Education System, "the key socio-cultural role of supplementary education is that the motivation of the internal activity of juvenile subculture self-development becomes a task of society as a whole, and not of separate organizational and managerial institutions [1, p.2]. According to the Concept, supplementary education is a socio-cultural practice of developing the rising generations' motivation for learning, creativity, labor and sports, "the systemic integrator of open variable education, ensuring the competitiveness of a person, society and state" [Ibid]. The development of learners' individualities in the context of non-formal and informal education is determined by the personal orientation of those forms of continuous education. This is due to the learners' interest in the individualization of education, and the absence of rigid requirements for the education process schedule. This allows direct education towards the creative development of children and youth. The creative development of learners creates a favorable emotional environment, the feeling of enjoyment aroused by development, which encourages intellectual and personal advancement. As A. Kaspi [3] states - the situation of transition creates opportunities both for success and for failure, and for changes and stability. Therefore, if during the period of adaptation in a new educational environment, adult participants in the educational process encourage the positive activity of learners in their overcoming of the difficulties of adaptation process, and ensure

success and support it in every way, the adaptation period becomes a period of mastering new skills on the basis of existing ones – a period of personal development.

Therefore, it is necessary to use the potential of the horizontal element in order to ensure the continuity of the vertical element, giving preference to those types of productive creative activity which a child wishes to pursue. The emotional well-being characteristic of the secondary and tertiary school students who have adapted successfully to a new stage of continuous education is caused to a large extent by the fact that those learners have a favorite pastime, and enough time for creative activities. Creative activity relieves emotional stress and increased anxiety during the period of adaptation to new conditions of learning, gives positive motivation, and directs a person to creative self-realization.

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SHAPING SECONDARY SCHOOL GRADUATES' PROFESSIONAL PREPAREDNESS FOR CONTINUING EDUCATION AT A PROFESSIONAL COLLEGE

L. R. Raupova

The career guidance methods applied for decades are not relevant to the new conditions. The general vocational education of youth considers the problem of development of school students' readiness for continuation of their education in the system of SSPE (special secondary professional education) to be of great importance.

Key words: college, profession, career guidance, educational institutions.
Ключевые слова:

Socio-economic reforms in our country connected with a transition to market economy, and the introduction of compulsory secondary vocational education (hereinafter, CSVE) have engendered a multitude problems including a conscious choice of profession and employment of the CSVE educational institutions. The emergence of these problems caused the necessity of a new approach to solving the tasks of personal self-realization and self-determination in professional activities, adequate choice of career and the sphere of application for one's personal potential in agreement with certain abilities, and aptitudes to the chosen profession.

According to the majority of scientists, students start choosing a life path and profession in secondary school, and continue it at all stages of vocational training. This is a condition for personal self-determination, ensuring the high level of a young person's professional mobility under current conditions. Career guidance work is potentially one of the best forms of psychological and pedagogical aid to students at the present stage of social development, when a dynamic socio-economic situation may hinder making professional choice that is rather difficult as it is.

The "School-CSVE" system contributes to the improvement of career guidance activities. This system is a multilevel structure, opening new opportunities not only for the interaction between general educational institutions and the CSVE, but ensuring the more successful development of a harmonious and well-developed personality. State importance and the socio-economic significance of the problems connected with the self-determination of youth have caused a great deal of activity within researchers and practitioners working in various spheres of knowledge over the development of a number of aspects of career guidance work.

The analysis of pedagogical research literature devoted to the problem of organizing career guidance work at general education schools, as well as taking its actual state into account, allow one to define a number of stable contradictions between: (a) the existence of need of the socio-economic development situation for

highly qualified professionals capable of educating themselves and improving their skills throughout their lives, and a lack of professional orientation in the majority of general education school students; (b) the existence of socio-pedagogical requirements for the consciousness and independence of choice of one's profession, and insufficient awareness in the young generation about the complex world of professions; (c) a person's objective need for self-determination, including in a professional sphere, and nonconformity of the traditional forms and methods of career guidance to the socio-economic requirements of society; (d) the degree of exploration of the problem of continuity of secondary and tertiary education and the practical implementation of this approach in the circumstances of a general educational school.

One of the complex problems in a person's affirmation of his or her individuality is his or her self-determination, i.e. the choice of profession and the ways of mastering it. Ensuring the efficiency of this process fully depends on the career guidance purposefully created at a certain stage in social development. The concept of "career guidance" seems clear to everyone who came in contact with it even for the first time – this is the orientation of secondary school students to some professions. It is defined in approximately the same way in methodological guides, where career guidance is viewed as helping young people in the choice of their profession. Besides, career guidance is often understood as a system of measures helping a person who starts his or her life to choose his or her profession scientifically and reasonably.

As we can see, there are many interpretations of this concept. In our opinion, it is connected with the development of career guidance activity, with changes in the society's ideas of the goals, tasks, methods, forms and the essence of career guidance as a whole. Each of the existing concepts reflects some aspects of career guidance: the functional, practical or theoretic level of its development, or the pedagogical or psychological one. In connection with the above, it seems appropriate to refine the idea of the principal components of career guidance: "activity", "profession" "guidance". Activity is defined in the philosophical dictionary as "a specific human form of active attitude to the outside world, the content whereof amounts to its purposeful changing and transformation". The introduction of a category of "activity" in the concept under study, allows us to present career guidance as a theoretical activity, and as an interdisciplinary scientific field. Having emerged as a practical activity, career guidance is gradually enriched by theory. This fact permits us to view it in conjunction with theoretical and practical activity.

Profession (derived from Latin *professio*, an officially stated occupation specialty, from *profiteor* – declare as one's business) – "a kind of labor activity, occupation requiring certain training and being a source of income". The concept of "orientation" is used in a number of sciences in connection with finding one's bearings, and choosing the direction of movement. The concept of "orientation" (fr. *orientation* (literally, direct eastwards) is defined "both literally: the ability to find one's bearings in the present situation and figuratively: directing scientific, public and other activity in a certain direction". The Pedagogical Encyclopedia offers the following definition: "career guidance" is, "primarily, informing youth about various professions and their particularities, instilling stable and deep interest to a certain

profession or a group of professions with regard for students' personal dispositions".

In spite of a multitude of interpretations of the concept under consideration, we have defined the term "career guidance" as follows: career guidance is a deliberate set of socio-psychological and pedagogical activities, aimed at preparing youth for a conscious and reasonable choice of profession, in compliance with personal dispositions, interests, abilities, as well as public needs for certain professions, and being a combination of practical activity and interdisciplinary theory.

Irrespective of how the concept of "career guidance" is defined, we presume that all those definitions are connected with the activity aimed at choosing one's profession. If a young person tries to find his or her bearings in the world of work, and starts finding out actively how some specific professions correspond to his or her aspirations in life, in this case we should better speak about his or her orientation towards a profession. However, if such a person becomes an object of pedagogical or other impacts with the goal of choosing a profession that is suitable both for him or her and society, we should better speak about orientation in the sense of orienting him or her towards a profession. The absence of a single point of view regarding the career guidance concept is explained by other causes as well – for example by the fact that it is a complex problem and therefore approaches to its definition can be different. If career guidance is viewed through the prism of pedagogical practice (for our country it is the most traditional option), in this case the latter is a conceptual and methodological foundation of youth career guidance. If we view this process from the perspective of psychological science, psychological concepts explaining the peculiar features of making a choice will come to the fore.

Within the framework of sociological sciences, the process of career guidance is viewed as a part of the general process of the social orientation of youth in the context of socio-economic transformations, and the choice of profession, as an act determined by the general orientation in life, and by a person's striving to occupy a certain place in social structure or in a social group. The essence of the "psycho-physiological approach" to career guidance is the utilization of various kinds of instrumental methods for evaluating the properties of the nervous system and sensomotor qualities, and questionnaires for assessing the individual-typological abilities. Proceeding from this, we can conclude that career guidance as a department of knowledge accumulates the achievements of a multitude of sciences about a person and society: Psychology, sociology, medicine, economics, philosophy, etc., allowing one to compare various definitions in order to find out the most essential characteristics of this concept.

This rich psychological and pedagogical heritage, which reflects the sense of the whole career guidance activity in the present situation, requires deep scientific rethinking.

SPECIAL ASPECTS OF MANAGING DISTANCE LEARNING IN SECONDARY SCHOOLS

S. E. Nizomkhonov

The article discusses the essence of developing a distance learning system in secondary schools, the content and aims of education, the educational process, and reproductive and interactive technologies of distance learning.

Key words: distance learning system, multimedia, optimization, innovation, differentiation, individualization, educational audio and video materials, compiling electronic publications.

Training using distance-learning technology is a category of intensive methods, with the use of hypertext structures in educational material allowing for creating an open system of intensive training where students can select a suitable program and technology of learning. As such, the system is geared to a student's individual abilities. Training becomes a flexible process not tied by a strictly defined curriculum or compulsory classroom activities. Thus, training using distance-learning technology differs from the existing forms both in terms of management of the educational process, and in methods of teaching. This form of training is based on a certain didactic concept whose main elements can be summarized as follows: (a) the training process is mainly built on self-directed learning of students. This principle determines the relationship between participants of the training process and the role of the teacher in the learning process. Personal communication between the teacher and the student is undoubtedly an invaluable quality of the form of training, and will never be replaced by communication of the student with any machine, even the most intelligent one; (b) learning activity of students should be proactive. The active nature of learning based on distance learning technology is closely related to the principle of self-education. Self-education is impossible without the student's active involvement in the educational process. Active involvement is first of all driven by inner motivation as a desire to learn. The system of distance learning should involve self-directed, proactive thinking activity; (c) training should be learner-centered. The learner-centered approach involves differentiation and individualization depending on psychological and pedagogical features of the learner.

The effectiveness of the training process can only be improved by individualization of learning activities. This kind of personalized training in the context of the mass market is only possible on the basis of high-technology training using computer tools and technologies. Therefore, the structure of the distance-learning system should include all components that can meet the educational needs of an individual in a given subject, and facilitate the development of students' creativity. Psychological and pedagogical support of an individual learning path in the system of distance learning is provided by means of adapting algorithms and comments that the system generates in response to the learner's actions. The system enables the teacher to design comments at any point by using a test generation tool. To this end,

a situation is designed for the learner to make a decision at a given point, and comments are generated depending on the decision made.

The cooperative learning techniques used to build a mental model (analysis, synthesis and evaluation) provide the opportunity for teaching in training groups. This class of technology is designed for small groups of learners. Network tools for managing communication allow for building a shared multifunctional, virtual learning environment with varying degrees of interactivity and different types of information communicated. The virtual environment is the place where learners interact under the teacher's guidance. Assignments are structured so that all members of the group are interconnected and interdependent, yet quite independent in mastering the learning content and solving problems.

The technology platform should be understood as a combination of software and hardware designed to provide distance learning services, including administration of training procedures and carrying out the educational process remotely.

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MODERN ASPECTS OF THE USE OF INFORMATION TECHNOLOGY IN THE SYSTEM OF CONTINUING EDUCATION

R. Sh. Khaitov

The article deals with the use of information technology in continuing education, listing the legislative documents for computerization and development of information technologies in Uzbekistan and identifying opportunities for their use in continuing education.

Key words: youth, training system, continuing education, information technology.

The lack of professionalism in the use of information and communication technologies among modern teachers represents a significant gap in their training. First, this lack of professionalism leads to a significant reduction in the effectiveness of young people's training. Therefore, much attention is paid to the development of computerization and information technology in all educational institutions in the Republic of Uzbekistan. The use of computers and information technology in the educational process has been facilitated by laws such as the Law "On the Foundations of Youth Policy in the Republic of Uzbekistan," the Law "On Informatization," the Law "On Electronic Digital Signature," the Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On Measures to Manage the Development of the Program for the Development of Computer and Information Technologies in 2001-2005, and to Provide Wide Access to International Web Information Systems" (2001), Decrees of the President of the Republic of Uzbekistan Islam Karimov "On Further Development of Computerization and Implementation of Information and Communication Technologies" (2002), "On Measures for Further Development of Computerization and Implementation of Information and Communication Technologies" (2002), "On Measures for Further Implementation and Development of Modern Information and Communication Technologies" (2012), and other regulations and decrees of the President, Oliy Majlis and the Cabinet of Ministers of the Republic of Uzbekistan.

"We should keep in mind that we live in the 21st century," emphasizes Islam Karimov. "It is quite apparent that the social conditions and requirements that existed a thousand years ago and the realities of the present age of computerization and telecommunications with its rapid pace of time are as different as day and night. Without connections with the world market and the international community, and without meeting the requirements imposed by time itself, any state will have no future, no matter what continent it is on." [1] Informatization of society, as well as the closely related informatization of the system of continuing education, is characterized by the improvement and global spread of information and communication technologies which are widely used to transmit information and support the interaction between the teacher and the learner in the modern system of continuing education. Therefore, teachers must not only have knowledge in the field of information and telecommunication technologies, but also be skilled in using them in their professional activities. For example, the use of computers in education has given rise to the emergence of a new generation of educational

information technologies that have improved the quality of training, enabling the creation of new tools of educational influence and improving the effectiveness of interactions of teachers and students with computers. Many experts believe that new computer-based educational information technologies have improved the effectiveness of training by 20-30%.

Our experience shows that the use of information and communication technologies in the educational process renders training sessions more interesting, dynamic and compelling, and the enormous flow of information helps expand students' understanding of the surrounding world. Information technology equips teachers with a large pool of capabilities, enabling them to spend more of their time on live communication with students. The spiral turn of informatization is going higher and higher; but we should not forget that any educational process is based on educational technologies. When used in the educational process of an educational institution, they should help streamline the labor-intensive potential of a teacher to make the learning process more efficient and effective. Therefore, it is important that information technology be used along with, but not instead of, conventional ones, i.e. classical educational techniques. This means that educational information resources should not replace them, but help make them more effective.

The use of information and communication technologies in continuing education opens up new opportunities, with the main ones being the following: (a) wider access to academic information; (b) the development in young people of communication skills, communication culture, and the ability to search for information; (c) the organization of real-time advice; (d) increased individualization of learning and the development of a framework for self-directed learning; (e) provision of real-time virtual training; (f) organization of joint research projects; (g) simulation of teaching and research activities; (h) building a network community of teachers and learners, etc.

The above-described scientific and methodical positions form the basis of the teaching system used in our university and their consistent use has provided positive results.

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MEDIA EDUCATION TECHNOLOGIES IN THE PREPARATION OF FUTURE TEACHERS AS A CONDITION OF EFFECTIVE FUNCTIONING OF THE LIFELONG EDUCATION SYSTEM

T. V. Beshock

The article deals with the current state and potential of media education technologies in the training of future teachers as one of the conditions for the efficient functioning of the lifelong education system. The results of the survey conducted with teachers and students according to their readiness to use media educational technologies in educational process are presented.

Key words: lifelong education, media education technology, training, future teachers.

Modern media technologies require a high level of abstract thinking, reaction rate, and willingness to constantly improve the level of education [2]. This requires general improvement of the professional training of future teachers. According to A.V. Litvin, "To ensure that students have learned to distinguish reality from the information supplied by TV or other media, the teachers should use means of communication in the learning process in didactically appropriate, differentiated proportions with the objects of the material world (material means of education), ICT and other didactic means, employing the new technologies (in this case those of media education) in traditional teaching methods and technical means of education ... ". The task of teachers is to teach self-processing, differentiation, evaluation and systematization of information [4, p. 333]. A major component in professional teacher training is not the media education technology itself, but the ability to use it, the ability to perceive it critically, and to analyze and know the peculiarities of application in the educational process throughout life. This should encourage deep learning and effective use of mass-media communications in one's future professional and educational activities. A teacher, according to G.P. Vasyanovich, bears moral and legal responsibility for the implementation of technologies, aimed primarily at the humanization of human activities, and awareness of future specialists of present and future development of the nation and humanity, to the practice of training and education [1, p. 20, 21]. A media competent future teacher should possess complex media knowledge and skills, and have formed media values in order to create media culture in schoolchildren and their parents with the development of the modern information society.

In order to assess the current state of preparation of future teachers for the application of information, computer and media education technology, we analyzed the curricula and programs of pedagogical universities (Ternopil Volodymyr Hnatiuk National Pedagogical University, Taras Shevchenko Regional Humanitarian Pedagogical Institute of Kremenets, Evpatorian Institute of Social Sciences, Sarnensky Pedagogical College of RSHU). One of the surveyed institutions does not provide studies of media educational disciplines, key concepts related to media education. Interviews conducted with students made it possible to ascertain the low level of knowledge in the field of information, computer and

media education technology. This is due to the fact that a small number of hours is devoted to the study of information sciences, while in addition, experts of this field of knowledge are not always attracted to conduct courses. In our opinion, human resources potential is a critical factor in the success of media education. Further progress in this area is not possible without an organizational solution to the problem of training professional media educators. To date, none of the universities has a "Media Educator" specialization in the faculties of journalism training.

This problem is also becoming relevant at the legislative level: it is necessary to pass a bill that would provide for the introduction of media education at all levels from pre-school education to self-education.

Fragmentary application of media educational technology in higher education is associated with the low level of information literacy teachers, reluctance to study information technology, explore the possibility of their use in class, a lack of developed methods, software and methodological support, methodological recommendations, electives, special courses, and the media education learning environment. According to the study "Innovation in Education" [5], conducted in 2011 on the initiative of Microsoft, 61% of teachers called their own lack of technical training a major obstacle to the implementation of information technology in education [6]. Conversations, observations, and questionnaires that we conducted with teachers and students suggest that a significant portion (66%) did not study information technologies and their possible applications in professional activities at all, therefore they are not prepared to use media educational technologies in the learning process and everyday life. The above is partly related to teachers' reluctance to study computer and media educational technology, their extreme engagement in training, educational, methodical, organizational and documentary work, insufficient logistical support of schools and universities (insufficient number of computers, problems of access to the Internet), etc. The majority of teachers (62%) are not ready to explain the nature and content of the terms "media education", and "technology", and they occasionally intuitively express opinions that are partly close to their correct understanding. The majority of teachers (72%) do not understand what "Media Education" is, why it is needed, and are reluctant to deepen their knowledge in this area.

The integration of media education into the curricula of universities, according to A. Franchuk, must find points of contact between the training and information flows faced by the student outside of the institution every day as much as possible [8, 45].

According to the socio-pedagogical classification, modern mass media are

cinema, television, and Internet sites in lectures, seminar lessons, and independent work of students, and also to work with modern mass media in order to detect falsification, manipulation methods, and negative impacts on the subconscious of children and adults. This contributes to the formation of critical thinking, one's own thoughts, attitudes, beliefs, which has a positive effect on the development of students' leadership qualities. According to A.V. Kutsenko, "... an ideal form of media education is a system constructed from elementary school to graduate classes, and this, in turn, will entail a change in teachers' training of all school subjects, actively involving them in the basics of media literacy" [3]. The above leads to the analysis of media education technologies available in today's media space in order to develop methods of their use in the training of future teachers and everyday life, and consequently to an improvement of the system of lifelong education.

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THE PRINCIPLES OF ORGANIZING ACTIVATING CAREER GUIDANCE OF SECONDARY SCHOOL STUDENTS

R. Kh. Dzhuraev

Career guidance has been transformed from a diagnostic field into a developing, shaping and diagnostic-corrective one. Therefore, all stages of consulting must serve the same purpose – to activate the student, to shape his or her aspirations for independent choice of profession with regard to the knowledge the student has gained about him- or herself with the help of a psychologist, and his/her capabilities and development prospects.

Key words: secondary school students' career guidance, career guidance consulting of secondary school students, career guidance adviser, students' plans for the future.

Unlike a directive career guidance consultation, an activating or developing consultation does not exclude the subject him- or herself from the process of solving a vitally important task. The consultation's principal objective is the activation of the process of shaping a student's psychological readiness for professional self-determination that must be included in the educational and fostering process. The main principle of organizing an activating career guidance consultation is to deemphasize the act of choosing one's future profession, and rather to emphasize preparing for this choice by correct assessment of one's natural features and purposeful shaping of necessary personal qualities/traits. An activating career guidance consultation is also based on the principle of cooperation of the consultant and the consultee. The success of a career guidance consultation depends to a large extent on the success of establishing trust-based relations with a student.

The strategy of career guidance consultation is developed depending on the extent to which students' career building plans are shaped, the level of their abilities and tastes, and the success of their education. Whereupon for some students two or three talks and a brief diagnostic survey will suffice for adopting or confirming their occupational choices and starting preparation for working in the respective profession, for others an in-depth survey and multiple consultations by a psychologists are needed.

The forward consulting principle encourages students to start dreaming about their future professions in the 1st – 3rd forms. Then, in the 4th form, the students' interests are elicited and the students are focused on attending the respective hobby groups. In the 5th – 6th forms their interests and dispositions are ingrained. A career guidance consultant advising seventh-form students must focus on shaping subject-oriented consciousness, and familiarizing students with the world of labor and professions. Shaping professional self-consciousness in eighth-form students must be focused on supporting a conscious choice of their career intentions. It is feasible to carry out an individual consultation during that period. In the ninth, or graduation form, students are prepared for the realization of their career intention, for training in their chosen professions. Potential callings are shaped and vocational aspirations are implemented at a professional college. It is self-evident that those students who have well-expressed career interests and a

sufficiently stable career plan need a consultant's aid least of all. They are consulted only in case they apply for aid themselves. More often than not, the objective of such consultations is to confirm the correctness of the choice that has already been made. Work with students who are less successful in this respect is often carried out at the educationist/psychologist's own initiative and is not limited to several consultations.

Psychological and pedagogical diagnostics not only finds out counterindications to some types of occupations in some students, but is also used as a basis for recommending the some range of professions that correspond to their personality factors best. The result of psycho-physiological surveys permits consultants to develop the necessary recommendations for students.

Finally, all the career guidance consultation work must be so planned so that it would be transformed from a diagnostic to a diagnostic and corrective consultation. All the stages of consultations must be focused on activating students, inciting them to strive for independent choice of their professions with regard to knowledge about themselves, their abilities, and the prospects of their development obtained with the help of a career guidance consultant.

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PURPOSES AND FUNCTIONS OF LIFELONG EDUCATION UNDER CONTEXT OF PEDAGOGIC ON-LINE GAMES

M. A. Tappaskhanova
I. B. Shulga

In the article we define main pedagogic purposes in accordance with A. Novikov's theory of prevalence of postindustrial educational paradigm at the present time, and then we determine life-long educational functions under pedagogic on-line games pursuant to the purposes.

Key words: postindustrial paradigm, purpose, function, pedagogic online-game.
Ключевые слова:

Pedagogic conceptions, that are basis modern theoretic and practice developments for life-long education, generated and sharpened in European Educational Traditions during three millenniums as in Ancient Classical Philosophic Schools, where cognitions of the Highest Principles so as Plato's Ideas or Aristotle's Universals were main achievements, as in Medieval European Universities, where learned and worked a lots famous theologians, who tried to find the Divine Truth during all life, as at the modern time, where after the Industrial Revolution the Society required high-qualified specialists for works with compound machines and developments them [3, p. 43]. At this moment we must make a note, that in the Ancient Classical Philosophic Schools at senior educational studies, including last study that running during all life, a philosopher-teacher tried to include his pupils in active work of pedagogic process. So, the philosopher-teacher was more tutor than usual teacher for his pupils. Now the pedagogic methods has stood a basic of life-long education. But the Humanity had understood necessary of new pedagogic conceptions at the end of the second millennium only, when a period of renewal industrial technologies decreased to 5-9 years. Under the conceptions the Humanity created and develops new postindustrial educational paradigm that supposes widest intrusion life-long education, that earlier using by some universities and closed professional spheres only.

Pursuant to results of Dr. Novikov's research studies now we see coming into being a new postindustrial educational paradigm, that based on life-long educational conceptions for all professional spheres and using modern informational technologies, instead of a industrial educational paradigm, that contained fixed learning cycles, lecture methods and working with book as a main method of self-depended work of students.

Dr. Novikov defines in his investigations three based purposes of the postindustrial educational paradigm, mainly by acceleration of technological

progress paces, that is a main difference of postindustrial society by former industrial society [4, p. 45]: (1) creation optimal conditions for the best realization of pedagogic process, that implied formation of wide-educated individuals, that has as determined professional competences in accordance with their interests and capabilities for sure filling in labour market, as key (universal) competences for their full self-realization, self-expression and self-affirmation in social sphere; (2) building effective educative process for forming social active individuals having higher creative potential, abilities to design, creating and realizing new technologies, all humanitarian, civil, national and household competences; (3) design a educational system in compliance with modern society requirements and so requests by different professional spheres as forming enough well-educated professional specialists with theoretical and practical knowledges, abilities, skills and competences as of their professional sphere, as of similar professional areas including informational technological, economical and social subjects of so professional sphere.

So, the postindustrial educational paradigm pursuant to conceptions by Dr. Novikov implies designing the modern system of life-long education that including organizing the most optimal pedagogic process for teaching specialists that satisfy to requirements by suitable economical and industrial spheres and all society. In accordance with the thesis we must understand the pedagogic process as a combination of learning and educative processes. Therefore, the modern life-long educational system under the postindustrial educational paradigm must including pedagogic processes for kindergartens, usual schools and lyceums, institutes, universities, educational organizations for re-qualification and upgrade qualification, universities for retired, because only so approach ensures life-long educational process to each individual of the modern society.

Creation and realization of the pedagogic process of the life-long pedagogic system pursuant to the postindustrial educational paradigm are possible, if the life-long pedagogic system has a few pedagogic functions including analytical, designing, learning, monitoring, reflexive and resulting functions that describe all steps of creation, design, realization and finalization of the pedagogic process and analyzing of received results [7, p. 109]. Topicality of the classification of the life-long educational functions are stipulated by methods of creation, design and realization of pedagogic processes using active learning methods including so the most effective active learning method as pedagogic on-line game. The pedagogic on-line game increases effectiveness of pedagogic process by the better involvement students in the pedagogic process and, therefore, gives them as professional, as key competences with modeling social situations from the real professional sphere.

For the pedagogic on-line games the analytical life-long pedagogic function is analyzing knowledges, abilities, skills and competences are needed to students and researching techniques and resources of organization and realization of pedagogic on-line games [6, p. 23].

Then, after choice of appropriate techniques and resources of organization and realization of pedagogic on-line games pedagogues becomes to create so on-line game using the techniques and resources with determining roles of all gamers and level of their activeness in accordance with a pedagogic discipline and so

pedagogic conditions as individuals' characteristics – this process is the designing life-long pedagogic function [5, p. 115]. After successful finishing this step pedagogues pass on the learning life-long pedagogic function that includes realization of the pedagogic on-line game with keeping necessary pedagogic conditions.

During every pedagogic on-line game and cycles of so games as a part of pedagogic process, one of important pedagogic tasks is tracking optimality and effectiveness using techniques and resources of the pedagogic on-line game in current pedagogic conditions and it's monitoring life-long pedagogic function [2, p. 127].

Next step is reflexing life-long pedagogic function that proposes pedagogic analyzing information about current on-line game for increasing its effectiveness in a future [1, p. 19]. And, in addition, it's necessary to analyze regularly the same on-line games from different pedagogic cycles, so, all results of creating, designing, realizing and analyzing must be marked structurally, and it's the resulting life-long pedagogic function.

Therefore, the complex of life-long pedagogic functions includes all sides of pedagogic process in accordance with postindustrial educational paradigm and helps to achieve three main tasks in conditions of the modern society. The first main task is creating optimal conditions for pedagogic process. The second main task is increasing creative and evaluative potential of all individuals of society, from all professional spheres and from all age brackets. The third main task is designing effectiveness educational system pursuant to all requests of the modern postindustrial society that can adopt to current changes. And achievement to the main tasks of the modern society can give additional impulses for economical, technological and humanitarian development only.

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DEVELOPMENT OF RESEARCH ACTIVITIES OF SCHOOL CHILDREN UNDER THE CONDITIONS OF AN INTEGRATED EDUCATIONAL SYSTEM

V. S. Igropulo

Here, the problem of designing new approaches to the development of research activities of schoolchildren in the integrated educational environment is presented. The principles and a set of conditions for the successful implementation of the program of interaction of general, additional and higher education in the development of research activities of schoolchildren are considered.

Key words: research activities of schoolchildren; cooperation of educational institutions; integrated system.

Modern pedagogy and modern educational physiology are intensely developing new educational technologies, built on the exploratory search of a child within the educational process. Research activities of schoolchildren are considered as an effective innovation model of the enrichment of educational content through the development of a student's abilities for activities. The researcher's and educators' community, assuming responsibility for development of research activities of students, face a number of issues relating to value and sense, organization and content, and physiological bases [3].

The program for the interaction of institutions of general, additional and higher education within an integrated educational system for the development of research activities of schoolchildren, is a long-term compliance document which describes the current achievements and problems, main trends, main purposes and fields of joint activities in education, guidance and development of students, main anticipated results, and criteria for assessment thereof. The purpose of the program for interaction of institutions of general, additional and higher education is to develop a system of the continuous individual and creative development of a personality under the research and innovation system of integration of general, additional, and higher education.

The interaction of institutions of general, additional and higher education for the development of research activities has been implemented in the activities of the Little Academy of Sciences and Arts of the Palace of Children's Activities of Stavropol. The uniqueness of the program proposed includes the development of a scientific and educational model aimed at the modernization of education based on the learning and research activities of students as an innovation form for the organization of the educational process. The features include not only the acquisition of knowledge and building of skills to apply this knowledge practically, but also the development of students' unstinting of laws and patterns of development, building casual relations, and understanding the possibility of a multi-version solution for many tasks [1].

Schoolboys' research activities are included in educational programs of many educational institutions of Russia. Usually, the issue is the creation by students of group or individual research projects in time off. The performance of this technology to stimulate students in both the educational process, and the

development of creative skills of children, has been proved. However, the experience of activities of the Little Academy of Sciences and Arts provides evidence that to achieve the set objectives, it would be reasonable to include students in research activities not just within separate courses, but only provided that the corresponding transformation of the arrangement of the educational process has been conducted, and a special educational media wholly based on the research activities of students in the educational institution has been created. The main objective of the Little Academy of Sciences and Arts is to develop and test a unique educational program, where elements of the research activities of students act as the framework for the integration of basic and additional education, study and vacation periods, educational and guiding processes. For the development of such a program, elements of research activities are included in teaching all subjects, implemented under the integration of additional education, and are a framework for elective courses.

Development of education methods within the context of the personality-development paradigm of education moves toward overcoming the evidential dogmatism, including through the inclusion of methods of scientific knowledge in the technological component of education. Special attention shall be paid to the methods of education through science, developed by O. Karpov, which have considerable advantages relative to the traditional methods of education. Karpov especially emphasizes that the synchronization of education rather with the future than with the past of social nature, overcomes the dichotomy of the educational knowledge and innovation community, and absolutely actualizes the development of open generative didactics, and the reconstruction of the architecture of educational communities toward integrated educational systems [2, . 27]. The modern concept of research education is its development within the new socio-cultural conditions of W. Humboldt's ideas, developed later by J. Habermas in the context of communicational rationality. They are not scientific research and education

of such education is interpreted as mastering the basic competences – cognitive, social and emotional, providing the achievement of persistently being in demand in the knowledge society. European sociological analysis has shown a great degree of matching of the competences important for searching for jobs, with

A review of the accumulated experience allows us to identify a set of conditions for the successful implementation of the interaction program of the Little Academy of Sciences and Arts, the Palace of Children's Activities of Stavropol, and higher education institutions for the development of students' research activities:

- social and psychological (development of educational institutions of additional and higher education of a favorable environment for innovation education activities; development of the motive system, and stimulation of creative initiatives; support of new initiatives of teachers, methodologists of additional education, teaching staff of a higher education);

- scientific and methodological (definition of a scientifically structure of interaction programs, of the stages of development thereof, adjustment, control; building the readiness of teachers in additional education and teachers of higher education schools for mastering modern technologies of the development of

research activities of students, combined with motivational, cognitive, behavioral and personality components unified as a whole);

organizational and managerial (development of a managerial mechanism for the implementation of the interaction program of the Little Academy of Sciences and Arts, the Palace of Children's Activities of Stavropol, and institutions of professional education; clear distribution of rights, duties and liabilities of social partners for the purposefulness and performance of the program for interaction in the field of development of students' research activities);

law and standard (development and approval of local regulations governing interaction of the Little Academy of Sciences and Arts, the Palace of Children's Activities of Stavropol, and institutions of higher education in development of research activities of students' activities);

financial conditions (provision of development of the interaction program of the Little Academy of Sciences and Arts MBOU DOD, the Palace of Children's Activities, with required funds, equipment and materials, based on a combination of budgetary and non-budgetary allocations).

The anticipated results: (a) provision of any student with the rights and opportunities for the satisfaction of his (her) cultural and educational needs, freedom of choice of the level and quality of educational and developing and vocational activities according to his (her) value priorities; (b) the growth of personal and professional achievements of students, teachers and methodologists of additional education, and teachers of higher education institutions; (c) the development of the environment of success for each student; (d) the establishment of human relations and partnership collaboration between educational institutions of the city and regions.

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PEDAGOGICAL, DIDACTIC AND METHODICAL PRACTICE OF TEACHING CLASSROOM STUDENTS IN SERBIA

A. Milenovich

In this paper the case of Teacher Education Faculty in Prizren is shown the way of realization of pedagogical practices of students of classroom teaching.

Key words: classroom teaching, teaching practice, learning practice, methodical practice.

Introduction. The pedagogical practice of classroom teaching students in Serbia, implemented within the framework of the pre-examination and regular exams. Depending on the study, different types of educational practice, its duration, mode of implementation and the number of credits that the student achieves the same after successfully implemented. The pedagogical practice with only minor differences between the faculty, realized by students in the first year attending pedagogical; in the second didactic; in the third one and methodical in the fourth methodical practice.

Teacher call is always considered honorable and respected profession, a teacher of a special type of man. His character is idealized and as such, the teacher is respected in the nation. He is said that the soul of primary school and the success and reputation of the school, to a large extent depend on the success and reputation teachers. Because the teacher is expected to bring together into a single entity: the school environment, curriculum, student learning and their creative and innovative work. In order to do that they need to be versatile and perfect.

Next set out a number of demands from the teacher competence. To gain the same, the need is for students-future teachers during their studies gain a lot of knowledge, skills and abilities in various scientific fields. What always appears as an educational deficit, are practical knowledge. Practical knowledge students gain immediate implementation of pedagogical practices in schools, schools. The problem with this theory is the study of pedagogical practice of classroom teaching students in Serbia.

Teaching practice of students in Serbia classroom teaching. In the study programs of classroom teaching in Serbia, pedagogical practice of students designated as one of the most important factors for successful development of students and their pedagogical training for performing the teaching profession. In numerous publications in which he studied this problem, pointed out the importance of pedagogical practices for competence development of future

performance of pedagogical practice students (Herzog et al., 2012). They are given the different approaches to the implementation of the pedagogical practices of

practice students will be shown on the example of the Teacher Education Faculty in Prizren.

The pedagogical practice of students of classroom teaching provided by the Ordinance on teaching. In this document, teaching practice is determined by the term professional practice, which is defined as "... part of the teaching process during which students acquire practical knowledge in the area covered by the study program through direct contact and participation in the work process" (p. 2). Practical implementation of pedagogical practice, closer to a particular program of study, class teachers for the current school year. This document facilitates, it is envisaged that the students in their studies, in addition to regular pre-exam and exam obligations undertaken in pedagogical practice in all four years of study. According to the study program of classroom instruction, students realize the following forms of pedagogical practice: 1) pedagogy in the first, 2) learning in the second, 3) methodological 1 in the third and 4) methodical 2 practice in the fourth year of study.

The pedagogical practice is implemented in the first year (second semester). It takes five working days. Within the practice, students attend classes in the various departments of the first to fourth grade. About the realization of practice students keep a diary. For each held teachers of the time, in daily practice for the current day entered the following data: date, subject, mentor, teaching unit name and its brief description. For successful implementation of pedagogical practice, students have two ECTS.

Didactic practices implemented in the second year (fourth semester). It takes 10 working days. Within the practice, students attend classes in the various departments of the first to fourth grade. About the realization of practice students keep a diary. In addition to the items described in pedagogical practice, each held teaching time in the diary practice give a description forms of work, teaching methods, teaching resources and a description of the teaching unit with articulation. For successful implementation of teaching practice, students have four ECTS. Methodical practice one implemented in the third year (sixth semester). It takes 15 working days. Within the practice, students attend 10 working days, and five days with the help of mentors realized teaching classes in various departments of the first to fourth grade. About the realization of practice keeping a journal. In addition to the items described in the didactic practice, students held for each instructional time in diary practices provide a description of the teaching unit which is formed like a complete preparation for teaching time. For successful implementation of methodical practice 1, students have three ECTS.

Methodical practice 2 is realized in the fourth year of study (eighth semester). It takes 20 working days. Within the practice, students attend 10 working days and 10 working days with the help of mentors realized teaching lessons in classes from first to fourth grade, and 10 working days in the presence of a mentor implement instructional classes. The presence of the practice students keeps a diary. In addition to the log with the items described in methodical practice 1, students held for each instructional time write complete preparation of teaching units. For successful implementation of methodical practice 2, students have six ECTS.

Teaching practice of students in some EU countries. The presented analysis of pedagogical practices of students of classroom teaching in Serbia shows that students spend an insufficient number of hours in practical training for a teaching

profession according to their total load program of study. Unlike Serbia, in some EU countries, since primary school teachers on practical training spend considerably more time. In Hungary, the practical training is intended for 15-20% of the study program, of which eight to ten weeks summarized practice. Similarly, in the Czech Republic where students have 10-15% of the study program for practical training -9). According to the same source, the students in

Malta have six weeks of practice summarized in three Denmark, 20 Norway, Russia, four to five during undergraduate and five to eight during their master's studies. It differs in the number of hours spent on pedagogical practice. Thus, in Poland, students spend 150 on practice, and in Belgium 600 hours of practical training. In the Netherlands, students in practical training spend a quarter of the study. It differs in the number of credits earned for the implementation of pedagogical practice. In Serbia, during the study, the loathsome achieve a total of 13 ECTS based on realization of pedagogical practice in all four years of study. In contrast, the number of ECTS in Finland was 20, 26 in Cyprus, and in Sweden 30 ECTS.

Troubleshooting pedagogical praxis of students of class teaching. In addition to the advantages of teaching practice students have a number of shortcomings. The most common are: a) inadequate literature for the realization of pedagogical practice, b) students in pedagogical practices implemented in schools and place of their choice, but the same cannot be monitored and evaluated, c) there is no real concept of teacher mentors because of their choice not participating faculty d) lack of coordination between schools and colleges, e) teacher-mentors are not permanent and are not required to be a professional and professional training, f) problem control because of granularity-schools throughout Serbia, g) evaluation of unreality held pedagogical practice, because it reduces only on the basis of preparation and practice logs that are often prescribed and do not represent the real situation, which is particularly related to the success of the implementation of the class, h) has not happened to any student receives a negative opinion of teachers and mentors and i) happens to be the certificate of express themselves pedagogical practices issued by the school and students who do not realize the same.

Conclusion and educational implications. The paper presents the results of laboratory studies of pedagogical practices of students of classroom teaching in Serbia. It points to its practical importance and fundamental flaws that are primarily associated with its implementation, and evaluation and control capabilities. In particular, it is shown that it is insufficient in comparison with the pedagogical practices of students in countries with developed systems higher education. In this part of the paper will be given recommendations for more efficient realization of teaching practice.

1. In the first year of study, rather than teaching, realize the pedagogical and psychological practice for 10 working days. In the field of pedagogy, students should log into practice should enter special observations which relate to: a) the maturity of the observed child for school, b) requires a description of aesthetic education, in the case of a school classroom, c) Standards of physical development of a child by from the seventh to the eleventh year of life and one child who is prematurely or belatedly went to school, d) observation of a student whom the teacher is marked as the most successful and activities of one student who was evaluated by teachers as less successful, e) systematic observation the

class with a detailed analysis, f) preparation of identity cards of primary school, g) a description of a teacher workday, h) a description of one working day of school educator, i) a description of one working day of another associate and j) a description of the school library. In the field of psychology, students should be in one department conduct sociometric process and analyze the findings. In case you are not able to realize the sociometric procedure, as alternative the observation of communication in the classroom, especially between teacher-student which filled the list of protocols.

2. Didactic practice students should be implemented in the second year and would take 15 working days. Students should in particular be introduced and describe problems: a) planning, b) evaluation of teaching and c) didactic media. In this regard, it is necessary to prepare an appropriate instrument, which is especially true for the evaluation of teaching.

3. In the third year of study, students should realize methodical practice 1, which would take 20 working days. Students would be 10 working days attended practice, and 10 working days with the help of a mentor to keep teaching classes. For each held teaching time constituted to prepare and implement detailed evaluation.

4. Methodical practice 2, student be implemented in the fourth year of study for a period of 30 working days. This practice should be maintained in schools in which there is college. Students should at all times independently held teaching hours in the presence of subject teachers ii associates. For each held teaching time constituted to prepare and implement evaluation. Quality held classes would affect the final assessment of appropriate teaching methodologies.

5. In addition to the number of hours of practical training, pedagogical practice a portrait evaluated with five ECTS in the first seven in the second study, 10 ECTS in the third and 12 ECTS Studies of the fourth year.

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INDEPENDENT WORK OF STUDENTS AS A RISK FACTOR IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION IN MODERN-DAY RUSSIA

G. A. Bannykh

The author considers the risks to higher education in modern Russia in the context of transformation. Independent work as the obligatory part of education occupies most of the educational capacity. However, this element is dysfunctional, creates additional risk, and reduces the quality of the educational process.

Key words: independent work of students, higher education, educational risks, plagiarism.

In previous studies, we have argued that one of the risks to the higher education system is the one which reduces the quality of learning because of the common access to higher education, the lack of competitive selection of applicants (the appearance of "quasi-specialists"), and the increase in volume of independent work in the absence of the skills necessary for its implementation. After all, students are not only objects of the educational process, but also active subjects in this activity. Let us analyze the real educational practices of students, and the associated risks for the system of higher education.

The sharp increase in independent work has marked an important change in higher education. The curricula of both bachelor's and master's programmes have been amended to contain substantially larger amounts of hours allocated to the independent study of academic disciplines than have been provided for in studies in a classroom. Modern higher education suggests that the most (or a substantial) part of the learning material is left for students of all forms of learning to master on their own. The proportion of independent work for part-time students, for students of short or distance forms of learning is significantly greater than that for full-time students. In order to determine the attitude of both students and instructors to the change in the role of independent work of students in the educational process, a mass survey in the form of a questionnaire was conducted at the Ural State University of Economics. Some of the results are presented in comparison with similar studies from other universities. To clarify the attitude of the instructors for the increase in hours for the independent work of students, the following question was formulated: "Which position is closer to your opinion, the first or the second?": (1) "There must be the same requirements for students of any form of learning, regardless of the number of classroom hours" or (2) "if the students don't have enough of classroom hours, then the requirements for them must be lower." About 18.0% could not formulate a clear view on this. Only a third of respondents (30.9%) are convinced that the first principle of the implementation of educational programs must be followed. The majority (54.1%) is inclined to follow the second option - to reduce the requirements for students who have fewer classroom hours and more hours on the independent study of a discipline in the curriculum. Along with that, about one-fifth (21.5%) of the respondents of the faculty of the University accepts the idea of granting students the "minor allowances" on tests and examinations, in

the case of an insufficient number of classroom hours to study the discipline. Another 23.2% of instructors believe that for these students, the "requirements should be a little bit less strict." 9.4% of instructors believe that the requirements for students who have fewer classroom hours in the curriculum to study this or that discipline must be "substantially lower".

One of the risks of education is the introduction of different requirements for students with different forms of learning. As a result, the same grades and the same diplomas can mean completely different levels of competence, skills, and depth of knowledge. According to the survey, 41.1% of the students claim that they spend as much time on independent learning as on learning in the auditorium. 36.2% spent less on independent work than on work in the auditorium, and only one-fifth of respondents (21.8%) spent more time on independent work rather than on work in the auditorium. According to the study conducted by the Department of Theoretical and Applied Sociology of Ural State Pedagogical University in 2011-2012., freshman students of the Ural State Medical Academy spent 6.75 hours on classes at the Academy, and 4.24 hours at home; students of Pedagogical University - 5.5 on classes at the University, and 2.5 - at home; and the students of the Institute of Ariel (Israel) - 7.65 hours for classes at the Academy and 3.0 at home. By the third year, the students began to spend a little less time on their studies in all institutions: Medical Academy students began to study an hour less at home, while the lessons at the Academy remained the same. Students of the Pedagogical University spent a little less time both at home and at the University. Students of Ariel spent one hour less in the classroom at the University, but self-study took up the same amount of time [1]. Thus, the amount of time students spend in a classroom is more than is provided for self-study.

Meanwhile, the curricula envisage significantly more time for independent work than for classroom work. It can be concluded that the vast majority of students do not work hard enough, and spend significantly fewer hours for self-study than it is stipulated by their curriculum. The question of whether or not the issues that have not been worked out with the instructor in the classroom must be included in the exams or tests is largely connected to the students' attitude to self-study. Here, the instructors hold positions which are very close: 44.1% said that "it is acceptable to include such material in tests and exams." However, there are still those who think that this can not be done, and they are a little greater in number: 48.2% of instructors responded that "the material which hasn't been covered in the auditorium can not make it to the exams and tests." 48.1% of full-time students indicated in our survey that instructors only "sometimes" bring to the tests and exams material not covered in the classroom. Only 17.4% of respondents indicated that their professors do it "all the time", and it's a common practice. Only 9.0% of the students of the Institute of Continuing Education of the University of Economics noted that teachers "always" used materials not covered in the classroom during tests and exams. 35.8% of the students of this department noted that teachers do it "sometimes", and another 28.9% that it was "extremely rare." 18.7% of the students who participated in the survey have never encountered such a practice. Thus, students of the Institute of Continuing Education, with far fewer hours in the classroom as compared to full-time and part-time students, usually pass tests and exams only on those topics that the instructor had highlighted in his/her lectures

and seminars. The volume of material worked on in the auditorium ranges from 10 to 30% of the total educational material in the final controlled piece of work. However, the vast majority of students - 72% of respondents - believe that such a practice is unfair. Only 13.3% of respondents agreed with the possibility of including in tests and exams the materials which have not been learnt during lectures and seminars, while the rest were undecided on this issue.

If the curricular materials intended for independent learning by students are absent in the tests and examinations, it makes many forms of self-study impractical, and deprives students of the opportunity to go beyond the limited time of learning in a classroom with an instructor, and as a consequence, on the "output" the students, a lack theoretical knowledge and practical skills. Students tend to simulate independent work by using various forms of plagiarism. Independent work of students makes sense if it is subject to appropriate forms of control which allowing the assessment of performance, and increase a student's motivation to learn all at the same time.

In studies of students' independent work carried out in May (Institute of Continuing Education of University of Economics) and October 2014 (full-time students of University of Economics), we touched on the students' attitudes to copyright and intellectual property, which has recently been given a lot of attention nationwide, including within higher professional education. The questionnaire had a block of questions on students' attitudes to such phenomena such as plagiarism, ordering and purchase of control and term papers, as well as of dissertations. In a similar study of the attitude of full-time students to plagiarism, the results were the same. 64.6% of respondents believe plagiarism is partially acceptable in student papers, 21.5% of respondents (in fact, one fifth of the students) chose the variant that plagiarism is by far the common norm. Only 12.2% of the students indicated that for them plagiarism as theft of another person's property is absolutely unacceptable. Most of the students of the Institute of Continuing Education (60.5% of respondents) believe plagiarism acceptable and confirm its wide use and tolerance among students. 13.8% believe that plagiarism is an accepted norm. Only 22.8% of respondents made a statement against any use of plagiarism. If you add these answers with the answer on the admissibility of plagiarism in some cases, it turns out that 86.1% of full-time students and 74.3% of the students of the Institute of Continuing Education do not consider plagiarism to be a form of deviant behavior. We can conclude that the concept of fairness in education has not yet received universal acknowledgment among students.

This clearly indicates the need to take certain measures against plagiarism among students. Surveys have revealed an unexpected nuance for us: intolerance of plagiarism among students of the Institute of Continuing Education was higher as compared to full-time students. This can be explained by the fact that the students of that Institute belong to the older age groups, who can't easily use the "magic buttons" ("ctrl + c" and "ctrl + v") or basically do not consider it possible to borrow someone else's texts.

When full-time students were asked whether "your instructors check your papers for plagiarism?", only 22.5% indicated that all works of students are checked. More than half of the respondents indicate that the works are checked, but not all and not always. Almost a fifth (20%) of students responded negatively –

namely, that instructors never check their works on plagiarism at all. The majority - 71.6% of instructors responded that they check students' works for plagiarism. But only 15.4% of them check all or almost all works of all their students. A quarter (about 25%) of teachers do not do it at all. It seems that the number of teachers who really check students' works for plagiarism is actually less than is believed by the students. Instructors assess the situation with the autonomy of students' works to be better than the students think: they believe that the extent of plagiarism is less than is estimated by students themselves.

Thus, according to the study, we can conclude that the independent work of students in higher education institutions is organized ineffectively and presents a serious threat to the transformation of higher education in Russia.

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FORMATION OF META-SUBJECT RESULTS OF EDUCATION IN THE COMPREHENSIVE SCHOOL AS THE ELEMENTS OF LIFELONG EDUCATION

N. V. Tryapochkina

The article raises the issue of finding technologies adequate to the idea of lifelong learning, and presents the role of the competence-context model of training and education in the development of meta-subject results as the essential characteristics of continuous education.

Key words: lifelong learning, meta-subject results of education, competence-context model of training and education.

Lifelong education as a process of developing personal, common cultural, and professional human potential throughout one's life is aimed at ensuring successful integration of an individual in the social medium. For this purpose, it is required to define the development unit that, regardless of the level of the continuous education system where the individual is staying, remains unchanged relating to its structural features and grows through various forms, methods and ways of education and self-development. We have the same view as N. A. Rybakina that we have to find the unit of continuous personality development not in the content of education, but in "meta-content": ways of arranging human activity, communications, and self-regulation. Meta-content relating to the content of any certain subject area of education is inter-objective, over-objective and invariable" [2, p. 257].

Currently, the necessity for forming the meta-subject results of education is stated in federal state educational standards. Such results are stated in standard documents (at the level of general education) as the "general educational activities", and at the level of professional education as "competences". Forming meta-subject results is impossible within the framework of the traditional learning model providing for achieving knowledge results. The possibility to form the meta-subject results we saw in the ideas of contextual education were developed in the academic school of A. A. Verbitsky for over 30 years. The theory of contextual education became a frequent practice at the level of higher and additional professional education. Over recent years there has been successful research in the sphere of implementation of the contextual approach to formal education, thus, contextual education may be the basis for lifelong education in fact rather than in word.

The most successful adaptation option of the contextual approach to formal education we saw in the competence-context model of training and education (A. A. Verbitsky, N.A. Rybakina) [1; 3]. The competence-context model of educational process is one of the models creating conditions for forming social experience of students in the comprehensive school. This model proposes involvement of students in learning activity of a new type that, unlike a traditional type of learning activity, is of three dimensions. In the process of learning activity of the competence-context model, the student is involved in subject-related social and reflexive activity. The result of such involvement in learning and cognitive activity of three dimensions is forming competence as an integrated pool of cognitive, social

and reflexive experience providing the human ability to consciously transform reality based on the ability to link knowledge and the situation [1].

The cognitive experience serves as a basis for forming the subject-related result, and social and reflexive experience provides for forming general learning activities: cognitive, regulative, communicative and personal. "Cognitive schemes are generalized forms for saving previous experience that a person while solving one or another problem uses as the starting point" [4, p. 83]. Based on such cognitive schemes, it is possible to perform meta-subject activity providing for formation of meta-subject results of education.

Meta-related activity is the ability to use cognitive schemes for solving various tasks and problems of personal activity and behavior. Meta-related activity serves as a basis for forming such general activities as: () modeling the problem settings; (b) matching the model built with the generalized knowledge framework (c) building a plan of certain problem solving. Meta-related activity, regardless of the content, forms the cultural function of self-activity as a part of social and reflexive components of learning and cognitive activity of students within the framework of the competence-context model of training and education.

Thus, the competence-context model of the learning process, firstly, states meta-related activity as an object of educational work, and, secondly, suggest the ways of its arrangement allowing formation of cognitive general learning activities (modelling, structuring, analysis, comparison, classification, assessment), as they are the basis of meta-related activity. In turn, the ways for using cognitive schemes for solving problems and tasks learned by students allow the teacher to include them in the independent team work on extending the borders for using cognitive schemes known, new and already known. At this stage, the teacher has the role of tutor. In this regard, a set of meta-subject skills are to be formed not directly connected with the material content: () regulative (a student sets him or herself a personal goal, carries out a plan of achievement; reflects and, if mastering the level previously set, transfers to a higher level; (b) communicative (participates in problem discussion arising out of the process of task performance, choosing a partner; this is a teacher, other student, or any other person present in the class).

Thus, it should be noted that the competence-context model of the learning process is one of the models that proposes the technology of forming the meta-subject results of education as an alternative of lifelong education.

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USING ELECTRONIC TEACHING DEVICES FOR TEACHING PRIMARY SCHOOL STUDENTS

B. S. Abdullaeva
A. V. Sadykova

This article deals with the use of information technologies, in particular, electronic teaching devices for teaching mathematics in primary school. It also describes the types of teaching devices and their meaning. It describes the way of using the "scales" teaching device when studying the topic of "kilogram".

Key words: informatization of education, activation of learners, lifelong learning, e-learning resources, simulators, multimedia application.

Shaping principal scholastic skills, many of which must be learned by rote, is one of the priority tasks of education. Using electronic teaching devices is an education technology that permits to resolve this task successfully. Electronic teaching devices are electronic educational resources that induce a student to fulfill similar tasks repeatedly in order to memorize the material being studied and to shape strong scholastic skills. Every teaching device contains a system of multilevel tasks on a certain topic. Electronic teaching devices can be used at various stages of learning the process: for checking homework, explaining new material, reinforcing knowledge, controlling the retention of acquired knowledge, summing up and systematizing topics learned, for speech development lessons, etc.

Electronic teaching devices can be divided into the following groups: (1) presentation devices. These devices are intended for display on an interactive board or screen. They contain a series of questions. Each question is displayed on the screen, and the students must answer it orally. After several answers are given, the correct one is displayed on the screen. Another teaching device technique is to display answers automatically (students must tell the correct answer before it is displayed); (2) software teaching devices are intended for operating online, and they contain a brief overview of the topic under study or a series of tasks. A student using such a device enters answers to the given tasks. They are checked automatically. (3) website teaching devices must be operated online. Students log in and fulfill a series of tasks. The results of their work are saved on the site, and the teacher can check them.

Thus, using electronic teaching devices during classes makes the process of education interesting and engaging and facilitates overcoming difficulties in learning the educational material. Various gamelike actions performed in order to solve educational tasks keep up and enhance children's interest to the subject under study. Fascinated children do not notice they are studying. Even the most passive children come on board with a great desire, sparing no efforts. This is precisely the primary task of a teacher.

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COLLABORATIVE TRAINING AS A FACTOR OF SUCCESS IN TRAINING ACTIVITIES OF PRIMARY SCHOOL CHILDREN

**A. A. Khalikov
R. M. Sadykov**

This article describes the principles of cooperative learning, the effect of cooperative learning on development of the child's personality, and success in the educational activities of primary school children. It also shows the value of collective assessment of knowledge and skills of learners in cooperative learning.

Key words: cooperative learning, activation of learners, learning efficiency, success, creativity, communication skills.

Our studies have shown that different organization of the educational process and changes in educational methods and methods for organization of educational activities can give different properties to primary school children's thinking. Voluntary attention is developed together with other functions, firstly, through training motivation and a feeling of responsibility for the success of the training activities.

A review of the training practice shows that the success of a lesson at the primary school depends first on all on the teacher's ability to develop conditions and arrange a situation of collaboration. When we speak of training and educational collaboration, we should be aware that there are two factors: interaction of the teacher and student within the joint training activity, and interaction between teachers within the system of inter-subject relations. Practice shows that joint training is not only easier and more interesting, but also more effective. Joint training rather than just doing something together is the essence of this process. The teacher can apply an innovative approach to his (her) students, but only provided that the main principles of collaborative training are met. Let us list them: (1) teams of students are formed prior to the lesson taking into account the children's psychological compatibility. Each team must include a good, a mediocre and a poor student of both sexes. If the team is working successfully on several lessons, there is no need to change its composition. If they fail to work successfully, the composition can be changed for each new lesson; (2) each team is given one task, but each member must be given his/her personal role (the roles are usually allotted by the students themselves but the teacher may give advice in some cases); (3) the work of the whole team rather than of a single student is assessed (i.e. the score is applied to the whole team); the teacher assesses the efforts rather than the knowledge of the students (nobody would wish to work with a poor student and he/she would suffer complexes if the real results were assessed); (4) the teacher himself chooses the student who accounts for the task. In some cases this could be a poor student. If the poor student can formulate the results of joint work, and answer questions from another group, then the purpose is achieved, since the purpose of any task is retention of materials by each member of the group.

So why does collaborative training attract teachers? The answer to this question follows from the identified peculiarities of communication of primary school children with each other as compared to communication with adults. The matter is that the ways of activities mastered together with adults are reproduced by him together with his fellow pupils within cognitive, training, play, and other activities, where there is no regulated interaction, and the school child constructs his/her behavior based on his/her own aspirations and capacities. It is important to understand that the children's environment impacts development of the child's personality by the essence of interactions between members, rather than by the fact of gathering them. Irrespectively of the subject, class training can be constructed in such a way that students (a) compete with each other for the right to be called the best; (b) obtain knowledge independently of one another, and set their own goals, moving towards them at their own speed; (c) work by gathering in small teams.

If students have to compete for scores, they work against each other, aspiring for a goal available only to a few persons (or even a single person). However, competition has a considerable fault: the student's personal success is opposed to the failures of his (her) fellow students. The student works a lot to advance, or becomes negligent as he/she is not sure of his/her ability to win. When students work individually, they aspire to achieve their own goals, and don't care what their fellow student do. Only their own efforts and successes are important for them; successes and failures of their fellows do not matter to them. It is important that a dual task is set before the team: first, achieving a cognitive creative goal, and second, the social or rather social and psychological one, that is realization of a certain culture of communication. The teacher controls not only the success in fulfilling tasks by the students, but also the nature of their interaction between each other and mutual assistance.

Collaboration is the joint work of several persons aimed at achieving common goals. While working in a team, the person has to think not only of his own interests, but also of the interests of his fellows. Therefore, collaborative training forms conditions for positive interaction between students in the process of achievement of a common goal: each person understands that he can succeed (i.e. master certain knowledge) only provided that the other team members achieve their goals. Therefore, for collaborative training, special attention is paid to the success and collective goals of the whole team, which can only be achieved by the independent efforts of each member in continuous collaboration with his fellows during the work on the subject (issue, question) under consideration. The objective of each student is not only to do something together, but to learn something together, and for each student to master the required knowledge and formulate the required skills. It is also important for the team to be interested in mastering the training material by each member. The pedagogy of collaboration has a single goal, which is to give the child the confidence that he/she will succeed, to teach him/her.

THE INFLUENCE OF INFORMATION TECHNOLOGIES ON SPELLING MISTAKES (EXEMPLIFIED BY THE POLISH LANGUAGE)

R. Starz

Spelling plays an important role in communication in a society which uses an alphabetic system of writing. The author indicates the influence of information technologies (computers, and mobile phones – sending SMS messages) on the reinforcement of spelling mistakes.

Key words: spelling mistakes, information technologies.

In a society which uses an alphabetic system of writing, spelling plays an important role. "Proper spelling is one of the fundamental conditions for an effective transfer of information using written text" [1987; 114]. Proper writing of words allows swift reading and understanding of text, and provides unambiguity and preciseness in communication with the use of writing. Moreover, "a person who makes spelling mistakes exposes themselves to ridicule, similarly to an intellectual, in whose speech influences of dialect or jargon are clear" [Saloni 1971; 463].

Admittedly, some believe that in reality the action of writing occurs relatively infrequently and concerns foremost people who are connected with it professionally and students at school [cf. Davies and Widdowson 1983; 154 and Tokarski 1978; 9]. The problem of spelling is thus more of a problem in the culture of a language or culture in general than that of communication, as improper writing does not, in general, prevent the understanding of the contents of a message (usually it impedes the process of reading).

However, the greatest interest of a society is aroused in relation to spelling at school. Many, who comment on the spelling of primary school children, emphasize the low skills that children have in this area. The situation has not changed, despite determining a relationship between the level of spelling and various factors, such as the type of memory, the ability to think logically, the kind of attention, gender, age, profession, visual impairment, intermissions in learning, the knowledge of foreign languages (mainly that of Russian), class attendance, reading, the degree of mastery of spelling rules, knowledge of grammar, grades at school, consciousness of the significance of spelling, handwriting [1973; 91-109] and IQ [Ratajek 1977; 151]. In analysis of the reasons behind the poor state of implementing spelling rules by primary-school children, F. Nowak divides them into two following groups: (1) traditional reasons (2) more recent reasons [Nowak 1989; 41].

Into the traditional reasons fall: (a) too broad of a curriculum; (b) lack of language knowledge needed to understand spelling rules and use them in practice; (c) an insufficient verification of written works; (d) not recognising the influence of different types of memory on memorising spelling material; (e) the monotony of spelling exercises; (f) not paying attention to beautiful handwriting; (g) lack of interest in spelling problems from teachers of other subjects; (h) forgetting prophylaxis in teaching spelling; (j) teaching spelling based insufficiently on the interests of the schoolchildren; (k) lowered concentration of the student's attention;

prepositions with other parts of speech. Words originating from prepositional phrases are spelt separately because it is difficult for the children to understand that the same element in the language system fulfils different functions. The spelling of inflectional endings poses many problems for schoolchildren. It is most visible in the endings which contain literal designations of nasals. Hence, for instance, a high frequency of deviations concerning feminine nouns, especially in the Acc. of the singular.

Orthography also reveals shortcomings in mastering the language as a system. It should be considered whether in case of orthography it would be advisable to speak of two language systems, the system of the written language and the system of the spoken language, and the mutual relationships between these structural models. Then orthography would be an element linking the two models. Distinction between the two systems could serve the adjustment/regulation of school knowledge about the language, which was, among others, postulated by Jan Tokarski in his paper *From the borderline of methodology and linguistics* [Tokarski 1967].

It seems desirable to associate the acquisition of the skill to write with the issue of bilingualism, especially in the case of children from dialectal environments.

From the carried-out research, it appears that deviations from orthographic rules have various causes. The entanglement of orthographic words in a system of other words should be considered as the main cause. These are, above all, relationships between orthographic words and phonetic-and-phonological words, and indirectly dialectal or foreign words. The overlap of different, often contradictory, rules is especially important here (e.g. say e []).

A high frequency of deviations from orthographic rules commonly perceived as minor mistakes (omission of letters, replacement of letters with others, etc.) bids to investigate the matter closer.

In traditional methods of teaching spelling with the use of handwriting, visual-motor memory is dominant, leading to an automation without the use of consciousness. A person remembers the movement of the hand associated to the orthographic form of a word. Meanwhile, the use of a computer keyboard or mobile phone keypad eliminates automation, disassembles a word into letters and requires engaging consciousness, forces one to think. The manner of memorising words is also different; not as a string of characters requiring a certain movement of the hand, but as a sequences of keystrokes. Using a keyboard also increases the number of typos, especially in letter omission (not pressing a key) or using the wrong letter (pressing the neighbouring key). All the more, that these types of mistakes often go unnoticed by the writers.

One of the solutions to the problem is the possibility to choose ready words, if one enables the option to prompt words. Then, homophony (the identical pronunciation of differently written words) remains the only problem for the writer (e.g. ([m], maybe/can/could) and morze ([m], the sea)). The option of computer word correction is not always able to help the writer. The computer will not be able to handle homophony without a contextual dictionary (one that takes into consideration word connections and not singular words). It will also underline words that are not present in the dictionary, confusing the writer, who will consider the word to be misspelled.

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PREVENTION OF CONFLICTS AMONG TEACHING STAFF

G. K. Komilova

Prevention of pedagogical conflicts among teaching staff is considered in the article. This prevention is based on integration of theoretical knowledge and practical skills about the teacher's behavior in conflict situations, as well as knowledge about reasons of conflict origin and ways of solving conflict.

Key words: prevention, pedagogical conflict, teaching staff.

A qualitatively new stage is observed in the development of contemporary pedagogics at present. The problem of renewing the present education system is connected with a change of the educational paradigm aimed at the humanization of pedagogical science and school practice. However, as a contemporary educator changes to new methods of upbringing and teaching, he or she must understand the value of pedagogical ideas and experience accumulated in the past.

Conflicts are characteristic of any spheres of human life. They are an integral part of human relationships, and therefore have existed as long as human beings. Contemporary science views conflicts as an inevitable phenomenon of social life resulting from the properties of human nature. The goal of the humanistic trend in pedagogy is, first and foremost, to extirpate authoritarian forms of communication and to seek ways of forming relationships on the basis of cooperation. Studying conflicts is of paramount importance for pedagogy. An educator must create a favorable, amiable atmosphere in his or her team. Today, science has accumulated a significant amount of knowledge that makes it possible to study the problem of conflict in various aspects.

Conflict has become the dominant element of social relationships. It is present in both explicit and latent forms. It transfuses the tissue of interpersonal relationships in teaching staff. Conflicts are present even where there is cooperation and agreement [1]. Therefore, the main point is not about returning to a conflict-free state, but about learning how to live with a conflict, being aware of its stimulating action in the cases when it develops within certain limits, and understanding its destructive nature when it outgrows those limits [5].

The peculiarity of conflicts between teachers is connected to a great extent with the fact that teaching staff is predominantly female. In the context of female domination in teaching staff, emotions play a considerable role in opinions and actions. That is why contradictions arise not only on a personal level, but in the process of joint educational activities as well.

The control, prevention and solutions of conflict situations in the educational system are possible if the staff is ready to discuss the exiting situation thoroughly, and if an atmosphere of mutual trust has been created and joint activity is aimed at solving problems, transforming conflicts from destructive to constructive ones.

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SCHOOL INNOVATION ACTIVITIES AS A CONDITION OF LIFELONG EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS

**I. E. Kuzmina
N. N. Muzykantova**

The author considers conditions for promoting innovations at school as a factor of teachers' lifelong professional education. Ways for reaching innovation results as indicators of development and change in teachers' professional thinking during their experimental work are given in the article.

Key words: innovation activities, experimental work, teachers' professional thinking, lifelong education.

Innovation activities of modern educational institutions - experimental work in schools – may become one of the forms of lifelong professional education of teachers and a source of professional development. Experience in the organization of innovative activities in the educational institutions of St. Petersburg allows us to single out certain conditions, the creation of which may become a factor of lifelong professional training of teachers and give rise to new opportunities for teaching staff development in general: (a) concurrence by implication of school experimental work topics with the main activities of an educational institution in such a way that innovation activities would not become foreign to the teachers, but organic, "grown from within"; (b) special-purpose formation of motivation for school innovation and experimental work in teachers; (c) organization of "in-house" advanced training of teachers on experimental work: training in the basics of pedagogical experience analysis, pedagogical reflection, pedagogical research; methods of data collection, analysis and interpretation of information and research results – the "learning organization" model [2]; (d) social demand and relevance of the experimental work of schools at all levels and the possibility of innovative product dissemination; (e) support and stimulation of this type of activity among teachers by the administration of educational institutions.

School innovation activities on practical creation, theoretical and methodological substantiation, methodological description, and reflexive and analytical understanding of culture creative educational environment potential of an educational institution may act as one of the factors for professional growth and development of the teaching staff. Such a culture creative educational environment was created and has been successfully functioning in school No. 305 of the Frunzensky District of St. Petersburg for over 30 years. The long-term successful experience of culture creative educational environment's existence in the school led to the idea of using its potential for professional growth and development of teachers, reaching a new level of professional activity by the teaching staff, caused by an increase in the teachers' experimental work: reflexive and methodological understanding of the teaching experience and development of a system of organizational activities on education of patriotism among students with new conditions of the multiethnic and multicultural educational space of 19th century St. Petersburg.

During the eight years of experimental work, the school identified five main areas of innovation products that can serve as indicators of lifelong professional education of teachers: (1) development of diagnostic tools for pedagogical research of value orientations in the field of patriotic consciousness of parties of the school educational process (students, teachers, parents) [5]; (2) development and description of the organization of activity on formation of patriotic consciousness of students in the multi-ethnic environment of St. Petersburg [1; 6; 7; 8]; (3) modeling of various processes: creation of a culture creative educational environment in school, patriotic education of students in conditions of multi-ethnicity, organization of social, educational and socio-cultural partnership of schools, organization of interaction between families and schools [1; 4]; (4) development of guidelines for organizing and carrying out culture creative events for students [6; 7; 8]; (5) analysis, synthesis, and description of innovative teaching experience in the form of scientific and methodological articles for presentation at scientific conferences, seminars, round tables, participation in professional competitions, and publication in scientific and methodological editions [1; 4; 6; 7; 8].

Development of a system of organizing activities on patriotic education of students in today's multi-ethnic environment became one of the indicators of lifelong professional growth and development of teachers in the course of school innovation activities. This system includes five types of activities of students: (1) project activities and group work; (2) eventful activities (organization and carrying out of school celebrations); (3) reflective activities in working with text – symbol, image, sign; (4) play activities; (5) organization of social partnership of different stakeholders.

The creation by the school administration of certain conditions for the organization of teachers' innovative activity was the source of their professional growth and development, led to certain changes in the professional thinking of teachers and, thus, acted as a factor of lifelong education [3:278-280] in: (a) understanding of the new and changed social and economic, information technology, mental and cultural, social and psychological conditions in which modern education in society is being developed; (b) understanding of the new problems that arise in the new environment in school, the "new vision" of the old problems in the context of new conditions; (c) formulation of new goals and objectives in the pedagogical process in the context of new conditions; (d) formation of motivation for the search, exploration and development of new methods, techniques and technologies of work in order to achieve new goals in a new environment; (e) information request on new content of postgraduate teacher education, innovative teaching experience of colleagues, new scientific literature characterizing a new stage in the development of society and education; (f) a search for new school social partners to meet new challenges in a new environment; (g) formation of motivation to their own individual personal growth and development, dynamics of reflexive abilities in relation to their personality and professional activities – generation of new personal meanings in professional activities, formation of motivation for self-change and development.

However, creation of conditions for the organization of innovative activity of teachers has become a factor of lifelong professional education of teaching staff, and has contributed to the development of innovative educational organization in general [2]: (a) creation of motivational factors for individual inclusion of teachers in

the overall process of innovative school development: stimulation of individual professional development, professional level dynamics, interest in professional activities; (b) emergence of conditions for the simultaneous mastering of new scientific and educational information by the staff – organizing their own methodical, reflexive and analytical

TECHNOLOGIES OF CRITICAL THINKING DEVELOPMENT AS A MEANS OF CONTINUOUS EDUCATION: AN INNOVATION OR A TRADITION

N. V. Anishchenko

The subject of innovations is often considered in modern discussions about education. Are the technologies of developing critical thinking to be considered innovational or not? Which educational process is innovative? Can innovations in schooling prepare a person for lifelong learning or not?

Key words: Education technologies, innovation, skills used in all subjects, relations between subjects, critical thinking.

We often come across information about changes particular to the educational processes, both in Russia and in the world as a whole. This phenomenon is caused by new views of education and its role in the society, increased volumes of knowledge, and the introduction of a wide range of new technologies in the most diverse fields of activity. There are currently education reforms in Russia, a new law on education, introduction of innovations, and competitions of innovation products of various levels and ranks. This situation brings forth a number of questions: "What can be considered to be an innovation in educational practice?"; "What is the sense of innovative activities carried out on so massive a scale?"; "What educational technologies can be classified as innovations?"; "In which case can old methods be innovative?"; "How do innovations relate to the idea of continuous education?".

We shall try to answer these questions drawing on documents, researchers' opinions, and a certain practical experience of introducing techniques and strategies of Critical Thinking Development Technology (hereinafter, the CTDT). Let us consider in the first instance what is understood by the word innovation. A.M. Novikov and D.A. Novikov propose the following definition: "An innovation is a comprehensive, completed, purposeful process of creation, distribution and utilization of a novelty focused on the satisfaction of human needs and interests" [3]. Another point of view was expressed by V.I. Slobodchikov: "Thus, if an activity is short-lived, if it does not have a holistic and systematic nature, and views the renewal (alteration) of just some elements of a certain system as its task, we are dealing with a novelty. In case activity is carried out on the basis of some conceptual approach and results in the development of the system in question, or its radical transformation, we are dealing with an innovation" [4]. V.I. Slobodchikov goes on to add: "innovative education is education that develops and develops itself." Thereby, let us consider innovations as novelties whose introduction is systematic and conceptual, and that are aimed at better satisfaction of human needs.

Let us try to find out which technologies and methods can be classified as innovative. The most important courses of changes in contemporary education are as follows: (a) subject-to-subject relations between a student and a teacher (as distinct from the subject-to-object ones typical of the traditional mass schooling that presupposed mastering a certain volume of knowledge without regard for educatees' interests and inclinations); (b) a return to a holistic view of the world

around; studies of each separate subject are replaced by studies of their unity and links between them; (c) humanization of education, abandoning technocratic views, increased attention to personal problems.

Therefore, technologies and methods are aimed at activating the education process, interactive training focused on a child's interests, and promoting the development of information processing skills, mastering new methods of activity. According to I.V. Mushtavinskaya, "the objective of using educational technologies is the development of students' intellectual skills that are needed not only for studying but for everyday life as well (the ability to make a balanced decision, to work with information, to analyze phenomena on all sides)"[2]. Critical thinking development technologies (CTDTs) were first used during the 1990s by American researchers Ch. Temple, K. Meredyth, J. Steel, and S. Walter, but even today they can be classified as being innovative by the following criteria: (1) they work for the creation of a subject-to-subject relationship in the process of a learning session; (2) they organize work with information, its understanding, transformation from one form to another, its selection and reference to a child's experience; they develop communication skills and teach how to correlate one's own point of view with other people's opinions; (3) they permit one to implement an individual approach, and to take account for the educatee's experience and interests.

Let us illustrate the above theses by specific examples of using CTDTs in educational practice: We shall find out what skills are developed by specific strategies and techniques. Firstly, they teach one how to work with information and how to transform it from a text form into a graphic one – "Clusters", "General – Particular", "Zigzag", "INSERT". Secondly, they permit the teacher to organize team work, they develop communication skills, and teach how to correlate one's own point of view with other people's opinions. Thirdly, they promote the development of defining problems and solution skills ("Fishbone").

The most important skill for any type of activity is choosing a strategy, defining the goal, and understanding the means of attaining it. The strategy "I know – I want to know – I have learned" is focused on developing those skills. It offers educatees the chance to formulate objectives on their own, relying on their own experience, in view of personal interests, and to determine the methods of attaining these objectives. Most CTDT techniques and strategies promote building subject-to-subject relationships during class. A teacher ceases to be the principal figure of the educational process, the principal source of knowledge, and his or her role undergoes changes. He or she becomes an organizer and a facilitator who is able to softly direct and coordinate students' independent productive cognitive activities. A student's role also undergoes radical changes. Now he or she determines the goals and tasks of learning, chooses the educational route, uses various sources of information on his or her own, and bears responsibility for the final result of his or her learning activities.

The transition to new forms of organizing the educational process cannot be carried out in an instant. Time is needed to prepare the teacher and the students to fulfill new educational tasks. Are all students ready to work in the format of the technologies under consideration? The answer to this question is not unequivocal. An opinion poll carried out in 2013 showed that 10% of students are not ready for such work. The results of a 2014 poll are as follows: 72% – positive, 21% – neutral,

0% – negative. In 2015: 89% – positive, 11% – neutral, 0% – negative. About 20% of students viewed lessons utilizing technologies as a game, and avoided working in earnest.

Let us finalize. The technologies (sometimes already used before) can be considered as innovative if they change the educational situation and correspond to a new paradigm, permit creating subject-to-subject relations between a student and a teacher, and above all, prepare children for making a conscious choice, for solving new problems that are non-existent yet, for life-long education.

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"PLATFORM" INNOVATIVE EDUCATIONAL TECHNOLOGY

Yu. I. Klimashova

This article reflects the main aspects of "Platform" innovative education technology, determines the theoretical and practical components of the technology, and describes the results of its application in the educational process.

Key words: "Platform", innovative education technology, education, student.
Ключевые слова:

J. Delors, Chairman of the International Commission on Education for the Twenty-First Century, stated that education must remain "a collective service" provided to everyone on equal terms; that will doubtlessly allow it to shape a nationwide value [1]. Only educational value determines a society's attitude to the extent to which personal resource and personal potential is sought for by a society or a state in question.

"Platform" innovative educational technology (hereinafter, the "Platform" unites students' resources that are "not visible" at a glance. Those resources are underestimated by both students themselves and the teachers. The "Platform" permits not only to elicit and unite students' resources but also to develop them for purposeful professional formation. Thanks to uniting each student's resources, the "platform" allows a saving on scope, using lesser resources than required in the process of subsequent "retraining on the job. The "Platform" is an innovative educational technology whose mechanism is focused on uniting students' internal resources, structuring the elicited resources and professional adjustment for personnel training.

The key factors of the "Platform" are: (a) a student's self-realization; (b) a student's self-development; (c) a student's self-expression. The "Platform" can be used as the present-day experience for a number of other subjects as well, and for various levels of primary, secondary and tertiary education. The structure of the "Platform" is as follows: (1) setting the purpose of training; (2) development of the content of training; (3) the motivation and means of teaching; (4) organization of the training process; (5) a student's participation; (6) a teacher's efficient work; (7) evaluation of the result of activity.

The methodology of the "Platform" is an educational innovation including the following methods: (a) the *method of determining* comprises in structuring of resources: a teacher assesses resources and establishes on the basis of that data the methods of interaction adjustment within student groups and shapes business communication skills. This method includes the informational, technological, organizational and communication components that permit the use of interactive forms of training efficiently; (b) the *method of development* permits the pooling of resources for unlocking students' professional potential and subsequent development of the competences that are adequate for contemporary business practice with the utilization of active, competence shaping methods, based on

interaction between trainees and their maximum participation and involvement in the training process, rather than on passive digestion of the instruction material; (c) the *method of formation* serves for free access to the "Platform", that accumulates education technologies in the context of priority areas of state policy. This method is used for mastering subject-oriented knowledge, by structuring and presenting multimedia educational materials, that permit the transmission of information with the help of interactive means of communication; (d) the method of "Tutoring" promotes the development of supervisor activity, that creates the basis for the development and further distribution of the efficient "Platform" for solving the tasks the state faces.

The "Platform" characterizes and organizes the training process, being a manual for achieving the set goals of tertiary education, and includes two interconnected processes: the organization of a trainee's activity, and the control of that activity. As we consider the "Platform" of training, we cannot fail to dwell on the modern electronic media, which can be called an element of innovative training strategy. A disciplinary model of training is peculiar to the traditional education: disciplines are overloaded by excess information.

The "Platform" is innovative training method, which presupposes such organization of the training and fostering process, in which a teacher's personality acts as the leading element, but the teacher's position in respect to both the student and him/herself changes, and the nature of management and impact of student also undergoes a change, resulting in a student's position in his or her professional formation.

Using the "Platform" by teachers has three principal goals: (1) to master a new style of teaching; (2) to master new types of analytic thinking that will be productive; (3) to activate the popularization of human resources and human intellect.

The "Platform" permits the shaping of one of the priority tasks of education in Russia, connected with an innovative strategy: the organization of the training process, by developing new modes of social interactions focused on joint fulfilment of priority state projects and programs.

The efficiency of utilization of the technology in the training process is as follows: (a) the number of the students whose individual structure of internal resources and internal potential has been elicited, increased; (b) the students' grades improved, and the scope of their professional interests expanded; (c) the number of students having a high level of professional training increased; (d) the efficiency of using interactive forms (master classes) of students' training increased; (e) the level of students' professional competence improved; (f) the process of communications between teachers and students improved.

The "Platform" affords an opportunity to involve students in socially useful activities during extracurricular time, allowing them to shape positive and meaningful social and personal life goals, and the plans focused on the development of the attitudes needed for successful communications in the process of professional development, and for building up the state human potential.

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ORGANIZATION OF PROJECT ACTIVITY WITHIN CONTINUOUS PEDAGOGICAL EDUCATION (FROM THE EXPERIENCE OF THE INSTITUTE OF CONTINUOUS EDUCATION OF THE BURYAT STATE UNIVERSITY)

**M. G. Tsyrenova
E. A. Khantueva**

This article is devoted to the relevant forms of teachers' professional development within the frameworks of continuous education. A project activity in educational expeditions is considered as an area showing considerable promise of the regional continuous education system development, and the establishment of innovative educational environment for retraining professional development of teachers and principals. The article is based on the experience of the Institute of continuous education, Buryat State University.

Key words: project activity.

This article studies the contents and areas of interaction of classical university with general education schools in the development of regional systems of continuous education, and in the creation of the innovative educational environment for retraining, professional development of teachers and heads of schools. The Institute of Continuous Education (henceforth – Institute) created in 2009 is an institutional form of such interaction at the Buryat State University. Our experience shows that the Institute's attractiveness to potential partners is ensured by its reliance on the results of the analysis of educational requirements of educational institutions, the analysis of the educational network and activity of the main competitors (partners). The institute is a structural division of the university that allows it to carry out educational and methodical, research and project activities to equip pedagogical and administrative staff of establishments of general, secondary, higher professional and additional education with advanced educational technologies. It promotes the creation of conditions for effective development and realization of innovative educational programs and structures according to the demand of the trainee and of the establishment that sent him to training.

Professional development turns into a continuous process, which is based on personal interest, controlled and carried out by the teacher in various options of formal, non-formal and informal education. A starting point of this process is the assessment and self-assessment by the subject of his contribution to the activity and to development of the educational institution. The content of training is defined by a system of professional knowledge, professional competence and personal qualities of the teacher demanded by a particular educational institution at a certain stage of its development. We determine this by the leading technology of professional development design and research activity of the student. The individual project of the trainee on development, introduction and distribution of an innovation providing improvement of quality of work of the educational organization becomes the result of professional development. The use of design technologies

develops the trainee as a subject of innovative development of the educational organization, and provides the continuous, initiative and creative nature of professional development according to an individual educational trajectory.

Educational programs based on the project and research activity of a trainee are implemented through educational international expeditions. It is an invariant component where the new models of professional activity of the teacher for work in the conditions of new FSES (Federal State Educational Standard) are formed. The activity of Institute within the international educational expeditions is aimed at: (a) deepening of inter-academic and international cooperation in the preparation of highly qualified pedagogical personnel; (b) management of interregional and international educational projects; (c) ensuring the participation of educational branch specialists in the innovative processes, forming an educational situation in the regions of Russia and the international community; (d) coordination of activity in the republic, aimed at setting up a comprehensive system of professional development of specialists in the actual areas of modernization of education in integrated network educational spaces.

Efficiency of project activity was studied at the organization of educational expeditions to Ulan Bator (Mongolia). From 2008 to 2014, seven international educational expeditions were carried out (4 student expeditions and 3 teacher expeditions). The purpose of the first (October 2008) international educational project was a comparative analysis of the systems of general historical education in Russia and in Mongolia, which were formed in the 1990's to the beginning of the 2000's, under the influence of cardinal political, economic, cultural and geopolitical factors. It is no secret that at that time, the Soviet Union's impact on all aspects of life in Mongolian society was essential, and the system of general historical education and practical training of teachers of history was in the orbit of its direct ideological influence and adoptions. After the collapse of the USSR, the Mongolian historians and teachers had to define a new value and target new priorities of the subject "History", revise the concepts of courses of the world and national history, update models of school textbooks, and change the contents and forms of training of teachers of humanities [3].

The international educational project, designed as a way to study systems of historical education in modern Russia and Mongolia, has surpassed its initially set goals, and expanded the boundaries of knowledge of a different historical and cultural environment and educational space. It has led to more essential results in the formation of experience in cross-cultural interactions, respect and interest for the adjacent countries and people, and in self-knowledge and self-realization of students in the course of professional and social, communicative practice. These effects, obvious to all participants in the project, allow us to relate it to innovative forms, not only in the vocational training of students of humanities, who effectively meet the challenges of the modern world, bring up to date a history role in formation of the personality also as a mean of communication in multicultural society; but also to the professional development of teachers of history, as long as they are adequate for the purposes of historical social science education at high school and for the requirements of teacher training.

Therefore, educational expeditions have become even more actively used in the system of professional development of teachers at our Institute, teaching

trainers how to organize the project work of students. It has also become relevant because the new FSES is focused on the project and research activity of students. The program was given the collective name "Multicultural Education in the Modern World". Generally, these were educational expeditions to our neighboring country, Mongolia (Ulan Bator) on the following subjects: "lifestyle and mentality of the nomad" (2011 – 2013), and "religions in the changing world" (2014). For this period according to our program, more than 100 teachers of history, geography, literature and the fundamentals of religious cultures and secular ethics from different regions of the Russian Federation were trained. In the course of educational expeditions, the trainees, while visiting museums, taking part in excursions and meeting scientists and teachers of another country, accomplished various detailed projects, such as: the "Palace Museum of Bogdodogen VIIIth as a storage of memory and a historical source", "One day in Mongolia", as an intellectual puzzle-competition (according to a picture of B. Sharava), "The historical museum as a factor of identification and self-identification of Mongols", "A different country, a different university, a different school ...", "Space in nomadic culture", "An internal and external image of the nomad", "One day of the nomad", "Religion in nomadic society", "Ulan Bator: nomadic culture in city space", "Space and time in a mental map of the nomad", "I will take you to the museum ..." (individual visits of the museums of Ulan Bator, with the purpose of developing a set of informative tasks / work sheets for school students) [4; 5].

Students had the opportunity to study the way of life and mentality of the nomad, "traveling in a time machine" in the stylized Mongolian village of the XIIIth century (suburb Ulan Bator). To disclose the subject of the day "Nomadism in the modern historical science of Mongolia: a different country, a different history" the mini-lecture hall in the Academy of Sciences of Mongolia was organized. The results of the project activity were summed up at the annual all-Russian summer school of teachers of history and literature (village Tanghui, Kabansky area, Republic of Buryatia). The project assignments of trainees were focused on studying the historical and cultural space of the Mongolian capital and its suburbs; on the comparative analysis of historical monuments of Russia and Mongolia, and on understanding the history of the neighboring country through the museums, sculptural compositions, visit of schools and universities.

Our project is not the reconstruction of a particular historical event, but is more likely a purposeful complex of various research strategies, studying the content of the historical memory of some events in Russia and Mongolia, and also ways of managing this memory by means of various commemorative actions, factors of the formation of individual memory of the people, and the reasons for the disputability of many issues in modern historical science. Participation in project activity leads everyone who is in touch with history onto a path of formation of critical thinking, a multi perspective vision of the past and the present, the development of empathy, of tolerance, and of respect for the historical and cultural variety of the country and the world. Project assignments do not simply become more and more complicated from one object to another in the analysis of the ways of formation of "historical memory", but also consistently develop key problems of the general project: the coordinates and characteristics of "memory space", the kinds and types of sources, the principles of their selection for the particular

"projects of memory", and multilevel analysis of sources, formation of mechanisms of "an image of the enemy". [3]. Working on the project subjects, the trainees studied the historical sources, conducted sociological research, probed into a problem, the essence of which enabled them to become proficient both in new historical knowledge and the ability to work in group, to master the professional competences, both as a teacher and a historian.

As a result of the fulfillment of project assignments, the students have formed the abilities to choose a problem and a subject of research, to compose the program and to select techniques of research, summing up the results of testing, and the analysis and interpretation of the received results. Formation of research competences of the students also took place in the preparation of the written report on the implementation of the project with the use of results of own micro research. The projects created by the teachers during the course of educational expeditions, and in the process of work on the courses and those presented at various levels of conferences, are ideas, approaches and techniques, and recommendations which can be widely used in the work of subject teachers. The experience of educational and methodical activity of teachers of general education schools and higher educational institutions was accumulated in the realization of the joint project development, and can be of interest to the educational organizations of both the scientific and practical plane.

We note that in the course of the development and implementation of the project, not only the positive potential of joint activity in the designated area was disclosed, but also the risks of such interaction, for example, the insufficient level of readiness of a teacher of the higher education institution to work under the conditions of the intensive development of innovative educational processes. Productivity of the approach in the organization of active project activity of students in the course of educational expeditions has been confirmed by the realization and systematization of one's own pedagogical experience by teachers and heads of schools, and their readiness for innovative activity in the conditions of change of an educational paradigm – such as for innovative lifelong education.

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PROBLEMS OF PROFESSIONAL PREPARATION OF HUMANITIES COLLEGE STUDENTS

A. N. Mun

This article deals with the psychological-pedagogical description of a modern student of a humanities college. The results of research into the professional orientation of humanities college students, in the structure of the adaptation process.

Key words: professional field, students, adaptation.

A student's development is largely determined by their activities, the main types of which are determined by a specific social situation [3]. For students of a humanities college, this is a learning situation, i.e. "an organized system of variables in the educational process, the psychological core of which is interaction, the relationship and communication of a teacher with students, and students with each other" [4]. On the basis of the above, we determined the directions of a comprehensive study of the specific features of today's students, their motivation, values, priorities, professional and ethical attitudes, competence, and characteristics from the first to final year. The resulting empirical data is necessary to design an adequate educational environment for the development and correction of professional and personal qualities of a future teacher, and to predict the content and technology of professional training. The task of the whole educational process of a college is to create the appropriate conditions for the development of a personality in the process of the formation of the professional orientation of future teachers.

When designing a program for the integrated study of college students, it is important to proceed from the assumption that education should develop an integral personality, and not just the cognitive aspect of personality. We have identified the purpose of our study as follows: to identify the psychological and pedagogical characteristic of today's humanities college students, and to assess the level of impact of the content and technology of a teacher's education on the personal and professional development of a future teacher. It was important to investigate the degree of influence of the content of professional and pedagogical preparation in a college upon the dynamics of the development of students, on the process of development of their subjectivity, and their readiness for a teacher's work in modern conditions, and to find out the attitude of a future teacher towards the content and technology of training for professional work. We have hypothesized that the students' progress in their studies and the effective formation of their professional and pedagogical competencies, are related to how a set of social, physiological, psychological and pedagogical parameters of today's students are taken into account when designing an educational space.

Karaganda Humanities College was the basis of our study. The sample consisted of 75 first-year students. Professional orientation in the structure of the adaptation process was the subject of the study. The survey was the main research method, and some auxiliary methods were also used, such as a conversation and an observation.

Analysis of "The Questionnaire of Study of Students' Adaptation to the Conditions in the College" has shown that 43.5% of students named different reasons for entering the college, whereas 56.5% of students want to be teachers. 18.1% of the respondents did not give an answer to the question, "What is the most interesting subject?" In the educational process, 33% of students do not know what they like. To the question "What are the additional items you would include in the program?", 37.6% of the respondents could not give a particular answer. 22.4% of students do not use additional materials in preparation for lessons. 15.3% of the respondents could not answer the question, "What difficulties do you have in learning?" 34.1% of students could not give an answer to the question, "What could help you to overcome these difficulties?" 60% of the respondents did not know how to answer the question, "How could your class teacher help you?" 29.5% of students could not answer the question, "Do the extracurricular activities help you?" 32.5% of the respondents did not give an answer to question, "In which aspects can extracurricular activities help you?" More than 50% of the respondents could not answer the question, "What exactly do you expect from your future career?" and "How does it satisfy your interests?"

As can be seen from the results of the survey, the highest percentage of the respondents chose their future profession deliberately. However, the majority of students are attracted not by the pedagogical side of their profession, but by its specific subject content (to be a translator, a musician), although it should be noted that college, first of all, prepares teachers. The same trend can be seen in the choice of the most interesting subject. The greatest preference is given to subjects of general education and special education cycles, "ignoring" such important subjects, as pedagogy and psychology. If we focus on the most attractive moments in the educational process, we will immediately note that the highest percentage of respondents did not think about this question, or chose insignificant sides as attractive ones (concerts, for example). Only 23.5% of the students concentrate on the important aspects (library, lessons). In the analysis of items that students would exclude, we found that those were mostly general education subjects. The fact that there were no subjects of psychological and humanitarian cycle among them gives cause for optimism, and suggests some degree of awareness of their necessity. Among those subjects in which the students feel the need, again, we can see general education subjects, but also more importantly, psychology, which confirms the previous conclusion. Among the most preferred forms of learning, again we can see the game form, which is adequate for the period of adaptation. However, it is quite insufficient for the development of a specialist. However, if we analyze the list of subjects which take most of the students' time, we will notice a lack of disciplines in the psychological and humanities cycle. In the analysis of difficulties in the learning process, we noted that the majority of the respondents did not think about this problem and, as a consequence, about finding a solution to it. Further, we note that extracurricular activities are of the greatest interest, but students do not distinguish what exactly is interesting and helpful. When we analyze the expectations re: their future profession, we see that only a small percentage of students commit themselves to their future profession. Most of them do not think about this question.

We also found that the process of adaptation to college life is accompanied by negative feelings related to leaving the school community, unpreparedness for independent study in college, the inability to exercise self-control in behavior and activity, and the search for the optimal mode of work and rest in the new environment. The process of professional self-determination does not lose its relevance after entering the educational institution. On the contrary, it goes through some crisis, which is associated with a gap between expectations and the real educational process. In this situation, one must direct all their efforts towards overcoming this crisis. One of the types of work focused on this is practical activities (awareness-rising, in particular). Practical tasks can be used (plans, notes, the development of their own curriculum). Also, many creative works can be offered. In answering the question as to whether it was difficult to get used to college life, we found that 15% of students had a positive attitude to college, thought that the demands were adequate, studied the educational material easily and profoundly, solved complicated problems, were diligent, carefully listened to the instructions and explanations of teachers, performed assignments without the external control, showed great interest to independent study, prepared for all classes, performed public duties willingly and in good faith, and had a good status in the group.

*Answers to the question
“Was it difficult to get used to college life?”*

| Values | Number | % |
|--|--------|----|
| Yes, the process of adaptation was long and difficult | 10 | 25 |
| No, the process of adaptation was neither long nor difficult | 20 | 50 |
| No adaptation was needed at all, felt like a student at once | 6 | 15 |
| Difficult to answer | 4 | 10 |

It is important that the college students, as future professionals, could acquire first of all, the values and norms related to the general social knowledge of skilled professionals. These norms and values will adjust their behavior and actions in general, and will develop the needs of individuals in the creative process. Special knowledge is given, as a rule, in the special disciplines. Therefore, priority in work is given to the development of the foundations of the formation of the systems of special training courses, and to solving problems: what to teach and how to teach within state educational standards. Professional and creative personality traits do not occur separately from other components, but are subjected to the laws of the formation of a person as a whole at the learning and self-learning stages, activities and communication. The teacher is now the sole creator of the educational process, a technician with the highest qualification, who implements their individually developed operations in the educational process. Based on this, considerable attention within work is paid to development of the technological components of the educational process.

Professionalization of the educational process in a college, a combination of academic forms, types of activity and communication activities with the proper work in the profession, should be implemented in the learning process as early as possible, since entry into a profession and gaining knowledge of its creative needs

are a continuous and lengthy process. This conclusion was laid as a basis for research into the problem of the development of the inclusiveness of a person into the educational, scientific and training processes.

The scientific knowledge introduced into the academic subjects, must meet not only informational, but also development goals. For this purpose, it is necessary to establish the broad connections and generalizations in the studied material, and transfer the received knowledge and means of its operation onto the new material. Inclusion into special educational disciplines of materials reflecting the nature and dynamics of the scientific and technological progress and the development of socio-economic processes is an efficient direction, as well as combination of professionally focused fundamental knowledge with new intensive research technologies.

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INFORMATION TECHNOLOGIES USED TO IMPROVE EDUCATION EFFICIENCY

U. K. Nurumbetova

This article examines the principles and objectives of using information and communication technologies in the learning process.

Key words: information and communication technologies application, computer training, electronic resources.

The 21st century is called the age of globalization and informatization. Nowadays it is hard to imagine comprehensive development of society without information technologies and computers. The Republic of Uzbekistan pays special attention to developments in this sphere. A series of laws and legal acts have been adopted related to the efficient usage of modern computer equipment and technologies. The Law of the Republic of Uzbekistan on Informatization adopted in 2003, the Decree of the President of the Republic of Uzbekistan on Further Development of Computerization and Implementation of Information Communication Technologies (2002), and the Decree of the Cabinet of Ministers of the Republic of Uzbekistan on Further Development of Computerization and Implementation of Information Communication Technologies (2002) have become a legal basis for reforms in the sphere of computerization, and for wide implementation of advanced information communication technologies in various spheres of the economy.

Modern hardware and multimedia technologies play an important role in the sphere of education, facilitating the development of didactic materials, attracting the attention of students to the studied phenomena, and creating wide possibilities for comprehensive study of certain materials. It was 3,500 years ago that Confucius said that a man forgets what he heard, remembers what he saw, and becomes conscious of what he has done himself. Implementation of modern information communication technologies along with educational ones allows students to hear, see and do things themselves. The advantages of computerized education are doubtless for everyone. Certain conditions are necessary in order to organize lessons with adoption of modern information technologies, first of all, information hardware and special software. The hardware includes personal computers, an overhead projector, multimedia, scanner, digital camera, printer, copier, etc. The special software includes multimedia academic materials, virtual laboratories, animation and other applications. For instance, to create animations, Macromedia Flash is used. Multimedia presentation lectures are worked out in Power Point, and with Macromedia Authorware. Program editors are widely used to prepare electronic academic books: Adobe Photoshop for picture editing, Corel Draw to create various diagrams, Sound Forge and Adobe Premier to edit audio and image files respectively. In addition, there are many ready-made multimedia learning aids nowadays to be used in the sphere of education. When implementing information communication technologies in studies, the following tasks must be fulfilled: (a) develop additional electronic resources, information and libraries,

FACILITATOR IS A NEW FORM OF A TEACHERS IN THE PROCESS OF IMPROVING THE EFFICIENCY OF THE EDUCATIONAL SYSTEM

D. N. Mamatov

Z. A. Umarova

The paper deals with a new form of teachers in the process of improving the efficiency of the education system.

Key words: Facilitation, questioning skill, educator, facilitation training.

Nowadays learning is fundamentally changes the role of the teacher in the classroom. Direct training and instruction is reduced. Ninety percent of the time teachers in the classroom should be dedicated to facilitating the learning process. So what is the facilitation and whom we consider facilitator? Facilitation (from the English facilitate – to assist, facilitate) – method of learning in which the instructor holds the position of assistant and helps the student to find their own answers to the questions and or develop new skills. Facilitator called teacher, coach, or any other "educator", whose main task is to stimulate and guide the process of self-search information and joint activities of students. Facilitation training includes many skills such as the ability to listen and talk, ask questions, observe and control the process, encourage, inspire, and to intervene in what is happening.

If you want to know something - you need to ask. Question – is a method involving the interlocutor in conversation tool purposeful and active information? Question – is the "hook" for more information. Feature information during interrogation is that its source is a person, his mental (ideal) reflect events that must be disclosed. Asking questions: (a) ask questions to which there are multiple correct answers; (b) start a discussion in a couple of answers first, then in a small group, and only then with the entire class; (c) ask questions to all students; (d) use active listening skills; (e) avoid the temptation to immediately interrupt or correct student; (f) in the case of an incorrect answer to redirect the question to other students; (g) to offer the student to summarize the thoughts of another student; (h) to offer students "unpack way of thinking", to tell what they thought when they came to the decision; (i) encourage students to ask questions of each other.

In the modern age, despite so much scientific and technological progress, there is no decrease in the level of the significance and importance of the questioning device in the classroom teaching-learning process; rather it has been up surged as an urgent necessity for carrying out effectively the classroom interaction process. In addition, the knowledge about the previous awareness and entry behavior of the students, their interest and attitudes towards the subject and the topic in hand, and even the success of their methodology and techniques adopted by the teacher, including the overall teaching effectiveness very much depend on the art of questioning. In fact, an adequate questioning skill may help him much in carrying out an effective interaction with his students, including motivating and drawing their attention towards teaching. In this way, the whole

fabrics of the classroom teaching-learning process is being weaved around the activities associated with the employment of questioning skill on the part of a teacher.

Questioning skill may be defined as a teaching skill helpful in putting the desired meaningful, clear and concise, grammatically correct, simple and quite straightforward questions to the students in a classroom teaching-learning situation for the purpose of drawing their attention on one or the other teaching points, making them active and alert to the ongoing teaching-learning process, testing their understanding and comprehension at the various stages of the lesson, and motivating as well as providing them opportunity for the proper expression of their thoughts, imagination, recall and recognition and creative and other faculties.

Elements or components. These may be properly discussed by placing them into their two-fold divisions, namely (a) framing of the questions, and (b) presentation of them to the students.

Framing of questions: Questions can serve their purpose well when they are framed with necessary care and preparation on the part of a teacher by taking cognition of the following things: (1) Relevancy. Questions framed should be quite relevant to the topic being taught. There stands no use of the irrelevant questions being framed and put to the students at any stage of the lesson. Moreover, these may prove a great hindrance in the process of teaching-learning by getting them astray from their learning path or making them unnecessary puzzled and confused for responding properly to them; (2) Clarity. The question should be framed in a simple and clear language. Ambiguity of any kind may kill the very purpose of putting questions. In a case when the students are not able to understand the meaning, nature and motive of the question put to them how they can be expected to respond to it properly; (3) Precision or conciseness. Brevity is said to be the soul of expression. As a result, while framing the questions, due care should be taken for keeping them as precise and brief as possible; (4) Specification. The questions framed should be quite specific and to the point related to the content material presented to the students, the demand of the specific stage of the lesson or the purpose to be served by it. So due care should be taken to frame such questions that may allow to ask only one specific thing at a time to the students. It is also proper to frame such questions as to be responded only through a single specific way, i.e. having only one answer for being responded; (5) Grammatically correct. It should be duly cared that the framed question should be grammatically correct. Failure to do so may confuse the students or may not help them in their proper understanding of the nature and meaning of the question.

Presentation of questions in the class. The questioning skill asks for the proper presentation of the questions in the class on the part of a subject teacher. It calls usually for paying attention over the following components: (1) voice of the teacher. A teacher should try to present the questions in a quite clear and audible voice being properly heard by all the students. He should also be careful about the proper accent, tone, pitch, and rhythm of the voice along with the accompanying gestures and other non-verbal expressions while putting any question; (2) speed and pause. Due care should be taken for the maintenance of proper speed in the asking of the questions on the part of a teacher. He should give enough time to a student or the class for responding to the question asked by him on a simple logic that the rate or speed of thinking and responding on the part of the students tends

to be slower than the speed of asking questions. In addition, he should try to provide a suitable pause (e.g. looking here and there in the class before asking for the answer once the question is put.); (3) distribution of questions. Question should be addressed to the whole class rather than its being put to an individual student. Out of the raised hands of the students who are willing to answer the question, a teacher may now provide opportunity to any one of them, or may choose from the group of the students who have not raised their hands for the purpose. As far as possible, the distribution of the questions must be quite fair and even all along the comers of the class. As a result, every student of the class must feel that he may be asked to respond to a question any time during the course of the lesson, therefore, he must remain quite alert and attentive to things going on in the classroom; (4) teacher behaviour. A teacher must demonstrate a quite spontaneous and natural behaviour while asking questions in the class. He must possess a necessary degree of patience, restraint and sweetness in his voice and style of asking questions as well as responding to the responses of the students. He should not try to repeat his questions as it may result in developing a wrong habit among the students for not attending the questions properly. He should also try to refrain himself from the task of discouraging or ridiculing/snubbing them for their incorrect answer or no responding. By all means, he should try to reinforce their responding behaviour through his pleasant behaviour. He should also try to bring variety, novelty, and change in the mofle and style of his asking questions. As far as possible, he should not try to put such questions as to be responded only by uttering yes or no. Such questions cannot provide any opportunity for evaluating the proper understanding and comprehension on the part of the students about the presented lesson. In this way, acquisition of the proper art of framing questions along with their proper presentation may help the teachers in learning and acquiring the skill of questioning for bringing needed effectiveness to their classroom teaching. However, acquisition of the skill requires necessary practice on the part of a subject teacher.

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INDEPENDENT STUDY STRATEGY

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H. S. Yakubova

The questions of self, value and benefits independent research strategy of the educational system.

Key words: self-study, Independent study, teaching strategy, demerits and limitations of independent study strategy.

Ключевые слова:

There is no parallel to independent or self-study for acquainting with the facts and gathering of the information for acquiring necessary knowledge and skills regarding any area or topic of the school curriculum.

Independent study means the study to be done by an individual himself with his independent efforts. As a teaching strategy independent study may be defined as an attempt on the part of a teacher to persuade his students to pick up the path of independent learning resulting in the development of the habit of acquiring knowledge or skills through his own independent efforts. In this way, the term independent or self-study clearly stands for the development of a habit of independent learning so that the students may be able to acquire necessary information and knowledge regarding any areas and subjects of the school curriculum with their own independent learning pursuits.

It is no secret that actual learning occurs only when one is totally set for carrying out such learning. If we can make our students learn the desired things with their self-study and independent efforts, then really it will be a tremendous task and marvelous achievement on our part. Once the habit of independent learning or self-study is picked up by the students, the process of knowledge getting and information seeking automatically starts resulting in the attainment of the stipulated teaching-learning objectives. It is equally true with the learning of all the topics and contents related to all the curricular areas. That is why, independent study, as a teaching strategy, fits equally well for the teaching and learning of all the subjects and activities related to school curriculum.

You may be eager to know the nature of the independent study as a strategy of teaching-learning. Let us illustrate its nature and applicability as a teaching strategy: (a) students may be asked to grasp and understand the meaning of a stanza or paragraph of a piece of poetry or prose with the help of their independent study made through the help of dictionaries, encyclopedias, reference books, hints given in the textbook and other literature available in the school libraries; (b) students may be given assignments related to the acquisition of knowledge and facts belonging to a particular topic or curricular areas. They may take the help of relevant resources for finding out, discovering or collecting the desired information for this purpose, etc.

Merits and advantages of independent study strategy. Independent study as a teaching strategy may prove fruitful in the following ways: (a) it can create genuine interest of the students in learning; (b) it helps in making the students self-reliant and self-dependent in the process of learning; (c) in addition to the coverage of the syllabus, it helps the teacher to make his students strive for in-depth and intensive study of the subject; (d) it may help in widening the mental horizon of the students; (e) independent or self-study is an essential footboard for making the students creative and research minded; (f) it discourages rote learning; rather it helps the students to develop their intellectual capacities and use them judiciously for acquiring the knowledge with their own independent efforts, etc.

Demerits and limitations of independent study strategy. Independent study strategy may suffer from the demerits and limitations as follows: (a) it does not go well with the younger children studying in lower classes; (b) even with the grown up children studying in higher classes, the independent study as a teaching-learning strategy may fall on account of their not taking proper interest or showing careless attitude for such study; (c) a teacher may utilize it as a good excuse for not teaching or working hard with their students in the pursuit of knowledge and skills; (d) the use of independent study always demands a very careful planning on the part of the subject teacher along with the need of a properly organized supervision of the process and efforts carried out by the individual student and group of students engaged in independent study, etc.

Suggestions for the effective utilization of independent study strategy. The following suggestions may prove helpful in the effective utilization of independent study as a teaching strategy: (a) the teacher himself should demonstrate a genuine love and interest for doing independent or self-study for providing an exemplary model to the students; (b) students should be provided essential resources and facilities (like a well-equipped library, equipment for doing practical work in the laboratory and workshop, appropriate environment in the school or home for carrying out independent study, etc.); (c) a teacher must try to gain proficiency in the utilization of independent study as a teaching strategy.

FOREIGN LANGUAGE TEACHER PROFESSIONAL DEVELOPMENT

A. K. Krupchenko

The twenty-first century is the century of professionals able to meet the global challenges of contemporary life. In the condition of rising expansion of international cooperation and wide internationalization Russia integrating into the world community is to increase their national capacity. In this case the success of country's foreign economic activity depends directly on the level and quality of a specialist foreign language professional competence which helps fluently communicate with the professionals of other countries. But the formation of this competence required changes in methodology of teaching foreign language for professional purposes.

The contemporary educational policy requires building a general cultural competence and a professional competence of a future specialist by means of subjects included in the curriculum, by means of a foreign language (FL) discipline as well. It means that traditional teaching of a foreign language at these universities is no longer good enough in accordance with the new Russian Federal State Educational Standards of Higher Education.

At the same time, analysis of the readiness of graduates from linguistic institutes, as well as practicing foreign language teachers for professional purposes revealed their inability in most cases to carry out an interdisciplinary foreign language education. Further more the Professional Standard of a Teacher lacks the requirements for the competency of the foreign language teachers working in non-linguistic educational organizations, and that speaks to the need for a target teacher training in this profile.

These results put forward an urgent problem of developing new methodology for training foreign language teachers for professional communication which is a very great demand nowadays and is not fully realized as a profession in Russia.

Such target setting makes it relevant to the results of the theoretical research aimed at defining a new foreign language teaching [FLT] methodology for professional purposes, which had led to the emergence of a new branch of professional pedagogy – Professional Linguodidactics [1]. It is scientifically proved that PLD is an inter-disciplinary branch of science describing the integrated strategy- building of a specialist professional competence (a professional pedagogy) in the process of FLT for professional communication (linguodidactics). A key category of PLD is a linguistic identity of a specialist which is characterized by a foreign language linguistic professional communicative competence of a specialist, viewed as a logical unity and a clear coordination of linguistic, business and specialized knowledge, operating in a FLT process.

It is assumed that Professional Linguodidactics studies: genesis of the PLD, development of a system of pertaining principles, goals of integrated process of FLT and specialism training, professionally oriented FLT content, selection of the FLT technologies, aimed at professionalization of a specialist, selection of

textbooks, manuals, equipment, teaching aids, etc. integrating the content of a special object and a foreign language (FL), teacher's capacity building [2].

The specific linguoprofessional principles such as the principles of selectivity, foreign language professionalization, internationalization, international harmonization and advanced foreign language specialization have been developed for the guidance of all categories of PLD (purpose, content, forms, methods and tools for gaining foreign language professional goals, as well as for the teacher development purposes).

In order to get a better understanding of PLD a comparative analysis of English for specific purposes (ESP), Content and Language Integrated Learning (CLIL) and PLD was undertaken. The proposed study of the distinctions between ESP, CLIL and PLD investigates objectives definitions, concept characteristics, methodology, assessment and teacher's capacity building in the process of FLT [3].

PLD '4-I- concept component' is characterized by:

Interdisciplinary integration of language & specialism;

Internationalization - a specialist in a globalized world is involved in a multicultural professional communication;

Interaction with peers, teachers and professionals for successful FLT process; Identity – development of the specialist' linguistic identity.

ESP as a learning centered approach based on analysis of a learner needs gave rise to the emergence of PLD. What concerns the development of PLD it is considered to be much closer to CLIL approach in which integration of subject and language is of central importance. Both CLIL and PLD focus on learning specialism environment aimed to provide a dynamic multi-level construction of specialist FL training for professional purposes based on individual abilities and capabilities, motivation and staff development needs. The concept categories of professional linguodidactics serves, on the one hand, as a theoretical basis for programs and course designs for continuous foreign language training of a specialist, facilitates the training of up-to-date specialist whose level of professional foreign language communicative competence will allow him or her to be mobile and competitive in a rapidly changing world, and, on the other hand, – the training of a qualified language teacher for professional purposes (LPP) to teach foreign language in non-linguistic educational organizations.

The need to improve the professional competence of a learner in a language and a specialism called on all teachers to develop their capabilities. It is no longer good enough to have a deeper understanding of the discipline for which they are teaching English as it is with a teacher of ESP. PLD and CLIL requires close interaction of subject and language teachers, involves them in the integrative process of formation of linguistic and professional skills.

In the course of a research work of faculty and postgraduate students in the Academy of Professional Development and Re-training of Educators (APK I PPRO, Moscow) the linguoprofessional language teacher training model had been designed. It was aimed at building a particular competency of a foreign language teacher for professional purposes. According to the model a specific character of a FL (mostly) English teacher for professional purposes (EPP) is determined by the ability to conduct the needs analysis on the basis of which a special (modular) program and appropriate curricula are developed. Besides an EPP teacher must

possesses a sustained interest and expertise in the profile field. An active FL teacher interaction with specialists of a particular professional field develops teacher's capacity. A teacher in profession-oriented FLT is to conduct a comprehensive integrative process of formation of linguistic skills in close relationship with professional skills based on interpenetration, interdependence and complementarity of interdisciplinary information.

The results of these studies played an important role for the development in APK I PPRO a training program "Interdisciplinary methodology of foreign language education" which focuses on interdisciplinary collaboration, content and language scaffolding and other competencies required in a multidisciplinary education of students of non-linguistic universities. The program is aimed at the development of professional and methodological competence of a teacher that reveals the specific role of the language teacher for professional purposes (LPP). Among them are such competencies as:

- to reveal the essence and values of interdisciplinarity in the implementation of state language policy in the context of internationalization of higher education;
- to organize, manage and implement interdisciplinary teaching professionally oriented foreign language course in non-linguistic universities;
- to develop a specialist foreign language professional communicative competence, which will allow him to be mobile, marketable and competitive in a rapidly changing world.

These theoretical and experimental results received in the Academy of Professional Development and Re-training of Educators proved the productivity and effectiveness of adoption the official requirements and professional standard of a foreign language teacher for professional purposes. And a training program "Interdisciplinary methodology of foreign language education" had become an essential instrument to a continuous professional development of a foreign language teacher for professional purposes.

Translated from Russian by the author

IMPROVEMENT OF INNOVATIVE PEDAGOGICAL ACTIVITY IN MODERN PEDAGOGICAL SCIENCE

A. R. Shamiyeva
D. Kh. Umurzokov

The article deals with the dual nature of pedagogical activities resulting in a new individual and new pedagogical knowledge development. If it is considered from the theory of activity, pedagogical activity is, in essence, innovative activity.

Key words: education, innovative pedagogical activities, scientific and pedagogical activities, collective subject of innovative activities.

In accordance with the “National program for personnel training”, special attention is paid to the scientific and pedagogical bases of design of means and technologies of intellectual property in the sphere of education. Among these are: (a) carrying out a theoretical and methodological analysis of the state of innovative activity in education; (b) detecting regularities, principles of training, and criteria of the content of training in a creative approach, and levels of readiness of the research and educational personnel for implementation of innovative activity; (c) research and development of models of innovative activity with elements of a market focused approach in the education system; (d) definition of tendencies in development of intellectual property objects in education following the example of useful models on means of training; (e) carrying out classification of educational services on the basis of market research. For achievement of the above-mentioned purposes, it is necessary to consider the current state of innovative activity in the educational system.

According to the Law “On Education” and the “National program for personnel training” in Uzbekistan, the base for education represents a set of successive educational programs and state educational standards of various levels, and the directions realized in a network of educational institutions of various organizational and legal types and forms, a system of governing bodies of education, and institutions including the enterprises subordinated to them. The education system of our country is based on continuous modernization of the state educational standards and educational programs. Development of pedagogical activity, and a change of ideas of essence of this kind of activity stimulate the search for new approaches to preparing pedagogical personnel. This task for the system of pedagogical education is set by the “National program for personnel training”: “...to develop measures able to ensure communication of science with educational practice, by formation and implementation of target innovative projects for the creation and development of advanced pedagogical technologies” [2].

Pedagogical activity is aimed at creating a new individual, and new pedagogical knowledge, if considering it from the position of the theory of activity, is in essence, an innovative activity. As R. H. Zhurayev reasonably pointed out: “The professional activity of the teacher is defective if it is based only on reproduction of once acquired work methods. Such activity is defective not only because it objectively does not use opportunities for achieving better results in

education, but also because it doesn't contribute to the development of the teacher's personality " [5]. Any activity has a dual character presented by two various results: (1) achievement of the purpose of activity and (2) changes of the subject of activity. These changes of the subject of activity, as a rule, do not contain the purpose of such activity. Pedagogical activity is also understood as an activity leading to dual results. On the one hand, the result of pedagogical activity is considered to be the existence of certain knowledge and students' abilities to use this knowledge (proficiency), while on the other hand it is the existence among students of some special personal qualities. Understanding the objective nature of duality of activity allows us to find the objective basis of practical pedagogical activities as activity consisting of two types: training and education. Speaking about practical pedagogical activities, one can't forget that pedagogical activities in their essence, are scientific. First, the content of education, as a means of pedagogical activity, is a didactic interpretation of scientific knowledge; secondly, organizational forms, methods and tutorials are a product of pedagogical science. In other words, practical pedagogical activities are realized in the educational process, the organization of which is carried out based on scientific and pedagogical activity.

We will also consider the innovative activity of the teacher from the same positions. A teacher's innovative activity is always preceded by scientific activity in the form of conceptualization of one's own experience of activity which results in new knowledge. According to the activity theory of the collective, in order to make a pedagogical collective a subject of innovative activity, it is necessary that relations are created in its social and psychological structure that are necessary and sufficient for active inclusion of teachers in this activity in all its levels, with the maximum use of the existing opportunities to ensure its efficiency. Ideally, there can be such a social and psychological structure of the pedagogical collective at which teachers' innovative activity will be at the optimum level, and the efficiency of participation will be the greatest possible under the existing conditions. The closer the real social and psychological structure of the pedagogical collective is to the ideal, the higher will be its readiness to be the collective subject of innovative activity.

To be the subject of innovative activity means actively participating in changes in the education system. Therefore, the readiness of the pedagogical collective to be the collective subject of innovative activity is defined by the achieved level of its social and psychological structure, including the relations necessary and sufficient for active participation of teachers in innovative activity. The teacher's attitude towards the requirements of the education system or own pedagogical activity is carried out in the form of judgment about the compliance of the teacher's activity to what it has to be. Here, different options of judgment are possible: from recognition of full compliance and absence of the need for changes, to recognition of the need for radical changes.

Some teachers believe that the education system does not need changes in all its components. Others critically evaluate the education system in general, but at the same time consider their own pedagogical activity to completely correspond to what has to be, and therefore does not need improvement. Distinctions in the degree of critical evaluations of estimates define the distinctions in the focus of teachers on changes in the education system and own activity. Teachers who are

INDEPENDENT PROJECTS AS ORGANIZATIONAL ELEMENTS OF THE TEACHING PROCESS

F. T. Mirzaeva

This article describes the principles and functions of training related to independent work and development of competences of students in the organization of teaching and learning processes in the perfect relationship of independent work, organization and training, and didactic processing of work tasks. The necessary steps indicating the field of action of didactic organization of training and the training processes for self-learners are presented.

Key words: educational process, organization of training, directed vocational training, developmental tasks, regulation of action, distance.

The transition to the multi-level system of higher education was aimed at improving the quality of training specialists. The reform of the system of higher education provided for the development of the creative abilities of future professionals in the process of self-study based on the active forms and methods of training. The principle of training based on independent projects is that regardless of the place of training (teaching and working environment), the study of material by the students was initiated and organized by means of analysis of real or simulated work tasks. Independent projects are new to the students, so they are combined with organizational or educational tasks. A separate consideration of the three parts of the task in this regard is not expedient, since there is an inextricable relationship between the work, organization, and training. Consequently, herein we will speak of didactic, operative and forming tasks. Thus, from the didactic point of view, the project task has a twofold function: on the one hand, in the real world of work it is a guideline and the initial point for the implementation of the project results, and on the other hand, the project task becomes a didactic means during organization of teaching and learning processes in order to develop students' competence. The learning objectives, content, and methods of the relevant teaching and learning process, as well as relevant technical means, are determined by the project task given as an example.

Thus, independent projects as an element of the teaching process become the element of organization of teaching. This functionality of project tasks requires their didactic preparation.

For a didactic organizational differentiation, the distance between education and work process is subsequently important. In accordance, the didactic, operative and forming tasks may differ from real work tasks depending on this distance (see Table). These differentiated didactic, operative and forming tasks are performed without any didactic basis. The methodological structure of learning and teaching, based on the project tasks, is approximate, independent of the said differences.

*Options of didactic, operative and forming tasks
depending on their relation to real work tasks*

| Didactic, operative and forming tasks based on | | |
|---|---|--|
| <p>Real work task</p> <p>A real work task is taken as the basis for the organization of teaching and learning (thereby it becomes a means for achieving the aim). A real result is produced, which is included in the industrial business process and thereby corresponds to its purpose (achieves the aim)</p> | <p>Simulated practical work task</p> <p>The work task is simulated. It is exclusively a means for achieving the aim – organization of teaching and learning. The real result, though being produced, is not included in the industrial business process</p> | <p>Simulated theoretical work task</p> <p>The work task is theoretical, and serves exclusively for organizing teaching and learning. No result is produced</p> |

The methodological phase of the critical analysis of didactic, operative and forming tasks is focused on components of the action regulation or problem-solving process. A particularly significant potential of the professionally oriented laboratory training is the organization of training based on didactic, operative and forming tasks. Students may scrutinize project tasks without time pressure or any problems with safety precautions that would occur in the real work world. As a result, a wide variety of learning processes are initiated that correlate with the methods of cognition.

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THE SUBJECT FOCUSED TYPE OF THE PEDAGOGICAL PROCESS FOR CONTINUOUS EDUCATION AND SUSTAINABLE DEVELOPMENT

V. V. Yudin

The primacy of social and economic needs for education is substantiated in the article. An interpretation of these needs from the viewpoint of pedagogical process types is considered. The official requirements of the Federal standard for education are qualified as the subject-oriented type. The practices for their implementation are presented.

Key words: education modernization, pedagogical process type, subject-oriented type, general pedagogical technology.

The modernization of education, which is carried out everywhere now, is guided by provisions of the Federal state educational standard. However, the sources of requirements on education lie in the social and economic characteristics of public production. According to Y.V. Gromyko [1]: "within the existing public relations and basic processes in society, a certain dominating type of thinking and the basic corresponding way of training to it are formed", providing reproduction of these processes. More correctly, reproduction is provided to those dominating the way of activity, which is mastered by graduates of educational institutions. The way defines the basic "type of pedagogical process". To each stage of development of a civilization, there are correspondent key technologies, factors and products of production that have caused a change in the role of the person in development of civilization. In addition, a change in the role of the person has caused new requirements for educational systems and its reference points. Thus, A. M. Novikov characterizes education for post-industrial society as follows: "values: the doctrine of self-realization of the person in life, the personal career", "norms: trained assume responsibility for proper education", "the teacher creates conditions for independent self-education", "shift of emphasis on self-checking and a self-assessment of the trained" [4].

Doubts concerning external reference points of modern techniques are not present in pedagogical science. We will provide our formulation of pedagogical regularity about which V. I. Zagvyazinsky spoke in 1985 [2]: "The efficiency of education, including the legitimacy of its purposes, the contents shown to trainees, and methods and forms of the organization of their work are defined by the social inquiries operating in these conditions." This interrelation, which is laconically called in the manual under P. I. Pidkasisty's edition "the law of social conditionality of the purposes, the contents and methods of training" [5], actually claims to forge ahead in the goal-setting of education, yet is not in demand by society, and lagging from the social order, and the formation of the identity of yesterday, are doomed to failure.

The initiative "Our new school" demands that school training be organized so that "graduates could independently set and achieve serious objectives, and be able to react to different vital situations" [3]. Implementation of this social order assumes a qualitative change of the educational process and organization of education, not improvement of the quality of the available process, but a change in

qualitative characteristics of the process. In this plan, we pay attention to the division of models of integral student teaching, recorded by the term "type of pedagogical process" [7]. This is the most integrated characteristic of pedagogical processes. It was introduced into scientific circulation in the 1970s by M. N. Skatkin, when there was a transition to an essentially new organization of the educational process, to the productive type of training. Its main method, the problem method, was outlined in student teaching. From the position of types of pedagogical process, such a graduated person is understood to be an educational result of the subject focused type [10]. The product of this type is not people with imposed morals, but rather an identity that has built itself in creative social interaction with others, "the manager of one's own will" (or the subject, according to V. I. Slobodchikov [8]).

The value of reference of student teaching to this or that type consists in the opportunity to apply the appropriate all-pedagogical technology or the technological description of pedagogical process of a certain type [10] and to build on it the process, guaranteeing formation of the demanded level of competence. Maintaining key parameters of the appropriate all-pedagogical technology at implementation of the pedagogical process, we will, with a high degree of probability, be able to create the personality possessing experience of the subject level that meets the requirements of the Federal standard of education. Formation of the subject assumes individual educational routes which are under construction based on providing the right of choice to the trained person. The requirements of the new standard directly indicate the need for creation of an individual trajectory for education, to oblige the educational institutions "to provide the trained with the real opportunity to participate in formation of the program of training, including possible development of individual educational programs" [9]. The possibility of a choice of a route formation provides pupils with a subject position, which means a conscious choice. Through it the motivation of the subject relation to the activity and to life in general are formed.

The key parameters of the process are realization of full activity (according to V. V. Davydov) by the school student in the presence of elections for pupils, their motivation based on personal experience and meanings, and independent goal setting under the support of the teacher. All-pedagogical technology of the subject focused type is a variant of various techniques (event approaches, the design training, problem dialogues, forming assessments, other). The school student passes a full cycle of activity from understanding the requirements, motives and a formulation of the purpose before realization of the planned actions for its achievement, and according to the result and himself in it. A natural form of such activity is the personal life project of the child. The subject focused type of the pedagogical process proceeds from the idea that education becomes activity, and, therefore, continuous.

The importance of the tasks faced by the school is defined by the sharpness of social tasks. Modernization and innovative development of production are the only way which will allow Russia to become a competitive society in the world of the 21st century. Initiative, the ability for creative thinking, the ability to find non-standard solutions, the ability to choose a professional way, and readiness to be trained throughout one's life become the most important qualities of the individual

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GROUP LEARNING METHODS IN THE CONTINUING EDUCATION OF TEACHERS

D. S. Sarimova

The purpose of skills improvement for teachers is to update and deepen the professional knowledge they have obtained previously, to improve their teaching experience, and to meet the educational needs related to their professional activities. At the same time, skills improvement is a component of the continuing education of teachers. The continuing education of teachers is a major principle in the educational system. According to G.A. Alferova, the principle of continuing education should be understood as "...the inner assurance of the need of self-organization of a teacher's activities, aimed at self-transformation for the purposes of self-realization in professional activities."

The majority of models of continuing education of teachers have evolved from the andragogical model of learning. At the same time, the andragogical model of learning is a method of building sustainable competencies in teachers. Any practical method is inseparably united with a corresponding theory. According to M.S. Kagan, this method is a way of applying a sound order or a systematic scheme to different objects. The method performs a regulatory function.

The successful professional development of the teacher's personality depends on their ability to properly assess themselves and their professional activities – that is, on the degree to which the teacher is capable of self-reflection. According to the andragogical model of learning in the skills improvement system, reflection on professional experience can be interpreted as the implementation of relations between a learner and the other participants in the educational process, based on the ability to mentally reflect on the others' positions or ideas about the special characteristics of the vision of professional values. The process of reflection is continuous, and naturally results from the teaching activity that increasingly requires new knowledge, leading to the renewal and enrichment of the individual professional experience of a teacher. Continuous re-evaluation of the teacher's own experience is an expected result of the dialectics of the teacher's professional life and restructuring of their professional experience.

In connection with this, the process of solving a situational pedagogical problem by a learner is of interest primarily as an indicator of their ability to reflect on their own activities. In this case, the reflection is seen as the learner's ability to treat their own actions and feelings arising in the course of solving a situational problem as the subject of analysis and conceptualization. In the andragogical model of learning, the conceptualization of experience is preceded by 'reflective observation', where the generalized experience of learners is included in the process of searching for the meaning and value of the facts learned, as well as comparing and generalizing the perspectives of those involved in the educational process. In solving a situational pedagogical problem, the learner's reflection becomes professionally oriented toward their own actions and the educational situation being simulated. This is not only about reproducing the contents of the

situational problem and recognizing the learner's own experience, but also about the emergence of new meanings. The emergence of new meanings becomes especially noticeable when it is not enough to use the contents of a situational problem to solve it, and the learner has to turn to their own experience in using a proactive learning strategy.

In order for learners to get a new understanding of the situation, they have to be motivated to extract these meanings, and also need supportive aids to promote their cognitive activity. By exploring the phenomenon of 'groupthink' that often occurs in interactions between learners, E. Aronson has found that when participants cannot go beyond the existing ideas, external aids are needed for the creation of new meanings. N.F. Abdunazarova offers an effective method to control the parity of participation in group learning that can be used in the classroom to promote the assessment of the contribution of each learner to the group work.

Thus, the andragogical model of learning, which is based on the reproduction of professional situations in a group, is important for the success of the development of experience of a teacher as a facilitator of the transfer of the new experience gained in a specially designed environment, into the real space of solving professional problems.

CLOUD TECHNOLOGIES AS AN INSTRUMENT FOR ACCUMULATION OF PROFESSIONAL INFORMATION

A. V. Koyvunen

The process of training throughout one's life assumes consecutive and systematic, and at times stochastic accumulation of information necessary for professional activity. Intellectual capital is augmented constantly throughout one's life as the person gains new knowledge and skills. The process of accumulating information also assumes its storage, which in turn demands a certain systematization. This problem is solved with the help of a personal computer and modern software. Information processing in the automatic mode considerably reduces expenses of one's time and effort. The mobile devices available and the developed mobile Internet expand the possibilities of working with information. It is not convenient to keep a library in the habitual format. The knowledge stored on papers occupies a lot of space. At large volumes become difficult to be quickly found by their data, especially if the data were obtained and written down long ago. Cataloging can partially resolve the information search issue in computer memory, but the computer library often doesn't contain books. New technologies and the information environment come to the rescue. A breakthrough was made some years break in the field of systematization and storage of information. This breakthrough gave the opportunity to store huge volumes of information on the computer or removable medium. Personal computers make it possible to find the necessary data in some seconds, and to allocate the data from the lump of saved-up information. Sorting through various set of parameters (the date, the file name, the file size) considerably simplifies the search. The development of the Internet, in particular, and development of cloud technologies has expanded the possibilities of work with information outside the individual device. In view of the fact that it's no longer obligatory to be restricted by a certain device, cloud technologies are now the best means for work with data and for data accumulation.

Cloud technologies represent the protected Internet resource of storage, processing and synchronization of data. Information can be systematized, uniting in catalogs. A certain space is provided to the user for storage of information on the Internet. Access to this information is provided from any device where there is access to the network and a browser. The user can visit the website and print the text, edit graphics and process video or sound in on-line mode. Thanks to cloud technologies, people who are far apart can work on one document at the same time. Materials can be sent to other persons who can put their corrections at the same time. One more undoubted advantage of using cloud technologies is synchronization of data with the computer. The personal computer can fail, the flash store can cease to work, and the data, which are stored in the cloud, will not disappear, and will not be damaged.

The advantages of cloud technologies are: (a) access from any device in the presence of a browser and access to the Internet; (b) synchronization of data between devices (personal computer, laptop, smartphone); (c) storage of a copy of

data on the server (if one's personal device is damaged, all data will remain on cloud storage and it will be possible to restore the data rather simply); (c) editing information without installation of additional software (via the browser); (d) an easy way of exchanging information with other users; (e) protection of a system by means of authorization; (e) granting space for data storage on a free basis.

Undoubtedly, cloud technologies require further development. For their use, sure skills of knowledge of a personal computer are necessary. After training, the person will be able to work much more productively on projects, and to study all new and new materials in the chosen sphere of activity.

All tools presented in the figure below can be used for organizing the information surrounding a person who is constantly increasing the education level. In the present report, only a few services are considered. There are many similar products in the Global Network. They are capable of solving the most different problems. One more undoubted advantage of cloud technologies is the possibility of using them at any step of the educational process. Thus, at present, cloud technologies are the best means for accumulation of knowledge.

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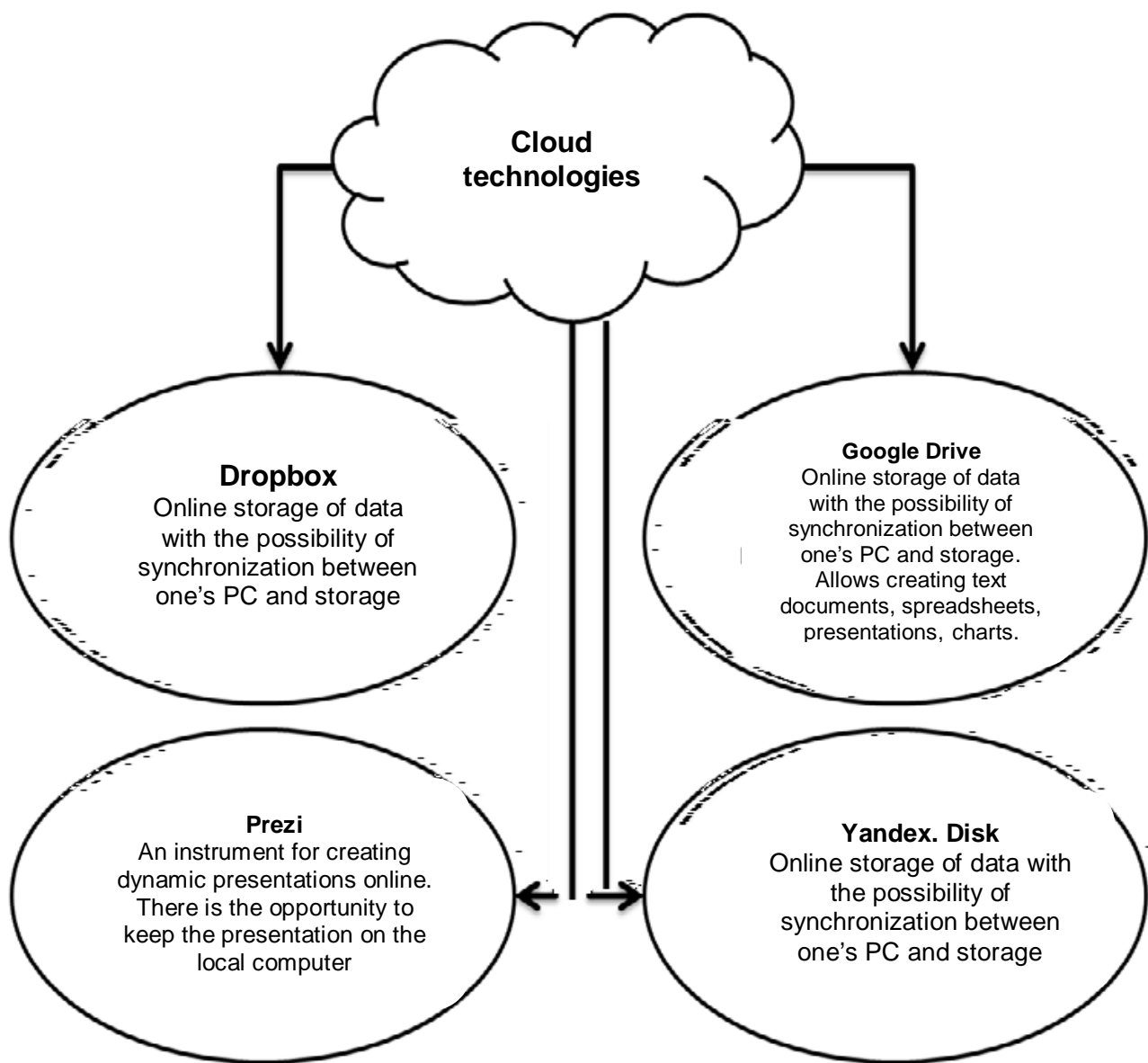


Fig. Cloud technologies

ELECTRONIC PORTFOLIO OF TEACHING STAFF

A. V. Koyvunen

This article deals with the issue of creating an electronic portfolio of teaching staff, and the necessary skills. The author proposes introducing an electronic portfolio as a web site. The article reviews technologies that can simplify the task of creating, placing and filling their own Internet resource.

Key words: electronic portfolio, teaching staff, structure of electronic portfolio, personal web site of teacher.

In the era of global informatization, teachers should be able to use information and communication technologies to solve a whole series of tasks, from preparing to for lessons to compiling a portfolio of their own. This article deals with the latter issue.

A portfolio may comprise the following structure (as an example, a teacher of a secondary comprehensive school is taken): questionnaire (the main page); information on education; certification data; employment by years; subjects taught; list of publications; qualification improvement data (all the information on qualification improvement courses); authorship of workbooks (text materials, presentations, applications for interactive boards, lesson notes); participation in contests and Olympiads and the results thereof; a list of electronic education resources in the subjects taught.

The portfolio compilation means may be different (in particular, free and paid ones). For the electronic portfolio to be available for any interested user, it has to be created in the form of a personal website. The most preferable option to place the information on the author is to create an offline website with a registered domain name, allocated on a paid hosting based on a popular CMS (WordPress, Joomla, Drupal, etc.). Such an option is aesthetically attractive and safe: renting a host, the author is insured against the cases when the service closes down (even if the hosting company closes down, the site copy can be transferred to a different site with the preserved domain name).

The above option is not the only one. In the information service market there is an abundance of popular free site designers who can solve the issue (Ucoz, Google Sites, Wix, Setup, etc.). The above services, as well as other similar ones, enable placement and storage of electronic portfolio data on a completely free basis.

There is another solution - services specializing in portfolio compilation. The interface of such systems is sufficiently simple to allow a quick and simple compilation of one's own portfolio without distracting one's attention with technical details. There is a ready-made structure, which is just to be filled in. Such an approach implies simplicity. However, the freedom of presentation of the information on the site is unfortunately lacking.

The author's experience shows that the best option of portfolio allocation out of those mentioned above is an offline website on a popular CMS platform. The insignificant allocation fee is justified when large modifications are to be made or a function is to be added which is not provided by a free service. The author

frequently faced the situation, when the resource had to be modified due to a change in rules, but the free platform does not provide such a possibility. This issue is quite crucial for electronic portfolios, since the appearance and format of a printed portfolio shall comply with certain rules.

An electronic portfolio compiled in accordance with the recommendations of a supervisory body may significantly reduce the compilation time before the next certification, preventing the risk of omitting any material, which may give additional points. All the information is structured; there remains only one thing – printing out and putting it into a file for the commission. It is very important to define the structure of the portfolio before filling in the information. A well-structured electronic portfolio may have an indefinitely long lifespan. It will be continuously enlarged with new data.

Another important issue to be remembered when compiling the portfolio is the process of preparing and processing information. A teacher requires the following skill: (1) the ability to scan documents and save them in any acceptable format. This skill will be necessary for allocating the information on education (diploma with the attachment, certificates of contests and Olympiads, certificates of publication and other hard copies of documents, which are not available in electronic version); (2) the basic ability to handle bitmap images. The author of the resource may use one of the free programs for editing bitmap images (for instance, GIMP or Paint, NET); (3) the ability to compress graphical objects in texts and presentations. The resource is always limited in publishing materials on one's site. Therefore, it is necessary to prepare them beforehand - that is, compress all the graphical objects with the office facilities. It may reduce the file size several times; (4) the ability to archive files. Some materials may be allocated only in archived form (including multivolume archives). Thus, a presentation containing an audio or video file has to be archived together with those files, so that the user opening it might properly unpack them; (5) the ability to allocate information in cloud storage. This skill will reduce the load on the site, if voluminous materials (presentations, videos) were published in a cloud (like Yandex Disc, Mail.ru Cloud, Google Drive), with only a link to the site itself. Free cloud storage services provide a synchronization program. Thus, all the files saved in a cloud will be stored on the PC as well. Even if anything happens with the cloud, the backup copy will be preserved.

All the above skills need thoroughly learning, but the subsequent efforts for the publication of one's own portfolio will be significantly reduced and their efficiency will increase, which will make the preparation for another certification much simpler.

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SPECIAL ASPECTS OF DEVELOPING ADDITIONAL PROFESSIONAL PROGRAMS (BY THE EXAMPLE OF THE THEATER ART COLLEGE)

O. I. Volpyanskaya

Updating and modifying the core programs for secondary vocational education and additional professional programs (APPs) for additional professional education in accordance with the Federal State Educational Standards (FSES) on an annual basis play an important role in the formation and development of an innovative educational environment in the Moscow Theater Art and Technology College (the College). APPs for secondary vocational and higher education are aimed at the continuous improvement of professional knowledge and skills of individuals throughout their lives, including meeting their educational and professional needs, ensuring that they are constantly adapted to the changing conditions in the professional world and social environment, improving their professional qualifications, and preparing them for new professional activities on the basis of secondary vocational and higher education.

In order to use the FSES for secondary vocational education and introduce a new model of continuing professional education, the College had to revise its approaches to the development of educational programs for additional professional education. Given the introduction of the FSES, flexible, short-term programs of additional professional education are currently becoming a major component of a system for the continuous updating of knowledge and competencies of modern theater art workers.

In order to ensure the continuity of educational programs following the logic of the FSES, and due to increasing demands for updating professional knowledge and skills from social partners, employers and consumers of educational services in the field of theater arts, the College has worked to improve its techniques for the development of APPs, with a view to ensuring that consistent terminology and the module-competency-based approach are used in building the content of professional education at all levels, taking into account the needs and prospects of the labor market, and changes in the legal status of additional professional programs.

The technique devised for the development of APPs includes several stages, each of which has its own content (Table).

APP development stages and their content

| Stage | Content |
|---------------------|---|
| Analytical | The vocational education institution works to identify the demands of the regional labor market and satisfy them on the market of educational services |
| Preparatory | Solves issues related to the processing of an application for the development of an APP and deciding on the possibility of its implementation |
| Content development | Clarifies requirements for learning outcomes. Develops the content of APPs |
| Instructional | Implements the module- and competency-based approach and creates additional elements of the educational and socio-cultural environments |
| Organizational | Organizes an educational process for APPs; organizes skills improvement for teachers (if necessary); monitors the success of APPs; assesses the results of programs mastering; defines improvement areas for the next academic year |

The analytical stage involves the continuous work of a vocational education institution to identify the demands of the regional labor market and satisfy them on the market of educational services. The purpose of the analytical stage is to define the innovative development vectors in the industry, and identify changes in the legal framework. In addition, this stage assesses current educational programs for their ability to meet the needs of the regional industry-specific labor market and individual employers, by way of annual questionnaire-based surveys. The preparation for a survey includes defining a range of respondents, tools and methods of the survey, making up a questionnaire, and clarifying methods for the processing and analysis of the survey data. The main groups of employers selected for the survey are companies offering internship and/or employment opportunities to graduates; companies of different sizes; and companies that are competitive in the labor market and are focused on their innovative development. The survey includes a skills needs analysis (SNA), with the main method being interviews with and without tailor-made questionnaires. Each section of the questionnaire is designed to find out a specific piece of data necessary to identify the qualification requirements for employees at a particular job, taking into account regional characteristics. The SNA outcomes are compiled into a report, with conclusions on each section of the questionnaire. The results of the analytical stage, which is carried out on an annual basis, are used to make decisions regarding the adjustment of the development strategy of the vocational education institution, and define a package of programs to be updated and/or developed. Thus, the analytical stage gives an impetus for the creation of new APPs. At the same time, the main customers of the APP development service are employers looking for training, because according to Article 196 of the Russian Labor Code, the need for professional retraining and skills improvement is determined by the employer.

The preparatory stage in the development of APPs involves solving issues related to the analysis of the possibility and conditions for the satisfaction of an application for the development of an APP, and defining whether it is in line with

the development goals of the vocational education institution. A decision is made based on the analysis of the composition of the student body, their professional education background and work experience; the availability of the necessary physical infrastructure and teachers of relevant qualification; the profitability of a new APP; and possible forms of training (full-time, distance learning or combined). The relevance of the physical infrastructure to the requirements of APPs is determined by the availability of rooms, computers and other equipment, reference guides, instructional materials, and industry-specific and other regulations. The outcomes of the preparatory stage are a development team (the customer and teachers) with the team leader, and their work schedule.

The content development stage in the formation of APPs is currently carried out in accordance with the Federal Law “On Education in the Russian Federation”, and other Russian laws and regulations. According to the above Federal Law, the content of an APP is determined by the educational program, and developed and approved by the organization to meet the needs of a person or organization initiating the development of the APP. The structure of a skills improvement program should include a list and descriptions of professional competencies comprising the existing qualification that will undergo a qualitative change as a result of the training. According to the Procedure for Organization and Implementation of APP-based Educational Activities approved by the Order of the Russian Ministry of Education and Science No. 499, dated July 01, 2013, the content of an APP should be geared to achieve the objectives and expected outcomes of the program. The content of APPs should take into account professional standards, qualification requirements as defined in job evaluation manuals on relevant positions, professions and specialties, or qualification requirements for professional knowledge and skills necessary for the performance of job duties that are set in accordance with federal laws and other regulations of the Russian Federation. The content development stage involves analyzing to what degree the credit- and module-based presentation of the content of additional professional education offered by an educational institution is complete. If necessary, the professional modules of the APP are developed to ensure that students will master additional competencies.

The instructional stage is aimed at the implementation of the module- and competency-based approach and includes the creation of learning and teaching packages in individual disciplines and modules, tools for final assessment, and a set of teaching techniques to be used for the implementation of the APP. In addition, this stage involves the development of additional elements of the educational environment designed to motivate students, to ensure the deployment of new teaching techniques, to allow for the use of active learning methods and rating assessment systems, to encourage the administration to implement the principles of effective educational management, as well as additional elements of the socio-cultural environment of the educational institution that allow for the development of general competencies, carry out educational work, etc.

The organizational stage involves the deployment of the newly developed APPs in the educational process and is aimed to organize an educational process for APPs; organize skills improvement for teachers (if necessary); monitor the

success of APPs; assess the results of programs mastering; and define improvement areas for the next academic year.

The implementation of APPs at the Moscow Theater Art and Technology College as part of the continuing professional education model following the logic of the FSES and provisions of the new Federal Law “On Education in the Russian Federation” ensures that individual programs are geared to student-specific educational paths and skilled workers are trained in the framework of the module- and competency-based approach according to requests of particular employers by incorporating necessary additional professional competencies and related modules into the programs. The main task of the educational institution in developing and testing techniques for the development of APPs was to create the program content appropriate to the development of theater arts, taking into account the needs of customers, such as employers, prospective students and regional authorities engaged in management of culture and education.

SUPPLEMENTARY EDUCATION AND ADULT EDUCATION: NEW FORMS OF ORGANIZATION AND TECHNOLOGY

PROBLEMS AND PROSPECTS FOR DEVELOPMENT OF POSTGRADUATE EDUCATION IN THE SYSTEM OF CONTINUOUS EDUCATION

T. Kh. Deberdeeva

The article considers problems of postgraduate education, its inability to meet the challenges and trends of continuous open education development from the viewpoint of the main actors of advanced training.

Key words: Open continuous education, postgraduate education, self-creation, meaning forming, value aspects.

In the report of the International European Commission on Education for the 21st century, Jacques Delors maintains that education should be based on four principles: learning to live, learning to know, learning to do, and learning to co-exist (UNESCO, 2006) [quoted from 8, p. 51]. Which of these principles is the present system of postgraduate education ready to implement? The fundamental principle of advanced training both historically and in the present realities is the third principle: learning to do. Postgraduate education is practice-oriented, especially in the epoch of rapid changes. UNESCO, however, focuses attention on other tasks, pointing out that “in educational needs the focus shifts from teaching knowledge and actions to teaching life and co-existence” [1]. If we turn to the system of postgraduate education of teachers, we can see the obvious dominance of “teaching knowledge” and “teaching actions” in the programs, with obvious insufficiency of these components.

The psychological burnout of teachers, loss of the meaning of life and pedagogical activities ... the need to meditate ... These and many other phenomena of contemporary education urge the system of advanced training (hereinafter AT) to direct its activities towards teaching life and assimilation of the fundamentals of co-existence.

“Knowledge is conveyed by instructions and answers the questions starting with the word “how”. Understanding is conveyed by explanations and answers the questions starting with “why” [2, p. 22]. Analyzing the teachers’ AT educational programs, one can notice that they mostly aim at assimilation of knowledge. Even those aimed at development of teachers’ competencies are practice-oriented, etc. Which percent of the course time is spent on explaining “why”? At my estimate – about 5–7 %. However, no advanced instruments, especially those applied in man-measuring systems, can be effectively used without apprehension. Otherwise AT in its extreme form of manifestation will narrow down to coaching and drilling, will fail to become an integral part of modern continuous education.

According to L. Pukhovskaya, “the world community has realized that teaching is not just “a variable” necessary for successful reforming of educational

systems but “the most outstanding agent of change” in implementation of reforms” [6]. As “the agent of change” the teacher needs a different level of education (AT), and organic integration into the system of open continuous education.

The relevance and significance of the concept of continuous education is influenced, according to P. Jarvis [quoted from 7, p.47], by four key trends of modern time: (1) the futuristic trend – the increasing value of knowledge in society; (2) the planning trend – education as a guarantee of the specialist’s competitiveness; (3) the reflexive trend; (4) the market trend – education as goods. Which of the named trends are “working” for modern teachers? Today, the most obvious trend (at least, in conditions of FSES implementation) is the third (reflexive) trend. The former educational practices appear (suddenly!) to be impossible. It is necessary to assimilate new ones. Hence, knowledge and actions. Hence, the apprehension: the need to answer the questions “How?” and “Why?” as well.

Lifelong learning can also obviously be understood in the institutional aspect as an organized system of institutions providing relevant educational services (vocational training and retraining, advanced training, internships). However, lifelong learning can be also considered in the informal aspect – as the life strategy and mindset towards self-learning and obtaining information, of existence in the mode of ongoing renewal of knowledge. V. Ya. Rushanin [7, p.46] stresses that both levels are interrelated and complementary: it is formal education that “teaches to learn”, i.e. forms the value of knowledge, imparts the skills of self-learning, and readiness for further educational practices. It should be noted that both in the institutional aspect and in the informal aspect of understanding of continuous education it is, as such, impossible without self-education and self-design of oneself in the future, which is the sphere of responsibility of man himself. Man must move to the critical-reflexive position regarding his available condition and then implement the self-design, which involves creating the image of the desired future and developing the means for its achievement. And finally, one must leave this position for the activity-related educational position. “Self-design becomes the key moment determining achievement of the desired condition by man owing to his integration in the process of self-change through continuous education. Self-design can be considered to be the ultimately humanized form of diversification in education, when the man himself and for himself develops... the program of activities making his conscious, free and responsible choice” [9, p. 309]. The shift of the focus to “oneselfness”, independence and one’s own teacher’s trajectory of one’s professional and personal development is in demand (and probably can be carried out) already today.

However, for the shift to take place, both teachers (with manifested oneselfness) and the flexibly organized AT system must be ready for it. The variability existing in this system today (the system of specialized courses, short-term courses at one’s option, accumulative AT system) must be deepened and extended.

Today there is a demand for development and implementation of individual plans of advanced training with account of the possibilities of self-education.

According to N.A. Lobanov, in 10-15 years the specific weight of professional self-education in the subsystem of extended professional education may reach the mark of 50% of the total volume of hours stipulated by the

curriculums of professional education. "This trend will grow steadily. And this "quiet revolution" will change the educational landscape" [3, p. 37]. The system of advanced training must get thoroughly ready for the coming changes. It must provide for the possibility of managing self-education and correcting it, and elaborate new AT models. Thus, the main idea of open education will be implemented: "To learn in a convenient place, at a convenient rate, in accordance with one's needs and possibilities..." Will we be ready for such changes? Depending on the answer to this question, our future will be built, as "professional self-education will become of the major characteristics (indicators) of assessment of the activities of educational institutions of extended professional education" [3, p. 39]. Furthermore, the future of teachers – "agents of change" – depends on that. Practice shows that the optimal system for the system of education management is a closed, clearly predictable, rigidly assigned, sized up system built by it (by the management system, regulators). Existence in an open system (including continuous education) is perceived as disastrous. This position today also prevents building individual strategies of teacher's advanced training.

It is obvious that to work on oneself, to focus on self-education and self-design, the modern teacher must understand the significance of this work, and be highly motivated to work on oneself... But the main thing is that the person must have goals-values-meanings lying in this space – the space of self-creation.

A number of present scientific publications [4] expound on the relevance of the axiological function dominating in the system, which has not been fully implemented in postgraduate education today. The shift of the focus in the field of education from ethical objectivism (the values are determined by the teacher) to ethical relativism (the values are chosen by the learner) affects both school and higher and postgraduate education. The values are chosen by the learners, no matter what they are: students, teachers, professors. However, focusing the attention only on the instruments which the teacher must learn to use we "have tossed the baby out with the bath water" by "clearing" the system of advanced training both of meanings and values. It is evident that shifting towards individual trajectories of self-learning and self-education of teachers, differentiating and individualizing the supply (educational programs), the AT system will have to change (develop) the system of diagnosis as well diagnosing not only what is deemed meaningful today, but what is deemed valuable in the long-term prospect. Diagnosis of the value-meaning component of the teacher's personality becomes mandatory.

Building the sequence of components of immanently open education, N.N. Peretyagina [5, p. 91] defines them as follows: () the goal and tasks of education – development of a holistic (self-conscious) personality in the process of socialization; (b) strategy – individual educational trajectory of the subject of education; (c) mechanism of implementation – self-design; (d) content of education – present social being of the subject of education; (e) primary way of implementation of education – universal activities; (f) result of education – educational product, including the increment in competencies, transformation of qualities of the personality, and products of creative work – a man of a different quality.

One should note that none of the positions has been implemented in the contemporary postgraduate education for "a mass teacher". Will the system of postgraduate education be up to the challenges of continuous education? Time will

show. But the vector and destiny of changes in society as a whole is likely to depend on this. It depends on whether society will be able to create the system of postgraduate education as really continuous education. Not in terms of the formal place of advanced training in the educational landscape (continuous, lifelong, for all ages) but in terms of its essence, its functional purpose ("the function of mobilizing the efforts of the man of the modern culture to conform to the new conditions in which he lives") [7, p. 47].

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MODERNIZATION OF ADDITIONAL PROFESSIONAL EDUCATION: THE SOCIAL AND PEDAGOGICAL CONTEXT

E. V. Kukanova

Organization of additional professional education for social workers is considered in the article.

Key words: additional professional education, expectations of employers, social workers.

We understand the modernization of the system of additional professional education (hereinafter – “APE”), first of all, to be a policy of accelerated development of this educational structure in order to overcome congestion and provide for the level of education that meets the national interests, goals and strategies of progress. The reforms of the Russian economy actualized the problem of the quality of professional staff, and, as a consequence, an increase in the requirements of employee competence. In this context, we can see a change in employer expectations as concerns the result of advanced training of specialists - they are focused on developing the core competencies in a particular professional sector that are necessary for carrying out the activities under the new conditions. However, it is necessary to take into account the specific features of the system of postgraduate education, which is aimed at adult consumers of educational services, who, as a rule, have a well-shaped view of life, a professional credo, and a prevailing worldview. Therefore, modern APE cannot be viewed in isolation from the social and psychological and social and pedagogical contexts.

In connection with the foregoing, it is important to analyze the reasons for modernization of the system of additional professional training. The modern social and cultural situation is characterized by high rates of social, economic and axiological transformation. If, during the life of previous generations, stability in professional activities was valued, and most people were working at one and the same company throughout their lifetime when professional dynasties were highly esteemed, nowadays, both changes in one’s workplace and change of profession are recognized as a quite common phenomenon, and futurists predict that future generations will change their field of professional activity 4-5 times during their lifetime. Under such circumstances, additional professional education becomes the leading type of education, a resource for development of individual freedom.

By 2015, the share of the employed population aged 25 to 65 that have passed upgraded training and retraining should reach 37%. According to the expert estimate of N.M. Zolotareva, in developed European countries the share of the economically active population engaged in further professional education is 60-70%¹. Only 5% to 11% of the working population is working in all directions of APE in Russia (according to the Federal State Statistics Service and the Ministry of

¹ N.M. Zolotareva. On the priority directions of the state policy in the field of additional professional education //Additional professional education in the country and the world. Pages 2–3.

Education). This concerns mainly the representatives of the information, economic and engineering professions. Social professions are far behind these indicators.

In the Decree of the Government of April 15, 2014 No 295 "On approval of the state program of the Russian Federation for 2013-2020"¹ there is a goal: to form a flexible, system of continuing professional education that is accountable to the public, and which develops the human capacity, providing for satisfaction of the current and future needs of social and economic development of the Russian Federation. The educational system faces the task of covering the adult working-age population in the age of 25-65, providing for the availability of lifelong education programs.

We consider additional professional education to be a social and pedagogical phenomenon, since it creates conditions for continuous learning and development, including a person's self-development. Its goals and content are not provided for by the state educational standards, but are important for the development of the individual and the society, allowing an adult to fulfill the needs arising in the course of life, and to satisfy new interests. A trend for the orientation of education towards socialization of a person is fundamentally important for understanding the context and objectives of additional professional education. As an object of study of various sciences, socialization in the interdisciplinary context is understood to be the process of integration of the individual into society. At the same time, there are some differences in the assessment of the role of the activity of a socializing personality in this process. A fairly complete analysis of socialization concepts was given by A.V. Mudrik, whose works have two reasonable approaches to the interpretation of the content of this phenomenon. The first approach is called the "subject-object" approach, which recognizes the priority of activity of society over the activity of a person in the process of socialization, treating the process of integration of the person into the system of social relations, primarily, as adaptation to the existing rules and regulations. The second approach is called the "subject-subject" approach, focused on the preferential activity of the individual itself. Within the framework of this approach, socialization is considered to be a process of interpenetration of individual and social attitudes. In our opinion, both approaches are quite applicable to the explanation of the essence of the process of socialization of a child, but when it comes to socialization of an adult, here one has to take a "subject-subject" interpretation of the nature of social development as a basis. However, in our opinion, trends of globalization, internationalization and integration of education, and a significant increase of humanitarian aspects in global education, shift the emphasis in adult education from material and social organization of the educational process to its value-based and subject-based component. In the context of the idea of continuing education, additional professional education can be defined as a social and pedagogical phenomenon associated with creating the necessary conditions for a free and conscious manifestation of a person in education.

The Law "On Education in the Russian Federation" states that additional professional education is aimed at meeting educational and professional needs,

¹ URL:http://www.consultant.ru/document/cons_doc_LAW_162182/#p15

and a person's professional development, ensuring compliance of the person's qualification to the changing conditions of professional activity and the social environment. Thus, the law provides for the basis for the target orientation of the system of APE to meet the existing social demands. However, no modern system can develop unless it is ahead of the curve.

The resulting component of APE includes not only the growth of professional competences of students, but also a number of social effects. An individual's mobility, being one of the values of the postindustrial society, is a significant social effect of additional professional education. Modern society needs people prepared for life in a constantly and rapidly changing environment. Only these24.1(onal)-24.1(onal)-2

experience shows, training courses for many listeners, first of all, are valuable due to the opportunity to communicate with colleagues, share experiences, and expand the range of the professional community. And if we design the content of courses for APE listeners as a system of problem situations and issues close to the realities of the professional environment to its prototype set in the model of activity of a specialist, the social content of education implemented through forms of joint activity becomes a compensating resource which involves the exchange of professional experience, professional and personal communication.

Thus, additional professional education has a number of social effects: (a) it promotes the development of a person's professional and academic mobility; (b) it plays the role of a "social elevator"; (c) it creates conditions for social development and filling the "gaps" of previous stages of socialization. But all these effects become obvious only when the process of additional professional training is far from formalism, and is determined by important social and economic and individual psychological determinants, based on one's personality, in demand, and is a source of self-development.

Thus, under the influence of the above trends, a new social reality that defines and transforms the goals of additional professional training has developed. A new type of personality is in demand in society: not an individual who is globally and harmonically developed according to a certain ideal model, but rather a person with self-identity, with an imprint of personal qualities in all relations with the surrounding world. All this entails not only a review of the content and form of education, but also a rejection of many established values in education. The conditions of the prevailing cultural situation require developing and enriching the value orientations of adult learners, and above all, the value orientations of adults, and first of all, value-based orientations in educational (and self-educational) activity.

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ORGANIZATIONAL STRATEGIES IN CONTINUOUS EDUCATION FOR PEOPLE OF THE THIRD AGE

M. F. Solovieva

The article deals with issues regarding the use of strategic management achievements with respect to the system of lifelong education for people of the third age.

Key words: continuous education, non-formal learning, the third age, organizational strategy.

In the period of perestroika a renowned expert in the field of education management, M. Porshnev, had already recommended use of the achievements of management in education. He was one of the first who introduced the concept of “Educational Management” and explained its positive characteristics associated with the dominance of the democratic management style. Currently, there is a question about the possibility to refer to the issues of the organizational strategy in the field of today’s business and to adapt some of the methods and practices to the educational system. At first glance, there is no considerable controversy in the transfer of achievements of the theory and practice from one area of activity to another, and moreover, considering that we can also talk about development of the knowledge economy, science-based business, and personal entrepreneurship in the field of education.

Let us consider some common features of the organizational strategy in business and education.

(1) The urgency of the problem is associated with the adoption of the socio-economic development strategy in the Russian Federation for the period up to 2020. Since 2000, introduction of strategic planning in all areas of society activities has started, which is evident in the level and variability of the scientific thesis topics during 2004–2006.

(2) Connection of the strategy with determination of the company and educational institution’s mission.

(3) Clarification of the levels of strategic planning. Traditionally, there are four levels of strategy development: the corporate level (the highest achievement); the level of strategic areas of management (business strategy); the functional level (industrial, financial and HR management strategy); and the operational level (the base of the pyramid levels).

(4) Organizational strategies are developed in order to change the external and internal conditions of a company activity.

(5) Researchers have identified three organizational strategies: global, multinational, and global-local.

(6) The conclusion about the importance of timely information support for implementation and correction of the strategy is also consistent. However, if earlier it was about the extent of development of communication channels and making operational management decisions, in recent years there has appeared a question about the importance of development of the information culture of consumers and producers. In connection with this, the priorities of the strategy are also changing:

in previous years we were talking about the “learning organization”, whereas nowadays there is the international system of the “learning regions.”

(7) Today’s educational system and business also have common problems. One of them is the implementation of organizational strategies. One can agree with Z.Y. Pronina that today’s managers and specialists of the state and municipal government have learned how to plan, but not all of them are able to implement the plans, or, all the more, the strategies. Only 20–40% of organizations successfully and fully realize the planned strategy to obtain the desired results.

As for the factors regarding best use of human resources, the role of the factor involving use of older people’s potential (citizens of the third age) is increasing. American scientists have found that the peak of intellectual activity for a human being takes place at the age of 70 (60–80), when the brain begins to operate at full capacity. People under 60 have a strict separation between the two cerebral hemispheres in terms of the functions that they fulfill, whereas after 60 a person may use both hemispheres simultaneously. People at the age of 60–75 solve difficult tasks much easier and faster. Scientists have discovered a number of benefits in the potential of elderly people and developed necessary recommendations for the effective use of human potential. M. Kolosnitsyna, N. Khorkina, H. Dorzhiev (Laboratory of Economic Studies of the Public Sector, National Research University - Higher School of Economics) investigated the problem of life satisfaction of elderly people from the standpoint of strategic planning of the social and demographic policy of the state as a response to the challenges of the external environment. General conclusions refer to the reorganization of three factors: the system of health maintenance, creation of the educational system – particularly continuous and informal education – as well as the creation of conditions for social activity. Already in 1867, the country council statistical research team came to the same results when determining the prospects for their own activities, although these factors were related not only to elderly people, but to the working population in general. The research covered the economic activity of the population.

Organizational strategy issues in the field of continuing education for the elderly also require research in connection with development of the scientific schools in the field of androgogy.

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VARIATIVE MODELS OF INDIVIDUAL SELF-ACTUALIZATION IN COMPLEMENTARY VOCATIONAL EDUCATION

L. I. Ermakova
V. P. Ermakov

The article brings to light the paradigm structure of continuous education in the context of individual self-actualization under the conditions of knowledge society development. The article analyzes the ontological peculiarities of the socio-cultural phenomenon of complementary vocational education as part of the educational paradigm.

Key words: continuity of education, educational models, self-actualization, social forms of teaching, complementary vocational education, taking into account individual capacity, social needs.

Complementary vocational education (hereinafter referred to as CVE) may be considered a sphere of novation as particularities of new educational paradigm approve themselves to be the most viewable there. Complementary vocational education shows its results in the thesis which reads as follows: "To think means defining the future more accurately." Educational strategies are based on an interim practice and result perception. The strategies can be divided into "self-actualization for yourself" and "self-actualization for others." The first purpose is "overseeing the present", creating an area of personal safety, and the second purpose is defined by "adaptation to the established system of sociality" [2]. The subjects of education act in such a manner that they are aware of the harmony of interests, and apply the same criteria to achieve active and practical results.

Complementary vocational education stops being a community business no matter how delusive individual skills of the educational subjects may seem. The variety of educational programs is conditional upon the desire to "become interested in", "be confident" or "build bridges with others." We do not think that CVE must focus on basic education if for no other reason than because there is a modern difference in knowledge. Basic education represents an educational minimum, which any individual takes as a start for their further betterment and integration into society, while complementary vocational education is supposed to educe personal potential and self-identity, and cannot be stabilized on the principle of the "motive of the individual." If we judge by the "education as required" principle, then there, certainly, we strengthen the qualitative and behavioural interests of every individual that may be linked with continuance of professional activity and earning of goodwill as well as self- affirmation.

"Self-actualization for yourself" is oriented on the sharpness of knowledge and "understanding of everything." An actor of education takes more of a demonstrative activity than deep material learning and professional competence as a base. The subject's activity externalizes itself in a choice of flexible educational programs, and an inclination for "mobile" practical learning courses and formal competence. As a matter of principle, "self-actualization for yourself" opens one's attitude towards changes in structure, and also comprises the purposes of CVE. For CVE, time horizons are related to external events of learning efficiency, and

appropriateness of time and fictitious costs. The expectation of uncertainty is transferred to CVE, which individualizes peoples' expectations in such a way that communal discussion of the methods is no priority of education. The subjects of learning control themselves based on the "received knowledge" being provided to them. Liaisons and system communications are a rational form of innovation during the learning process.

The teachers in the system of CVE admit "confusion of personal plans of the listeners" and abridgment of the educational sphere only with "business contacts": Bauman's system comes to our mind, according to which everyone is predicated on the personal concepts and can obtain what is in personal convenience, whilst traditional education may be compared with "common business" where everyone reverently cares for their duties. Paradoxically, the CVE system can track the gathering of personalities "oriented on themselves", giving them complete freedom of maneuver in educational terms. But "endurance" increases uncertainty, from which the actor of education tends to get rid of, realizing how reproduction of complex social situations becomes even more elusive. There is an assimilation of mass information sets as the subject of education refers rationality to new knowledge for one-time consumption, which corresponds to their views on the application in a particular situation.

Essentially, the new pedagogical model using information technology implies "an approach to learning as a collective rather than an individual activity". [4] It is not just about the inadequacy of functional infrastructure of CVE, but also the implementation of objectivity, integration of forms of learning, dialogue solutions of "familiar information." From our point of view, "self-actualization for yourself" is preserved in CVE conditions, and it prepares the subjects to use both passive and adequate positions in life. Compared with the structuring of basic education, where social growth of skills is partially defined, quality control over knowledge in CVE is entrusted to professionals possessing only "notifying law." Thus, it is possible to formulate various trends of formulation, and care of subjects of education for logical knowledge. Z. Bauman points out that the risks of what is referred to as "past education" provide the rules of how to avoid the standard procedure and make our farewells to the past.

The desire to act is transformed into "the interchangeability of perspectives", where everyone desires to be comprised of the "inside dependence" and independence of personal experience. Such short-term "sociality" of professional models does not lead to the creation of object "joint actions." A man is ready to spend some time on professional training rather than turn out to be unprepared for "the life inside the organization," for which he will experience a pathological distrust. Private problems of CVE graduates are expressed in the divergence of corporate sets and personal ambitions, and are focused on the use of "personal knowledge" for the benefit of the organization and the desire to "earn", to obtain certain social preferences. Not coincidentally, businesses introduce systems of corporate CVE, seeking to spend money on education in the traditions of the corporation rather than shape subjects with individualistic strategies. "Self-actualization for yourself" opens the space for realization of the individual's abilities, for the continuity of the educational process to the needs of self-identity. Complementary vocational education is provoked at its peak to elements of

tutoring and didacticism. Most of the subjects of CVE note a consumer nature of knowledge acquisition, actions under the scheme of obtaining "a smart set" which has the effect of unification, adequacy of professional achievements and failures. Independence in survival makes us rush into the so-called attractive investment sphere, and warp preparation of "specialists" for seven or eight professions creates a risk of disruption of life in the world. Many people try to gain expertise in a field where they have never worked and had no experience. Teachers can convey knowledge and professional competence, but no one can guarantee the success of the new social professionals in their chosen field. Therefore, among the "focused on yourself", there are many persons disappointed with the CVE, and discrepancies of their own skills and knowledge of life career.

The training sphere of entrepreneurs suffers the most, facing the problem of identity redefinition of former intellectuals. Russian researchers reasonably believe that the most adapted business layer has been formed of quasi-legal groups, and former dealers of the shadow economy. The legal and economic knowledge mastered during the CVE is less important than the social capital (useful contacts). CVE educational programs are focused on "model" professional knowledge, learning as a kind of necessary activities of individuals, at least until they are involved in the educational process. The submission of education to the logic of self-actualization is quite small-time in the system of "teacher - subject", if the individual is able to pay for educational services, there can occur a substitution of innovations of the new obtained knowledge to educational conformism, the desire to get adapted knowledge according to the own level of one's skills. Taking into account that individual features have certain semantic borders, which can be overcome only with "unsystematic" education. If the educational process is built in accordance with specific educational and professional standards, the individual should limit his/her own ambitions, their direction into the sphere of professional development. The actualism of professional self-determination of the subjects "pushes" the development of complementary vocational education. The most prestigious professions are highly valued in the industrial society, but the most promising professions related to the use of information technology are not only meant to importantly achieve material prosperity, but also to implement personal potential. The trouble is that as it often happens, professional hardships of the supporters of "industrial" and "post-industrial" occupations fall short: the first face stiff competition of redundant professionals, the second - undeveloped innovative sectors in the Russian raw mono-cultural economy.

We think that the CVE is required to configure the actors of education on realism, to not offer what they like, indulging consumer illusions, but what may be useful in building a life career that allows them to use the free space in the economy and other social areas. The desire "to combine work and education" is typical for many subjects of the educational process. Earnings and professional affirmation would be ideal. Realistic estimates usually include a fully stable job and a decent income. Evaluation of qualification is latent and revealed by the crisis.

The strategy of "self-actualization for others", thus, establishes the dependence of educational systems mainly on the social experience of "living in an era of change." The deep socio-cultural qualities have been revealed, characterizing the "average" subject of CVE. The desire to "live in material

prosperity," is combined with appreciation of interesting work and personal happiness. While many, succeeding outwardly, prefer quantitative efforts, the activity in the area of CVE is communicative in nature, and awareness that brings a certain social effect. Most Russians do not feel sympathy for the so-called "simulative activity", and a professional career has much more semantic context than the buyer of individual skill. By orientation on professionalism, many are trying to prove that it is possible to earn a living with dignity in any other way than playing "a cheating game" and picking up "crumbs from the state table."

Continuing professional education is in its start-up stage of continuity, and social professional development for life. What is considered to be an advantage of CVE, the ability to meet a wide variety of educational and professional needs, can also be seen as an obstacle to the unity of subjects of CVE, their looping in private social practices. To abandon an unproductive debate about whether the CVE gives a new "practical wisdom", a new professional qualification or is a development of the educational potential of basic education, it is advisable to reach the level of educational strategies. You can display the trajectory of social identity that comes from the awareness of his or her identity in the context of universal social changes and comes to professional collectivism in the CVE system. Of course, one cannot ignore the practical aspect of the CVE, the provision of urgent educational services. Education needs to be so, if we exclude the orientation for the future, awareness of potential as a way of achieving goals.

It seems to us that a profane sense is brought into the CVE if the main purpose is to bring the existing knowledge and skills of the individual to practical knowledge and skills. It will resemble a "running in place" because knowledge is updated every two years, and the CVE is doomed to produce professionals with the "lagging" type of quality and practical orientations. "In hierarchical societies, people usually think of themselves in accordance with the place they occupy in the social hierarchy. They have to feel about themselves not as a person, but as a representative of a certain social caste "[5]. Social differentiation in CVE reproduces social status, while one's personality becomes a personality for yourself if others are personalities for them, and they are so to them respectively. "In the end, it turns out that knowledge is our life in the world we live in" [6].

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THE PROFESSIONALISM OF THE MODERN TEACHER AS THE CONCEPTUAL BASIS FOR MODERNIZATION OF THE LIFELONG EDUCATION SYSTEM

D. B. Akhmedzhanova

The article considers issues related to the teacher's development of professional qualities within the modernization of the continuous education system. It lists pedagogical concepts in the theory and history of education.

Key words: continuous education system, modernization, teacher's professionalism, specialist of high culture.

The president of our republic, I. A. Karimov, has repeatedly stated in his speeches that those countries that will win in the 21st century will give preference to intellectual and spiritual values. As a response to these challenges, the "National Program for Training of Personnel" was developed in Uzbekistan. This program laid the foundation for the new paradigm of education. As of today, humanitarian and sociocultural aspects of this problem have been developed in some detail. It's a necessity to master cultural and historical heritage, acquaintance with world culture, humanistic orientation of mind, and spirituality as a necessary characteristic of a specialist [1, p. 2].

However, aspects of encouragement of professional behavior and skills of specialists require further improvement. That is why, firstly, lifelong education must provide for targeted training of specialists, that is their training in certain sought-after specialties considering the specificity of real production units (establishments). This must be done in an anticipating way; secondly, it's necessary that the triad "science-education-production" work consistently. Each subject of this triad has its own tasks, the completion of which is essential for effective functioning. This means that it is necessary to find organizational forms for achievements of pedagogical science to be included in programs of educational establishments as soon as possible.

Modern education in Uzbekistan is developing in several directions rapidly: first of all, it's modernization of the content of education; development and introduction of modern educational technologies; ensuring conditions for effective realization of students' personal potential. To solve these problems it's necessary to systematically and purposefully develop and introduce technologies of subjective realization of personal potential in the process of education, and this necessitates training a new teacher [2, p. 60]. Considering the above-stated, the process of development of pedagogical culture and pedagogical mastership of a teacher also must be corrected. As is well-known, mastership is the high and continuously improved art of upbringing and education, available to each teacher working by avocation and loving children. The pedagogue, being an expert, is a highly cultured specialist with deep knowledge of his/her subject, who is well familiar with the corresponding areas of science and arts, practically understands general and especially child psychology, who is fully trained in all methods of education and upbringing.

Knowledge of child psychology becomes the leading field in the knowledge structure of those teachers, who are more responsive to the pupils' reaction to explanation and each action. Knowledge of child psychology in its turn is demonstrated in the pedagogical action of a teacher. V.A. Sukhomlinsky wrote: "Don't forget that the ground your pedagogical mastership is built on is in a child, in his/her attitude to knowledge and you as a teacher. This is the desire to learn, inspiration, readiness to overcome difficulties. Enrich this ground carefully; there is no school without it. However, the professionalism of a teacher, of his/her pedagogical culture, doesn't guarantee success in pedagogical activities. In the real process, professionalism is always united with common cultural and social and moral aspects of a teacher's personality. Such unity is the expression of the teacher's culture, which characterizes the integrity of his/her image. In particular, it confirms that the study of biographies of prominent enlighteners, pedagogues and mentors of different ages and peoples (Ya. A. Komensky, Yusuf Khoss Hajib, Keykavus, Akhmad Yugnaki, Saadi, Jami, Davani, Ali-Shir Nava'i, Koshifiy Husayn Voiz, I. H. Pestalozzi, K. D. Ushinsky, S. T. Shatsky, A. Avlonin, V.A. Sukhomlinsky and others). Their humanitarian culture, expressed in wide education, intelligence and a high sense of duty and responsibility, served as the basis for generation of humanistic ideas, breaking the vicious cycle of traditional pedagogical beliefs and enhancing the current level of development of pedagogics and enlightenment in general.

That is why the best results in pedagogical activities are associated with overcoming professional narrow mindedness, the ability to consider narrow professional issues in the widest philosophical and methodological, as well as social and cultural context. Thus universal pedagogical concepts in the theory and history of education appeared: humanistic pedagogy (Sh. A. Amonashvili), cognitive and personalized pedagogy (E. A. Yamburg), scientific and technocratic and humanitarian pedagogy (I. A. Kolesnikova) and others. Humanitarian culture is first and foremost the harmony of culture of knowledge, feelings, communication, and creative actions. Namely such culture allows a pedagogue to objectively study and determine the level of development of students, understand them, introduce them into the world of spiritual culture, organize spiritually rich activities, and form their social and value orientation. On the other part, due to these qualities, the personality of a teacher becomes important and interesting for pupils, he/she becomes "the only" teacher, meaning the dearest person for the whole life. And the lifelong education system is a step to achieve success in study and creativity.

In our opinion, implementation of these measures will promote sustainable development and modernization of lifelong education and more qualitative training and advanced training of pedagogues under the current conditions.

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PRIORITY TRENDS IN THE DEVELOPMENT OF FORMS OF FURTHER TRAINING FOR PERSONNEL

S. S. Tashpulatov

A. N. Nigmatov

In this paper we propose a mechanism of accounting for intermediary forms of improving in-service qualification training of teachers through a set of points on four levels of competence, motivating enhancing of professional skills and competencies of teachers.

Key words: improvement, summarizing system, education, improving qualification, re-training.

At present, the further training and retraining of teaching staff in the sphere of secondary specialized professional training (hereinafter SSPT) is provided by 42 specialized higher education establishments. 1555 SSPT establishments are involved in the educational process, including 1412 vocational colleges and 143 academic lyceums. The top personnel of educational institutions is to undergo further training at least once every three years, while other teaching staff members shall do it at least once every four years. Over 27,000 teachers study at further training courses each year, including 23,394 persons improving their professional skills, while 3,810 undergo retraining. The existing procedure for further training and retraining of SSPT teachers does not provide for a personally oriented approach, since the training is performed according to a previously approved curriculum which precludes a differentiated approach toward trainees. Such further training form does not meet the modern requirements to SSPT.

In order to solve this problem a mechanism for an indirect form of further training is suggested which does not necessitate an approved curriculum. Such a form allows an accumulation of credit points within a certain period between the training courses. It provides for two stages of skill improvement on four levels of their qualitative evaluation on a 100-point scale (Fig. 1) and according to 14 competence criteria (Table 1).

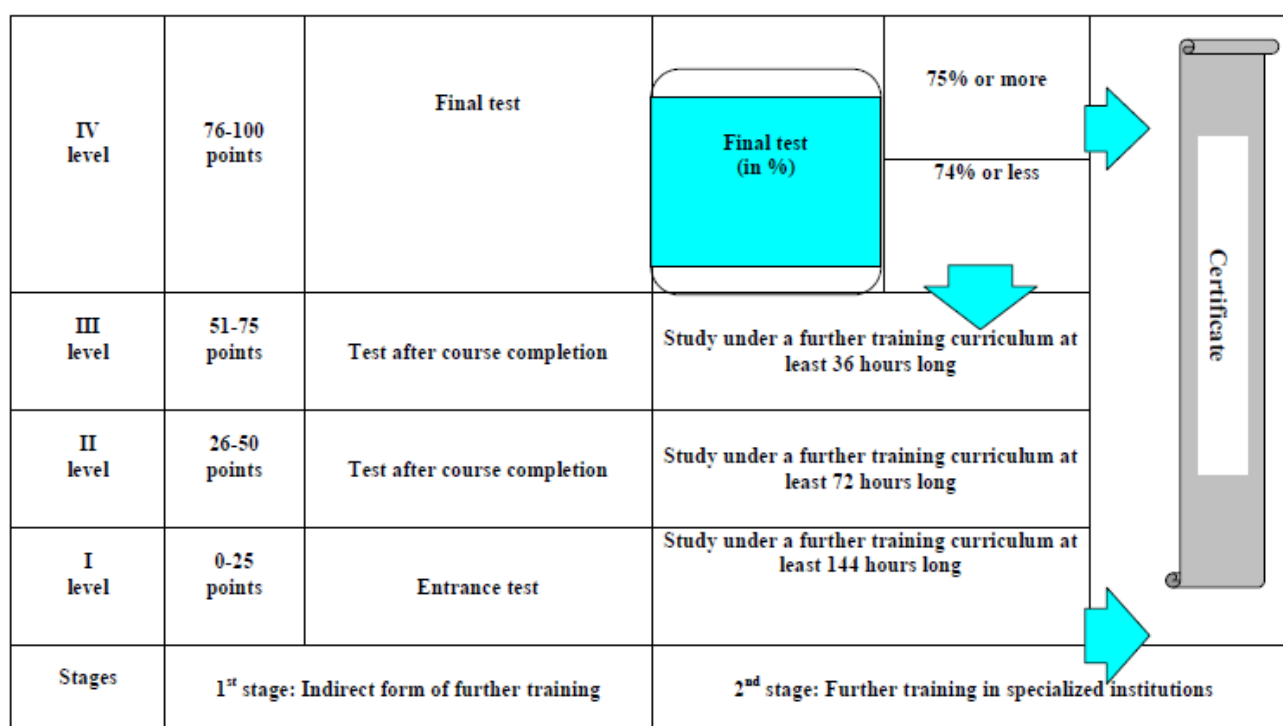


Fig. 1. Evaluation structure for the lifelong education of top personnel and teaching staff

Table

Evaluation criteria of the top personnel and other SSPT staff performance by activities

| Criteria | Level | Points | Note |
|---|--|------------------|---|
| Learning information and communication technologies | excellent good average | 10 5 3 | |
| Learning a foreign language | excellent good average | 10 5 3 | |
| Formation of the professional's personal electronic portfolio | adequate inadequate | 5 2 | |
| Participation in theoretical and practical conferences: With a report: | 3 or more less than 3 3 or more less than 3 | 2 1 6 4 | |
| Publication in scientific papers : - international - national | authorship co-authorship authorship co-authorship | 5 3 | To define the number of points when publishing in co-authorship, the total amount of points is divided by the number of authors |
| Sharing professional experience in mass media | 3 or more less than 3 | 5 3 | |
| Open demonstration lessons using advanced experience | 3 or more less than 3 | 5 3 | |
| In-depth training to improve professional skills | abroad in educational | 5 | Certificate is to be presented |

| | | | |
|---|---------------|---|--|
| | institutions | 3 | |
| | on the job | 2 | |
| Participation in various competitions, exhibitions, etc. | international | 5 | |
| | national | 3 | |
| | regional | 2 | |
| Studies in short-term courses with basic educational establishments | 3 or more | 5 | |
| | less than 3 | | |

into account the qualification level and individual professional demand for specialists. The total duration of the direct off-the-job training of the top personnel and other teaching staff is established for each 3 and 5 years respectively as follows: for school management and teaching staff – at least 4 weeks (144 hours); for teaching method specialists and other specialists (not involved in classroom lessons but otherwise supporting the training process) and for the staff with secondary special professional education – at least 2 weeks (72 hours). The specialists who have successfully completed the direct further training are awarded a standard certificate indicating the number of hours.

The total obligatory duration of all the forms of further training of top personnel and other staff aimed at obtaining a further qualification category, both on and off the job, is established for every 5 years as follows: for school management and teaching staff – at least 8 weeks (288 hours); for teaching methods specialists and other specialists (not involved in classroom lessons but otherwise supporting the training process) and for the staff with secondary special professional education – at least 4 weeks (144 hours).

The indirect form of further training provides for continuous independent acquisition of new knowledge and skills both in one's own and allied speciality, aimed at improvement of the professional level, competence and broadening the professional outlook. Here, self-education is an integral part of the teaching profession: it is easily available and provides an incentive for studying information technologies, develops a competitive educational market, and eventually increases the quality of educational services.

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PROSPECTS FOR THE DEVELOPMENT OF ADVANCED EDUCATION IN THE CONTEXT OF CONTINUITY OF EDUCATIONAL PATHS

P. I. Blus

E. A. Troitskaya

The specific features of development of lifelong education in today's conditions are being studied. Based on the example of Regional Institute of Lifelong Education of Perm Classical University, the need for vertical integration of the advanced education with municipalities is justified.

Key words: change of lifelong education paradigm, role of additional education.

In recent years, the concept of continuity has spread widely, which is based on the active role of the student in the educational process, and the possibility of its movement in both vertical and horizontal directions. To some extent, this situation reminds us of a picture of the moving staircases of Hogwarts Castle from the famous series of books about Harry Potter, to the movement of which the student must be prepared in advance to build a travel path himself/herself, and get to the desired point. The slogan of "education for the rest of one's life" in modern conditions is replaced by a new one – "lifelong learning". In a transforming society, institutions of continuing education are directly dependent on the situation on the labor market, as well as actions through which people respond to changing circumstances.

Continuous education is characterized by several features. Firstly, it covers the entire life of a person, but does not teach a person all the time. Rather, it gives him the opportunity to be educated in a certain period of his life, when he feels that it is necessary. Therefore, special attention in this concept is paid to further adult education (advanced training, professional retraining, leisure education, etc.). Secondly, it is not rigidly tied to a particular place of study. Development of computer technology, wide access to the Internet, and distance learning technology make it possible to receive education wherever you are, regardless of your place of residence, according to the individual schedule, with an access to specialized software and the ability to make contact with a teacher. Thirdly, it is based on the self-education of a person, and associated with the transition from the paradigm of classical teaching, in which a student acts as a "subject of training impact" to the paradigm, assuming an equal relationship between participants in the educational process. The student becomes the real subject of the educational process, chooses objectives, the means to achieve them, and the content of education. However, this approach imposes responsibility on the student, and requires their intensive self-study, self-control and self-discipline.

Thus, lifelong education is a philosophical and pedagogical concept, based on the fact that education is seen as a process covering all human life. Against this background, in terms of educational practice, we expect a continuing targeted study by a person of social and cultural experience, with the use of all parts of the educational system (pre-school organizations, schools, organization of vocational

training and higher education, centers of additional education, diverse non-state, structures, including religious structures). In today's interpretation, the principle of continuous education means the agreed improvement of vertical and horizontal structures of educational institutions, accompanying a person at different stages of his life – from pre-school institutions to different stages of post-graduate education. This principle means adding additional stairs and stair flights to the existing educational staircases, which are designed for all periods of adult life, including the pre-retirement and retirement period.

Against the background of the marked current trends in lifelong education, it is important to highlight the positive practices that allow one to visualize the experience of activity of specific educational structures in a changing educational environment, and efforts to build a regional model of continuous education.

One such steadily developing structure is the Regional Institute for Lifelong Education, which has been functioning since 2004 as a separate structural unit of Perm State National Research University (RILE PSNRU). The main objective of the Institute is the establishment and improvement of a modern system of continuous education in the course of the implementation of the scientific, scientific-methodological, educational and cultural potential of PSNRU, and for the development of the economy, education, science and culture in the Perm region.

The main objectives of the Institute are: (a) meeting the needs of the individual in intellectual, cultural and moral development by means of continuous education; (b) conduction of professional training and retraining of managers, specialists, the unemployed and people who are going to be unemployed, their preparation for the fulfillment of new labor functions; (c) giving new knowledge to experts, best practices and the formation of the relevant competencies; (d) testing of new areas and forms of educational activities, the promotion of modern teaching technologies and their implementation; (e) public education, improvement of peoples' educational and cultural level. The activities of the Institute include four main areas, which provide the possibility of obtaining additional education for different categories of people, from primary school age to old age.

(1) First of all, it concerns the pre-university preparation of high school pupils, who on the one hand need to prepare for the uniform state exams, and on the other hand, enrich their ideas about university life through participation in the work of schools of young researchers, or in the multidisciplinary competition "Young Talents". In the 2014-2015 school year, a career-oriented project "Your First Credit" was launched in Perm: pupils of 11th grade were able to pass their first test in one of the disciplines of the first academic university year, while still at school (provided they were going to enter that specific faculty).

(2) Additional education for children and adults, including students, allows young people to gain additional qualifications beyond the federal state educational standards and be more competitive in the labor market. Traditionally, foreign language courses are the most popular ones, as well as passing international exams, such as IELTS and TOEFL, and attending seminars and training of a psychological nature.

(3) Additional professional education is provided by practically-oriented departments of the Institute. The growth of interest in professional retraining programs is partially due to the adoption of professional standards, in accordance

with which certain categories of workers, who if they have no specialized education, need to undergo professional retraining, partially with a reduction in the standard number of hours, and consequently, the cost of training.

(4) Further training allows university teachers of Perm to improve their educational process and to implement modern educational technologies in the work with students.

Creation of the system of continuous education of residents throughout their lives is impossible without building long-term mutually beneficial relations between the university and the municipalities of the region. This is due to several reasons: (a) a change in technology and the resulting rapid obsolescence of knowledge requires constant further training. It cannot be done without addressing the problem of the approximation of the additional professional training services and their customers through the arrival of teachers at the municipalities, the formation of regional training centers, and the development of forms of distant learning; (b) reform of local government (with the creation of a two-tier model) has complicated the task of staffing the authorities of urban and rural settlements, municipal areas and urban districts; (c) specialization of modern school requires the establishment of strong links between specialized schools and higher educational institutions. This is important both in terms of development of main and elective courses, career guidance work, preparation for subject Olympiads, and in terms of teacher training for work in specialized classes.

Mechanisms of effective partnerships of universities, state and municipal authorities, and employers in the Perm Territory are based on the system of university districts. A university district is created at the initiative of Perm University in the framework of the Cooperation Agreement between a specific association of heads of municipalities and the university. The strategy of development of Perm University gave the status of higher educational institution. Apart from educational and research roles, the “third role” is the function of integration into the local community. The University will strengthen its role of bearer of intellectual, educational, cultural expertise. The purpose of the district is to create the conditions for the cooperation of the University with the municipalities of the Perm Territory regarding issues of strategic development of the territories, including improvement of their staffing potential.

To achieve this, the following tasks were set: (a) increasing the participation of the university as the initiator and co-author of strategies of development of the municipalities; (b) increasing the professional level of the target groups of municipalities; (c) mobilization of resources of the university as a center of public communications and public events; (d) inclusion of the university into the local media sphere as an active participant and authoritative subject of the information activities.

To date, there are university districts with centers in Perm, Gubakha, Kungur, Solikamsk and the villages of Barda, Karagai, and Suksun. Usually, a district covers a group of neighboring municipalities and urban districts with a population of about 300,000 people. The district center coordinates the development and implementation of educational programs considering the specific features of the educational needs of the population. Districts became elements of territorial organization of additional education.

Horizontal differentiation and vertical stratification of additional education at the Regional Institute of Lifelong Education have made it possible to significantly intensify the educational activities. Therefore, the policy of strengthening horizontal and vertical links of additional education on the one hand, with different levels of education, and on the other hand, with other spheres of public life, has become the key to the formation of a strong framework of lifelong education in the region.

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ROLE OF DISTANCE EDUCATION IN IMPROVEMENT OF SYSTEM OF PROFESSIONAL DEVELOPMENT

D. B. Sultonmuradov

The peculiarities of distance learning as a main form of education in the system of the professional development of teachers are defined in this article, and also the advantages of this kind of education and its structure are characterized.

Key words: professional development through distance learning, virtual information center, learning materials, information environment, education portal.

Distance learning very quickly showed to be a special form of education in the world's practice, as an interactive method of training. Distance learning represents the pedagogical process, based on the use of information technologies and telecommunications. It is carried out through the training resource centers, the Internet, and e-mail. Those trained by this method, can enter a virtual class and use virtual slides. Distance learning is a process of the possession of knowledge and skills based on the mediated communication of the participants who are at distance from each other, but united by the educational environment thanks to psychology and pedagogical, information and communication technologies. It is focused on the self-development of the personality, on preparation for future specialty.

In our Republic of Uzbekistan, the centers of distance learning gained development, and also their regional offices which are engaged in retraining and in professional development of teachers within the region were created. Distance learning is carried out by receiving the necessary training, educational and methodical materials (through audio, video, computer disks) from the Internet, or from the specified centers, and the teacher can improve their skills independently. Remote professional development is a virtual process, lasting for three months. The advantages of remote professional development: (a) it is carried out on-the-job; (b) costs of training are reduced; (c) the latest information and communication technologies in the educational process are used, and the teacher gets access to the world's information in the sphere of education; (d) there is an opportunity to choose a convenient time for digestion of materials; (e) self-education of the teacher happens at a rapid pace, at the most suitable time and in a convenient place.

The formation of a complex of support of the virtual training center acting on the base of the educational web-server and development of its potential directions is connected with the administrative, educational and methodical, scientific and research activities of the virtual center. According to this, the information structure of the training center is defined so that along with the distance training, creative projects can be carried out. Planning a use for the order of information resources, the teachers can observe the organization of the management of educational or creative processes, and specifics of monitoring at the same time. It is clear that creation of the sites is carried out gradually, using "bottom-up" technology - for example, from the usual list of the trained personnel, to the full information on

activities of the virtual training center. The maintenance of the educational server is supplemented with various electronic training materials. In this aspect, the main role belongs firstly, to the teachers, but the wide field of activities is also opens for pupils. For example, the teachers, and sometimes the trainees could create web pages based on survey materials, or offer the list of necessary sources on a subject (or a theme), annotated catalogs, or participate in modeling of some information programs. Unfortunately, the uniform standard of the software has not been developed yet. For preservation of the information environment at the time of realization of distance learning in educational institutions or centers (in scales of the republic or beyond its limits), it is necessary to create the software taking into account local features of regions.

Courses have been created for remote professional development in the fields of mathematics, information technology, physics, chemistry, biology, geography, bases of economic knowledge, English, German and French, native language and literature, and subjects of elementary education that function in the republic. The course workflow uses modern techniques and new information and communication technologies.

In summary, it should be noted that improvement of remote professional development matters in ensuring the continuous development of the professional competence of teachers, and the introduction of modern technologies in the educational process.

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ON ADDITIONAL ADULT EDUCATION AT FRANCISK SKORINA GOMEL STATE UNIVERSITY

Y. V. Kravchenko

Some features of additional education for adults, as the final stage of the education system “school – higher school – enterprise”, are considered in the article according to the examples of the Institution of Advanced Training and Retraining of Gomel State University.

Key words: additional education for adults, education system, staff retraining and advanced training, education quality.

One of the goals of continuous education of citizens throughout their lives is the systematization of the world's accumulated knowledge, allowing people to efficiently realize themselves to the fullest extent during their life. That is why it is one of the principles of the sustainable socio-economic development of the country. This is due to the fact that every previous generation of mankind does not fully use its expertise, resources and creative energy. Lifelong education exists to fill this gap in the global educational space. This statement underlines the particular importance of such an educational system as “school - university – enterprise”. We will study in more detail the final stage of the system - additional education of adults.

One of its distinguishing features is associated with the following existing situation. Due to the fact that the system of preparation of students (preparatory courses, preparatory department, tutoring) and the system of their selection (entrance exams, interviews, testing) are constantly being improved, the chosen professions do not always correspond to students' internal demands (a student may choose a certain profession on the path of least resistance, or by following the advice of his/her parents and friends). During studies at the university and the formation of the young man or woman as a person, his/her goals and plans for the future are changing. As a result, there is often a need to obtain an additional specialty. It should be noted that the statistics of the Institution of Advanced Training and Retraining of staff of Francisk Skorina Gomel State University (hereinafter – IAT and RT) prove this thesis: each year about 200 undergraduate students (which is approximately 20–25% of the annual enrolment) come for obtaining a second specialty.

There is another feature of this stage of the educational system “school – college – enterprise”: its implementation is carried out during about two-thirds of human life. The transition from the economy of technology to the economy of knowledge requires the preparation of relevant innovation-oriented specialists. This applies not only to graduates, but also to working professionals, which determines the need for continuous training during the period of employment. Effective participation in the processes of innovation development of the country requires not only practical mastering of the fundamentals by professional, in-depth study of promising methods and technologies of their specialty, but also additional acquisition of knowledge and skills from other disciplines required for successful work. The principle of continuity of education of citizens throughout their lives,

proclaimed by the UN as one of the major principles of sustainable economic and social development, underlines the particular importance of mastering by today's specialists of curricula of additional professional education of adults.

At IAT and RT, about 650 people who already have higher education undergo retraining, which is approximately 65% of all persons who receive a second profession. It should be noted that among all the students undergoing retraining at IAT and RT (about 1,000-1,050 people), 12-15% are students trained at the expense of budget funds. They are directed by the district educational departments and trained in the following disciplines: "Practical Psychology", "Social Pedagogy", "Integrated Training and Education at School", "Management of Institutions of Preschool Education, General Secondary Education, Additional Education of Children and Youth". The remaining students, approximately 85% of all students who undergo training at IAT and RT, are individuals who receive retraining at the expense of personal funds.

The category of "quality of education" is closely related to the concept of "additional adult education", as with education in general. The exceptional importance of ensuring the quality of education, according to experts from various countries, is determined by objective reasons quite similar to many countries. There are four main reasons: (1) "mass education"; (2) internationalization of the educational systems of different countries; (3) compensation of lack of financial resources (due to the ongoing financial crisis), high quality of "human capital"; (4) increasing demand for quality indicators of both universities and their alumni.

Let us consider some aspects of monitoring the quality of the educational process at IAT and RT of Francisk Skorina Gomel State University. The current assessment of students' knowledge is carried out by means of tests, final examination following study of a specific topic, testing under sections of disciplines, preparation of essays, term papers, etc. Analysis of the results of interim attestation over the past two years shows that about 60% of students of IAT and RT get quite high scores (from 6 to 10 points). Final attestation of graduates includes passing the state examination and defense of a thesis. At IAT and RT there is a regulation on final attestation of graduates, and there are guidelines for the preparation and defense of degree works. In the 2012-2013 academic year on average at IAT and RT, more than 83% of students received scores of 6 - 10 based on the results of state examinations in all specialties, 94% defended a graduation thesis with the same scores, and about 9% of graduates had scores in the range of 8-10. Analysis of the theses made by the chairpersons of the State Examination Board and presented in the reports on the work of state examination boards showed that most of them are written on topical issues, have practical advice on the studied topics, and do not contain any significant comments.

The quality of education is a relative term and has two aspects: firstly, compliance with the standards, i.e. the standards of quality from the point of view of the producer; second – matching consumer needs (both students and the customer). There is a number of standard but effective procedures related to the above first aspect of the quality of education. They can be divided into two types: internal (i.e. held by the institution) and external (held by third parties authorized to perform this). The internal quality assurance procedures can include both current (interview, test, examination, term paper, essay, report of internship) and final (the

qualifying exam, state examination, the defense of a thesis) certification. The external assessment procedures include attestation of the educational institution, accreditation of specialties, and conducting an external audit for compliance with the provisions of quality management. The results of the internal quality assurance procedures were mentioned above. The following can be said about the external audit. IAT and RT underwent attestation in 2010. As of today, all retraining professions are accredited. IAT and RT (as the whole university) passed an audit of the certification system of the Russian register for compliance with ISO 900, and in 2013 confirmed the validity of the issued certificate.

If we speak about compliance of education with the needs of the customer (i.e. about the second aspect of quality of education), the main indicator of quality is customer feedback about their specialists trained at IAT and RT. There are records of such reviews in the documentation management system of IAT and RT. Among them we can mention reviews of the following companies and institutions: Republican Unitary Enterprise "Production Association "Belorusneft", Oil and Gas Development Division "Rechitsaneft", Svetlogorsk Drilling Operations Department, Belarusian Research and Design Institute of Oil, and others. In addition, after the graduation from IAT and RT, graduates undergo a survey in order to find out the quality of teaching.

An important component of the educational activities of IAT and RT is advanced training of managers and professionals. In 2014, training courses were organized in three main areas: "Basics of pedagogy and psychology of higher education", "Practical and theoretical aspects of engineering and geological surveys", "Radioecology, radiometry and radiation safety". In total, 380 people improved their skills in the specified areas: first topic – 60 persons, second topic – 120 persons, and the third topic – 200 persons.

Among the most important events carried out in the Republic of Belarus in the field of further education for adults, we should note the work on the unification of curricula. However, this process, in our view, has a number of minor deficiencies that can be corrected by issue of recommendations, instructions, or other legal acts. Firstly, forms of the final certification, in our view, should include both state examination and defense of a thesis (project), while providing the possibility of a choice (either one of them or both simultaneously). A number of model curricula include only one form of final certification. A choice in this matter would make it possible to take into account the specifics associated with the requests of, for example, the customers, not being limited to selection of the final examination of theoretical knowledge (state exam) or practical skills (a thesis, a project). Secondly, due to the economic, geographic and administrative characteristics of different areas of the Republic of Belarus, and, consequently, possible differences in the wishes of the institutions and companies – customers about retraining of staff, a component of the educational institution in the model curriculum of the specialty should not be limited to 10%, but should be increased to 20%. This would allow making the model curricula more flexible to meet the needs of customers.

In conclusion, let us consider one more issue of additional education of adults associated with the freedom of choice of profiles and specialties of retraining. Entrance to a large number of the existing retraining specialties is limited by the National Classifier of the Republic of Belarus. Moreover, some of

these restrictions are not justified and do not have any logic. It makes sense to review all the existing restrictions in the direction of their easing. This will, first of all, relieve tension related to “staff shortages” of both individual industries and the whole region of the Republic of Belarus, and secondly, will be another significant step towards the implementation of the provisions of the "World Declaration on Higher Education for the XXI century: approaches and practical measures", that is, joining the Bologna process.

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MOTIVATION OF ADULTS' PROFESSIONAL TRAINING ACTIVITY

S. A. Medvedeva

The article considers issues connected to training people in the system of post-diploma professional education. The results of pilot research on adult trainees' motivation for doing professional training activities are presented.

Key words: post-diploma professional education, professional training activities, motivation.

Supplementary professional education, and obtaining a new profession, has a special significance at the present stage of socio-economic reforms of education since it is conducive to the development of a person's general abilities, his or her professional self-awareness and motivation, and also is an efficient means for overcoming the crises of professional socialization [2]. The requirements for the peculiarities of an adult person's psychological development are becoming ever more severe because the role of the psychological factor in the contemporary economy is becoming increasingly important. In the context of continuous education carried out not only during the school period, but also throughout the further life of a person, the contingent of adult people is also involved in the process of education. Requirements for the intellect of an adult person, for his or her mobility and ability to learn continuously, become increasingly severe in the context of the technical upgrade of production facilities, the emergence of new professions, explosive growth of information volumes, and expansion of human activities [3, 5].

At the same time, an adult trainee has a number of specific personal features: an adult is aware of him- or herself as an independent, self-managing person who treats any attempts to manage him or her with prejudice. He or she accumulates a large amount of life, social and professional experience that shapes his or her world outlook, and from the perspective whereby he or she assesses any incoming information. Unlike a secondary or tertiary school student who gets his or her first basic education, an adult educatee strives to apply the obtained knowledge immediately, and to solve his or her life problems with their help. Researchers conventionally divide them into three groups: the first one is connected with competence improvement (a trainee carries out analysis and assessment of educational professional activity him- or herself); the second one, with a personal state; the third one, with certain barriers of educational activity perception (which belong to anyone in life). Considering these peculiarities may well facilitate successful solution of the tasks of vocational education of adults.

Unfortunately, the existing system of supplementary vocational education does not pay enough attention to the study of conscious motives in the vocational training activity of adults. The practical actuality of the problem under consideration is defined, on the one part, by dynamic processes in the system of professional training and retraining, and by strict requirements for the efficiency of trained specialists' labor results. On the other hand, it is defined by the need for creating conditions resulting in efficient learning activity of adults in the continuous education system.

Researchers specializing in the sphere of analysis of adult education stimuli and motives pay attention to the need for understanding several groups of controversies by a person: (1) disproportion between the knowledge level needed for the profession in question and the actual one; (2) controversies of a self-reflexive nature caused, on one hand, by striving to understand oneself better and deeper, and on the other hand, by an insufficiently developed mechanism of reflexive control, and insufficient understanding of oneself; (4) controversies between a person's knowledge level and new problematic cognitive tasks that are set not only by practical needs, but by the person him- or herself (quite frequently, an adult is faced with the task of building or rebuilding his or her character, self-programming his or her mind as a whole, etc.) [7].

The issues of studying motives as a factor of efficiency of adults' vocational training activities are hard to resolve without drawing on the psychological essence of the process of their establishment, preservation and development. Having arisen, the motives of adults' educational activities become an important link in regulating future new professional activity. In this regard, we have carried out a pilot study aimed at detecting the leading motivation and the motives of vocational training activity of adults studying in the supplementary vocational education program "Psychology". Testing (questionnaires "Self-Assessment of Professional Pedagogical Motivation" by N.P. Fektissin (modified), "Diagnostics of Motivation Structure of a Personality" by V.E. Milman) and polling [4, 6] were used as diagnostic tools. A total of 30 female students training under the supplementary vocational education program "Psychology" took part in the survey. The age of the persons under survey ranged from 25 to 50 years old.

The results of the survey permitted us to elicit the following stages of professional motivation development: the lowest stage (sporadic curiosity) is presented as the leading professional motivation in only a small part of the surveyed persons (16.6%), while a third of the surveyed persons (33.3%) have risen to a higher stage (developing inquisitiveness). A functional interest characteristic of higher professional motivation is being developed in another third of the surveyed persons. The rest of the pollees (13.47%) do not elicit the leading motive of their supplementary education. Such results may bear witness to the fact that a part of the pollees (36.3%) strives to apply the obtained knowledge in practice. These people are highly interested in specialized literature and practical psychology training, and they are potential participants of conferences and seminars on psychology. Another part of the group under survey (33.3%) strives to acquire new knowledge, feels an interest in everything that may enrich their life experience, teach new things, and give new impressions and new skills. Such trainees attend lectures regularly, and read articles on psychology in magazines and newspapers.

The results of the personal motivation structure diagnostics have shown that the majority of the surveyed persons (66.5%) has a well expressed "working" personal motivation profile; whereupon the highest indicators pertain to creative activity. The "general life" motivation profile is expressed in another third of the pollees (33.5%). According to V.E. Milman, the author of the surveying procedure used, a personal motivation profile is a totality of stable motives making individuals' activity aimed at mastering a profession purposeful, conditioning a person's commitment to creative self-realization [4]. Focusing on such a definition of a

motivation profile, one can elicit the following leading motivation tendencies of the supplementary psychological education students under survey: striving for activity, an opportunity for developing one's creative potential.

A poll was carried out in order to obtain additional information and define the diagnostic results more precisely. According to the poll results, two-thirds of the pollees plan to work in the profession they are studying, while the rest of the pollees have not yet formed a definite opinion, or answered that they do not plan to work as psychologists. The pollees stated that their principal motives were, primarily, their interest in the psychologist's profession, secondarily, a drive to know something new. Whereupon one-third of the pollees state that getting a diploma was their principal motive. As a whole, such results are comparable with those of the diagnostics and evidence that social activity is a stable personal tendency for the majority of trainees, and desire for knowledge acts as a motivation.

Answers to the question what the pollees need psychological knowledge for have shown that for nearly a half of the pollees (48%) aiding people is a priority. This characterizes the extent of such personal motive as social usefulness. Another part of the pollees (38%) stated that the desire to understand themselves and others was a significant factor. This fact may characterize the actualization of striving for being accepted by the surrounding people. The remainder of the pollees (14%) stated that using psychological knowledge as a source of income was a significant factor for them. Material motives can be considered as essential for them. The most frequently encountered proposal on improving the content of education was to increase the number of practice-oriented disciplines. Most probably, this fact reflects the overall striving of trainees to master practical technologies without a thorough theoretical and methodological analysis of the impact of its content on human psyche.

Thereby, the results of a pilot survey of trainees acquiring supplementary psychological vocational education permit us to record the most common indicators of the state of actual development of adults' vocational study motivation and to substantiate further in-depth study of this problem.

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ADVANCED TRAINING OF TEACHERS AS A WAY TO IMPROVE PEDAGOGICAL KNOWLEDGE

A. A. Ibragimov

The article discusses the ways and forms of more efficient development and improvement of teachers' knowledge in the system of advanced training.

Key words: pedagogical knowledge, efficiency, models, telecommunication, student, educational content, training conditions.

The radical social and economic changes in Uzbekistan have led to the need to improve the educational levels of the population. The current discussion on the improvement of professional knowledge among educational scholars in Uzbekistan is focused on the need to improve the level of knowledge related to the development of market relations, the economy and environmental protection, to the use of computer and science-based technologies in the priority and emergent sectors of the economy, and to the improvement of the system of education and training as a whole [3].

During the years of independence, Uzbekistan has created an effective legal framework in the field of advanced training and retraining of teachers, including the enactment of fundamental regulations, such as the Law of the Republic of Uzbekistan "On Education", the National Program for Workforce Training, etc. As for the implementation of goals in the subject area, it should be noted that the National Program for Workforce Training identifies advanced training and retraining as an individual type of education within the system of continuing education, indicating the importance of this area of educational activity in Uzbekistan.

At present, advance training and retraining is provided by a number of specialized educational institutions. These include the Istedod Foundation of the President of the Republic of Uzbekistan, the Research and Methodology Center of Retraining and Advanced Training of Teachers and Administrators in Higher Education, regional centers of retraining and advanced training of teachers of higher educational institutions, the Institute for Advanced Training and Retraining for Teaching in Secondary Vocational Education, the central and regional institutes for retraining and advanced training of teachers, and other educational institutions.

As part of the use of traditional models of advanced training, teachers acquire computer skills, learn to use Web-based communication tools, and improve their skills in teaching school subjects remotely [3]. Another important area of advanced training of teachers is in learning the use of telecommunication tools. There is an interesting experience in advanced training of teachers in information technology through project-based learning [2; 4].

Management of advanced training of teachers and related methodological competencies can be mastered and improved by any manager. There should not be any strictly defined standards for management activities and selection of methods of skills improvement due to different goals, content and conditions of advanced training and retraining in different fields of science. Practices of advanced training of teachers can be seen as a process of interaction between the

teacher and adult learners, which is characterized by a variety of professional behavior patterns demonstrated by managers and their individual propensity for certain methods.

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MAIN APPROACHES TO COMPARATIVE MANAGEMENT OF TEACHERS' ADDITIONAL PROFESSIONAL EDUCATION TRANSFORMATION PROCESSES IN THE NORTH-EAST OF RUSSIA AND IN THE REPUBLIC OF KAZAKHSTAN FOR THE SAKE OF SUSTAINABLE DEVELOPMENT

O. M. Chorosova

This article deals with the current issues of additional professional education of teachers in terms of paradigmatic orientation to lifelong learning. It raises questions of comparative study of modernization and transformation processes in continuous pedagogical education to be the basis for the development of efficient mechanisms for accelerating transformation of additional professional education of teachers.

Key words: transformation, additional professional education of teachers, comparative study, continuous professional education.

In the context of radical changes in ideologies, social concepts, ideals and life of people in general, education fulfills a stabilizing function and promotes human adaptation to new conditions of life, creating favorable conditions for intercultural interaction.

It is well known that the sphere of Russian education has undergone modernization and upgrading processes at different stages of its development, and there were attempts to reform this sphere at different times. Consequently, at the present stage we can talk about changes which are systemic in nature, and which may be defined as transformational. These processes have their own characteristics in different regions of Russia and in the territory of the former Soviet Union. In connection with this, it is particularly relevant to carry out an interdisciplinary study of the educational space of the North-East of the Russian Federation - the Republic of Sakha (Yakutia) and the Republic of Kazakhstan.

Manifestations of the transformation of lifelong professional education for adults in the context of the general trends in the development of education in the North-East of Russia are reflected, in particular, by the orientation of the individual – the subject of society – to lifelong learning (LLL); by the deep and massive changes in attitude to the world (worldviews) of people driving changes in both the system of values and attitude to education as a social institution; belief systems are changing in such a way at the mass level that the nature of these changes has significant economic, political and social consequences [“World Values Survey”], as the relationship between values, economics and politics are bilateral in nature. At the present stage, the human development index is of paramount importance. According to the UN, in Russia, which is among the countries with a high HDI, we can talk about the main trends in the process of changing the values prevailing in the society: from survival values to the values of well-being [1].

In the Republic of Sakha (Yakutia) and the Republic of Kazakhstan, an important place is occupied in the education system by the national-cultural component, which allows us to talk about the ethno-cultural nature of education: in Kazakhstan, much attention is paid to national schools, thus, more than half of all

schools use the Kazakh language for teaching pupils. In the Republic of Sakha (Yakutia), a national school development concept was developed in the 1990s, thanks to which today we can say that the modern Yakut ethno-cultural school is built based on the multicultural model, which is characterized by tolerance, equal rights, freedom to choose one's own cultural identities, preparation for life in a multiethnic society that promotes the understanding and development of polymentality, and polylingual and multicultural competencies. For the first time, conditions have been created for the choice of textbooks in the Yakut language. For schools with the Yakut language, translation of all primary school textbooks from the federal list into the Yakut language was organized, and teaching kits for schools of indigenous peoples of the North are developed and published for the study of Even, Evenk, Yukagir, Chukchi and Dolgan languages.

In the Republic of Sakha (Yakutia), there are currently 653 schools, including 637 day-time schools, and 16 evening general educational schools. 73% of day-time schools are in rural areas, and have 55,862 students, which is 41% of the total number of pupils; 59% of pupils in the Republic are studying in urban schools. In order to ensure the equal rights of children to receive secondary education, the List of small schools with remoteness and inaccessibility of facilities is approved on an annual basis; the laws of the Republic of Sakha (Yakutia) "On nomadic schools" and "On state support of rural educational institutions" are being applied.

There are 7,307 public day schools in Kazakhstan. Out of every 10 schools, eight are in rural areas. However, 56% of all students of the country go to urban schools. Kazakhstan ranks number 63 in the world in terms of Internet availability at schools. On average, 25% of the country's schools are not connected to broadband Internet. In rural areas, nearly half of all schools (47.7%) are not connected. There is one computer is for every 13 pupils on average.

Modern educational technologies are being actively implemented in the Republic of Sakha (Yakutia). The Distant Learning Center doubled the number of disabled children enrolled to learn remotely. There is one computer for 12 students, and 68% of computer equipment is used in the educational process. All schools provide Internet traffic, paid according to the standard 9,000 – 50,000 per month.

A total of 607 billion tenge (about US \$ 4 billion) was spent on general education using stage budget funds in Kazakhstan in 2013, which is one and a half times more than the amount spent on the country's defense budget. A total of 11,123 million rubles were spent on ensuring general education in the Republic of Sakha (Yakutia) in 2011. More than 13 billion rubles were spent in 2012, taking into account the increase in the average salary of teachers of general education institutions.

Great attention in both republics was paid to identification and further development of gifted children, including the network of presidential schools in the Republic of Sakha (Yakutia), and the Nazarbayev Intellectual Schools in the Republic of Kazakhstan.

Professional development of teachers, and the development of professional and personal competencies is one of the most important components of the state policy in the sphere of education in both republics, Yakutia and Kazakhstan, including the State Program for Development of Education of the Republic of Kazakhstan for 2011-2020, approved by Decree of the President of the Republic of

Kazakhstan; Education Development Strategy of the Republic of Sakha (Yakutia) till 2020 “Quality Education - Reliable Investment in the Future”. Both documents focus on improving the competitiveness of education and on human capital development by providing access to h(t)-15.h q(ual)-2(pi)-24.1(t)-15.7ys education f

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ADVANCED TRAINING OF TEACHERS AS ONE OF PRIORITY TASKS OF EDUCATION DEVELOPMENT

**F. Kodirov
K. T. Umatalieva**

This article considers the importance of raising skill levels, and their influence on the development of education in general. There is analysis of the Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, which describe the measures of improvement of teaching staff training.

Key words: professional development, education development, teaching methods, professional colleges, academic lyceums.

Ключевые слова:

The Republic of Uzbekistan is a state that lists among its top priorities the growth of investments into human capital and training a well-educated and intellectually developed new generation, which is the priority value in the present-day world, and the decisive force for attaining the goals of democratic development, modernization and renewal. The national program of personnel training has been developed on the basis of analysis of national experience and global achievements in the educational system. It is focused on shaping a new generation of personnel who will have a high level of general and professional culture, and are creatively and socially active. They will be able to find their bearings in socio-political life on their own, and to set and solve prospective tasks.

In the context of the democratization of all the aspects of social life and the development of integration links between states, the problem of studying international experience in the educational system takes on important significance. In connection with this, the Cabinet of Ministers of the Republic of Uzbekistan adopted the Resolution "On Measures Aimed at Improving the System of Teaching Personnel Training for Secondary Special and Professional Educational Institutions (2001), as well as the Resolution "On Further Improvement of the System of Retraining and Advanced Training of Teaching Personnel" (2006). Those documents state that for the purposes of further enhancement of the level and improvement of the quality of training, retraining and advanced training of the personnel working in the secondary special and professional education system, it is necessary to introduce advanced international professional pedagogical experience into the training process, and to use up-to-date training methods and information technologies.

Advanced training and retraining of personnel is one of the types and stages of the process of continuous professional education. More than 1500 new professional colleges and academic lyceums have been built in Uzbekistan; their

architectural look and technical infrastructure is as good as those of the best higher educational institutions. Up-to-date laboratory, computer and production equipment installed in colleges allows their students to obtain a full amount of knowledge on general subjects, and to master modern equipment and technology within the walls of their educational institutions.

With such potential and conditions for training highly qualified personnel, it becomes possible to devote special attention to the advanced training of secondary, specialized, and professional education, because it is the teacher who is the donor of knowledge. As is known, the concept of "professional training" embraces the initial mastering of a profession/specialty of a certain type and specialization. Advanced training is meant, on one hand, as supplementary training caused by changes in the nature and content of a specialist's labor on his/her post, because of changing circumstances and requirements of science and industry. On the other hand, this could mean regular extension, updating and replenishment of knowledge in a specific scientific and professional sphere of activity. As it is known, the advanced training system, as well as the education system, is undergoing radical changes. The active search for new methods of training teachers in the advanced training system is underway. Teachers undergo advanced training at least triennially. At present, institutes for advanced training and retraining of secondary special and professional education specialists work in every region of the Republic. They are equipped to a state-of-the-art level, and meet all international standards.

Major efforts aimed at the reorganization of the system of professional colleges and academic lyceums teaching staff training and advanced training were made within the framework of the National Personnel Training Program. The essence of those efforts was a radical revision of the standards of methodological and training aids, and approving new ones that would meet the present-day requirements, as well as a radical change in the criteria of assessment and incentives of teachers' work.

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THE TECHNOLOGY OF TEACHERS' FURTHER EDUCATION

S. Y. Makhmudov

The article discusses the model of teachers' professional development according to the needs of society, industry and the education system itself, requiring the teaching staff education level to be ahead of the education system's own developmental level.

Key words: education system, training, retraining, professional development, education content.

Most of contemporary research on educational activity and teachers' professional growth notes that problems related to the orientation toward knowledge remain extremely tenacious, including in the system of further training, retraining and qualification improvement of teachers. An essential drawback of many forms of qualification improvement, implemented in many regions, is the insufficient practical orientation of its content, its detachment from the requirements of the modern educational establishments, as mentioned by teachers.

It is known that no education can be effective without a previously well-formulated educational ideal. The whole history of pedagogy and educational reforms testify to this fact. The educational ideal is an image of the comprehensive school graduate that is understood scientifically to be a certain pedagogical model having a conceptual, hypothetical and normative character. In the process of research, we have developed a new technology for the qualification improvement of teachers, implementing the model comprehensive school graduate. According to this model, the essence of the suggested technology is the maintenance of didactic situations within the parameters approximating the student change dynamics to the corrective model of the comprehensive school graduate.

One of the essential elements of the developed technology is the training form of lessons with comprehensive school teachers. Training is based on the individual and personal features of teachers, motivation of studies and the need to acquire new knowledge and skills.

As a whole, the results demonstrate that a scientifically substantiated solution of the problem of teachers' qualification improvement for the implementation of a comprehensive school graduate model will enhance the implementation of the National Program of Specialist Training.

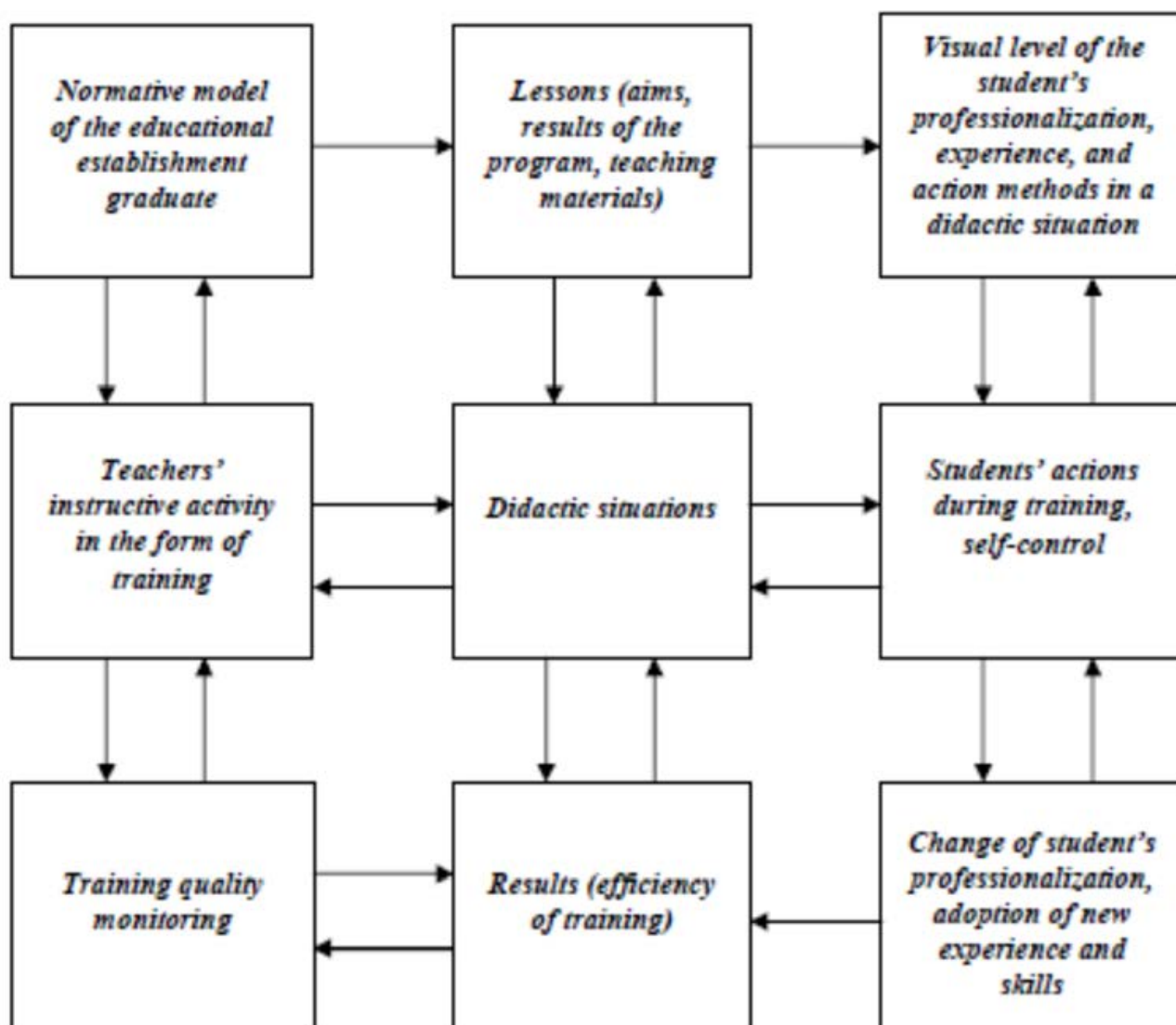


Fig. Didactic process model, ensuring technologization of teachers' qualification improvement process

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ADULT EDUCATION IN THE CONTINUOUS EDUCATION SYSTEM

A. A. Verbitsky

The article reveals problems of adults' education as a part of lifelong learning. The article formulates the mission of continuing education, its values, purposes, contents, and principles and terms of organizing the educational process.

Key words: lifelong learning, adult education, principles, contents, adults' education process.

The Problems of Adult Education Development at the Present Stage of Industrial and Social Development. The relations that have taken shape between science, education and industry in contemporary society are rather contradictory. On the one hand, in view of education's conservatism, it lags behind the achievements of the sciences, especially those that determine the development of new information and production technologies. This circumstance brings about functional illiteracy and technological unemployment, creating the need for continuous education in adults. On the other hand, the high rate of change of manufacturing processes and the dynamism of socio-economic ones brings about a lag of the sciences themselves. Functional illiteracy arises. This touches upon many categories of workers, also making the problem of adult education more urgent. We can also add the need for professional refinement of a multitude of bachelor degree holders, skills improvement or retraining of refugees, unemployed people, and workers that were dismissed on grounds of redundancy. These facts make it necessary to develop an adult education or supplementary professional education system. The problem is that such an education is not a system united by some conceptual basis, but rather is a broken set of institutes and departments of advanced training that survived in some places and centers and structures that arise at higher educational institutions and enterprises. Many of them preserve the traditions of transferring ready-made knowledge, and their material and technical and information base is weak. There is no system of training teachers especially for those structures. The list of problems is far from finished.

In reference to the above, it is necessary to develop a concept of continuous adult education articulating its mission, key ideas and principles, its main functions, and relations to other stages of education, science, industry, and social practices of society as a whole that must be used as a basis for developing the strategy, tactics and a specific program of development of the adult education system.

The Essence and Principles of Adult Education Human personality and ability to be a genuine subject of cognitive, social, professional and innovative activities is a lasting value against the background of rapid changes of manufacturing technologies and socio-economic relations in society. Therefore, a human being must be viewed not as manpower, as a means of social development, but as its goal. Subsequently, adult education acts as a sphere of spiritual production whose product is increasing a specialist's active abilities, his or her potential for competent and responsible performance of professional and social

functions, producing new ideas, technologies and solutions, improving his or her cultural and moral standards, laying down the foundation for self-development.

The conceptualization of the essence of continuous adult education determining the understanding of its specific nature in the general system of continuous education and its social role is based on analysis and consideration of four principal factors: (1) the priority of spiritual, intellectual and professional potential of specialists and managers working in industry, science and culture in the economic and social rebirth and prosperity of society; (2) the need for rapid renovation of personnel caused by increasing change in science, production technologies and social processes underway in the world and in Russian society; (3) social values, goals, cognitive and professional needs and motives, peculiar features of life, cognitive, social and professional experience that have become ingrained in adults; (4) the processes of integration of education, science and industry, manifesting themselves, in particular, in the similarity between organizational forms of students' learning activities and the forms of specialists' professional activities and the adult education system, performing a part of the functions of the country's research sector.

Consequently, the principles of adult education are an organic part of the total system of continuous education.

The principle of priority development of spiritual, intellectual, socio-cultural, professional and moral potential of an adult's personality, of his or her abilities not only to serve the available production and social technologies in an efficient manner, but to carry out innovative processes, the processes of social creativity in a loose sense.

The principle of consistency is positioned in two aspects: (a) as consistency of content, forms, methods, facilities and conditions of education at consecutive stages of continuous education; (b) as a principle of consistency of the levels of development and self-development of a person passing those stages in compliance with his or her cognitive, social and professional needs.

The principle of continuity of education. This principle is conditioned by two factors: the concept of succession of human development levels and the application to the philosophical categories of "discontinuity and continuity" that characterize both the structure of an object and the process of its development. Educational structures are discontinuous; however, they must not restrict continuous development of the individual, provided gaps are "filled in" by self-education. This presumes preservation and development of a person's cognitive attitude to the world (cognitive motivation) and his/her ability to learn. Therefore, it is necessary to switch over to developmental type education at all stages of continuous education that precede adult education.

The principle of diversification of educational programs, and the flexibility of types and forms of adult education that implement those programs.

The principle of an adult getting education of any kind having any content at any place and time. It is impossible to get the country out of crisis in the near future if we focus on the generation of workers that must get through the basic structures of continuous education. While implementing that principle in the modern context, it is necessary to solve the problems of selecting socially active specialists and

managers, and creating optimum opportunities for their rapid spiritual, personal, professional, official and social advancement.

The previous principle is supplemented by the principle of focusing adult education on meeting the needs for education that they already have. Such needs arise where innovative processes of political, economic, technological and social creativity are underway, where workers become actual subjects of decision making in all spheres of their lives. However, this does not make the task of shaping cognitive needs in everyone, from schoolchildren to adults, less critical.

The principle of ensuring an adult's practical attitude to knowledge: he or she regards the new knowledge he/she acquires not as the purpose of learning activity, but as a means of solving the topical problems and tasks he/she faces at work and in society, mastering knowledge in its context.

The principle of integration of science, education and industry is implemented in two respects: (1) the content and process of education is projected and implemented in terms of sciences, and in the context of social and professional

As each adult trainee shares his/her knowledge and experience with others, he/she assumes some of the teacher's functions. This is a serious motivating factor of his/her inclusion in the educational process. Meanwhile, the teacher does not act as a transmitter of teaching information, but as a pedagogical technologist who organizes creative processes of procreation of new knowledge, purposes, senses and values by adult students themselves.

The Purposes and Content of Adult Education. The activity of the specialist (adult) education system is focused on attaining the following principal objectives: (1) increasing the spiritual and intellectual potential of Russian society jointly with other parts of the continuous education system; (2) permanent incitement, detection and satisfaction of adults' need for education; (3) improving personnel to meet world standards, promoting the processes of socio-economic development of the country; (4) ensuring social protection and social rehabilitation of adults, eliminating all forms of functional illiteracy in connection with structural changes in the economy and social sphere; (5) providing adults the opportunity to get education "for personal development", not connected directly with their professional functions, but enriching their human creative potential.

The objectives listed above presume the respective content of educational programs. Whereupon it is necessary to understand the difference between training content and education content. Training content, i.e., an array of theoretical information and algorithms of shaping expertise, skills and competences, makes up the content of the education program. Along with that, education content characterizes the level of moral development of an adult's personality. The augmentation of this level not only depends on what is taught but also on the teacher's personality, the pedagogic technologies and training conditions used, and the personal potential of a group of students.

Adequate legal, financial, material, administrative, staffing, information, psychological and pedagogical, as well as methodological support is what is needed for normal functioning and development of the continuous adult education system.

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THE EXPERIENCE OF TRAINING ANDRAGOGISTS AT THE PREMISES OF THE INSTITUTION OF ADVANCED TRAINING AND RETRAINING OF PEDAGOGICAL PERSONNEL FOR THE SYSTEM OF SPECIALIZED SECONDARY EDUCATION

A. A. Zakirov

This paper discusses the experience of training andragogists, and practitioners of the teaching staff of professional colleges offering educational services to adults with the purpose of educating, training and retraining the unemployed, according to professions corresponding with the school profile.

Key words: andragogy, adult education, training programs, unemployed, multipliers.

At present, the system of specialized secondary education of the Republic of Uzbekistan offers a widespread network of educational institutions, modern facilities and resources, and human capacity. More than 1,400 professional colleges currently exist in the republic, the majority of which are equipped with modern training and production facilities. With the aid of the Institute of German Adult Education Association (DVV International), Adult Education Centres are created in Uzbekistan to train, to retrain and to upgrade the qualifications of the unemployed. These centres work according to the principle of “education near home”. They offer training and retraining courses in specializations corresponding with professional college profiles.

As it is known, adult education has got its own specific character, which differs from school and professional pedagogics, and specialists occupied in the field of adult education should have the skills of working with adult learners. Teachers of these centres need additional knowledge in the adult training and methodological support in the educational process. This undermines the quality of the educational process for the unemployed adult population. Within a framework of the project of the Institution of Advanced Training and Retraining of Pedagogical Personnel for the System of Specialized Secondary Education and of the Institute of German Adult Education Association, an “Andragogy Resource Centre” is created on the premises of the institution in Uzbekistan. The main tasks of the “Andragogy Resource Centre” include: () Providing the methodological support for basic professional college teachers in the organization of the educational process for the adults in order to train, to retrain and to upgrade the qualifications of the unemployed (people registered in Employment Centres); (b) Determining the needs in additional knowledge and skills for training adults in specialists of institutions of advanced training; (c) Studying and adaptation of the foreign experience in adults education and training; (d) Distribution of the project experience and modern knowledge in adult education when carrying out research and practice conferences, training seminars and workshops (e) Formation of the multipliers team and development of the methodological basis; (f) Monitoring and external evaluation of the process of running the courses of advanced training, preparation and distribution of education materials and information bulletins among institutions of advanced training; (g) Creation of an effective experience and

education information exchange system between specialists of the SVES in current issues of adult education and training is one of the main tasks of the project. The Andragogy Resource Centre's employees gave several short-term courses on the subject "Training of Professional College Teachers for Work with the Unemployed", within the framework of the project in 2014. Two thirds of the entire course time was dedicated to practical exercises. Basic professional college teachers involved in the education of adults took part in the project. Course participants gained theoretical and practical knowledge in training adult people (andragogy), obtained information about preparing training materials, gained modern knowledge in characteristic special aspects and principles of adult education, gained knowledge and developed skills in training the unemployed and in using modern methods when training the unemployed.

The project has shown the effectiveness of the system of retraining of the unemployed population at the premises of professional colleges, and the need in education of professional college teachers to work with adults. Problems in the organization of education for adults have been found, as follows: (a) Insufficient experience of teachers in development of training programmes for short-term courses, taking into account the requirements of the labour market and employers for the knowledge and skills level of a course leaver; (b) Insufficient knowledge of the college administration and teachers in adult training and adult training management; (c) Weak social partnerships between professional schools, labour departments, local government authorities, industry representatives (potential employers) and the public; (d) Low popularity of ideas for adult training and of the concept of "lifelong learning".

One of the most important tasks of the specialists working with the unemployed is to create a friendly successful atmosphere, which contributes to the stimulation of inner resources, recovery of self-confidence, and belief in one's own capabilities. In doing so, adult teachers fulfil, in some sense, the function of a psychotherapist turning the training situation into a psychologically optimistic one. When organizing the training process, it is necessary to keep in mind that all unemployed people have different ages, education, professional skills, physical and psychological states, and different life experience. Several groups can therefore be distinguished, for which different courses, forms and methods of training can be offered: (1) People aged 16–25 with a good theoretical basis, specialized secondary or higher education, but with no work experience (school leavers who did not enter university, college/university graduates); (2) Unemployed and unoccupied people aged of above 25 with certain professional skills, which were sent by their employer, employment centre or came independently to be trained. (3) People who want to start their own business (owners of small and a medium-sized business, farmers) or to become self-employed; (4) People whose ill health prevents them from finding work on the open labour market.

When forming groups, earlier education and professional experiences are to be taken into account. Therefore, potential trainees are supposed to fill in a questionnaire, on issues reflecting their motivation, interest and willingness to learn as well as self-esteem issues. However, it is important to take into account that people older than 45–50 years of age sometimes have difficulties in gaining knowledge and developing some skills. People with reduced working capacity

require not only special attention, but also an individual approach to training. Teachers have to spend part of their time intended for training on activities with such trainees, which at once has an impact on the training process of other participants. That is why it makes sense to have not more than one or two such participants, and if possible, it is better to organize individual courses for them.

The challenge and the result of professional training of the unemployed are not so much in gaining knowledge and developing skills, as developing the motivation to learn a new profession, in eliciting the ability to determine, and to choose their own way of professional growth, which corresponds with individual potential abilities and needs. Thus, the most important function of professional retraining of the unemployed is to create optimized conditions for developing the ability of the person to interact socially, to socialize, and to adapt actively in new social and economic conditions.

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PROBLEMS AND MODERNIZATION OF THE SYSTEM OF ADVANCED TRAINING OF THE TEACHING STAFF OF SECONDARY VOCATIONAL EDUCATION INSTITUTIONS

I. P. Pastukhova
O. N. Podolskaya

The authors give an analysis of the problems arising in college and technical schoolteachers' activity, and emphasize the major directions of modernization in the sphere of training managers and teachers of educational organizations of secondary professional education and raising their proficiency level.

Key words: secondary professional education, managers and teachers, raising the level of professional skill.

Training skilled workers and mid-level professionals able and willing to carry out the task of technological and infrastructural modernization of Russian industrial production is one of the most pressing public, social and educational objectives. The most important resource is the quality of additional vocational training (hereinafter AVT) of the teaching staff and educational institutions of secondary vocational education (hereinafter SVE). Public officials, scholars, and teachers of technical schools and colleges emphasize the need to modernize this system. However, determining the trends and conditions of this process should be based on an analysis of the existing problems of professional and pedagogical activity of teachers of secondary specialized educational institutions (hereinafter SSEI).

Analysis of the practice of holding qualification training courses in educational institutions of additional professional education, including my own experience management training course, make it possible to identify the following groups of the main problems common to most of the teaching staff in SVE institutions:

(a) the problem of developing educational and program material and local acts as part of the basic educational program; (b) the problem of developing comprehensive training and methodological support of the educational process on the basis of a competence-based approach (including training materials for students' independent); (c) the development and use in the educational process of control and assessment tools and materials for diagnostic purposes in accordance with the requirements of the federal state educational standards of secondary vocational education; (d) the problems of development, adaptation and implementation of innovative technologies of training of general and professional competencies of students; (e) the problem of designing individual educational and professional paths of students and their psycho-pedagogical support; (f) the problem of managing one's own personal professional and educational growth.

However, the main problem of teachers of SVE institutions that underlies all of the above problems is their methodological and methodical incompetence, which leads to serious disruption of the relationship between vocational education and

labor. Thus, the results of the input control of theoretical and methodological knowledge of students of advanced training courses (a total of 342 people participated in testing during the 2013–2014 academic year) indicate that more than three-quarters of them (81.4%) could not identify the theoretical and methodological approaches in vocational education; 64% are at a loss for determining the nature of pedagogical technologies; 51.5% cannot enumerate the principles and methods of vocational training. The low level of methodological competence is also proven by the fact that in the final (certification) the students make grave mistakes in formulating their goals and objectives.

Students practically can't master the methods of teaching modeling and design, and basic methods of theoretical and pedagogical research methodology description of the teaching experience. It's also noteworthy that many of the college and technical school teachers are not prepared not only methodically, but also psychologically to make a radical change in their position as a qualified knowledge transmitter (theoretical, general humanities, general and special) in the role of organizer of joint practice-oriented and independent work of students. The situation is aggravated by the fact that the vast majority of teachers believe that they do not need theoretical knowledge. They expect to receive ready "recipes", unambiguous teaching methods, and "correct" control and evaluation tools at advanced training courses. In cases where the lecturer offers samples of instructional materials that do not comply with the audience's specialty (which is inevitable with the existing thematic principle of formation of study groups, which ignores the profile and specialty of trainees), they either have a rejection of all information, or have doubts about how to transform and adapt it.

An analysis of the above and other problems of teachers of SSEIs with regard to the content of implemented additional professional educational programs identifies the following areas of advanced training for teachers of SVE educational institutions: (a) development of the theory of processes of formation and development of models of additional professional education of teachers and managers of SVE institutions, including models of networking; (b) rationale of theoretical and methodological approaches to determining the content and structure of additional professional educational programs (training and retraining) for different categories of management and teaching staff of SVE institutions to meet the requirements of the federal state educational standards of secondary vocational education and the urgent tasks of economic development; (c) the development and testing of personality and activity-oriented technology competency by implementing additional professional educational programs to ensure the effective development of new competencies and improvement of existing competencies; (d) systematizing and disseminating innovative experience of design, implementation and evaluation of the quality of programs of additional professional education of teachers and SVE management to achieve the quality of skilled workers and mid-level professionals required by the state; (e) the development and implementation of a theoretical model of knowledge management, providing positive dynamic changes in motivation, goal-setting, forecasting, planning, organizing and controlling the process and results for Management and teaching staff of the SVE; (f) the development of criteria, indicators and methods of diagnosis and evaluation of programs to improve the

quality of training and retraining of teachers and guidance system software, and the results of their implementation; (g) the design and implementation of models and technology tutoring support of a post course of students' professional-pedagogical activity.

The fact that the quality of secondary vocational education, competence and competitiveness of graduates depends on the quality of teaching staff requires no special evidence. However, it becomes increasingly clear that the level of teachers' professionalism and leadership depends on how the system of additional vocational training is organized and functions. Modernization of the system should be aimed at overcoming such negative traits as the lack of methodological, theoretical and methodological validity of security training programs and professional training; the lack of addressing the real problems of management and teaching staff of SVE institutions; the inflexibility of subjects of educational programs and technologies at teaching the listeners; lack of tutor support of post course activities of the listeners.

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THEORETICAL AND PRACTICAL BASES OF INFORMATION SERVICE IN THE SYSTEM OF CAREER DEVELOPMENT SYSTEM FOR TEACHER

R. K. Choriev
G. T. Bojmurodova

Development of modern society is inseparably linked with the introduction of technologies in all spheres of life. The issues of creation of information service in the system of professional development of teachers are discussed in the article. The main components of service and their function are provided, and the ways of their implementation in the operation of educational institutions of professional development are shown.

Key words: system of professional development of teachers, information service, monitoring, analysis, collecting data, information and education resources, electronic base, experience sharing.

The resolution of the President of the Republic of Uzbekistan "on measures for further development and implementation of modern information and communicative technologies" (2012) set a number of tasks in the field of implementation of information and communicative technologies in the educational process at all stages, in particular: (a) organize the National Information System on the basis of stage-by-stage integration of information systems in government bodies, legal entities and individuals; create automated information systems for the purpose of the accelerated and high-quality performance by government bodies of their functions; (b) expand the list of the state services rendered to subjects of business and to the population in order to provide the state organizations with information resources, in particular in rural areas; (c) improve a control system in the sphere of information and communication technologies, taking into account the ensuring of information security; (d) assure protection of the national information system and its resources.

On the basis of the adopted resolution, measures for the creation of information systems in all educational institutions have been developed. Because of the creation of a monitoring system of the educational institutions, an opportunity emerged to carry out monitoring of the professional development of teachers within regions – that is to trace modern training at advanced training courses and innovative activity of teachers. The informatization of the system of professional development allows the quick solution of many essential problems. In particular, we can analyze deeply and in detail the quality and learning efficiency, and can elucidate the activity of institutes of professional development, so as to accumulate and to generalize the necessary data and information. The main function of the information system is collecting and analyzing information, and monitoring the activity of concrete educational institution. Therefore, in a relatively short term collecting period, the necessary data was successfully organized in order to submit them in the updated systematized format. Possibilities for use of information technologies in the system of professional development of teachers are the following: (1) collecting of biographical particulars about teachers; (2) grouping

data by years; (3) establishment of monitoring control; (4) introduction of additions, changes into the database about such specialists, as teachers, in educational institutions of the region. In this regard, there are new opportunities of management: (a) addition of new users to system (system of remote professional development); (b) management of acceptance and transfer of data.

For the successful use of system, it is necessary to know the operating procedure of the Internet browsers. It is not obligatory to establish additional software. With a change of information source or introduction of a new form of reporting, it is possible to introduce changes into the system easily and quickly according to a new situation, and to provide a means of protection against the penetration of "outside" people into the database. Therefore, the data entry into base is made by the program automatically, and it is possible to trace them for any period (for a day, week, month, etc.) and if necessary to observe the intermediate dynamics of changes. Implementation of the information system not only facilitates the data collecting about teachers and educational institutions in electronic form, but also serves to improve the system of professional development, the organization of its timely "passing", and continuous development of the professional competence of the teacher. The system of monitoring enables us to make use of the best experience of institute professors and its implementation.

The use of electronic information and education resources is aimed at the formation of rational ways of knowledge acquisition, systematized from the scientific point of view and in logical sequence, stated in electronic sources. Electronic information resources help a systematic assimilation of knowledge, carrying out creative research of the studied object, and trainees have an opportunity to work with sources individually or in groups, taking into account their age, experience and education level. Electronic information educational resources have to fit in the content of educational process. Besides, there is a possibility of transfer, processing of training materials, and preparation of a new base.

The creation and introduction of the information service aimed at the improvement of the system of professional development will allow us to: (a) create electronic offices with data on the faculty (here, the data on teachers of the institute of professional development are stored); (b) receive the required data on the teachers of the institute; (c) get acquainted with the texts of lectures and materials of scientific collections; (d) study the content of textbooks, methodical grants, and educational and methodical recommendations.

In conclusion, it is necessary to emphasize that the creation of an information portal on the professional development of pedagogical cadres in the system of national education of the republic promotes: (a) providing teachers with new information and increasing their innovative competence; (b) wide use of information services; (c) establishment of cooperation in electronic form between experts and students in the system of professional development; (d) development and introduction of technological instructions on providing information services to institutes of professional development; (e) organization of video lessons and their distribution.

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INFORMATION AND DIDACTIC PROFESSIONAL DEVELOPMENT FOR PEDAGOGICAL COMMUNITY VOCATIONAL IMPROVEMENT IN THE SYSTEM OF CONTINUOUS EDUCATION

K. A. Karimov

The article considers the “correspondence” type of long-distance learning as a form of education aimed at development of students’ self-educational activities and solving the contemporary educational problems, as well as meeting the educational needs of teaching staff.

Key words: teacher, improving qualification, self-education, distance learning, correspondence education, model.

The national program for professional development (1997), among the tasks connected to improving the preparation of the national pedagogical community, provides for development of a system of professional development of pedagogical specialists. The “flexible system of professional development and retraining of pedagogical specialists providing for high quality and stable development of education” is created that causes a priority orientation of the process of professional development towards support of teachers’ professional and personal development. In turn, “The national program of personnel training” demands a change in the contents and technologies of professional development. In recent years in Uzbekistan, research on development of the theory aimed to increase the qualification of pedagogical personnel has become more active (N. F. Abdunazarova, N. Z. Mamedov, H. F. Rashidov, D. G. Yuldashev, etc.). On the basis of the best foreign practices, the State requirements for retraining and professional development of pedagogical cadres which “are applied to organizational and scientific, methodical support of educational activity of establishments in the field of retraining and professional development of pedagogical cadres were developed and defined: the structure of the system of retraining and professional development of teachers; the main types and forms of retraining and professional development ...”

The backbone of the component of the organizational structure of the system of professional development of pedagogical cadres is the block of organizational forms of retraining and professional development, which includes two main forms: straight lines (training for educational programs) and mediated (self-education). Straight lines or regular forms of professional development include: (a) training in an educational institution for the purpose of professional development; (b) training at the enterprise or in the research establishment; (c) training in the educational institution as a place of work, using the Ustoz-shogird method. The need for self-education of the teacher is dictated, on the one hand, by the specifics of pedagogical activity and its social role, and on the other hand by the tendencies of continuous education connected to the constantly changing conditions of pedagogical work, requirements of society, evolution of science and practice, and escalating requirements for teachers.

The idea of self-education was accurately formulated by the Polish teacher V. Okon. "Self-education is a type of training, the purpose, contents, conditions and means of which depend on the subject's needs. It is the process of an absolutely independent doctrine". In psychology and pedagogical sources, self-education is considered as a specially organized independent systematic cognitive activity (G. M. Kodzhaspirova); as a necessary element of creative activity, and continuous professional education (A. Y. Ayzenberg); as a process directed toward independent acquisition of knowledge (E.S. Rapatsevich); as a means of preservation of professional competence (K. M. Levitan), etc.

In the structure of self-educational activity, the leading place is occupied by the motivational component: awareness of the personal and public importance of continuous education, professional improvement and expansion of one's outlook, the existence of resistant cognitive interests, inclinations, installations, the created call of duty and responsibility. Such a definition is contained in the resolution of the Cabinet of Ministers of the Republic of Uzbekistan "About the state requirements for retraining of personnel (teachers) and increasing their qualification": Self-education is independent development by pedagogical cadres of new knowledge and skills in the discipline taught in compliance with the State requirements on the level and quality of education. Readiness for self-education, in our opinion, consists of the existence of sufficient professional knowledge and the abilities to apply them. Therefore, pedagogical management of self-educational activity includes the functions of planning, organization and control. If the self-educational level of the teacher is low, then external management (but not self-control) will be the most productive.

Self-education acts as supporting activity in relation to the teacher's professional activity. Implementation of pedagogical assistance to the professional self-education of teachers, using remote educational technologies as a modern means of communication, makes it possible to organize the education in a form convenient for both parties, as the interaction between trainer and trainee becomes more effective. Self-education acts as a key concept in relation to continuous pedagogical education. In relation to the concept of continuous pedagogical education, self-education plays the role of the educational mechanism of implementation of the concept. In relation to remote education as an organizational form of continuous pedagogical education, self-education plays the role of the didactic principle.

Remote education is an organizational and didactic form of education that differs from the other forms by its way of educational communication. The information and communication technologies used in distance learning are also their means. Their structure and specific weight changes depending on technological progress and the availability of models of organization of the educational process. For the solution of modern educational tasks, satisfaction of educational needs by teachers, by the "correspondence" model of distance learning is optimum. In the analysis of development of the theory and practice of remote education, two types of educational systems the distinction of which promotes understanding of the sense of the contradictions arising in attempts to give a definition to the concept of "remote education" and to come to an understanding of its essence are distinctly allocated.

The educational system, which received the name: "correspondence education", historically arose prior to other types of distance learning. Educational communication at distance by means of post correspondence is the cornerstone of this type of training. The educational system of the second type evolved from information and communication means making it possible to broadcast classroom occupations to remote audiences and to provide educational communication at a distance by means of audio-video broadcasting. The correspondence educational system realizes the idea of remote education as the forms of education essentially different from traditional organizational forms of the educational process (cool and fixed, and lecture and seminar). The educational system of the "transmitting" type realizes idea of remote education as new educational technology reproduction at the distance of the traditional educational process. The parallel development of these two types of educational systems has also led to essentially different (at the level of didactic sense) interpretations of the concept of remote education. These two types of remote education, having various internal organization, also demand various methodologies. Because of the essentially various didactic sense, they need to be considered separately. Thus, if the "correspondent" type of remote education demands development of its own didactics, then the "transmitting" methodology provides the organization and technology of broadcasting (reproduction of a lesson, lecture, etc. at a distance).

The didactic principles of the "correspondent" educational system of remote education realize psychological features and educational requirements trained in this form of education. It is possible to refer to a number of general didactic principles: (a) "correspondent" training on the basis of self-educational activity trained and demanding creation of special educational and methodical and certification materials; (b) recognition of the independence of students in selecting the content and timing of training, a pragmatic attitude to intermediate and final certification, and assessment as a means of motivation and self-control, and not as the purpose and end result of learning; (c) separation of pedagogical roles: the teacher, representing the training content, and consultant (trainer, tutor), directing student activities through self-educational didactic interaction (dialogue); (d) the modular organization of the content of training providing a higher degree of variability and, on the other hand, facilitating "correspondent" communication; (e) flexibility and mobility of the terms of training and, respectively, of the rate of the educational process; (f) minimizing of number of internal occupations (sessions), the requirement of special forms of these occupations justifying their expediency. According to the didactic model of "correspondent" distance learning of educational systems, traditional classroom occupations (lectures and seminars) are replaced with other forms: first and foremost, educational activity training, which provides special sets of training methodical materials, and, secondly, intensive practical group training by so-called tutorials which are very different from ordinary seminars, and are considerably different from lectures. The means and channels of telecommunication are used as a system of delivering educational and methodical materials and ensuring their interactivity – communication between the tutor and trainee during individual consultations and intra group interactions. Only those materials which can be used by means of equipment easily available to the most

part of trainees are included in the package of educational and methodical materials.

Realization of the didactic model of “correspondent” distance learning, demands special skills and abilities from the teacher (tutor) concerning individual work with trainees, including the most various types not only of consultations, but also psychological support, and carrying out tutorials for which the tutor has to be able, as well as possessing the material of several training courses, and the ability to organize group work.

The “correspondent” model of distance learning is optimal for the solution of modern educational tasks, and satisfying the educational requirements of pedagogical cadres.

Literature

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TRAINING INTENSIFICATION AS AN INCREASING FACTOR FOR THE QUALITY OF EDUCATION

M. Zh. Rasulova

The article considers the problem of teaching English at primary school based on intensive methods of training, as well as the conditions for applying modern methods and technologies and multimedia tutorials to teaching English at school and the challenges of intensification of the educational process.

Key words: foreign language, English, modern methods and technologies of training, educational process intensification.

The issue of training intensification remains important today. A variety of approaches offered and ways of making decisions are directly connected to ambiguous definitions of this concept. Intensification in a general sense is treated in the encyclopedic dictionary as "strengthening, increasing in intensity, productivity, effectiveness" [1]. In pedagogical research, there are various points of view on the issue of training intensification. Therefore, for example, Y. K. Babansky defines intensification as "increasing the labor productivity of the teacher and pupil in each unit of time" [1]. One of the conditions of success is to define a clear strategy and training tactics, namely teaching purposes; the content of the training; methods, techniques, and principles of learning. The purpose of training should be comprehensive and include four aspects: (1) practical (education), that is the formation and development of pupils' communicative culture (formation and development of language, speech and socio-cultural competence that are necessary and sufficient for communication within the threshold and developed threshold levels; training advanced rules of cross-cultural communication in foreign language formation and development of the communicative culture of pupils (formation and development of language, speech and sociocultural competence necessary and sufficient for communication within the threshold and advanced threshold levels; training in norms of cross-cultural communication in a foreign language; cultural development of oral and written language in a foreign language in conditions of official and informal communication); (2) informative: acquisition and expansion of knowledge about the culture of a country, its history, literature, painting, music, customs, traditions; about the structure of English; (3) developmental: development of phonetic and intentional hearing, speech guesses, imitation, logical statement of thoughts; memory development (acoustical and visual, quick and long-term), attention, imagination; abilities for communicating with other people etc.; (4) educational: education of culture of communication, formation among pupils of respect for other cultures and people, readiness for business cooperation and interaction, joint solution of universal problems.

For successful intensification of training, it is enough to introduce evidence-based methods of management of the information process, and to develop the creative potential of pupils. It is necessary to increase of rates of training: (a) to

improve the content of the educational process; (b) to improve training methods; (c) to carry out rational selection of training materials, accurately dividing the basis for knowledge and additional data; (d) to allocate minor information from the main and additional literature; (e) to give pupils new information at the beginning of their occupation when their perception is more active; (f) to accumulate material at the expense of increasing in-class learning at the beginning of a course for subsequent fruitful work; (g) as the process of knowledge develops through the spiral principle, it is necessary to rationally divide training material for multilevel study of new information; (h) to provide a logical transition from already known information to new material using new material more actively for repetition and deeper assimilation than what is already studied.

Improvement of training methods is provided in the following way: (a) wide use of collective forms of cognitive activity in the educational process: pair and group works, role-playing and business games, etc.; (b) developments of skills of the organization of management of pupils' collective educational activity; (c) applications of various forms and elements of problem training; (d) improvement of skills of pedagogical communication mobilizing creative thinking of pupils; (f) accounting for personal characteristics and individualization of training; (e) aspirations for uniform results and the uniform advancement of all trainees in the course of training irrespective of the initial level of their knowledge and specific features, etc.

Nowadays multimedia means are an effective educational technology for training intensification thanks to flexibility and integration of various types of educational information, and thanks to the opportunity to consider pupils' specific features. Multimedia technology makes it possible to provide integration of computer possibilities with traditional means for our perception of sound, and video information for synthesis of three elements (sound, text and graphics) for solving problems of automation of intellectual activity. When using multimedia training materials, we develop the ability to perceive information from the screen, to recode a visual image in a verbal form, to estimate the quality of a figurative row and to realize the principle of pictorialism in the search and registration of information. Multimedia means open great opportunities for personal fulfillment and spiritual development of the individual. Unlike widespread verbal methods of submission of information, multimedia means give the chance to a make simultaneous impact on several bodies of perception of the student. Thus, the transfer of knowledge in various feelings makes a direct impact on long-term memory that provides strong digestion of new material. The use of multimedia technologies positively influences several aspects of the educational process at the same time: (1) stimulation of cognitive aspects of training, such as perception and understanding of information; (2) development of skills of collaboration and collective perception in trainees; (3) emergence of a deeper approach to learning language that provides deeper understanding of the material. Multimedia means are an effective source of improvement of the quality of training by using brightness, expressiveness and information saturation of visual and acoustical images, recreating communication situations and acquainting students with the culture of the country or countries of

the language being learned. The motivational party of training and the systematic application of audiovisual means allows creating the atmosphere of the language environment at all stages of study. Thus, pupils become direct and active participants of the educational process.

Literature

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EDUCATIONAL MOTIVATION OF ADULTS

E. V. Chyorny

The motivation for learning is undoubtedly one of the most theoretically developed issues in pedagogy and, at the same time, one of the most difficult issues to solve in the practical learning process. Schools and parents often try to use incentives that 'capture' extrinsic motivation only. But when incentives become less important (and this is inevitably the case), it appears that extrinsic motivation rapidly falls apart, while intrinsic motivation has not been built. Almost identical difficulties are often seen in higher education, although the emerging professional identity and focus on professional effectiveness should seemingly foster strong intrinsic motivation. The development of additional professional education involves addressing the problem of motivating adults who have already successfully graduated from higher education once. In general, the issues of adult education are successfully explored in a relatively new field of education known as andragogy. The status of andragogy does not look precisely defined at the moment. In our opinion, there are three major trends as follows: (1) andragogy is clearly set against pedagogy, based on the ideas of Michael Knowles, one of the founders of this discipline. One of his articles is entitled 'Andragogy, not Pedagogy' [11], and his program book is entitled 'The Modern Practice of Adult Education. From Pedagogy to Andragogy' [12]; (2) andragogy is treated as a field of pedagogy [5; 6]; and (3) andragogy is seen as an approach subjectified in the special phenomenology of the activities of a professional practitioner. "What the term 'andragogist' denotes is not a profession, but a position of professionals who follow andragogical principles in their activities" [3, p. 116; 8].

In 2009, A.I. Kukuyev analyzed twenty six definitions, trying to clarify the status of andragogy [6]. Since then, there have been more and more attempts to concretize and substantiate the issues of this relatively new field of knowledge. One of the most correct definitions was given by T.A. Vasilkova. She sees andragogy as an area of science and practice where the regularities of educational activities of adults are explored and defined [2]. It should be noted that the main principles of andragogy were developed and are rigorously put into practice within additional professional (postgraduate) education and skills improvement [2; 3; 45; 6; 12].

The main choice-driving needs and motives for its inclusion in additional professional education were described in line with the description of special aspects of adult education. There are different classifications of motivation for learning, such as the desire for success and avoidance of failures; extrinsic/intrinsic motivation; positive/negative motives [1]; cognitive/social motives [7]. Indeed, the motivation of adults (and children) is often determined by social motives.

There is scientific and educational literature on the educational motivations of adults. For example, according to Y.N. Kulyutkin and G.S. Sukhobskaya, the intrinsic motivation for learning among adults can be classified into three types as follows: (a) utilitarian motivation; (b) prestige-based motivation; and (c) motivation

where knowledge is an end in itself [9]. M.V. Klarin combines and describes the following needs: (a) the need for justification (meaning) which manifests itself in two main areas: the need to solve practical operational problems, and the need for personal and professional development; (b) the need for independence, in particular in choosing from several alternatives; (c) the need to use life experience as a support in any activity, including learning; (d) the urgent need to change something in life; and (e) the need for a practical focus of activity: a focus on real tasks in a real context [5].

This report attempts to compare the proposed principles, and to some extent, check whether they actually reflect the motivation of adults who are going to pursue additional professional education, and to what degree the motivation changes by the time of graduation.

The aim of this study is to identify common features of educational motivation of adults and developments in motivation from the time of selection of learners in the system of additional professional education until their graduation in two and a half years.

The subject of this study is special aspects and dynamics of learning motivation of adults in the system of additional professional education.

The sample included 100 students of Pedagogy (65 women and 35 men aged from 24 to 58 years) at the Center for Postgraduate Education of the V.I. Vernadsky Taurida National University (Simferopol, the Republic of Crimea).

The method of the study is a standardized interview at the beginning of training (more precisely, during interviews for the selection of students) and before the state examination, i.e. after two and a half years of training. The initial and final interviews with the respondents are structured using the same list of questions, with clearly defined response options.

The results of the study were quite comparable with the basic principles of modern andragogy. For example, the principles of priority of self-guided learning and electivity (i.e. the freedom to choose goals, content, forms, methods, sources, means, periods, time, etc.) are reflected in responses to the question 'How important to you is the opportunity to plan the forms of learning on your own and influence the educational content?'. 75% of the respondents chose option 'b' (very important); 15% chose option 'a' (not very important); and 10% chose option 'c' (I prefer if the patterns and content of learning are strictly defined by the university). At the end of training, the same question was asked in the past tense, but responses showed no significant change, except that option 'c' was chosen by twice as many respondents (20%).

The searching for connection between motivation and the principles of focus on research, problem solving and practice orientation was realized using the question 'Are you seeking to master the existing knowledge in the subject field of study or rather prefer to find and solve problems from a practical perspective on a self-guided basis?'. At the beginning of training, 80% of the respondents chose option 'a' (What I need is theory); 15% chose option 'b' (First I have to master the existing knowledge); and 5% chose option 'c' (Only self-guided research and practical problem solving). At the end of studies, the obvious rejection of theoretical knowledge was gone: option 'a' was chosen by just 10% of the respondents, option 'b' by 60%, and option 'c' by 20%.

The principle of collaboration of learners with their classmates and the teacher in the preparation for and during training was not very relevant to the respondents before the beginning of the training. Responding to the question 'Is it important to you to study in a group or do you prefer self-guided learning?', 50% of the respondents chose option 'a' (not very important); 40% chose option 'b' (group learning is desirable); and 10% chose option 'c' (self-guided learning). Responses to the question about the preferability of sessions with a teacher against self-guided learning showed roughly the same distribution. However, at the end of training, 80% of the respondents chose option 'b.'

The principles of relevance and updating of training outcomes in practical activities are reflected in the next question of the survey, 'Do you think that being immediately in demand in the labor market should be a necessary outcome of training?'. Responses were distributed between the available options as follows: a) No, I am not going to be a professional in this field: 20%; b) It is desirable but not a necessity: 32%; and c) Yes, otherwise training would be useless: 48%. At the end of training, the percentage of the respondents who chose option 'c' was much higher (60%), and many of them have 'moved' from option 'b', showing that previously they considered employment in psychology as a desirable, but not necessary result of training. Interestingly, the number of those who were not going to become professionals has somewhat increased.

The principle of using life experience, knowledge and skills and the principle of personal development and improvement are in line with the respondents' motivations. Responses to the question, 'To what degree do you agree that the learner is a tabula rasa and must perceive information conscientiously, while the teacher's task is to fill in this 'clean board' with knowledge and experience?' showed the following distribution: a) Absolutely agree and ready for such training: 10%; b) Agree, but only in respect of child learners: 15%; and c) Totally disagree, and will seek to correlate new information with my own knowledge and experience in a creative manner: 75%. At the final stage of training, the question was asked without any change. Almost all of the respondents chose option 'c.'

The principle of focus on practical problems driven by vital needs is reflected in the question 'Your expectations for learning outcomes more relate to...': a) enhanced communicative competence; b) solving your own psychological problems; c) being able to effectively help others; and d) career or professional advancement.

The majority of respondents showed dissatisfaction with this question during the interview, because they believed the response options did not fully reflect their expectations. Nevertheless, in the initial survey, 24% of women and 10% of men chose option 'b'; 20% of women and 15% of men chose option 'a'; 26% of women and 15% of men chose option 'c'; and 30% of women and 60% of men chose option 'd.' After the completion of training, the proportion between responses has changed significantly. Almost nobody chose options 'a' and 'b' and the number of those choosing option 'c' has doubled (up to 60% among women and up to 30% among men). The number of those choosing option 'd' has remained virtually unchanged.

Conclusions. 1. The majority of the respondents are motivated by the opportunity to plan the rate, nature and content of training by themselves. An

option where these parameters of training would be strictly predetermined initially was positively rated by fewer than ten percent of the respondents, with all of them being women. Upon completion of training, the number of women choosing the clear structure and 'strict schedule' of training has increased.

2. Apparently, the rejection of theoretical foundations of professional training by adults results from the stereotypical perception of any forms of institutionalized training. In other words, it is non-constructive processing of the past school and student experience. This stereotype was destroyed during training, and the importance of theoretical knowledge was rethought in a positive way, as well as the importance of self-guided research.

3. Less than one half of the respondents expressed a clear preference for group sessions and joint activities with a teacher. For most respondents (with the majority of those being men), these characteristics of educational activity are either not important, or they prefer self-guided work. However, the very nature of educational activity, communication in a group, and group dynamics, appeared to have significant influence, with the overwhelming majority of the respondents in the second survey recognizing the importance of group work.

4. One fifth of the total number of respondents initially were not going to be employed professionally in psychology, and one third of the respondents were prepared that this might not be the case, even though they would like to become professionals if possible. About one half of the respondents (with almost all of them being men) are oriented toward being engaged in professional activities as a direct and necessary result of training. The number of people with a clearly defined position increased during training – many realized that they should try and get engaged in professional activities, while others became convinced that this was not a good idea for them.

5. Only ten percent of the respondents accept the conventional model of education, agreeing that a learner (in particular an adult learner) should be the recipient of training. Fifteen percent of the respondents consider this to be normal for children. However, three quarters of the respondents prior to the beginning of training, and almost all of them upon the completion of training, believe that the learner should have a proactive subject position and 'relate new information to their own knowledge and experience in a creative way.'

6. The dynamics of expectations (as a motivator) in respect to the results of training had changed significantly by the end of training, from 'solving your own psychological problems', toward helping others. This indirectly confirms that the appropriate professional values and attitudes necessary for the profession of psychologist have been built. At the same time, the expectations of those who were firmly focused on career and professional growth initially (in line with their previous activities) did not change.

7. In general, the respondents regarded the survey of their motivations favorably. In personal interviews (an interview is a prerequisite for the selection of enrollees), applicants provided a deeper and more specific perspective of their own motives, and often demonstrated awareness of the motives and clarity of goals. This is quite in line with another postulate of andragogy, the principle of reflexivity, i.e. the conscious attitude toward learning, which certainly enhances intrinsic motivation.

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TEACHER'S INDIVIDUAL EXPERIENCE AND EXPERIENCE OF VOCATIONAL SCHOOLS AS INNOVATIVE RESOURCE OF CONTINUOUS EDUCATION PROJECTING THE SOCIO-CULTURAL ENVIRONMENT OF STUDENTS' PERSONAL DEVELOPMENT

Kh. F. Rashidov

The article considers the approach to understanding the educational environment as a set of factors, components and parameters, planned at the education system level. Socio-cultural design is the technological basis of socio-pedagogical projecting that has its own subject, goals, objectives and specific means of solving them.

Key words: education, fostering and personal development, social environment, socio-cultural design, problem situation analysis.

The method of finding out the gist of students' personal development by comparing various views presented in the initial pedagogical terms can be used for determining the conditions and factors of personal development. Today the environment-focused approach, in various degrees of its manifestation, is quite widely represented in numerous works devoted to the problems of education, fostering and personal development. As a rule, the environment in those works is viewed in the perspective of conditions or opportunities conducive to fostering and development. Therefore, eliciting the most significant elements comprising the educational environments is considered in a great number of research works as a criterion of assessment, and the extent of its educational potential.

The social environment is understood as a multidimensional hierarchic systemic formation, and comprises the physical world and natural and geographical conditions, the system of relations existing between people and social institutions, culture, traditions and customs: "space" or a set of possible and accessible activity types" [1].

This approach permits one to determine the social environment conditions that impact personal development to the maximum extent, and to consider the peculiarities of interaction between a person and the environment. In a loose sense, the educational environment is an object of activity connected with educational goal setting as a whole, and the content of educational process as a derivate of the general content of education, and its socially valuable cultural orientation. Generally, the concept of "educational environment" is interpreted as a part of the socio-cultural environment having an educational potential with which a person directly interacts in the process of his or her education, and that exerts an educational influence on the person. The socio-cultural environment is a core factor of professional and personal development of a student, providing the necessary facilities for his or her efficient learning, creative and professionally oriented activity [2].

As we generalize the studies of the educational environment problems carried out by contemporary educationists, we can conclude that the common approach to them is the concept of educational environment as a totality of factors, components and parameters planned on the educational system level. The concept of a socio-cultural network having a complex interior arrangement, its own specific interconnections and interrelations permits one to study contemporary educational processes more objectively and comprehensively.

Socio-cultural projecting holds a specific place in the system of educational technique. We view it as an axiological and technological basis of socio-pedagogical projecting that has its own subject, goals, tasks and specific means of their solution, but actually it is a kind of projecting activities, and a project intended for practical implementation must become its final result. The cornerstone of socio-pedagogical projecting is the ability to prepare a program and to carry out a system of events after having substantiated its idea (concept) and determined the goals and tasks and intended means of their solution. An event, action or program will be efficient only if based on an ideal concept preceding the project or action. The advantages of the projecting technology as compared to other methods of purposeful changes of the socio-cultural environment is that it combines the normative and the diagnostic approaches typical of programming and planning.

Combining the normative and the diagnostic aspects harmoniously, projecting, firstly, develops a model of "what is due" in compliance with the available resources; secondly, it correlates a problem with the general concept of its solution, allowing for alternative ways and means of attaining the goal. The goals and tasks of a socio-cultural project are mainly determined by the content of socio-cultural problems. The starting point in the process of its development is the sphere of problematics; therefore, project development begins with the analysis of socio-cultural situation and determining the commonest problems characteristic of some components of the socio-cultural medium. The technology of socio-cultural project development presupposes predetermining the borders of design.

A socio-cultural network in its phenomenological manifestations does not have any borders that are precisely defined in space and time. As it was mentioned before, a socio-cultural environment is a material and spiritual environment created by a subject, a method of transforming his or her natural dispositions and potential, a prerequisite for the development of personal creative abilities. The technology of socio-cultural projecting is based on a problem-oriented analysis. Knowing the actual problems permits one to: (a) precisely determine the priority trends of socio-cultural projecting and to determine a socio-cultural subject (a person or a group) distinctly; (b) to define the goals and tasks, and determine the kinds of socio-cultural activity that would be viewed as a means for solving problems within the framework of the project.

The principle of the method of problem situational analysis is to diagnose social and personally significant problematic situations at various levels of a socio-cultural subject functioning.

Thus, socio-cultural projecting is a specific technology being a constructive and creative activity based on analyzing pedagogical problems and finding out the causes of their occurrence, and developing the goals and tasks characterizing the desired condition of an object of socio-cultural activity, and the development of ways and means of attaining the set goals.

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METHODS AND TECHNOLOGIES OF THE DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES

G. N. Ibragimova

This article describes the value of interactive methods in students' creative thinking development, and their preparation for creative professional activities. The innovative technologies mostly widespread in modern student teaching promote the development of team-work skills and communicative competences of future teachers as well as their abilities to navigate independently in innovative pedagogical technologies are given in the article.

Key words: innovative methods and approaches, pedagogical technologies, creative thinking, pedagogical cooperation, student, teacher, educational cognitive activities, professional education, team-work, training cases, entering a dialogue.

In the modern concept of education, the educational process is focused on the student that has turned from a listener, into an active subject of the cognitive process. For the purpose to be achieved, the content of educational programs and teaching technologies are renewed accordingly. Our observations show that every student has his own individual approach to studying pedagogical subjects. The process of individual teaching enables teachers to visualize the students' educational-cognitive activities. For example, an important aspect of multimedia technologies is the possibility of using different kinds of information in an integrated form. Alongside traditional teaching aids in the form of tables, texts, and illustrations, use is made of speech aids, music, and various animations. An important role is played by the parallel presentation of audio and visual information to students. By means of computer technologies, students enter a new level of communication. Computer users easily move from one object to another, and have a possibility to perceive a sequence of key notions.

The technologies promoting the development of students' activities and creative thinking refer to hyper-media technologies. They have a lot of qualities similar to multimedia. This technology is appropriate to use when working on the text, as one can easily point out the necessary words and expressions, or introduce word combinations. Interactive methods of teaching enable the teacher to establish feedback with students and to implement the principles of individual teaching.

Students' reproductive skills are easily identified with the help of tests. This process can be fully automated. Practical tasks can help to determine the level of the students' reproductive skills. It is pertinent to note the creation of the educational environment which is reflected in the structuring of the study materials. For example, usual diagrams and drawings can reflect the logical links of notions, or it may be a system of questions offered to students. Their use enriches both the reproductive and productive skills of students. Study materials should be offered to students stage by stage, based on their content and the requirements of the state educational standards. To assimilate a course of studies, every student needs deep knowledge, the application of creative abilities, and independent research.

The use of interactive technologies in the educational process assigns the teacher a new status when he turns into the manager of the educational process, ready to help the student when there is sufficient time for active communication with students. In the process of studying a course, the teacher individually consults the students and effects control with a view to the successful promotion of the student towards the intended results.

Interactive technologies include group and team work, and joint activities in the form of cooperation. In these conditions, students feel a higher level of responsibility for assimilation of the course. Every form of interactive teaching requires the application of a specific technology, in particular: (a) in frontal kinds of work, such forms as “microphone”, “brainstorm”, and “sentence fragment” are used; (b) the techniques used in joint work include “face to face”, “work in pairs and together”, “work in small groups”, and “aquarium”; (c) interactive games (“role plays”, “staging”, “court hearing”, etc.); (d) discussion-based technologies (“my point of view”, etc.).

Using the above interactive teaching methods and technologies in a combination or separately, teachers of higher pedagogical educational institutions have the possibility to develop the students’ creativity, taking into account their individual specific features and abilities. Interactive teaching methods and technologies help to make a creative pedagogical environment. They help students to acquire theoretical knowledge and practical experience, and to form the students’ critical thinking and objective assessment of pedagogical knowledge and phenomena. As a result, students can achieve their individual creative capacity. Interactive learning situations should be organized so that apart from acquiring new knowledge, students should get a concrete idea about pedagogical technologies which help to solve the emerging problems. In the process of work in the conditions of cooperation, students form their own ideas and approaches to the solution of pedagogical tasks.

Interactive learning in higher educational pedagogical institutions is significant for provoking the students’ interests and creative thinking. The basic scientific sources of development of the future specialist’s personality are the studies and publications of psychologists, educators, and philosophers. Acquiring scientific knowledge, students enter interpersonal relations and learn human values.

From the philosophical point of view, interpersonal relations are established on the basis of equality and cooperation. The participants change and develop in the situation of cooperation. Cooperation, relying on the humanistic principles of mutual equality and dialogues, reveals itself as being the best in the educational process. Interactive learning promotes the development of the students’ independence, and it reveals itself in the personal attitude of future specialists to new information, and in the successful acquisition of professional experience. The development of the students’ professional potential is evidenced by the application of the methods of promoting higher pedagogical culture in general. As students act as full-fledged subjects in interactive learning, it is expedient to make the best use of the technique of improvisation as a technique helping to provide a creative pedagogical environment.

Interactive learning synthesizes a set of techniques, methods and approaches, aimed at the organization and improvement of the educational process, but their application is measured up against certain requirements: (a) the organization of interactive learning and control of its quality and results is to take account of the students' needs, interests and specific features; (b) cooperation between students and teachers is to be effected at all stages of the interactive learning process; (c) it is necessary to create the conditions for students to acquire the necessary professional competences, to reveal their activity, initiative, and creativity; (d) the process of interactive learning must be brought close to the professional activities of future teachers; students should be oriented towards the active use of interactive teaching methods in their future pedagogical activities; (e) the process of training of future teachers is to involve the provision of them with professional competences and especially with the skills of self-development.

The innovative pedagogical processes aimed at the development of students' creative abilities will allow the achievement of the desired didactic goals.

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PROFESSIONAL AND PERSONAL DESIGN AS A RESOURCE OF CONTINUOUS EDUCATION

N. E. Schensnovich
T. V. Posadskaya

The principle of professional and personal design is described in the article as a necessary condition and technology of the adaptation of modern man. The main feature of the article is the lifelong learning model description, which includes formal, non-formal and informal education. The article substantiates the selection of different forms, methods and technologies to the support process for the professional and personal design, and makes conclusion on the development of competencies necessary for the successful design.

Key words: lifelong learning, professional and personal design, personality adaptation, professional standard, competences development.

A key task of the present educational policy is the task of the development of continuous education, and implementation of the lifelong education approach. Continuous education stops being just an aspect of education; it becomes a fundamental principle both of an individual and the educational system as a whole. In this case, in our opinion, a significant role is played by the design of one's professional and personal development by the subject of education.

Professional and personal design is not just a necessary condition and technology of adaptation of a modern individual to the new professional reality, but more importantly, it promotes integration into this reality, allows preservation and strengthening of the personality's integrity and awareness, uniqueness and individuality, and the fulfillment of creative potential. Such a design performs advance preparation of the person for future changes, allows the formation of a new view of life and a new type of thinking as the basis of such preparation, and moreover, the person gets the possibility to construct his future, and to create the vision of "I Image" in the long term. Professional and personal design ensures competence-related and psychological preparedness of the personality, both for the acceptance of changes, and the initial introduction of changes into life, and the formation of a new professional and personal space. Thus, the following tasks become relevant for the development of continuous education: (a) motivation of the person to perform in professional and personal design, and his conscious involvement in this process; (b) assistance in understanding of the subjective value of continuous education; (c) assistance in the development of the necessary competences to perform the design. There is a need for the creation of the conditions for professional and personal design, or for the creation of a supportive environment for implementation, reflection and adjustment of the individual educational route by the subject of education.

These tasks, in their turn, set the requirements for the selection of the forms, methods and technologies, and the organization of the process of support of professional and personal design which must be systemic, in our opinion. In this respect, the greatest interests are such technologies as: (a) technology of design; (b) goal-setting; (c) tutoring; (d) coaching; (e) procedural consulting; (f) case-study and portfolio of individual achievements; (g) intellect-card. In our opinion, the most

suitable forms for solving the listed tasks are: individual and group foresight sessions, coaching sessions, training, workshop, focus-group, discussion, imitation games, big psychological games, moderation seminars.

Taking into account the logic of the solution of the set tasks, we can speak about the creation of a new model of continuous education. In our opinion, this model must include both formal education ending with the receipt of a document of qualification improvement and non-formal and informal education based on the value of professional and personal development, and allowing the conscious forecasting of such developments after setting the tasks and designing the steps to achieve them. The key feature of such professional and personal design is to be the model of development of human capital, both through traditional institutions, and the entire environment of education and socialization.

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PROBLEMS OF FORMATION OF THE SKILLS OF LOGICAL THINKING IN PRIMARY SCHOOL LEARNERS

O. Y. Karakhonova

This article deals with the formation of logical thinking of students at the initial stage of training. The author considers the features of thinking of primary school pupils, substantiates the sequence of thought development from concrete-contemplative to abstract logical thinking, and highlights the need for innovative technologies to be used in the development of logical thinking skills.

Key words: logical thinking, creative thinking, presentation, imagination, objective reality, the stage of primary education, innovative technologies, perception, analysis.

Acquisition of the skills of logical thinking is considered to be the most important skills set of all, as through logical thinking, one can achieve greater success in the cognition of objective reality, and establish oneself as a personality. This is why particular importance is attached to the formation of learners' logical thinking at the stage of primary education. Teaching logical thinking to learners, the teacher should primarily pay attention to the learners' psychological development - stimulate the learners for cognition of objective reality, form their interests in creative work, and develop memory, speech, and imagery skills.

Acquisition of the skills of abstract thinking provides the learners with the possibility to solve logical problems and draw conclusions relying on the internal properties of an object or phenomenon. While learning the techniques of mental activity, R2.2(j)-24.un(h)24.2(i)-24.5(or)-8.(o s)15.8(c)-8((hol)-24.ne c)-hil re grelsprR2.6(t) accmnie

identifying both individual and generalized features. For example, it is necessary to identify the generalized feature of domestic or wild animals, or house plants.

To assimilate the notions about the interrelation of things in nature, the learners are to perform certain actions (operations). For instance, a pupil must visualize and describe a familiar object (thing) in a particular situation. After that, the teacher generalizes the notion and asks the pupils to describe it in new conditions. In this case (as well as in others), it is expedient to use innovative technologies, methods and techniques. Practical experience and analysis show that the use of innovative technologies in the process of teaching logical thinking is, unfortunately, not substantiated in the theoretical-empirical aspect. There is too little pedagogical experience in this area. Therefore, the problem of teaching logical thinking to junior school children by means of innovative pedagogical technologies is still relevant today. The solution to this problem is of great significance for improving the quality and effectiveness of primary education. First and foremost, it requires the presentation of study materials oriented towards the consistent development of learners' critical thinking, and the provision of teachers with innovative, and in particular computer technologies, to promote development of the learners' logical thinking.

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THE ROLE OF PERSON-FOCUSED TRAINING IN THE DEVELOPMENT OF STUDENTS' CIVIC POSITION

A. A. Akramov

This report presents the value of person-focused training for development of students' professional competence and civic position. The author summarizes the viewpoints of some scientists-teachers on person-focused training, and identifies the main pedagogical conditions of students' professional knowledge development along with the development of their personal and civil qualities.

Key words: person-focused training, social and psychological qualities of an individual, civic stance, professional knowledge and abilities, functional and cognitive activities, future teacher, personality and society.

Person-focused training has become significant in higher pedagogical education in recent years. Most heads and teachers of higher educational institutions assess person-focused training as a promising pedagogical paradigm (model). This approach can be accounted for by a number of objective factors: (1) the reform of Uzbekistan society and possibilities of sustainable development have led to the need for intensifying the training of highly qualified teacher training staff with a strong feeling of civic consciousness; (2) analysis of the philosophical-pedagogical, psychological, and legal fundamentals has shown that the level of professional competence of future teachers depends on the level of their acquired legal, cultural, spiritual, and professional knowledge. This process has a substantial role in development of individual-psychological and social-psychological qualities of students' personality, which enrich students' world outlook, and develop the feeling of professional and civic duty and responsibility for performing the assigned tasks; (3) one can feel the acute need for humanization of the relations between teachers and students in the educational process. This factor is the basis for expanded democratization of students' life activity; (4) high attention is now paid to acquisition of professional knowledge, abilities and skills by future specialists on the basis of the person-focused approach.

The traditional approach in higher pedagogical education also provides for acquisition of certain knowledge, abilities and skills. However, apart from the stated goal, person-focused training is aimed at developing students' professional abilities and their important professional qualities. Within the framework of the person-focused approach, students assimilate the methodological aspects of pedagogical activities. Future teachers acquire a system of interrelated notions and actions. In this process the student becomes conscious of him/herself as a personality, acquires the skills of controlling one's activities, and skills of practical utilization of the acquired knowledge and abilities. Thus, the future teacher's individual personality is formed.

Person-focused training uses a number of technologies. For example, comprehensive development of one's personality, the development of academic actions and abilities, and individual and differentiated training. Depending on the major goal of the pedagogical process, a relevant technology is identified. The

issues of effective introduction of the person-focused approach in academic process were elaborated by C. Rogers and J. Freiberg; they revealed the essence of the process of acquiring knowledge and the necessary information based on the person-focused technology of training.

As applied to the process of acquiring a certain profession by students, we can assert that person-focused training facilitates accumulation of internal energy and creative potential of education recipients, successful acquisition of the necessary knowledge and competencies. In the process of person-focused training conditions are created for development of the students' civic stance, in particular for: (a) assimilation of vital knowledge and concepts by students; (b) consolidation of a positive attitude to the laws and regularities of public life, understanding of the correlation between professional knowledge and the needs of society; (c) the possibility of free choice of educational material and training resources related to the future professional activities; (d) actualization of students' personal activities, motivation for self-development and self-education of young students.

I.Ya. Yakimanskaya placed a special emphasis on the need for development of the personal position of every specialist. The scientist considered person-focused training not just to be a subjectified process, but as acquisition of professional social experience because this experience is enriched and improved throughout the training period. Social experience is embodied in development of students' cognitive activities, with their civic stance developing on this basis. Social experience helps to gain an insight into the content of the subjects being studied, to some extent to complement and expand the scientific and practical aspects of the content and, if required, to reform the educational process.

According to V.V. Serikov, the person-focused approach is primarily aimed at solving the tasks of development of the students' personality. This reveals itself in the development of such personal qualities of students as the ability to choose priorities, free thinking, creativity, self-actualization, critical analysis of one's activities, and a rigid civil stance. To develop these qualities and abilities teachers should create appropriate training situations which would expand the possibilities of students' professional and personal development, stimulate a search for new ideas, and urge learners to choose theoretical variants of solving training and life problems.

However, as of today, the technologies of person-focused training have not been sufficiently elaborated. Quite a number of attempts are made in the system of higher education to introduce the technologies of person-focused training, and this factor becomes especially significant for formation of one's personality and civic stance. Of primary importance for a future teacher is development of the feelings of self-cognition, self-sufficiency, self-respect, and development of the abilities to make a conscious choice of solutions, and to demonstrate samples of civic consciousness.

The professional development of a future teacher relies on the following principles: (a) individualization, acquisition of values and availability of a civic stance; (b) formation of a professional personality based on modern technologies; (c) comprehensive embodiment of the social, economic, informational, spiritual, cultural, intellectual, and legal development of Uzbekistan society in the content of higher pedagogical education; (d) intensification of the process of higher

pedagogical education; (e) provision of the educational environment and dynamic development of the system of higher pedagogical education; (f) organization of person-focused training with account for the students' personal experience, needs for professional development, and self-education, and the level of development of civic consciousness.

At every stage of pedagogical education, professional development of students takes place in the unity of the educational process and pedagogical practice. Their coordination enables students to fully study all components of professional activities. The potential of the educational process is based on the students' personal activity and civic stance. This is the basis for student's development as a specialist and as a citizen. This process also involves development of the students' civic thinking and intellectual-emotional sphere. Psychologists consider this condition to be the process of personality development.

Thus, in person-focused training, high attention is paid to professional development of the student and formation of the student's civic stance. Having learnt to make personal decisions, the student can change himself in the process of training. Hence, person-focused training opens the possibilities of self-education for students.

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THE PERSONAL POSITION OF THE UNIVERSITY TEACHER IN CONTINUOUS PROFESSIONAL EDUCATION

M. N. Frolovskaya

The problem of adult continuous education is updated in the article with understanding the need for creating conditions for self-discovery, self-development, and forming of one's personal professional position. Humanitarian practices of interaction with the trainees at improvement qualification courses are discussed. Changing the position of "master" and "slave" in dialogical forms of training allows the participants clarifying values and meanings, rethinking of their own activities, and building the trajectory of self-development.

Key words: continuous adult education, humanitarian practice, creative studio, determination.

Continuous education as a method of forming man's image in culture and the image of culture in man targets man's internal spheres and, according to M.K. Mamardashvili, arouses in him "troublesome self-consciousness and personal surprise" at his own complexity, inconsistency, and desire to transform oneself. H. Hesse was obsessed with the idea of finding himself on "the way inside"; he felt that every person must descend into his innermost depths before he really becomes an individual. At first people acquire maturity and the feeling of responsibility, and then think about rearrangement of the world [2]. V.P. Zinchenko tried to convince us that creation of man's image, and identification of his development horizon, is the task of both "pedagogical alchemy" and man's own choice. In this connection, continuous education of the 21st century may be called, according to C. Rogers, man-centered education. One should keep in mind that "self-discovery" is never limited by internal rules only. "Coming to oneself" means finding oneself in the world, learning the great art of being a man, and living among men without sacrificing one's own substance.

Formation of the personal position of a university teacher is a condition of forming the student's professional position, and is related to the development of the teacher's attitude to himself, the Other one, and to the pedagogical process. Its most significant manifestations may be said to include the teacher's ability to interact with the Other one, to weigh one's actions with students, colleagues, and to be able to live together. This requires understanding and acceptance of oneself with the available experience of activities, but to move further one primarily needs to single out the conceptual gap between the teacher himself and his activities. G.S. Batishchev metaphorically writes about the birth of internal motivation and self-development: "... each of us has his own time of awakening and transition to the concentrated way of being. It sometimes comes very very early and sometimes bitterly late. But once the time comes, we are overpowered by the strongest feeling of dissatisfaction with any sluggishness and stagnation: the soul is firmly resolved to ward off the chains and bonds of routine-repetitive existence. From this moment, man no longer accepts the sluggish sameness and self-pressure of unawakened pseudo-life – he is stifled and breaks away from it – to be born for his own life as a

constant forward flow laying new and renewable shores" [1, p. 103]. It is by the internal need for finding the meaning in the profession that the teacher identifies the prospects of his movement in development, realizes and fulfills his potential. How should we organize the adult education process focused on forming one's professional's personal position? The answer is obvious: in joint activities personally significant for everybody.

The Center for Professional Advancement and Personnel Retraining at the Altai State University attempts to organize adult education in the context of pedagogics of understanding [3]. Hence the need for creating situations of apprehension of own personal professional position by every participant through involvement of humanitarian strategies of understanding in the activities. First and foremost, this is analysis and apprehension of the available experience and professional results. Different forms are offered: (a) preparation of a presentation of the experience of "Acting now – building the future": (b) writing an essay on "My professional image of the world"; (c) making up a collage on "Values of my professional activities", etc. Then the ways of overcoming the detected barriers and methods of development are identified. This stage is organized in small groups where everybody introduces his/her own proposals in the collective project.

One of the active technologies designed to form the author's position of immediate participants of the pedagogical process is the creative workshop. This is understood as a technology aimed at "immersion" of the participants in the process of search, cognition and self-cognition, built as a chain of assignments offered to the participants. Such "immersion" is possible in dialogical interaction, and active position of the participants. The facilitating teacher (moderator) must create an atmosphere of openness, trust, and candour to move to the position of partnership with the course participants, to maintain an intrigue, and paradoxicalness of the proposed material, to use the assignment with a certain degree of uncertainty, to minimize assessments giving preference to the participants' self-appraisal, to be equally attentive both to the process and the results of the action. These are the pedagogical conditions of the workshop.

What is the essence of a creative workshop? This is most likely creation of a specially organized developing space which enables the participants in a collective search to come to building ("discovery") of knowledge, and apprehension of values. As a result, the participants are given the initiative in searching for and building their own knowledge. The specific feature of the technology is determined by several factors:

Firstly, the dialogue mode. The relations of the participants have a mutually developing character; therefore, the workshop has a "bilateral" effect. Everybody learns everything, and everybody learns from everybody. The participant has the possibility of choosing the place, partner, material, ideas, means, content, and ways of proposed activities;

Secondly, improvisational character. The variability of actions is created due to some uncertainty of wording of assignments, a low degree of regulation of actions, and potential multivariance;

Thirdly, diagnostic potential. The participants' activities at different stages are recorded on paper; therefore, there is a possibility for self-analysis and self-diagnosis in one's work;

Fourthly, learning different types of analysis (emotional, intellectual, communicative, cooperative).

The workshop is a sequence of steps-assignments built according to a certain logic: (a) demonstration of one's attitude to the topic; (b) reference to personal experience; (c) reference to Others' experience also presented by means of various materials (scientific, journalistic, fiction); (d) comparison of the experience of an individual and group so as to note the possible inconsistency of these experiences, limitation of the personal experience, and to encourage the participants to apprehend, correct and improve their actions. The workshop launches the process of understanding, but it has no completion in principle. It presupposes further independent work of its participants; the feeling of the beginning of the way is created.

The principal units of the workshop can be presented as the movement "from oneself – to oneself". They include: induction (creation of an emotional attitude of mind at the beginning of actions, motivation, and incentive for cognitive activities and interest); self-construction (individual creation of a text, hypothesis, solution, drawing); socialization (presentation of the "product" of the creative work, learning the results of others' creative work, discussion, comments); self-correction (rework/specification of the initial material); reflexion (reflection of the feelings, sensations arising in the participants of the workshop). Alternation of different forms of interaction results in rethinking of habitual ideas and views. At every stage, different elements of understanding interaction can be used: different means, forms of performance of the assignment: action.

The workshop makes it possible to solve different tasks and perform different actions, accordingly: (a) associative (building associations based on similarity, difference, sound...); (b) linguistic (work with words, with every letter of the word, its etymology); (c) symbolic (building symbols, images, schemes, and conventional representations); (d) situational (proposals for a way out); (e) problem-related (assignments to expand certain problems); (f) inversion (tasks with actions "by contradiction", "the opposite way" view); (g) heuristic (tasks for generation of heuristic hypotheses, suppositions). As a result of the creative workshop, a certain product of activities is generated, a certain result after which the participant can move to the next step. The central place is given to speech activities: oral communication and reading and written assignments promote creation of a dialogue. Written texts record the translation of "internal speech" for oneself into an extensive executed text for others (L.S. Vygotsky). Such work enables the workshop participant to see the change in his ideas on the topic being discussed. The internal result is certainly determined by the goals and values of every person. Apprehension of one's own result of the work in the workshop generally occurs at the reflexion stage when there is the possibility and need to see oneself, one's promotion, and dynamics of the state throughout creative activities.

The dialogical interactive forms of interpersonal professional communication facilitate manifestation of the author's position, which is also evidenced by the words of the participants of extended education: "The meeting organized at the Center is a possibility for each of us to discover new pedagogical ideas and approaches, to rethink some life values"; "The program gave us additional incentives for further personal and professional growth"; "The discussion of the

problems of the pedagogical position helped each of us to understand oneself in the system of professional relations...”

Extended education of a university teacher focused on his rethinking of his own pedagogical position and built in line with the humanitarian practices of interaction promotes manifestation of the students’ own position regarding the problem being discussed, their fellow students, and the teacher. In this case the Center for Professional Advancement becomes a center of continuous education where the moderator of the courses implements the position of a facilitator (assistant), and where a single informal collective exists where everybody learns from everybody and where the professional’s personal position is “raised”.

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THE INDIVIDUAL APPROACH AS AN IMPORTANT INDICATOR OF PROFESSIONAL COMPETENCE OF TEACHERS

H. Tokhtakhuzhaev

The possibilities of an individual approach in education, based on the example of physical education, are discussed in the article. The value of professional competence in implementation of the individual approach is underlined.

Key words: individual approach, education, professional competence.

Today, more than ever, the words of the President of the Republic of Uzbekistan are relevant, "The future starts today. If we do not pay attention to education of the young generation, we will lose our future... Spiritual and moral purification, faith, honor and dignity, conscience, honesty, kindness – all these wonderful human qualities do not appear out of nowhere, all of them are based on education ... We need to provide all possible material and moral support to academicians of higher schools and teachers of secondary schools [1]. It is possible to achieve this successfully only if competence and an individual approach in education are provided, which means that the educational process should be based on taking into account the individual characteristics of each pupil, development of his/her personal identity, development of his/her capabilities, uniqueness, and individual style of activity. At the same time, it is necessary to develop an individual path of education, which means a system of individualized knowledge, amended standard programs, adjustment of curriculum for each individual pupil, and understanding of the way to unlock each pupil's potential. The creation of an individual educational trajectory is largely dependent on the competence approach in education, aimed at the orientation of education to achieve a sufficiently high level of knowledge, experience, and communication in various fields and areas.

Nowadays, we distinguish the informational, psychological, health-preserving and other competencies that enhance the effectiveness of the educational process. Individual work of highly professional teachers, carried out "face to face", is an opportunity for a teacher to solve personal, social and methodological questions of students, in particular: (a) identification of problems of a theoretical or practical character, which are relevant for a particular student; (b) determining the sequence of the emerged problems and the approximate timing of their solving; (c) involvement of other professionals to address the health-improving nature of physical education; (d) the choice of methods or athletic and sports training, etc.

If a teacher has professional pedagogical competence in the field of physical training, this allows him/her to implement the individual style of activity with due care. The individual style of activity is realized based on individual and typological characteristics (temper, capabilities, etc.). In the above context, the individual style of pedagogical activity includes the means and methods of pedagogical activity and communication (system of techniques, mindset, way of communication, ways

of raising demands and solution of conflicts), which are specific to a particular teacher, his/her identity, and ways of self-expression. It was discovered that the individual style of pedagogical activity is shaped under the influence of the teacher's focus on development and self-formation of a student, which, in turn, contributes to improvement of pedagogical skills, the manifestation of the leading factor of the teacher's personality. Pedagogical competence of a teacher contributes to the development of creative individuality of children and teenagers, their independence and spiritual wealth.

Thus, individualization in education is an urgent task, as the more individual the approach is, the more likely it is that each student will reach the desired learning outcomes and will master all subjects more successfully, and will acquire knowledge and skills in a larger volume. It was found that individualization brings training in conformance with age characteristics, abilities, interests and needs of students at all stages of lifelong education. In their turn, students acquire competence, self-esteem and a desire to solve more complex problems. By knowing the individual characteristics of students, a teacher can plan profound, interesting and creative types of activities, alternate activities in a timely manner based on the scientific approach, and adapt materials and assignments. In the course of education, a teacher receives information about students' strengths and weaknesses, and about the interests of each student, which allows him/her to develop a pedagogical strategy that is a set of specific techniques that teachers use to help the students to achieve the set goals at different emotional age stages. Pedagogical competence of teachers makes them implement the pedagogical strategy based on students' interests, of, their strengths and weaknesses, learning style, and consideration of age characteristics and personal qualities. The pedagogical competence (see the methods of N.N. Malyarchuk) that makes it possible to analyze the qualities characterizing the favorable and unfavorable psychological climate, and ultimately to judge about the personality, creativity, well-being, health-improvement activities, and other qualities of pupils is of equal importance for teachers of physical training.

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THE GOALS OF TEACHERS' ACTIVITY AS COMPONENTS OF CONTINUOUS DEVELOPMENT OF THEIR PROFESSIONAL CULTURE

A. S. Mischenko

The paper reveals a set of goals for educators' activities as the most important components of the mechanism of their continuous professional culture development assisting them in meeting the modern life challenges efficiently and effectively.

Key words: culture, socialization and professionalization of students, their competitiveness and creative capacity as the key components of developing educators' continuous professional culture.

Teachers' professional culture is based on the target components of their activities. They define this professional culture's continuous development. In the target components of a teacher, implicitly, there are value-based and sense-based structural units of the educational process.

Our research of the goals of activities of the secondary vocational school teachers of St. Petersburg (2009–2014) showed that more than half of them seek (aim to) to develop such qualities in their students as: (a) responsibility for their actions, diligence and perseverance, (b) communication skills; high culture and erudition. Less than a third of teachers aim to develop such qualities as: (a) competitiveness; (b) students' ability to make their work interesting; (c) developing children's interest in their future profession; (d) the ability to generate new ideas; (e) the ability to do a better job, commitment to a family's professional traditions; (f) the desire to lead any business, etc. The above-listed goals of teachers' activities reflect their active role in organizing students' social and cultural development and education, development of teenagers as subjects of productive labor, and improving students' competitiveness and creative and innovative potential.

In particular, the social and cultural target component of educational activities, integrally, represents the educational role of educators, ensuring performance by students of their main social and cultural functions. From the point of view of this target component, continuous development of teachers' professional culture is paired with solving a difficult task of development of a student's personality, which is able to carry out all social and civil functions throughout his/her life; this process includes: family, everyday life, leisure, permanent or periodic involvement in different social systems (groups, community), activities in the field of production, etc. The implementation of this goal is based on the principle of integration of continuous development of activities, public relations, and professional culture of teachers. The essence of these processes is the recognition of material human activity as a primary, basic and integrative factor in the development of physical, mental, social and cultural qualities of teachers. Another important aspect of the study of these goals relates to the fact that their achievement serves as a criterion for the effectiveness of continuous development of a teacher's professional culture. More active, conscious, purposeful involvement of future professionals in the process of creative exercise of their social and civic functions, a more universal range of their abilities developed by teachers, and more harmonious and more fruitful interaction with the surrounding reality leads to more efficient continuous development of the professional culture of their teachers. However, the

nature of this relationship depends not only on the position taken by teachers in the society, but also on the development of the entire system of social and economic factors that are no less active in their influence on today's students.

Thus, the continuous development of culture of teachers of lyceums and colleges is organically associated with the goals of students' socialization. By reaching these goals, teachers contribute to the efficiency of interaction of teenagers with social communities and state institutions. As a result of this interaction, students accept, or do not accept (fully or partially) the current system of knowledge, norms and values of a particular society. This allows or does not allow them to participate in the life of this society. Socialization of an individual, therefore, can be considered not only to be an integral goal of educational activities achieved by a teacher, but also as a criterion of continuous development of professional culture. By itself, this goal of teachers' activity not only has a focused character, but also is related to spontaneous processes and interactions of the subjects of education and society. The latter also affect the continuous development of teachers' professional culture. In this case, students' life positions, and students' study of the new social and professional experience, are the intermediate outcome and an indicator of such development.

Continuous development of the professional culture of teachers of lyceums and colleges is naturally associated with the professionalization of students. By its nature, the professionalization of students has a complex interdisciplinary character. Its essence can be opened only at the intersection of cultural studies, sociology, demography, psychology and professional pedagogy. It integrally represents the interaction of cultural, social and professional development of both teachers and students. The complex disciplinary nature of this phenomenon, defined by three groups of signs, is likewise related to the level of continuity of development of teachers' professional culture: firstly, through participation of teachers in the transition of students from fixed external regulations to internal self-regulation of labor and professional conduct; secondly, through the formation of internally aroused professionally value-based and professional cultural orientations of students; and, finally, thirdly, through the process of formation of students' activity-related and sense-related motives and values of work, practical experience, and public recognition as subjects of education and employment activities, communication and cognition, and lastly, as actors, with the help of which the mentees can achieve social and professional maturity. All this, ultimately, is expressed in the life ideals and aspirations of young people as subjects of the educational process. Thus, participation of teachers in students' professionalization is a component that, through demonstration of different behaviors of other people, shows continuous development of their professional culture. This reflects a basic target line of teaching activities, as well as sociological and cultural approaches of teachers to organizing interrelated processes of socialization and professionalization (through training and education) of students.

Continuous development of the professional culture of teachers, through the realization of goals of educational and training activities, determines the transformation of students into the subjects of productive labor of society. This process includes a wide range of actions of teachers associated with the formation of young people's different cultural, social and professional knowledge and skills. Taken together, they constitute the culture of the school and real life production activities. Both teachers and students take part in this process. There are the

following components: technical, organizational, hygiene, social, personal and cultural components. When we talk about the formation of students as subjects of productive labor, as the basic goal of activity, and a component of continuous development of professional culture of teachers, we have in mind the following facts. Productive work acts as a factor of inclusion of teachers and students into the real field of production relations. This allows us to consider the most important factors of joint cross-over development of values and professional culture of both teachers and students. This, in turn, becomes possible due to the fact that productive work itself has a number of integrated features. Namely, essentially, it expresses the relationship between the development of production and culture of society; it allows you to objectively consider the unity of the social and professional creativity and morality of a person; it reveals the deepest layers of socio-economic relations of today's production; expresses not only the structures of labor activity, but also the composition of its subjects; and it captures the main system factors of development of the productive forces of the society. Productive labor, as an institutional and social phenomenon, makes it possible, categorically, to combine into a single continuum the sociological, psychological and professional ideas of continuous development of the professional culture of teachers through analysis of the mechanism of formation by them of the essential social and professional characteristics of students, to express the principle, in accordance with which the individuality and personality of a human being in the productive labor, whether a teacher or a student, is not lost, but rather finds its ontological cultural characteristics.

The major characteristic of the continuous development of the professional culture of teachers is their focus on the development of the competitiveness of students of secondary vocational schools. The indicators of this goal of education of students, in our opinion, are the following: (a) students' achievement of a high level of professionalism, mobility and the ability to continually improve their skills, (b) focus on continuing education; (c) the adaptability of students to rapidly changing conditions of life and production; (d) responsibility, diligence, initiative and creative approach to their profession, etc. In other words, teachers seeking to make the development of their professional culture continuous have an objective task of development of a special system of needs and interests of young people associated with their focus on success, self-confidence and professional opportunities. This requires teachers to apply cross-cultural, sociological and economic approaches to education and training of young people.

Another important goal, implicitly associated with the continuous development of the professional culture of teachers, includes the development by teachers of the innovative potential of their students. Fulfilling this goal allows teachers to clearly and specifically express the essence of students' competitiveness in the field of public production and in the labor market, as well as systematically build the whole process of development of their professional and value-based relation to productive and creative activity in the manufacturing sector.

To summarize, we should note that the above goals of teachers' activity allow teams of educational organizations to develop new understanding and to create new mechanisms of continuous development of professional culture of their teachers, thus, effectively and efficiently respond to the complex challenges of today's life.

THE INNOVATION CULTURE OF THE PERSONALITY AS A STRATEGIC RESOURCE OF SOCIO-ECONOMIC AND CULTURAL TRANSFORMATION

N. N. Murovanaya

The article describes conceptual dominants of innovation culture of a personality in the context of social, economic and cultural transformations.

Key words: personality, culture, self-development, innovation culture, innovative culture of a personality.

The high interest in innovation culture is evidenced by creation of the Charter of Innovation Culture in Russia participated in by figures of science, culture and education, representatives of NGOs, and public authorities. The Charter has defined the range of various issues determining the innovative level of the economy and society as a whole. This is why a number of researchers call the very Charter “a strategic innovation” [5, p. 11; 7, p. 70]. We also must understand the issue deeper, the search for ways for development of the innovation potential of the personality able to adapt to ever-changing situations, to generate new ideas, to make nonstandard decisions, to gather and transform information obtained from different sources, applying it for individual development and self-development.

To explore the issue of the innovation culture of a personality, let's consider the concept of “culture”. Modern academic literature defines “culture” in various ways. Psychological studies consider culture to be a concentrated, organized experience of humankind, acting as framework for understanding and realizing the reality and for fulfilling the human potential. A. Derkach considers the personality's culture to be “a system of knowledge, views, beliefs, and skills contributing to the use of social information and translation of it into all aspects of life” [3, p. 234]. Correspondingly, this concept is directly associated with human life: from creation and implementation of various technologies, to management of people's social and spiritual life, their education and personality development. V. Vindelband believes that a person who is a bearer of culture obtains moral and aesthetic conscience [2, . 232]. M. Kolesov considers culture to be “a factor objectifying the ability of a person for self-development” [4, p. 19].

The issue of self-development has been considered by many researchers. We should note that self-development is carried out within the person's life-sustaining activities. The person determines the ability to make a personal choice based on self-actualization. As V. Maralov believes that self-actualization is “a continuous process where concrete goals are set and achieved under the influence of certain motives through alteration of the person's own activities or self-modification” [8, p. 123].

“The innovation culture is a natural part of the culture of the historically determined level of society's life and its members” [6, p. 49]. Therefore, an advance in innovation always accompanies cultural progress.

V. Bibler's view of culture as a pyramid with the personality atop is important for our position [1, p. 22]. Bibler considers each facet of this pyramid as a separate type of culture: religions, philosophy, morals, etc. This allows considering the personality's innovation culture as just a type of general culture. We should also note that innovation culture reflects not only the level of development of innovation

processes, but also the degree of participation of the personality in these processes and the satisfaction thereof from this participation. It is innovation culture that contributes to a person's sensibility to new ideas, his (her) readiness and ability to implement innovations in all fields of life.

Let's describe the essence of the term "innovation culture of a personality". A review of studies allows us to substantiate the variety of views of the essence of innovation culture of a personality. Researchers consider this phenomenon to be () a field of the person's spiritual life that is fixed in motives, knowledge, skills, abilities, samples and norms of behavior, and provides his (her) readiness and ability to support and implement innovation in all fields of life (L. Kholodova); (b) the level of professionalism reflected in the ability to fairly assess new ideas, the readiness to creatively master and practically use everything new and advanced (O. Amatieva, N. Gavrish); (c) the process and product of innovation activities, i.e. the totality of what is created by the innovator and how it is created (L. Ovsyankina); (d) the ability, system of special knowledge, skills, and technologies for systematic and proper capacity of a team, organization, region, country, civilization and each person to act effectively, responsibly, in a constructive, initiative, creative and amicable way not only at the workplace, but also within the country and world (V. Jelali) etc.

This is a reason to consider the innovation culture of a personality in a broad and narrow sense. As we believe, innovation culture in the broad sense is a complex culturological modern phenomenon to be considered as a way of activity and thinking of a person providing his (her) readiness for effective life under innovative socio-economic and cultural transformation [9, p. 98]. In the narrow sense the innovative culture of a person is a generic component of the general culture contributing to fair assessment of and readiness to master and use everything innovative and advanced in a person's activities [9, p. 98].

Therefore, innovation culture imposes the innovation model of behavior for a person and a system of values and ideals contributing to development of public social institutes for society. Therefore, a priority field for development of our country and other countries is development of the innovation culture of the individual.

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THE INTEGRATIVE APPROACH TO THE PREPARATION OF A TEACHER OF A HIGHER EDUCATIONAL ESTABLISHMENT

B. Zh. Mukhammadiev

This article explains the relevance of the integrative approach and its functions, and represents the components of the integrative approach structure. It highlights the aspects, functions, principles and objectives of the integrative approach to foreign language learning. The author also describes the methods applicable to foreign language teaching based on the integrative approach.

Key words: integrative approach, foreign language learning, foreign language teaching methods.

Nowadays, integration is one of the most significant innovative phenomena in education. It is superior to all other phenomena "in terms of broadness of experimental embodiment, depth of creative design, duration and dialectical nature of historical development" [2, p. 26]. The achievement of synergies based on cooperation and collaboration, which prevail over isolation and differentiation, is the main function of the integration processes. The integrative approach, that emerged in the modern educational system, in this context, seems to be the most productive and efficient one. It can solve the problem of integral training of future specialists, not only due to the integration of disciplines, but also due to the fusion of methods, forms, and organization of the educational process. As was rightly pointed out by V.F. Tenishcheva, "integration ensures movement of the pedagogical system towards greater integrity, and, as a result, leads to increased levels within the educational process, resulting in the formation of the necessary competencies of students" [3, p. 69].

According to I.A. Zymnyaya and E.V. Zemtsova, the integrative approach is a "holistic view of a set of objects, phenomena, and processes, united by common characteristics, or at least by one of them, thereby creating its new quality" [1, p. 14–19]. Let us consider the components of the integrative approach: methodical, organizational and activity-based, and content-based. The methodical aspect includes the integration of teaching methods in various disciplines. For example, one should use such educational technologies such as project-based learning, role play, and case-based technologies. In our opinion, problem tasks are of particular importance, thanks to the analysis of which students are trying to better understand the essence of the phenomena that lead to a deeper understanding of themselves. Additionally, if a future teacher understands themselves, and knows their own needs, he or she will be even more eager to achieve self-development. The organizational and activity-based component involves the integration of forms of learning of different subjects, which will promote the use of a larger number of creative tasks, aimed at the development of creativity and breaking the stereotypes of the activity of future teachers. The content-based component includes learning activities (using the methods described above, high-quality selection of materials

contributing to the achievement of the objectives of the integrative course) and extracurricular activities (intercultural interaction, self-study of material).

We believe it is necessary to distinguish the following basic principles of the integrative approach in studying pedagogical disciplines: (a) the principle of cultural conformity, (b) the principle of creativity, (c) the principle of orientation towards self-development and self-education, (d) the principle of variation, (d) the principle of poly-cultural self-determination and self-actualization of a person; (e) the principle of tolerance, (f) the principle of dialogue of cultures.

We believe that among the main objectives of the integrative approach to the study of pedagogical disciplines, it is important to mention the following: (1) formation of a coherent picture of the world; (2) formation of new skills and abilities due to the interpenetration and enrichment of the system with elements of different systems; (3) the establishment of a new type of personality, free from stereotypes and free to choose their own path, which is important in connection with the formation of a personality ready for constructive intercultural communication (4) the development of a tolerant person, which, at this stage of development of society, is one of the priorities of the educational system; development (through the creation of problem situations) of a creative personality, ready to find solutions in unusual situations; (5) development of moral values of students.

The results of applying the integrative approach to the study of pedagogical disciplines are: (a) intensification of the learning process; (b) systematization of learning and cognitive activity; (c) development of core competencies and development of a personality ready for effective cross-cultural communication; (d) the development of professional skills of students and full development of personality; (e) formation of the variability of thinking and the formation of a new type of personality of a student.

As a result of analysis of scientific and research literature, we have identified three groups of methods in the study of the pedagogical disciplines: (1) cognitive and research-based (research-based, method of formation of cultural identity, research papers, project-based learning); (2) communicative-problematic (culture-oriented discussions of a problematic nature, culture-oriented role-playing games, simulation games); (3) problem-search (using information technologies: slide presentations, web quests, blogs). Our research on the practice of study of pedagogical disciplines by high school students confirms the effectiveness of the chosen methods. Thus, we concluded that use of this diverse set of methods enables one to fulfill all the tasks and goals of integrative learning.

Thus, thanks to the integrative approach, it is possible to ensure self-realization and self-identification of the future teacher. The mentality of students, accustomed to thinking according to one and the same scheme, is changing. It is also important to mention one more area – the activation of the moral sphere of consciousness. Through the integration of knowledge, it is possible to develop new educational courses that meet the needs of the modern society.

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IDENTIFICATION OF INDIVIDUAL POTENTIAL FOR PROFESSIONAL DEVELOPMENT OF EMPLOYEES OF AN EDUCATIONAL COMPLEX AS A RESOURCE OF EFFECTIVE INNOVATIVE ACTIVITIES

O. I. Machekhina

This article tells about the possibilities opening up for the heads of educational complexes at identifying innovative development of teachers to create an innovative transferable product.

Key words: individual potential for professional development, resource for professional development, multidisciplinary educational complex.

In the mid-20th century, American sociologist Everett Rogers developed the “diffusion of innovations” theory. In his study, he noted, “innovators are those who want to be the first in trying something new.” According to Rogers, such people “are venturesome and reckless, ready to win but not afraid to lose. It is innovators who play the role of gateman in the flow of new ideas in the social system” [5]. Half a century later Diana Koroleva and her colleagues formulated a new notion of the innovator in education. In particular, such people were considered by the researchers to include a person “generating or promoting his own ideas or accepting innovations, open to new experience, ready to take a risk, self-motivated, imaginative and creative. The innovator’s activities in education are aimed at improving the results and effectiveness of learning, equalizing access to high-quality education in accordance with the relevant needs of the modern society” [5].

It is evident that not all employees of educational organizations have the aforesaid qualities. How can we identify the potentially effective employees capable of creating new educational products, testing them and promoting their introduction into mass practice? We suppose that we should pay attention to the category of the employee’s innovative potential. In this case let us consider the innovative potential of an employee of an educational complex. Note that formation of multidisciplinary educational complexes (hereinafter the MEC) is one of the vanguard projects of Moscow education. This project based on association/affiliation of schools and kindergartens is one of the tasks of the Municipal Target Program of Development of Education in Moscow for 2012-2016 within the framework of implementation of the Moscow education quality standard. A MEC is an educational organization capable of providing microdistrict residents with the entire range of services necessary for consumers. Nevertheless, at the same time, this is an education system forming the positive social and cultural experience of the child, which is to result in more dynamic and effective social-economic and cultural development in the future.

The principal idea of MEC formation is mutual strengthening of the competitive advantages of the educational institutions being associated (synergy effect) for more complete and quality satisfaction of needs. MECs create special conditions for teachers’ professional development. Teachers have access to

different methodological, informational and consulting resources. Most MECs create their own methodological service, one of its tasks being to support the teacher's professional development, and identifying his preparedness for innovative activities.

Turning to understanding of the individual potential of professional development of a MEC employee, we note that this can be considered to be a system property "having multiple and multilevel determination" [1]. Of particular interest is the opinion of S.A. Druzhilov, who considers that "it is necessary to separate the notions of the potential and the resource often used in psychology as synonyms of unfulfilled (so far) possibilities. The notion of potential (from Latin "potential" – force, power) focused on assessment of the individual's possibilities is close in meaning to the notion of energy in physical sciences. The resource (from French "resource" – an auxiliary aid) is understood as an aggregate of values and stocks which may be used when necessary. The "individual's potential" can be considered to be a metaphor of "the energy" of a compressed spring that, when released, will "push" the personality's development in the direction of the least resistance. A resource is the stocks (values) acquired by man and determining the characteristics of "the spring" [3]. We suppose that this is the ability to move in the direction of professional development contained in the category of "the individual potential" that imparts it certain relevance in the modern conditions of functioning of educational organizations.

The individual potential of specialist's professional development can be brought out on the basis of analysis of the relation between the individual resource of professional development and the process of one's life and professional path. The conditions and circumstances in which the teacher finds himself in his professional work can be characterized, on the one hand, as studied and described, predictable and subject to ongoing monitoring. On the other hand, the professional activities of a contemporary teacher often take place in the conditions of uncertainty, with a great number of urgent projects with quite an unclear purpose and the result of no personal significance. E.E. Kriger notes that almost every time the teacher has to construct anew the methods of interaction with learners out of the well-known and assimilated techniques and means. The pedagogical activities are search-creative and innovative [6]. The teacher constructs and models not just his interaction with students, but the subject content and organizational forms of classes and extracurricular events, teacher-parent meetings, and pedagogical events, such as methodological sessions and teacher councils.

Our study of the organizational conditions of effective innovative activities in the conditions of MECs allows supposing that employees of such complexes have resources of professional development and diverse experience of solving professional problems, and have special individual development potential. When an external request for new ways of solving problems emerges, such employees have an internal need for innovative activities. Moreover, it is under such circumstances that administrators should pay special attention to employee motivation for individual professional achievements. There are quite a few techniques and methods to motivate professionals in such situations that should be considered separately. Nevertheless, in the context of this paper, it seems particularly important to stress that the director's ability and readiness to support

the teachers' innovative developments are the determinant factor to start successful work for creating an innovative educational product.

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INNOVATIVE TECHNOLOGIES AS A COMPONENT OF PERSONALITY DEVELOPMENT IN CONTINUOUS EDUCATION

D. M. Ismoilova

The article considers the importance of introducing innovative technologies in the educational process. The article reveals the need for innovative activities for students' pedagogical practice leading to improvement of the quality of education. The essence of such education is the orientation of the education process towards a person's potential abilities.

Key words: innovative technologies; innovations; pedagogical process; information and communication technologies.

Understanding the nature of the innovation processes in education is not possible without considering the two most important problems of pedagogy: the issue of study, compilation and dissemination of best teaching practices, and the issue of implementation of achievements of psychological and pedagogical science in practice. Consequently, the subject of innovation, and the content and mechanisms of the innovation processes must combine two interrelated processes that have been considered in isolation. The result of innovative processes should be to use the whole variety of innovations: theoretical, practical, and those formed at the interface between theory and practice. All this underlines the importance of management activities on the creation, development and use of pedagogical innovations. The teacher can act as author, developer, researcher, user and propagandist of new pedagogical technologies, theories and concepts.

The need for innovation-oriented teaching activities in modern conditions of development of society, culture and education is determined by several factors. First, the ongoing social and economic changes require updating the educational system, methodology and technology of organization of the educational process in educational institutions of various types. Second, the strengthening of humanization of the education content, continuous change and content of academic disciplines determines the constant search for new forms and methods of teaching that are taking place. Third, the nature of the relationship of the teacher to the fact of the development and application of pedagogical innovations undergoes changes. Fourth, the introduction of higher education institutions in the system of market relations generates increased requirements for their competitiveness.

Innovative activity in its fullest development involves the emergence of a system of interrelated activities, providing the emergence of real innovation. This includes: (a) research activities aimed at obtaining new knowledge about how something can exist ("discovery"), and how something can be done ("invention"); (b) project activities aimed at the development of specific, instrumental and technological knowledge of how one should act based on scientific knowledge in given conditions, to get something that can or should be ("innovation project"); (c) educational activities aimed at professional development of the subjects of

certain practices, the formation of personal knowledge (experience) in each person in regard to what and how they should do to an innovative project to put into practice ("implementation").

Innovative education is education that is capable of self-development and creates conditions for full development of all its members, and is education that ensures development. In turn, an innovative educational technology is a set of three interrelated components, including: (a) the current content, involving not only the development of subject knowledge, as the development of modern competencies; this content should be well structured and presented in the form of multimedia training materials disseminated by modern means of communication; (b) modern methods of teaching are the methods of active formation of competences, based rather on the interaction between students and their involvement in the educational process on the passive perception of the material; (c) the modern infrastructure of training, which includes information, technological, organizational and communication components to effectively take advantage of distance learning. Innovative technologies can be used in the following forms of education: context learning by modeling the content of the future profession; game-based learning (including business games, development of work situations); problem-activity learning (assigning a task and its resolution by students); modular training (which is based on students' independent work with the individual program as a module, including in the remote manner).

Depending on the specifics and place, several types of innovations are used. (1) Technological innovations are new ways of manufacturing products, and new technologies for their production. They form the basis for the development of industry and technological rearmament. As applied to the education sector, such innovations relate to various means of training and training equipment. The development of the information environment and software has provided a number of new features. Due to high performance and large memory reserves, computer technologies provide for creation of different options for problem-based learning environments, creation of various schemes of dialogue mode, and options of individual approaches to teaching. (2) Methodological innovation is an innovation in the field of training and education, teaching and learning, and organization of the educational process. These are the most common and characteristic types of innovation in the education sector, covering the processes of teaching science and the humanities from pre-school to the higher education and training system. In practice, methodological innovations are often associated with organizational innovations. They are typical for a situation where a proposed goal is clear in general, but the methods and means of implementation require additional research. This type of innovation dominates the private methods, is rarely presented in didactics and theory of education, and practically does not occur in works on the history of education. By the nature of the contribution the science and practice, the innovation can be divided into theoretical and practical. (3) Theoretical innovations include new concepts, approaches, hypotheses, trends, patterns, classifications, and principles of training and education. (4) Practical innovations cover new techniques, rules, algorithms, programs, advice, technical training, demo equipment, training and monitoring devices, instruments and models, natural objects, and audio-visual aids.

When organizing innovative activities, the following provisions should be taken into account: (a) in pedagogy, according to Ushinsky, it is not experience (technology) but the idea derived from experience which is transmitted; (b) a teacher must "pass through himself" the "alien" experience (via his psyche, existing views, ways of working, and so on...) and produce his own method; (c) innovative ideas should be clear, compelling and appropriate to the educational needs of the individual and society; they must be translated into specific goals, objectives and technologies; (d) the innovation must possess the minds of all (or most) of the members of the teaching staff; (e) innovative activities should be encouraged morally and materially, and need legal support innovation; (f) educational activities - including innovation activities – are important not only for results, but also for the ways, means and methods of achieving them. Note in conclusion that the consistent application of innovative technologies is fully consistent with the objective of implementing the principles of lifelong learning.

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PSYCHOLOGICAL DIFFICULTIES OF A YOUNG TEACHER AT THE INITIAL STAGE OF HIS/HER PROFESSIONAL ACTIVITIES

O. N. Kazharskaya

The article reviews psychological difficulties of a young teacher at the initial stage of his/her professional activities in the context of professional and personal components.

Key words: young teacher, psychological difficulties, psychological training, upgrading.

We define a young teacher as a specialist who works right after graduating from a tertiary school and is, as a matter of fact, "yesterday's student". The principal personal needs of a young specialist are directly linked to self-determination: searching for conditions of self-realization.

The main causes producing psychological difficulties at the initial stage of a young teacher's professional activities can be divided into several groups: (1) a new socio-psychological situation in personal life: the start of a professional career, adaptation to new labor conditions, discrepancies between internal and external expectations and the actual reality, and age-related and professional crises; (2) insufficient level of a young teacher's preparedness for efficient performance of his/her pedagogical tasks; (3) lack of psychological training continuity between a higher educational institution and a postgraduate center.

V.A. Semichenko draws our attention to the problems connected with psychological preparedness for new conditions of professional activities. Let us describe them briefly.

(1) Involvement in a new system of activities characterized by a number of radical differences as compared to the previous period of life: (a) the need arises for mastering new action algorithms that have a fundamentally different orientation; (b) the work load increases; (c) the range of actions to be performed expands considerably; (d) the system of activity control changes, and self-control becomes the main driving component

you.3.teacher is in the position of a person who must answer not only for him/herseli-0.008 , but for others well, and must make0 ucisions, coordinate, mentor, instruct, and o11.5i1gai-039.5(es)15.4(ad)24.2(v)-31.8(i)-24.1(c)-8(e)24.2(.)]TJ 0 Tc 0 Tw 1

I.V.onovalova,ho studies you.3.teachers' principal digai-0.008 icultes, states that the problem o11.5i1ga intesacton with "unchecked" pupils comes was0081st by 68% of pollees), the need to find one's bearings quickly in a changing situation

comes second (38%), relations with parents come third (12%), and relations with the school administration come fourth (10%) [7]. N.B. Moskvina writes that the overwhelming majority of young teachers experience a "practice shock" when they start their career. She says that an ideal teacher should be a cultured, spiritually rich, creative, free, humane, civically-minded and competitive person.

At the same time, contemporary research studies contain data according to

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EXTRACURRICULAR TRAINING OF "PEDAGOGICAL CREATIVITY" AS PROFESSIONAL AND PERSONAL IMPROVEMENT OF FUTURE ENGINEERING TEACHERS

V. V. Abduazizova

This article provides a plan of extracurricular training for future engineering teachers on teaching creativity and its implementation in practice. Professional and personal development is aimed at training future engineering teachers for creative activities and an expression of personal pedagogical creativity in training and educating young specialists.

Key words: professional and personal development, engineering teachers, extracurricular training, pedagogical creativity.

Continuous vocational training is an integral part of the system of a teacher's pedagogical training. Vocational training gives the opportunity to increase the level of pedagogical culture, promotes optimizing solutions to training problems, and provides education and development of trainees. Professional and personal improvement of teachers means improvement, amelioration, and profound study of professional knowledge, acquisition of skills and abilities, and development of abilities, including professional and personal qualities. The future engineer-teacher requires improvement of theoretical knowledge of general and engineering pedagogics, psychology, techniques, didactics, and the theory and practice of all-professional disciplines with active use of personal qualities and abilities.

Professional and personal improvement of future engineers-teachers in the course of extracurricular training for pedagogical creativity includes: (a) an ever-deeper understanding and belief in the professional and personal importance, necessity and need for creative and pedagogical preparation; (b) improvement of professional knowledge for the future profession of "engineer-teacher", as well as the individual's qualities and abilities, make the basis of this pedagogical activity; (c) professional, theoretical and practical readiness for successful and creative pedagogical work of the engineering teacher in the future; (d) professional improvement of creative and pedagogical knowledge, skills, abilities and capacities necessary in pedagogical activity; (e) an increase in one's professional and pedagogical level: general and special educational; (e) improvement of the ability to use theoretical pedagogical knowledge in the practice of pedagogical activity; (g) improvement of creative and pedagogical shape in communicative and pedagogical activity at different levels of communication (business, educational, extra-curricular, etc.). Thus, parameters of professional and personal improvement correspond to the main criteria of training of engineering teachers for pedagogical creativity.

A major role in professional and pedagogical improvement is played by the abilities and capacities of verbal and nonverbal communication (what, when, for what purpose to speak, as well as when and why we use emotional and sign

vehicles of communication and "body language"). Having acquired these rules, engineering teachers will be able to meet pupils, to prevent the emergence of conflicts, and to help them to approve themselves, their interests, and feelings. Thereby, the ability to get the maximum pedagogical effect from pedagogical communication is improved. Extra-curricular trainings for the course of "Pedagogical Creativity" (on the basis of the integrated program including psychology and pedagogical disciplines in the dominant role of the discipline "Educational Technologies") create all conditions (psychological, pedagogical, technological, methodical) for effective training of future engineers-teachers. These trainings open ample opportunities for the creative use of materials of popular-pedagogical, historical, cultural, national and traditional heritage, and activation of practical and creative preparation of pedagogical personnel.

In extra-curricular trainings, we consider their specifics, features and opportunities for profound study of a subject, and fusion of theory with practice. The subjects of the extra-curricular training plan "Pedagogical creativity" include: (a) the introduction, opening fundamentals of the state educational policy in the field of preparation of pedagogical cadres, the essence of pedagogical creativity, reflection of the creative person in national pedagogics, the views of thinkers of the East about communication, personal properties of the mentor-tutor (Farabi, Ibn Sin, Navoi, etc.), purpose, tasks, contents and features of classes in pedagogical creativity; (b) pedagogical works of engineering teachers on the teaching and educational process, in pedagogical technologies, use of methods in teaching techniques; (c) pedagogical communication at the creative level: bases, system approach, technology, equipment, means and conditions of professional and pedagogical communication (verbal, nonverbal); (d) acquisition of experience and practice in pedagogical creativity, professional and communicative abilities of future engineers-teachers: training and rehearsal occupations, practical works; (e) self-observation, self-assessment and self-improvement of pedagogical and communicative creativity (relations); (f) pedagogical creativity, professional and creative communication as a factor of professional and personal improvement, their role in the management of the teaching and educational process; (g) lessons on consulting; (h) tests and creative pedagogical actions, including, social and communicative arrangements; (i) final lesson: summing up, manuals and recommendations for future engineers-teachers.

The operated professional and personal improvement happens generally at extra-curricular training devoted to communication in general, and to professional pedagogical communication in particular, including work on the intellectual and creative "production" in specific and targeted work on professional and personal improvement. Future engineers-teachers show an interest in various aspects of pedagogical creativity, such as philosophy, psychology, pedagogics, and didactics. At extra-curricular trainings, students are interested in creativity as the process of human activity, creating new materials and cultural wealth. The need for wider knowledge of the concept of "creativity" as the highest form of thinking is observed. Future engineers-teachers address the identity of the teacher, his/her qualities and abilities causing his creativity. In their works, students answer the following: "What

qualities transform the teacher into a creative person?” and “What abilities should the creative teacher improve?” These include interest, enthusiasm, love of one’s profession, the chosen specialization, existence of profound knowledge, erudition, general culture, pedagogical intuition, intelligence, moral, and professional skills in various methods of training and education.

Thus, in the course of training of future engineers-teachers for pedagogical creativity, there is active, full professional and personal improvement.

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THE SYSTEM OF CONTINUING EDUCATION FOR ADULTS IN RUSSIA: PROBLEMS AND DEVELOPMENT PROSPECTS

M. A. Fevralskaya

The article reveals the features of the system of continuing education in the Russian Federation in the beginning of the XXI century. The author pays special attention to the issue of the inclusion of adults in educational activities. The problems and possible prospects of continuing education in Russia are underlined.

Key words: continuing education, adult education, education system in the Russia.

In the XXI century in the context of an ever-changing labor market, any government faces the issue of building up a comprehensive system of continuing education. This need, on the one hand, stems from the specifics of Russian professional education, which unfortunately faces the challenge of dysfunction, and on the other hand, the fact that most of the graduates do not get employed to work in their field of specialty. In these circumstances, continuing education accomplishes several major tasks: (a) it allows citizens to engage in professional relationships without the risk of becoming jobless; (b) it makes it possible to adapt to the changing requirements of employers; (c) it contributes to the improvement of an integrated personality, ready to be flexible in the face of constant changes in the labor market.

The analysis shows that the average number of years of training for the population older than nine years old from 1797 to 1987 increased almost 70-fold - from 0,127 to 8,833 years, the main growth having occurred during the years of the Soviet Union. [4] If a higher education in the Soviet Union virtually guaranteed employment in accordance with the received profession, in modern Russia many graduates do not work according to their specialty or are unemployed. The data of surveys made by sociological centers show that only 53.3% of respondents are doing what they have been trained for, and the remaining 46.7% have changed their occupation. [1] Thus, in the given context, the Institute of Adult Continuing Education is of particular significance, helping people to get a job, improve their qualifications, and adapt to the changing conditions in society.

The necessity of lifelong education was indicated by ancient philosophers. In the modern era in Western Europe and in contemporary Russia, the orientation of education was associated with the elimination of illiteracy. To date, adult continuing education is one of the important areas of educational policy of the Russian Federation. Unfortunately, there are a number of problems. In particular, there is a potential underestimation of the creation of potential opportunities for the continuing education for adults. In addition, there is a discrepancy between the theoretical basis of these educational activities and practical steps in this direction. There is also a problem of the mismatch between the socio-economic conditions of the labor market and educational activities, which ultimately leads to the underestimation of adult education. In these circumstances, insufficient knowledge of foreign experience leads to the fact that the Russian education mainly focuses on children and youth.

These problems require a reassessment of Russia's education system. In Russia, the Institute of Adults Continuing Education was established. According to the draft, the priorities for the development of continuing adult education in the Russian Federation are as follows: (a) the public acknowledgement of adult education as one of the most important areas of educational policy, the formation of public management system at all levels; (b) the establishment of a legal framework of adult education through the adoption of a law on adult education, and making appropriate changes to the existing legislation in the education sector; (c) the development of a federal program of continuing education for adults, and on this basis, development of a regional program, taking into account the socio-economic, demographic, ethnic, cultural and other characteristics of the regions; (d) the establishment of a well-functioning system of adult education at the federal and regional levels; (e) training, retraining and advanced training in adult education, creating special educational institutions; (f) The involvement of adults in different learning activities [2]. The objectives of this project require the active participation of the state. In recent years, a number of activities devoted to the problems of continuing education for adults have been undertaken. In September 2014 the Ministry of Education and Science of the Russian Federation held a design and analysis session (hereinafter DAS) to develop a "Concept of continuing education for adults", and to discuss the key ideas and proposals on the formation of Russia's system of continuing education for adults until 2020.

One of the key issues of the DAS agenda has become a promising stable distribution network model of adult training and distance learning technologies. Informal education, involving training beyond the standard educational environment, acquired even greater significance [3]. An important measure to introduce a system of continuing education in 2014 in St. Petersburg was the emergence of the Institute of Adults' Continuing Education, which specializes in retraining and professional development. In October 2014, the press center of Rosbalt information agency, the round table "Want to live long? Learn!". The event was held within the framework of the project "With knowledge through the whole life." In its framework, the officials of the Institute of Adults' Continuing Education commented to the reporters on the objectives of continuing education, and the significance which it has for the whole of society

In general, to set up an effective system of continuing education in Russia, it is necessary to make use of the synergetic effect all levels of government, including the level of educational activities, government action, and legal mechanisms to facilitate the implementation of strategies for the inclusion of adults in education system.

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INDIVIDUAL PROGRAM OF PROFESSIONAL IMPROVEMENT OF TEACHING STAFF

B. N. Tursunov

The article considers issues of teaching staff professional development, introduction of new efficient forms, such as individual program of professional growth of a teacher, and recommendations for implementation of professional development programs.

Key words: professional development, professional growth, educational services, individual program.

The system of further training and retraining of teaching staff is the main source of new information, knowledge and skills for teachers. Therefore, this system is to some extent responsible for the readiness of educators for the modernization processes. The proposed "Individual Program of Professional Improvement of Teaching Staff" here enables tracking the individual trajectory of every teacher's professional development. The individual program is developed by the teacher based on the individual professional achievements and shortcomings cards in the context of the requirements of the standard qualification characteristics of teaching staff, the requirements of the modern model of education, and is an individual route to overcoming drawbacks and improving one's skills (professional competence).

The individual program of the teacher's professional development is one of the mechanisms for implementing the ideas of the continuous education accumulation system. Another mechanism for the implementation of this system is the teacher's portfolio, the content of which confirms the implementation of the individual program of professional growth. A possible structure of the individual program of teacher's professional growth includes, firstly, the invariable module related to preparation for certification, and the willingness to implement the strategic guidelines of the development of education and, second, the variable module, aimed at satisfying individual needs and professional interests. The forms of realization of the individual program of teacher's professional growth may be the following: a course paper under the guidance of a supervisor / tutor, scientific and methodical work within the framework of post-graduate education, self-education, distance education, and others.

Recommendations for the implementation of the program of professional growth are as follows: (a) the training technology must combine the education, research and methodological components; (b) the training technology shall be aimed at mastering the methods of teaching using interactive methods of training and education, use of information, communication and multimedia technologies; (c) the training technology shall be aimed at mastering innovative methods of teaching; development of principles for preparation of tests and evaluation materials for assessing the quality of education; (d) improvement of the quality of educational services and methods of providing information to students plays a

crucial role in the activity of the training facilities, since teachers are independent in choosing the courses, syllabi, forms and terms of training, as well as training sequence.

Implementation of the individual program of a teacher's professional growth in the professional improvement system, which complies with world standards, is one of the most important conditions for progressive development of the national systems of education.

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CIVIC, MORAL AND SPIRITUAL EDUCATION IN THE LIFELONG LEARNING SYSTEM. PROBLEMS OF INTERCULTURAL EXCHANGE

MODERN MAN'S INTERNAL DISSENSION AS THE REASON FOR COMPLICATION OF THE SELF-EDUCATION PROCESS

M. S. Fomin

The article is devoted to discovering and analyzing the problem of the influence of the internal dissonance & dissension of ideas & values in contemporary man's everyday life. Modern man faces this internal dissonance & dissension of ideas & values during spiritual growth throughout his life.

Key words: contemporary, value, dissension, spiritual formation, alter ego, self-education.

The problem of lifelong education and self-education is more than relevant and popular today. The diversity and specificity of the merging obstacles on this way are impressive. However, there seem to be certain universal general philosophical keynote ideas and concepts allowing generalization and specification of the problem field, which is certain to facilitate the search for solutions and a way out of the evolving complicated realities.

Under the present conditions, one of such key contradictions which substantially complicates, in particular, the possibility and the process of one's lifelong education and spiritual development, is the fact of the existing internal dissension in the value-ideal system of coordinates of contemporary man. It should be stressed that this is not about immorality, or sinister or short-sighted interests. The problem which is to be analyzed is deeper. Support in solving this problem and, to be more exact, the starting point for this endeavor, may be provided by classical literature, since the body and rank of the problems and phenomena of life activities of man and society addressed by it is irrelevant to the frames of space and time. This is why these literary works are classics. Furthermore, in terms of the spirit, meaning and possibility of touching these works, they are still accessible to contemporary man, although they are unfortunately fading away gradually.

It should be explained at once what is meant under the notion of "dissension" in general and "dissension in the value-ideal system of coordinates" which was stated earlier, in particular. The dissension meant here is a certain state of the human mind and soul. Dissension means that on the conceptual horizon there is always an obvious prospect of a different possible variant of further development of events relative to the variant chosen and accepted for implementation. In this meaning, the notion of "dissension" should not be understood negatively, since for a certain system generally this is just the unavailability (temporary or continuous) of balance. In the objective meaning, this duality and instability is natural, regular and appropriate phenomena as, firstly, they provide the system with the possibility of instantaneous adjustment in case of

alarm signals received by it, or identified inconsistencies and, secondly, they evidence the fact of life being an answer to challenges, its being. Actually, dissension as something being wrong emerges or, to be more precise, is perceived and apprehended in this way, when in the process of verification some ontological dominants are being scanned against the background and in the conceptual context of which the variant adopted for implementation appears to be or is a crisis, a destructive or even fatal one, in the same way as something fully fair and contrary. It is important that in both cases the substance is comprehended by the person making the decisions.

The fact of the conscience detecting and facing these dominants is usually identified and marked by the use of such attributes as “spiritual”, “moral”, or “ethical” which, themselves, point and refer to a principally different dimension, at the intuitively subconscious level forestall some mysteriousness which is both vitally necessary for problem solution and, at the same time, terrifying. This moment moves the considered notion of “dissension” to a principally different level and status: the objectively observed state of the system adds and acquires a quality modality. It is here, depending on the content embedded in the determiners, that the particular sign of the dissension is acquired: the thing that is usually rendered by the notional pairs of “plus/minus”, “good/bad”, “good/evil”. In real life this is proven by the use of such descriptive and characterizing combinations as “peace of mind”, “sick at heart”, “it’s heartbreaking”, which clearly and concisely convey the condition and quality of the condition of the person. It follows that the notion of “dissension” is a dynamic phenomenon capable of unfolding in both a useful and ruinous meaning and direction, which is wholly determined by the modality of the determiners which, in their turn, depend on the person’s freedom, will and intellect.

These determiners appear to be formative phenomena, which brings the problem to the plane of upbringing, education and self-education, and not within the limits of a certain section, but in the horizon of one’s entire life. In this meaning, any text – a piece of art, symphony or TV report – are a valuable pedagogical tool, material and source, with answers to questions formulated in the finished form being actively resolved by a thinking subject. This is not about blind acceptance and assimilation of certain ready recipes or clichés. Thus, this is not about manipulation, or hidden manipulation of man’s conscience. The point is that in a situation of an active search for an answer, when it is vitally necessary but is still not there, the text as such appears to be the anchor, just the circumstance allowing fixation in the flow of permanent verification that the subject (in detecting the ontological determiner) will be able to stop for a second, to take a little pause in the whirl of meanings and time. The price of this pause is huge: only after seeing the finished structure – an image, idea, suggestion – can he notice that once or maybe just now he thought/thinks just like this. And this may be of colossal use. In this respect the finished form is not a stamp, but a solidifying factor. An impulse for further unfolding and understanding of the depth and ontological essence of the determiner which previously flashed and was articulated (escaped the lips in the flow of thoughts) in one of the modalities which are transferred by a pair of opposed categories. It is obvious that the result may appear to be both useful and ruinous.

Based on the assessment of the unfolding and current events, we have to state the fact that the negative variants of the result (with all the ensuing consequences which actually can be and are assessed) start increasingly prevailing. The problem is that modern man takes decisions contrary to what becomes evident to him in the critical point of choosing, that the chaos expansion and multiplication become fatal and become a process which increasingly often depends little or does not depend at all on the man, a multiplication which at some moment will turn out to be the factor of cessation of man's being as a biological species. There are suppositions on that score that this largely happens due to the structures (images, ideas or texts in a wider meaning) that modern man finds and starts using at the moment when reflection and verification set his conscience in a situation of choice. In this connection the following question of Matthew the Evangelist seems appropriate: "If then the light within you is darkness, how great is that darkness?" (Matthew 6, 23). This is actually about man's movement after actualization of the need to make the decision in his conscience in the light of the realized meaning and the fork in the road. It's about dissension in the value-ideal system of coordinates. The dissension in the value-ideal system of coordinates which appears in the negative modality despite the revealed facts, meanings and prospects, i.e. the one which does not generate a consistent way to follow. In the general context the following words of Matthew the Evangelist again appear to be more than illustrative: "Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow the road that leads to life, and only a few find it." (Matthew 7-13-14).

The aggregate of the presented thoughts and reasons prove again the validity of the voiced idea that the so-called determiners appear to be categories and phenomena which are created and, hence, rooted in the plane of upbringing, education and self-education, and not within the limits of a separate life section but within one's entire life horizon. To demonstrate and prove the validity the given considerations, it is necessary and sufficient to take a closer look at the media, in particular, at the information space. It should be noted that a lot of messages flash and do not attract any special attention; however, all of them in the aggregate create the informational-event space reflecting the situation in the real society. In this connection it is necessary to give some examples from newlines.

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| 01.01.2015. Federal portal vesti.ru. "Dozens of people perished in the jostle on Shanghai embankment for a handful of dollars": "The New Year celebrations in Shanghai ended up in a tragedy: several dozens of people died in the jostle which happened due to fake dollars being thrown into the crowd. The perpetrator of the unfortunate goof is being identified" [3]. |
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What a dramatic situation! Without falling into condemnation, one can be just horrified at how close the incompatible phenomena appeared to be: the New Year holiday and joy and the death of the holiday participants resulting from the jostle for money which, on top of that, was fake; the price of human life so widely declared and its (as it turned out) actual cheapness; finally, the very theoretically discussed chaos which in this particular case became the factor of the emergence of nonbeing of the contemporaries who had possessed their full weight and tangible

being – their life – just several hours before. Doesn't this separate event which has just happened (relative to the moment of development of the material) serve as clear proof of the fact that something has gone wrong in the contemporaries' souls, that it is just dissension in the value-ideal system of coordinates in the negative modality? I think the answer is evident.

10.12.2014. Novosibirsk information portal ngs.ru. "Horror movies are shown at the Museum of Death at the crematorium with tea parties organized among coffins": "On Saturday, 13 December, the Museum of World Funeral Culture (the Museum of Death) at the crematorium (4/16 Voentorgovskaya St.) will hold a regular evening excursion combined with the showing of a horror movie. Periodic film shows in the crematorium museum have been held since autumn 2014. A regular gathering of guests will take place on 13 December at 18:15. At 18:15, 18:30, 18:45 – excursions in the Museum of the World Funeral Culture (in groups). Tickets: 600 rbl., preliminary booking is necessary. The ticket includes tea and biscuits" [2].

Without falling into condemnation of the organizers and visitors of such events, one can just sink into muted horror from the notional parallels, intercrossings and obvious aberrations. Can a death-related place be an entertainment place with movies shown, all the more so, horror movies, their essence playing (it is even appropriate to use the word "flirting") and discrediting it? Can a sacral act which has always incited ontological, mystic, bodily fear in the human soul be masked by an "innocent" tea party among coffins and grave clothes? Finally, can a real personal meeting with the fact of occurrence of nonbeing be cool, which is rendered in these very words by the comments of those who have read this news or have already been to such events? Here are just some remarks under the news in the "comments" section: "A classy, by the way, museum, I have been on an excursion there; at the time, however, there were no movies shown. Everything was very aesthetic and not frightening at all; great collections of funeral costumes and decorations, and there are many different interesting knickknacks on display"; "Classy-classy! A horror evening and an excellent idea! If they do it at least once a month, they'll have people there. I personally would enjoy participating in that..."[2]. The lack of timely prevention and treatment of the disease manifesting itself by certain symptoms is more than threatening.

It remains to answer the question about where and how the connection and pragmatic pedagogical usefulness of classics as a tool and means of potential correction of the modality reveals itself in the problem under consideration. In connection with the aforesaid, an allusion to the novel "1984" by G. Orwell emerges, its fantastic ideas being the most objective reality today. No matter how unpleasant and inconvenient it was to note. When we recall the details of this book, the conscience produces one of the ideas-images which appears to be more than modern and relevant in our days, and which practically depicts the availability and implementation of the notion of "dissension" in its present use and in its negative aspect at that. It is about the notion of "double think" which is illustrated by the

examples given above¹. This is dissension in the so called neutral environment, outside modalities. However, under certain conditions as a phenomenon/givenness, it can highly integrate into the being of modern man's personality (soul), and to the extent that it may become not just a shade of the person's character, but the person's alter ego. In this case man will be managed by Ego and Alter ego.

Answering the question about the role and place of fiction, we can say that the ideas and images developed by authors, their authentic vision and understanding, can initiate the process of verification scanning the ontological dominants. The life-pedagogical value of the classics – their reading and apprehension – is that they are, firstly, unconditionally objective (they exist regardless of external will, based on the very fact of being created), secondly, constant (are not subject to transformation in time), and, thirdly, timelessly dynamic (follows the actual moment and through all their accumulated thickness).

Attentive and deep reading of the classics allows one to convince oneself that virtual book ideas and images acquire quite real embodiments and practices, both positive and negative, and this allows for a conscious approach to the problem of identifying modality, as it is not the approach as such (one of the two and tertium non datur est) that acquires and is of primary significance, but the freedom of will and choice of what reveals itself to man.

Based on the fact that today modern man is facing the task of lifelong self-education, which is to imply, primarily, the development of skills and the ability to work on oneself, classical works of art can condition and force the subject to have a biased attitude both to one's own behavior and to the character and pattern of thoughts in the conceptual context of a certain modality, not only and not so much in the theoretical aspect and unfolding, but in the very activity-related aspect. With such an approach, man proves capable of identifying and preventing the situations when he himself sinks into what Orwell defined as double think: "To tell glaring falsehood and to believe it simultaneously, to forget any fact which has become inconvenient and to retrieve it from oblivion once it is necessary again, to deny the existence of objective reality and to take account of the reality which you deny" [1, p. 198]. All this leads to the vision that the deviations from the creative ideal modality available in reality do not prove to be being in the genuine (ontological) meaning of the word, but are a child of the man's freedom of will and choice.

Eventually we see actualization of the problem of the ways and mechanisms of the internal moral and ethic change and self-improvement of man.

¹ The author of the book defines this category as follows: "Double think means the ability of holding to two contradictory beliefs simultaneously. "..." This process must be conscious, otherwise it cannot be carried out carefully, and unconscious at the same time, otherwise there arises a feeling of a lie and, hence, guilt "...". It is absolutely necessary to tell glaring falsehood, and to believe it simultaneously, to forget any fact which has become inconvenient and to retrieve it from oblivion once it is necessary again, to deny the existence of objective reality and to take account of the reality which you deny. Even when using the word "double think" it is necessary to resort to double think. Because when using this word, you acknowledge that you are playing jack with reality, another act of double think – and you have sponged the memory of it, and you go on and on, with a lie always being one step ahead of truth [1, p. 198–199].

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MORALS IN THE FOCUS OF GOALS OF MODERN EDUCATION

T. S. Anisimova

E. N. Aseeva

Authors of article analyze goals formulation and results of their achievement in modern education of Russia, prove the need of moral goals domination to ensure civilization development.

Key words: moral goals, goals focus, substitution of goals, competitiveness, competence, Unified State Examination.

The issues of morals as the determinant and quintessence of education goals has been raised by us for the first time. A number of drawbacks in moral education are related with the changes due to reforming of the education. We made this conclusion on the basis of the analysis of scientific sources and study of the opinions of the educational process participants about the value priorities. The respondents included teachers, educators of organizations of secondary and higher professional education, and students. The research comprised 1,000 participants. We understood that the results would depend on the worldview position of the respondents, their age, social status, profession. Most respondents are middle-aged and older people with high experience of work in education. Among people under 25 years of age 23 people (4.6%) either refused to answer the questions or did not give information in full volume.

The results of the research have shown that students consider the following values to be the most important ones for a modern man: position in the society, well-paid job, competence, competitiveness. However, the values making the basis of morals proved to be either insignificant or indifferent for students (kindness, honesty, industry, patriotism, wish to have children in future, and understanding of the value of the family). The same as students teachers pointed out the following highest values: position in the society, well-paid job, competence, competitiveness, ambition, persistence. Apart from these values they note industry, knowledge, diligence, disciplined approach. The talks on the research results have shown that the emphasis on the disciplined approach and industry was mostly related with their professional activities. The values of teachers and students differ insignificantly. Of priority are those which can be united under the common title: competitiveness and competence while kindness, honesty, industry, and tolerance are the lot of "mugs". The ideal of the present time is a competitive, domineering, successful, rich idol leader. Hence, education as an element of the consumption sphere (rather than a strategic social institution) does not include the value-based attitude to moral norms into the goals of education. The values which cannot be sold or consumed like knowledge or competences do not fit in with the sphere of services. The respondents' interests are related with accumulation of material assets, lust for power and struggle for survival. This essence of goals is embedded in the ideology of the documents aimed at development and modernization of education in Russia. One of the leading goals of education modernization is forming the competitiveness of the graduate successfully fulfilling himself on the

labour market. Competitiveness is a specifically material notion. What is competitiveness? The ability of a certain object or subject to excel the competitors in the given conditions (by different methods and means). Competitiveness is getting material assets at any cost to assert oneself.

The students' learning process consists of the results of educational activities and largely depends on the joint work with teachers and the goals set at the class. However, the consolidated result is expressed in the student's worldview rather than in the amount of knowledge. This new result is not always apprehended either by students or teachers. Therefore, formulating the goal as training of a competitive specialist and successfully achieving it the higher school graduates people defying humane and moral values. If getting material assets "at any cost" is the goal, then any means to achieve the set goal are accessible: blackmail, theft, fraud, marauding, murder, etc. Thus, setting and fulfillment of the goals of education modernization are based on the material values represented in the money form in the postindustrial society. It appears that when a graduate strives to win over his rivals and earn more money and achieves this goal, the school has fulfilled the set task. But the pursuance of this result at any cost given the immature spiritual values results in various forms of distortion of the moral result (crime, deceit, frustration). The substitution of the goals in education revealed itself especially vividly with introduction of the Unified State Examination (USE). This form of control determined the change of the goals of education when the USE rather than the student became the goal. This substitution occurred due to the rating and distribution of moral and material incentives to teachers, schools, regions based on the results of one dominant indicator. The principle of "the end justifies the means" is immoral. The means and goals are to be harmoniously linked; their contradiction results in an unpredictable undesirable result. The USE in our education has turned out of a means into the goal: "there appeared the desire to achieve the result at any cost; a flowerbed of coaches, corruptionists, swindlers stuffing for the USE blossomed forth" [2]. There appeared new undesirable phenomena while became so wide that minimized the core goal: improvement of the quality of education.

In his interview "On Results of the Year in Education and Science" (2014) D.V. Livanov. Minister of Education and Science of the RF, identified two core goals of the USE: to overcome corruption and to ensure access of regions to higher education. "Honesty and objectivity are the principal goal of the exam" [5]. These subgoals which emerged as a result of violation of the law of D. Campbell [2] may take place but it is necessary to pursue the main goal, to ensure the choice of the forms "... capable of influencing the worldview sphere of the personality...creation of the moral environment and moral value-based orientations of learners" [1]. It is only setting of this goal that will lead to a productive and steady result. "Starting solving the specific pedagogical task we must understand well the position of the new man in the new society... have deep understanding of the goals, means and conditions" [3]. This thought of A.S. Makarenko expressed in 1937 is still relevant in choosing the goals of education.

Which goals may lead to undesirable results? To apprehend and compare them we offer a table made on the basis of study of documents, opinions of scientists and practical workers (see Table). The data received by us do not claim

to be exhaustive information but allow in a simple form to see the arguments reflecting the connections and differences between the declared and real goals, which agrees with the scientific task of our research. It is obvious that the wrongly chosen goals in education have an adverse impact on the personality's morals and establishment of moral values in the society.

The education sphere is still strongly subject to the influence of the power vertical. The performing activities of all links of the system is subordinate to goals set from the outside, from above. If the man himself sets the goals of his activities, the activities have an active, productive, creative character. If the man is assigned the goal, such activities are passive, rather performance-related. Therefore, the changes in the education sphere take place with huge difficulties and a lot of negative phenomena. Specialists do not focus on the end goal, they sometimes just do not see it. Therefore, moral goals can be considered as the focus, as a task in the activities of teachers, students, authors of textbooks, organizers of extracurricular work, the qualitatively new moral result depending on their proper setting and apprehension. The goals focused on the moral result can be set only by the people having morals. This understanding changes the relations between colleagues, teachers and students and becomes a naturally respectful one. The goals are worked out and achieved jointly. Most directors of educational organizations are not ready for innovative management. "The learners' detachment from building the learning goals is probably an objective and inevitable phenomenon", considers A.M. Novikov. If we agree with this statement, which points to the prevalence of the performance-related rather than creative role of the learners, the director's responsibility for the purposefulness of the decisions made, documents or changes in education related with modernization increases manifold. But this responsibility yet cannot be felt either by directors of educational institutions or teachers. The school autonomy existing in documents is suppressed by the numerous instructions, orders, directive plans.

Our research proves that in the modern education one can see miscomprehension of the role of moral values based on the laws of nature and society.

Goals of contemporary education and possible results

| Goal source | Goal | Possible result (authors' opinion) |
|---|-----------------------------------|--|
| Federal Law "On Education in the Russian Federation" | Moral goals have not been defined | All participants of the educational process can interpret the goals as they deem convenient (profitable) |
| Education standards | End goal – formed competences | Competence outside the formed moral worldview can be ugly and anti-humane; the ability to cheat, to build criminal schemes, etc. can be formed. This can generate immoral individualism |
| Concept of education modernization | Goal – graduates' competitiveness | Achievement of the result "at any cost" leads to negative phenomena in society, and distorted results |
| System of education as a service sphere (FL "On Education in the RF") | Gaining profit | - Lower quality of education; - pedagogical activities are substituted with tutoring, animation (organization of entertainment), doing crossword puzzles, etc.; - "Service must be attractive" |

| | | |
|---|---|---|
| Certification of teaching staff | Knowledge of technologies and professional competences | The unformed moral worldview of the teacher determines an immoral educational process |
| Employer's requirements for young specialists | Presence of a higher education diploma | - Purchase of higher education diplomas, shadow market of educational services |
| Orders of the Ministry of Education and Science of the Krasnodar Krai | Strict regulation of professional activities of directors and teachers of EO | - Suppression of initiative, independence and creativity. - Minimization of responsibility. - Emergence of indifference, nihilism |
| Educational policy of the Ministry of Education and Science of the RF | Ensured admission of 70% of school graduates to universities | - Lower quality of education, discomfort due to unemployment. - Replenishment of the market of certified unemployed looking for a prestigious job. - Social tension |
| Report of D.V. Livanov, Minister of Education and Science of the RF, "On Results of the Year in Education and Science" (2014) | Identification of the principal goal as overcoming corruption and ensuring objectivity in the USE | - Deformation of the principal goal: educating a moral individual and increasing the quality of education |

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THE ATTITUDE OF GENERATION “Y” TO CONTINUOUS EDUCATION

O. I. Shcherbakova

This article is devoted to the analysis of approaches and essence of continuous education in Russia, to studying of the attitude of generation “Y” representatives to continuous education on the example of different gender and age and social groups, and to the analysis of the conflicting nature of the studied generation. The presented empirical data on studying values and the conflicting nature of the self-assessment levels of various social groups, will allow the usage of the obtained data in the theory and practice of various sciences.

Key words: approaches to continuous education, generation “Y”, values of generation “Y”, attitude to continuous education of different age groups, and people belonging to different social layers.

Analyzing the history of education in our country, we can identify the following approaches and essences of continuous education: (a) the first, traditional approach is when continuous education is seen as professional education of adults (i.e. “education for a lifetime”); (b) the proponents of the second approach consider the education phenomenon as a lifelong process (“lifelong learning”); (c) in our opinion, the third approach is the most productive one; it “puts” the idea of lifelong learning through the needs of the personality, whose striving for continuous cognition of oneself and the surrounding world becomes its value (“education throughout life”) [4; 5].

Studying generations has become relevant in Russia today. In order to ensure maximum reduction of the factors having an adverse effect on the development of future generations, it is necessary to study the existing generations [6; 7].

In Russia, generation “Y” is considered to include the people born in the new social-political conditions of the beginning of Gorbachev’s perestroika and disintegration of the USSR (1984–2000). The basic characteristic of this generation is the involvement in digital technologies. However, the main point is the desire to defer the transition to adult life, and the concept of eternal youth [2]. The key values of generation “Y” for Russia are freedom, fun, civil duty and moral, responsibility, naivety, the ability to obey, and immediate reward [3].

We have worked out a questionnaire to identify the attitude to continuous education. The questionnaire consists of five questions: two of them are open ended questions (determining the person’s age and gender) and three closed questions with a choice of answers. 90 people took part in the research and we distributed them into three categories: schoolchildren (from 15 to 18), students (from 19 to 22) and employees (from 23 to 30). In terms of gender, the research participants had the following distribution: schoolchildren (50% / 50%); students (males – 35%, females – 65%); employees (males – 60%, females – 40%). The questioning has shown: 40% of schoolchildren, 70% of students and 60% of employees consider that continuous education is necessary; 60% of

schoolchildren, 30% of students and 40% employees consider that continuous education is not a must.

Given below (Fig. 1-3) are the answers to the question: “What does continuous education mean for you?”.

Continuous education is:

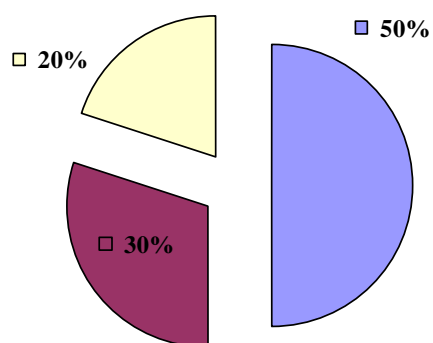


Fig. 1 Schoolchildren's answers

Fig. 2 Students' answers

Fig. 3 Employees' answers

DEVELOPMENT OF MORAL QUALITIES IN VOCATIONAL TRAINING OF MEDICAL COLLEGE STUDENTS

A. K. Zhamolov

The article considers the technology of developing moral qualities in vocational training of medical college students.

Key words: Educational environment, moral qualities of students, vocational training system, motivational, information-methodical, awareness raising-educational conditions.

Approving the fundamental principles of sociopolitical and economic development of Uzbekistan in the initial period of establishing an independent state, President Islam Karimov wrote: "Progress is ensured by spiritually developed people. Intellectual and moral-spiritual potential are the two wings of an educated man. Wrong are the people who fear that in market economy conditions, the significance of spiritual-moral values in the life of the society will decline, and culture will fall by the wayside. We want economic development to be in full harmony with spiritual improvement, spiritual self-perfection, and high morals" [1]. Based on the fundamental ideas, decrees and resolutions of the President of the country, the Republic of Uzbekistan creates all the necessary social-economic, legal, psychological-pedagogical, social-medical and other conditions for the upbringing and teaching of children, and formation of a healthy, harmoniously developed personality having advanced intellectual and spiritual-moral qualities. As stressed by President Islam Karimov: "the future of our country depends on what the future generation will be like, which moral and personal values it will absorb, how active their life position will be, which ideals they will serve" [2].

Consistent implementation of the progressive state policy in Uzbekistan ensures protection of the rights and interests of children, acquisition of high-quality education, profession and employment of youth, and assistance to socially vulnerable children [3], including troubled teenagers, who are students in specialized educational institutions. In the comprehensive work of social institutions responsible for education and upbringing of growing generations, high attention is paid to: (a) physical and intellectual development of children; (b) vocational guidance; (c) forming spiritual-moral qualities of the personality; (d) an active life position; (e) assimilation of the idea of national independence and spiritual, moral and cultural values (Pursuant to the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" (2008) Article 4).

In this connection, there is a major problem of moral upbringing of students of a medical college. This problem becomes especially relevant in the senior juvenile age, which falls on the period of the teenager's studies in secondary specialized educational institutions. The teenager gets interested in his inner world, and in himself; there is a shift from consciousness to self-consciousness. The teenager mulls over his own feelings and thoughts; his personality matures; therefore, a special role in forming the individual's emotional-motivational sphere belongs to spiritual-moral upbringing. The professional activities of medical specialists inevitably include the moral dominance implemented in a deep understanding of his/her professional duty by the medical worker, in high professional and moral responsibility for the quality of the process and the result of

his/her activities. The situations in which a medical specialist sometimes has to act often require high moral responsibility, a principled definition of one's moral positions, one's attitude to people, and spiritual-moral values in the sphere of professional interests.

The program of moral-spiritual upbringing must contain a complex of values that can form and stimulate the development of spiritual needs of medical college students. These are the following values: (a) pursuance of the truth; (b) social wellbeing of society; (c) social justice; (d) humanistic and moral values; (e) the value of knowledge; (f) the values of the individual; (g) people's health, and a number of others. In the medical worker's profession, the major part of his/her moral competence is made up of humanness. Humanness is the aggregate of moral-psychological properties of the individual expressing a conscious and empathetic attitude to man as the highest value. Humanness is formed in the process of interrelations with other people as a quality of one's personality, and reveals itself in the manifestation of benevolence and friendliness. Humanness is formed in various activities, and in different variants of interpersonal relations. The student must be involved in empathy and participation. Study of the biographies of scientists in the field of medicine, and their professional activities, life principles, and moral deeds, arouses great interest in students, and stimulates their behavior and activities. An analysis of the problems of good and evil, genuine and abstract humanism, social justice and injustice in the course of studies introduces students to the complicated world of human relations, and teaches them to understand and value the ideas of humanism, and their universal human character.

Of no less significance is the formation of communicative skills of medical college students. Special classes in communicational culture promote the development of both cognitive and creative possibilities of future specialists and the formation of a critical attitude to their own speech. Development of speech culture is an integral component of moral upbringing. We rely on the following guidelines in fulfilling the students' moral potential: (1) psychologically grounded and pedagogically justified attitude towards formation of moral constructs in medical college students which occupy the dominant position in the structure of personality, and determine their own moral experience; (2) widely spread ways of moral upbringing of medical college students are organization of group activities based on cooperation and co-creative activities, stimulation of the teenagers' interpersonal interaction aimed at solving ethical problems, and the ability to make a morally justified decision in various situations of activities and communication; (3) the components of the structure of an action (moral choice) are formed and the strategy and tactics of moral behavior are determined in the process of various educational activities with medical college students.

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THE RELIGIOUS DIMENSION IN INTERCULTURAL EDUCATION – THE NEW PUBLICATION OF THE COUNCIL OF EUROPE

Y. V. Polyakova

The article deals with the Recommendations of the Council of Europe on religions and non-religious beliefs in intercultural education, and the new publication “Signposts” focused on their implementation in specific national, regional and local contexts.

Key words: the Council of Europe, intercultural education, religious dimension.

In 2002, for the first time, the Council of Europe undertook measures to include the religious dimension in their work in the field of intercultural education. It was recognized that religion has become a subject of active discussion in the public sphere, especially in the mass media; and that it is impractical to exclude this area from the public education system. Based on this, the Council of Europe began its first project in the field of the religious dimension of intercultural education in 2002 under the supervision of the Steering Committee for Education.

Up to that point, intercultural education did not include the religious aspect, and religion was considered a private matter of each person's life. Gradually, it became obvious that religion is entering the sphere of interests of society as a whole more and more. This viewpoint was confirmed by the events of September 11, 2001 in the United States, and in their analysis and the public discussion around them in the world. Based on this, the European educational policy has developed the position that it is the school that must develop the younger generation's understanding of religions and beliefs in the course of education. The publication of a reference book for people working in the field of education for the European countries (Religious diversity and intercultural education: a reference book for schools, ed. Keast J.) in 2007 was the first result of work of the Council of Europe in this area. This was followed by further discussion of this issue, which contributed to the creation by the Council of Europe in 2008 of the “White Book on Intercultural Dialogue – Living Together as Equal People in Dignity”. The same year, the Council of Europe gathered together European religious leaders, representatives of humanitarian organizations, and institutional partners within the Council of Europe and other international non-governmental organizations. It was the first meeting of that kind within the framework of the Council of Europe that included religious leaders and organizations representing civil society, the purpose of which was to discuss the issues of education, taking into account the changing attitudes to religion in the society. Since then, these events have been held annually, being advisory in their nature; and being focused on expanding and deepening cooperation.

In 2008, the Committee of Ministers adopted the Recommendations CM / Rec (2008) 12 of the Committee of Ministers of the countries - members of the Council of Europe on religions and non-religious beliefs in intercultural education, which has become an important milestone in the history of the educational activities of the Council of Europe.

How could it happen that the Recommendations, being a result of enormous effort on cooperation between governments, have not received any visible and tangible embodiment and influence in the national contexts? One of the most common and simplest answers to this question is that the Council of Europe cannot rely on the army to protect its values and inspire respect of its norms and standards, especially when they are perceived as non-binding recommendations. Ensuring the implementation of the specific initiatives and declarations of the Council of Europe, including these Recommendations, is a tedious process that depends on a complex combination of various conditions and circumstances. These circumstances include understanding the need to undertake such measures, such as the variety of social and political conditions, the desire and the ability of national governments and political forces, taking into account the external, collective experience and the desire to learn from it.

A document was published in 2014 which is intended to help the developers of educational policy, schools, professional educational establishments and other participants of the educational process to implement these Recommendations in specific national, regional and local contexts. The full title of the document is "Signposts – Policy and practice for teaching about religions and non-religious world-views in intercultural education". The name of the document, "Signposts", has a special meaning, because its purpose is to facilitate discussion and the use of the Recommendations in the countries that are members of the Council of Europe, determining the most important aspects in specific national conditions. The cover page of the work has road signs with symbols of the world's major religions. The authors of the idea of creating this document in 2010 became a part of a Joint Implementation Group set up by the Council of Europe and the European Wergeland Centre (the group includes Gabriele Mazza, who, as the initiator of this project as the Director of Education of the Council of Europe, was the chairman of the Joint Implementation Group and guided its work; Professor Robert Jackson, the vice chairman and author of the text; Abdeldzhilil Akkari, Director of the Research Group on International Education at the University of Geneva; Wanda Alberts - Professor, Department of Archaeology, History, Cultural Studies and Religion at the University of Bergen (Norway), co-founder of the Working Group on the study of religion in the secular education of the European Association for the Study of Religions (EASR); Francesca Gobbo – Professor of intercultural education and pedagogical anthropology at the University of Turin (Italy), the editor of the international magazine "Intercultural Education"; Claudia Lenz – Head of the Research and Development Department in the European Wergeland Centre, Professor at the Norwegian University of Technology and Natural Sciences; Villano Kviriazi – Head of Education Policy Department at the Council of Europe; Peter Schreiner – Senior Researcher, Institute of Comenius, Protestant Centre for Educational Research and Development (Münster, Germany), President of the Inter-European Commission on Church and School (ICCS) and moderator of the Coordinating Group for Religion in Education in Europe (CoGREE); Marianne Shahnovich - Professor and Head of the Department of Philosophy of Religion and Religious Studies, St. Petersburg State University).

The structure of the "Signposts" is as follows: (1) Recommendations: Rationale, Issues and Challenges. (2) Introduction to the "Signposts" (3) The

terminology associated with the study of religions and beliefs. (4) The competence and didactics needed for understanding religions. (5) The class as a safe space. Representation of religions in the mass media. (6) Non-religious beliefs and worldview. (7) Human rights problems. (8) Communication of schools with the public and organizations. (9) Further discussion and actions.

The intergovernmental activities, which led to the adoption of Recommendations CM / Rec (2008) 12, development of the recommendations themselves and subsequent publication of the “Signposts” demonstrate the growing awareness of the need to include the study of religious beliefs into the education system, for several reasons. The first one is the overall objectives of the Parliamentary Assembly, Commissioner for Human Rights, mechanisms for intergovernmental co-operation of the Council of Europe and the Secretariat related to the constant and harmonic involvement of issues of the religious dimension into the intercultural dialogue; the second one is rapid build-up and effective implementation of intergovernmental cooperation that led to the timely adoption by the Committee of Ministers of Recommendations CM / Rec (2008) 12; the third one originates from the intention of the Committee of Ministers to launch a 10-year process of direct involvement of European countries into this multifaceted subject area of activity, through the organization of relevant activities in the states - members of the Council of Europe; the fourth one is the active role, together with the European Wergeland Center, of the Secretariat of the Council of Europe, not only in the initiation of this process as a whole, but also in its support up to the present day, through the creation of the document “Signposts”, aimed at increasing opportunities and earlier applied forces for the creation of the Recommendations, and increasing the chances for their selective and thoughtful application in the states – members of the Council of Europe.

In fact, the European Wergeland Centre itself is a concrete example of the initiative of the Council and the Norwegian government, able to help to meet the challenges of the 21st century in the context of civil democracy, human rights and intercultural education in Europe. The European Wergeland centre on education for democratic citizenship, human rights and intercultural awareness was established by the Council of Europe and the Government of Norway in order to “build bridges” between policy and practical activities, and it is their joint initiative to increase the capacity of implementation of the Recommendations CM / Rec (2008) 12 that is a direct source of the “Signposts”. The significant progress of this organization is a source of rightful satisfaction for those who participated in its creation, both in Oslo and in Strasbourg, and in the Secretariat of the Council of Europe itself.

The “Signposts” make a great contribution to the priorities of the Council as a basis for building a broader concept (similar to the all-European guidelines for language education), where the democratic and civil competences may be determined (including the intercultural ones), aimed to contribute to the enrichment of democratic culture.

The “Signposts” were written to help the developers of educational policy, schools, teacher training institutions and other participants of constructive work with the Recommendations. The “Signposts”, therefore, should not be seen as a final product, but rather as a tool, an element, a step in the continuous process.

This document is intended to play a major role in the development of valuable initiatives in individual countries, as well as joint research in various parts of Europe and, perhaps, outside Europe as well.

The first results of discussion of the “Signposts” and ways to implement them were considered at a joint colloquium of ICCS (Inter-European Commission on Church and School), CoGree (Coordinating Group for Religion in Education in Europe) and EFTRE (European Forum for Teachers of Religious Education) in Klingenthal (France) on October 6-10, 2014. Within the framework of this meeting the directions of development of the educational policy of the Council of Europe in the field of intercultural and religious education were discussed. The colloquium was also attended by representatives of the European Wergeland Center (Dr. Claudia Lenz, Head of the Research Department). The colloquium participants met Jean-Christophe Bas, Director for Democratic Citizenship Issues at the Council of Europe. Much has already been done by the expert group responsible for the first phase which followed the development of the Recommendations, including the first general pedagogical guidelines for use at school. Clarification of permanent linguistic and semantic ambiguities (double meanings) and study of the relationships between intercultural education, on the one hand, and the phenomenon based on religious and non-religious beliefs and values system, respectively, on the other hand was done. Nevertheless, much remains to be done, particularly in relation to adult education and extra-curriculum education. There is a need for continuous education throughout one’s life and a link with the prospect of social and cultural development of the society, as well as implementation of initial and continuous training of teachers and other staff involved in these processes.

Although work in this area has just begun, the next phase will entail the expansion of discussions, increasing the number of their participants, including the mass media, religious and secular organizations and experts, in addition to teachers and teacher training institutions. The “Signposts” appeared thanks to one of the recognized powers of the Council of Europe: its ability to deal with problems through various long-term projects, to avoid ephemeral, short-lived initiatives, and use a wide range of both well-proven and innovative methods of work. Through the implementation of these two successful projects – development of the long-awaited Recommendations, and after them – the “Signposts”, the Council has once again positioned itself as a pioneer and developer of standards in such a difficult area for the political, social and educational future of Europe as religious education.

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VALUES OF ORTHODOX CULTURE IN REALITIES OF MODERN EDUCATIONAL SPACE

N. A. Grishchenko

The problem of valuable orientations of children and student's youth of the beginning of the XXI century is considered in the article. The author opened the result of acceptance of pro-social personal senses by the individual. The vector of development of modern educational space is considered values of orthodox culture.

Key words: preschool education, orthodox culture, pro-social personal senses, social optimism, values.

Modern society is characterized by the expressed culture of consumption that cannot be reflected in formation of younger generation values starting from the younger preschool age.

Considering results of preschool age children questioning, it is possible to state an obvious priority of material values and egocentric senses. Values of children are directed on satisfaction of their own requirements more than requirements even of their relatives, values of the spiritual plan have real monetary (material) cost, and positive personal qualities of other people (native, friends) quite often is not taken into account at all [2, p. 346].

It is necessary to note that according to normative documents of preschool education, a preschool age child has to be guided in the main moral values and requirements, to accept them and to be guided by them in the acts, and also to distinguish socially approved behavior from not approved one, i.e. asocial, and to connect the first one with positive, and the second one – with negative. Besides, it is specified that a child has to have elementary idea of conscience, realize the good and evil, explaining his / her own acts, to approve or condemn them, to be able, in the absence of control, to meet stimulation and encouragement, to work according to social norms, not to break them, to show feeling of advantage and to distinguish concepts of 'conscientious' and 'unscrupulous' manner.

The preschool education experts are urged to carry out education and development of children according to regulatory base, however, real valuable education is far from perfect one, also there are a lot of reasons for this.

Firstly, none of educational institutions can be protected from negative influences of society in general, thus, it is necessary to take into consideration the shortcomings of children's family education, and, secondly, teachers cannot impart such values to pupils which they do not possess.

In our research as examinees there were students of different higher education institutions and different majors, including future experts of preschool and primary education. Results showed that many students are guided in their life by exclusively egocentric or false prosocial senses, and they are far from orthodox religion and culture, and might be referred to as atheists in their belief [1].

In our opinion, an exit from current situation is becoming involved in values of orthodox culture of preschool children, and all studying and student's youth through introduction in educational process of obligatory subjects of the orthodox

contents. It is obvious that society still is not ready for this today, however, several steps are taken in this direction. We are supporters of an integrated approach and consider that we can achieve some progress, using the integration potential of modern higher educational institutions in acceptance by pupils of orthodox values and manifestation of socially approved behavior.

We understand socially approved behavior as the result of acceptance and mastering the pro-social personal senses and values. Such result consists in manifestation of empathy, sympathy for surrounding people, readiness to come to the rescue in a difficult situation, awareness of kindness and love as the highest vital values, and also social optimism when the concept 'We' for the person costs above individual 'I', allowing to feel force and pleasure of unity with others in ourselves, and also there is a real opportunity to transform surrounding reality.

We do not consider that orthodox education of children and youth on the principles of orthodox culture only means the attraction them to ceremonies, national traditions of orthodox holidays celebration. Orthodox education is not acquaintance to especially outer side of Orthodoxy. The main thing is growing and strengthening valuable and sensitive backbone in individual of small child that will allow to defend the Good, the Beauty and the Love in their further adulthood, not to break under the pressure of everyday adversities what means not to lose meaning of life.

Institute of pedagogics and psychology of SI, Taras Shevchenko Lugansk university begins work on drawing up the project on the preschool education future experts training in an orientation of the orthodox culture in close cooperation with the orthodox Church, preschool educational institutions, the city and the republic's high schools, and also college at our university. The purpose of such project is realization of the principle of continuity of orthodox education at all educational steps (kindergarten – school – college – university).

The work on selection of the contents and technologies of teaching subjects for the orthodox pedagogics cycle for the students, whose major is 'Preschool education', 'Primary education' gains the special importance on the near-term outlook. Creation of experimental special courses, programs for valuable and meaningful education of children, further introduction in practice of preschool educational institutions and schools as experimental platforms of university have significant prospects.

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ORGANIZATION OF SPIRITUAL AND MORAL EDUCATION OF SENIOR PUPILS IN THE SYSTEM OF LIFELONG EDUCATION

V. O. Gusakova

The article deals with basic issues of organizing spiritual and moral education of senior pupils considering their age-specific development. Special attention is paid to the development of senior pupils' motivation for lifelong learning and self-education.

Key words: spiritual and moral education, senior pupils, ideal, values, attitudes.

Spiritual and moral education, as a single continuous process of identity formation, which lasts throughout a person's life, is a key task of the Russian state policy in the field of lifelong education. Spiritual and moral education – the “pedagogically organized process of assimilation and acceptance by students of basic national values with a hierarchical structure and complex organization” - is not possible without taking into account spiritual and moral development, which is “consistent expansion and strengthening of a person's value-based and meaning-based sphere” [1, p. 9]. The content of spiritual and moral education includes basic national values, and the vector of participation in them and self-determination in them is determined by the focus on the “national educational ideal”.

Such a focus is needed for establishing the idea of Truth in the minds of the young generation – the multinational character of the Russian people, which is important for our cultural tradition, and in view of the developing trend of postmodern society, which rejects the idea of Truth and strives to perceive the reality of life as many different and equal interpretations of historical events and representations of reality. These trends make it difficult to implement the process of value-based self-determination for senior pupils, and promotes the formation of their “citation-based consciousness”, when graduates of educational institutions have difficulty in determining their values and building their life prospects.

An introduction to the basic national values requires the organization of the education process “based on: (a) the moral example of a teacher; (b) the social and pedagogical partnership; (c) individual and personal development; (d) integration of programs of spiritual and moral education; (e) social demand for education” [1, p. 20]. In the system of lifelong education, the process of educating high school students must be accompanied by the natural motivation for self-education and self-construction carried out by the person him or herself during the entire course of his/her life.

A teacher should act as a “wise man – tutor”, who can share his or her own experiences of building life in accordance with the basic national values. Since senior pupils tend to identify themselves with adults, it is natural that they expect not guidance or advice from a teacher, but rather a friendly conversation. A high school pupil will be the most active interlocutor, if a teacher, being the pupil's friend, listens to the pupil and helps the pupil in the process of his/her self-determination and search of his/her ideals and value-based orientations. A survey was organized at the educational institutions of Saint Petersburg from September to December 2014 to determine the value orientations of today's senior pupils. The

survey results showed that from the proposed list of basic national values – patriotism, the multinational peoples of the Russian Federation, civil society, family, work, art, science, religion, nature, and mankind [1, 18] – senior pupils mentioned Homeland and family as their priorities in life.

The concept of “Homeland” is usually associated by pupils in grades 9–11 with “Motherland”. Pupils mainly (84%) understand it to be their place of birth – a “small Motherland”, whereas students of military schools (96%) identify it with Russia. Largely, this is due to the fact that military families are usually forced to change their place of residence due to frequent transfers of a father or a mother to other regions. The respondents called family to be their main value (91%), seeing it as the only one area where “one can feel at home” in the changing, shifting world. High school students believe that patriotism is based on love for their country and pride in its past, where they see good examples of heroism, loyalty, kindness, and truth. They agree to call their ancestors “outstanding persons”, however, the definition of “loyal sons of the Motherland” is relevant only for students of military schools. School pupils find it outdated. As a synonym to the concept of “a loyal son of the Motherland” the schoolchildren offered: a “hero” (77%), a “leader” (21%), a “soldier” (2%).

Following the results of the survey, some general conclusions have been made: (a) in an unstable economic and political situation in the world, high school pupils have difficulties in understanding the Motherland in the context of a huge state, and often reduce this concept to the narrow field of family and small homeland (a city, a region); (b) as their ideals, the high school pupils tend to choose the heroes of the twentieth century - an era that is closer to them, of which they have heard from their parents and grandparents, and which is, according to pupils, more “understandable”.

Hence, there is a need to organize spiritual and moral education based on a socio-pedagogical partnership, which should be carried out through the “constellation of institutions” (museums, libraries, youth, historical and military-patriotic clubs, theaters, creative unions, and the church) and the “ensemble of ages”, which means the dialogue-based interaction between the parties (partners). Socio-pedagogical partnership should be accompanied by the achievement of a socially significant result (exhibition, conference, a collection of creative works, etc.), in which high school pupils can show their talents and abilities. The individual and personal development of high school pupils takes place in the process of spiritual and moral education, which should be directed towards the formation of readiness for professional, gender and role-based, civil and legal self-determination on the basis of basic national values. This requires integrated and varied programs that allow high school pupils to learn a full set of cultural models for self-determination in ideals. Orientation towards the national educational ideal in the formation of civic identity and a sustainable life position is the main goal of the spiritual and moral education of high school pupils.

The modern national educational ideal is a “moral, creative, competent citizen of Russia, who accepts the fate of the Motherland as his/her personal one, who takes the responsibility for the present and the future of his/her country, rooted in the spiritual and cultural traditions of the multinational people of the Russian Federation” [1, 11]. This definition emphasizes the connection of times and

historical continuity of generations as the key idea of education in modern Russia. Therefore, development of the high school pupils' personalized view of the history of the Motherland, knowledge of "virtues and traditions of Motherland", based on the example of the fates of real men who created the history and morality of our country, is of paramount importance for development of a sense of a living connection with the spiritual traditions of Russia. Graduates should not only develop a value system of benchmarks, but should also know how to be guided by it in their life goals and actions, and to correlate it with their social activity.

The social relevance of spiritual and moral education of an individual is supported by documents defining the strategy of education in the 21st century. According to their text, a portrait of a graduate of an educational organization includes the following personal characteristics: love for the Motherland, respect for people and culture, knowledge of Russian language, the ability to build one's life activities in accordance with the basic national values, social activity, and ability to learn, strive for self-education, etc. The desire for lifelong learning is developed (or, otherwise, is not developed), when a person receives secondary education. It is, therefore, particularly important to organize the process of spiritual and moral education in such a way so that a young man who finished school and made his/her first steps towards adulthood could be able to face the challenges of the time and, be guided by the ideals of culture, and realize his/her talents for the good of the Motherland and the people.

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DEVELOPMENT OF THE CULTURAL AND EDUCATIONAL ENVIRONMENT IN LIFELONG EDUCATION

Sch. M. Mirzakhmatova
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The article deals with the development of the cultural and educational environment organized with the help of an integrated course.

Key words: cultural and educational environment, socialization, integrated course.

Issues of reforming the education system, correcting its methodological component, and searching for effective educational technologies, taking into account the level of the development of culture, have become very important recently. The fact is that modern education models do not correspond to general trends and the logic of the development of culture. We can say that today there is no relevant education system that could match the current stage of cultural development. At present, traditional educational concepts and appropriate organizational structures lose their effectiveness and ability to act as public institutions of adaptation, socialization and personal development.

In the social and pedagogical context, personal development is a multistep process of inclusion of a human being into society and cultural life, i.e., in social and cultural institutions, the environment, and various cultural activities that promote socialization, enculturation and personal fulfillment of a person. However, the possibilities of culture in promoting the process of a person's self-development within the education systems are not fully used. The reason is in false understanding of the self-sufficiency of the educational process, as well as in the traditional interpretation of culture as a set of rigidly fixed social standards (values, norms, and ways of life) that shape the potential content of individual consciousness from the outside, and pre-determine the boundaries of this content. Such a position results in opposition of the process of consumption of cultural values, on the one hand, and the process of their creation, inculturation and self-implementation, on the other hand.

The importance of the use of the multicultural principle of improving the educational environment is determined by the most acute problems of today's school, the logic of development of historical and pedagogical knowledge, and specific features of the social and cultural situation, as well as the socializing and self-implementation potential of cultural activities. Culture, as a historically given universal set of crystallized, creative possibilities of humanity, as a set of ways, results and possibilities of creative activity, seen from the historical perspective as a form of creation and maximum expression of a human nature, is seen as one of the most important resources to improve the system of education, to optimize the conditions of socialization, and self-identity of a person. The idea of unity and complementarity of education and culture, the interpretation of education as a form of translation of culture and implementation of its creative potential, and culture, in turn, as an essential condition of personality development and improvement of the

educational process, are considered to be the most important philosophical and methodological conditions for adjustment of educational models. Education in this regard is seen as a social and cultural system, providing for cultural continuity (translation of cultural norms, values, and ideas) and the development of a human personality as a way to prepare a person for successful existence in society and culture.

The formation of the cultural and educational environment in school education, in our opinion, is the most effective form of implementation of the creative and educational potential of culture. As for the organizational aspect, the cultural and educational environment means a variety of institutional (system of education, leisure), social and spiritual factors and conditions that directly surround a child in the process of learning. Subjects of the social and cultural environment are very interested in improving the educational process. Society creates an educational system to involve each member of society in cultural activities: (a) to inculturate an individual and ensure a high level of spirituality (through the process of education); (b) for the purpose of mastering socio-cultural norms and practices, and in all forms of social consciousness (science, politics, law, the arts, etc. through the process of learning); (c) to grow capabilities as a basis for successful social and cultural activities (through the process of development).

The importance of development of the cultural and educational environment is determined by the fact that it is fundamental for a child, and determines the child's values, norms, ideals, and success in future professional and personal formation. The school is the most important subject of cultural and educational environment, and it must become an initiator in the development and improvement of the cultural and educational environment, since it has significant educational and cultural potential. Among other institutions of socialization in today's life, the school has a dominant position. During the 9 years a child regularly attends secondary school, the child is included in the educational process, in the daily lives of other children, in matters common for schoolchildren and teachers, and gets involved in the general atmosphere of the school. For this reason, a school is not only educational, but also a fostering institution, or better to say, educational and fostering institution, as it not only has a positive influence on the process of personal development of a child, but also becomes a tool and a factor of this influence. The purpose of the school educational system is not only to form a system of values consistent with national traditions and experience, an adequate attitude of a human being to the world and other people, using educational capabilities of different subjects, but also to involve students in various fields of social and cultural activities.

The cultural and educational environment is a social and cultural environment (artistic, historical, social, psychological, spiritual and moral) that provides for the integrated development of a person by organizing various activities: cognitive, value-orientation, communication, transforming and creating. The formation of the cultural and educational environment in school education, in our opinion, can be supported by development and introduction in school practical activities of the integrated course "We and Culture" from elementary school up to the 9th form. This course includes areas of knowledge from cultural studies, language and literature, history and other fields of knowledge that contribute to the

development of a cultural and educational environment. The main objectives of this integrated course are: (a) to promote a person's comprehensive development by means of involvement of a person in different types of social and cultural activities; (b) creating conditions for optimal development of a student's personality according to his/her individual differences and age; (c) to organize spiritual and moral education based on traditions of national culture; (d) to develop students' sustainable behaviors; (e) to develop a unified system of values; (f) to develop a moral, humane climate in the learning environment; (g) the aestheticization of the cultural and educational environment, etc.

During the development of such a course, it is necessary to identify the factors and conditions that contribute to the formation of the cultural and educational environment, content, forms of organization, and methods and techniques for working with students, and various types of social and cultural activities of students.

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TEACHING TECHNOLOGY DESIGN FOR SHAPING SPIRITUAL AND MORAL VALUES IN YOUNG PEOPLE IN THE PROCESS OF CONTINUOUS EDUCATION

A. T. Tilegenov

The significance of teaching technology design for the development of spiritual and moral values in young people in the process of continuous education is analyzed in this article. The roles and technology of educational abilities of national traditions in the context of universal and national cultural values are studied.

Key words: design, pedagogical technologies, teaching, students, education, shaping, spirituality.

A characteristic feature of the second half of the 20th century is a high rate of scientific and technological development, and the creation of "intellectual machines" that undertake ever more complex formalizable functions, releasing humans for creative activities. In view of the progress of science and technology, productive thinking standards become ever more strict. Such thinking allows people to set new problems and to find new solutions in the situation of uncertainty and multiple alternatives, and to make discoveries that do not ensue directly from the available knowledge. This side of intellectual activity has its own specific features; it is impossible to improve its efficiency without knowing them.

Productive thinking is inherent not only in adults, but in children who make subjective discoveries, although of course, the level of such thinking in the second case is lower, because schoolchildren do not have an initial minimum level of knowledge as yet. The peculiarities of schoolchildren's productive thinking are shaped and developed in activity, first and foremost in learning. As we improve the content and methods of teaching, we can increase their impact on the development of schoolchildren's productive thinking, and on their ability to master new knowledge on their own.

Nature and the whole material world are always in continuous motion, in the process of permanent change and development. In the process of motion of nature and matter in endless space and eternal time, some things disappear but new ones come into being and replace the old ones. According to Al-Farabi, every human by definition is organized so that he or she will always need a lot to support life and achieve the highest grade of maturity. He or she cannot create all those things for him/herself alone, and therefore he or she develops a need for human society in order to possess them. That is why human individuals multiply and as they settle somewhere on the earth, and build up the population of that territory. As a result, human society appears and its members engage in labor concurrently. Humanity possesses a great volume of knowledge and experience about the material world and the things encountered in it. A human has many needs. Healthy needs are the needs that promote the development of a free and mature personality, and the improvement and development of its positive abilities and qualities. This is of course, a harmonious, spiritually rich mental and physical environment in which a

man lives, with the availability of philosophical, moral, scientific, religious, artistic and other cultural values.

The results of oral and written polls of teachers and students, surveys of their curricular and extracurricular activities, and the data obtained as a result of mathematical processes of the obtained information have shown that teachers do not use materials about oral folk arts sufficiently, and there are no links to other cultural achievements of the people and modern ideas of moral and the methodology of the issue is underdeveloped. The following pedagogical tasks were set in the process of the survey and the following results were obtained: (a) groundwork was laid for designing teaching technology for shaping spiritual and moral values in youth in the process of continuous education; (b) to use folk traditions as a groundwork for shaping universal and national cultural values in youth was proposed; (c) design procedures and technologies were developed for using folk pedagogy materials in teaching youth in the process of continuous development; (c) the principles of spiritual and moral fostering of students were formulated.

To summarize, it is necessary to state that spirituality serves as the consolidation of the real nature of man, brings his or her individuality to light, helps him or her in the process of personal socialization, promotes shaping and fostering of his or her intellectual and spiritual world, the development of creative abilities and enriches the cultural heritage of society as a whole through a single personality.

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DEVELOPMENT OF CIVIL COMPETENCE OF COMPREHENSIVE SCHOOL STUDENTS

M. D. Abdullayeva

The article considers pedagogical and methodical conditions for rising personalities' socialization, and for their entrance into civil legal society through developing their relations to the world and to themselves in it.

Key words: civil education, primary school pupils, moral and legal notions, standards of the human communication, socialization.

The Law "On Education" of the Republic of Kazakhstan defines the main objective of school education: development of a person as a citizen integrated in contemporary society, and aimed at improving society. The law highlights the top priorities of education: inculcate in students civic responsibility and love for their country, respect for human rights and freedoms, industriousness, love of nature and one's family. The main aim of civil education is preparing a citizen for life in democratic society. Such a citizen must have a certain amount of knowledge and skills, a developed system of democratic values, and be prepared to participate in the social life of the school and local community. The topicality of civil education is defined by the present state of modern society's development, and its problems and tasks. The purpose of civil education in school is to create conditions for a growing person's socialization, and adoption of society by developing an attitude toward the world and the person's place in it.

The question of the legal education of schoolchildren began to rise periodically in the magazine Uchitel magazine in 1997, and in the Nachalnaya Shkola newspaper (appendix to 1 Sentyabrya) in 1998. This was a conversation about the need for a systematic, not episodic, way of conducting a conversation with students about their rights.

The UN General Assembly adopted the "Convention on the Rights of the Child" in 1989. Much time has passed since its ratification by Uzbekistan (13th June 1990), but its text and principles went almost unnoticed by the press. Teachers, parents and pupils seldom know its content, or even about its existence, though one of the main principles of the Convention is the obligation of state authorities to inform both adults and children extensively of the rights contained therein. Studying these documents at school, children will develop self-respect and respect for others.

The "Your rights!" textbook with workbook has a target of attracting society's attention to the problem of children's rights. It abounds in illustrations from familiar fairy tales and literary works, which facilitate the discussion of moral and legal notions, and standards of human communication. The textbook invites pupils to go on a travelling role-play. Each lesson allows the teacher to discuss all possible options of solving moral and legal problems. The textbook reflects the paramount role of the family and parents in caring for and protecting the child. The authors present proverbs and sayings about children's respect and gratitude to their relatives and other people for their attention and care, reflecting the adults' care of the children, and the desire to raise them as kind, honest, brave, educated, industrious people. The study of the Declaration of the Rights of the Child shall not

be confined to learning its content. The aim is to organize the life of the children's community and each schoolchild according to the principles of the document.

One of the main principles of the Declaration is the humanization principle, the basis for which is the person's importance, human rights, freedom and dignity. The textbook reflects this as a set of the following ideas: (a) the idea of collaboration, whereupon a joint interconnected activity of pupils, teachers and parents is organized; (b) the idea of developing teaching (the gist being the development of the child as a subject of learning and other activities); (c) the culturological principle is aimed at students' familiarization with the cultural achievements of various nations and countries and understanding their national culture as a part of the global one; (d) an integrated approach and establishment of interdisciplinary connections with other subjects taught in the primary school as a basis for formation of an integral world picture; (e) the integrity of the educational process is manifested in the unity of education and instruction, interaction with extracurricular work and family upbringing, etc.

The fact that a person has rights is learned at the first lessons of law. Pupils must be exposed to the content of all the chapters of the Declaration of the Rights of the Child in an understandable form. Children learn that from birth each person has various rights; moreover, he also has duties to other people – close and distant relatives, neighbours and even strangers, as well as to the state. The civil education of junior pupils is organized in the form of a quest in a fairy tale environment, their characters being the guides in the sphere of legal knowledge and education. The fairy-tale situations make the content of civil education easily understandable, the lessons acquires the form of a game, and the corresponding pictures are in the textbook. The first lessons are dedicated to a discussion of man through understanding of the attitude of the pupils to themselves as representatives of the humanity. Then we start talking about the family as the primary and most important social environment, necessary for complete development of one's personality. The next discussion subject is relations with peers, which helps influence the formation of tolerant, equal relations, the ability to behave in conflict situations, and come to a mutual understanding through an agreement. The next several lessons deal with some typical and most striking instances of the unlawful attitude toward children on the part of adults.

An indispensable aid, in our opinion, to understanding and adopting the teaching material is the creative task. Creative tasks not only help to understand the material, but make it emotionally coloured.

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EDUCATIONAL TECHNOLOGIES UNDER CONDITIONS OF TEACHERS' CONTINUOUS EDUCATION

N. A. Savotina

This article deals with the goals of the technological approach to continuous teachers' education, presents the demands on educational technology resources, and presents the conclusions for using educational technology in teachers' further education.

Key words: Technological approach, pedagogical technology, training technology, innovation.

A professional specialist has always faced the problem of upgrading the acquired knowledge system. The solution of the problem of the functional competence and permanent upgrade of knowledge is related to the necessity of lifelong education. Especially important in this context is the additional training of professional teachers, the quality of which determines to a great extent the character and prospects of modernization of Russian education. As has been noted by scholars, Russian society has all the features of a transition from an economy based on capital and natural resources to an economy based on knowledge. Humanity has passed to the state of a research society, living in an era of knowledge and new technologies. Thereby it is important to understand that the process of creation, dissemination and usage of personal knowledge is impossible without the ethical component, without confidential atmosphere in relations with people [2].

In this context, the function of further professional training is to make a substantial contribution to the self-development of adults, a mature personality, having professional pedagogical education, to enrich the experience of creative work, and as a rule to correct the experience of the educator in bringing up the young generation. However, until now, the priority orientation in further education is the function of educating activity without active participation of teachers themselves in the process, which adversely influences the motivation of the professional activity. The passive role of the teacher in creating his/her educational outlook, performing the function of a passive visitor of courses, rather than being active subjects of educational activity, does not favor the development of a teacher's educational competence. Thereby the moral, legal, creative and other resources of the teacher, which can launch the mechanism of continuous professional personal development, often remain unclaimed. This adversely influences the determination of a person's own mission in educational activity and the quality of the solution of professional tasks.

In the early 21st century, B. S. Gershunsky wrote: "One cannot fail to see that improvement of educational technologies explicitly outruns the understanding of the complex hierarchy of values and objectives of education. There is the situation when the educational process is performed for the sake of the process. But any process has a sense if we know what outcome should be gained" [1, p. 18]. The new standard of Russian education is aimed at regulation not only of the content of education and the forecasted educational results, but at obtaining

guarantees from the government concerning the achievement of such results in a comfortable, humane information environment. Unquestionably, there is a direct dependence of the conditions of adopting educational content on the results which can be obtained in these conditions. For these reasons, further professional training of teachers shall promote the development of the teachers' personalities as professionals, for them to achieve the summit of professionalism by growing the educationalist designers of the educational environment. The content of further training of teachers must be based on the notion of teachers as subjects, able to self-organize their climbing to the summit of their professional personal self-development through self-actualization of their educational potential (the available moral, psychophysiological, socio-cultural, creative and other resources) as a basis for formation and enrichment of professional competence and culture.

These problems seriously influence the innovative processes in the educational system. Innovation is characteristic for educational activity. Nowadays its aim is to reduce the results of postgraduate education to a harmonic correlation between social demand and individual requirements of a person, and to solve the problem of formation of a socially useful and successful personality. The educational technology must become an important indicator of the innovativeness of the educational process, its new shell, which is possible to a great extent by using educational potential to amplify the effect of education. The technologization of the educational process can enhance its efficiency, but does not necessarily do so. One of the reasons for this is the inability to model an educational situation, and to forecast the intermediate and final results of technological operations. In the competitive environment, the one who has more chances is the one able to create and implement the model (as a descriptive technological level) which to the greatest extent takes into account the requirements of the educational process participants and the expectations of social consumers. Nowadays the ability to create models is not only an important component of a teacher's professional workmanship, but the possibility to survive in an increasingly competitive environment.

The appropriateness of the technological approach to further education is explained by the fact that socio-educational technologies implemented nowadays in the educational process belong to the process type characterized by subject-to-subject relations. The importance of such technologies is manifested by the fact that each student should have the opportunity to be a social technologist for himself and his people; to participate in implementation of socio-educational technologies on various levels, contributing to social transformations in the society and the state, and to take one's own creative, not parasitic, stance. The technological approach requires the use of a whole wealth of different techniques. Thus, the method of design in the practice of further education of teachers may include work on projects both in the sphere of the subject technology and in the sphere of social sciences. The algorithm of such work includes the study of scientific requirements to the creator of the social project: conceptual approaches and substantiation of its importance, setting the aim and tasks, structuring the mechanism of the project implementation, planning the material and human resources, as well as time with a business plan or business reference attached, and expected results. The results of the author's work with teachers in the system

of further education were the projects: "Development of foreign and internal tourism as a means of enhancing patriotism", "Acquaintance of young people with the historical and cultural traditions of Russia", "Education in the spirit of respect to other peoples' heritage", "Organization of the 21st Century Citizen Civil Camp", "Military and patriotic education in an orthodox boarding school", "Unconventional forms of civil education in the modern school", etc.

We received evidence that the birth of a project has not only an educational and professional value, but bears great social importance: during his work, the teacher acquires and improves the civil merits he will promote in his pupils (responsibility, honesty, justice, tolerance, dignity, clemency). The right to select a project of one's own allows integrating the tools and methods acquired in class, to develop skills of project management, acquire practical experience in business communication, as well as study the problem profoundly, understand the interaction mechanisms of different social strata, and intensifies one's ethical attitude towards social problems.

The range of technical means application is sufficiently wide; its clearness depends on the tasks posed before the class. But the most important requirements set toward technological means are extremely limited: (a) it is important not to let any technical means think instead of the student (even if visual materials are commented by a specialist); (b) lessons with video and audio aids shall open new opportunities for interaction between subjects and acquisition of knowledge and experience, not merely an act of fact accumulation; (c) a full-fledged discussion (political, legal, ethical) is necessary by mobilizing all the intellectual potential of the students for a tolerant attitude to different viewpoints.

Generalization of the modern experience of educational technologies implementation in further education of teachers demonstrates the following [3; 4]: (1) the process of development of educational technologies becomes a most important trend in education, whose aim under new conditions is to develop the person's abilities, allowing him to create a qualitatively new social environment; (2) among the technologies practiced in modern Russia, the most promising are the models of civil education, voluntary activity, raising a socially active personality, social designing and leisure activities, environmental education and preservation of schoolchildren's health; (3) the technologies of efficient pedagogical communication popular with teachers, technologies of pedagogical workshops and master classes, technologies of project activities, technologies of quality estimation of the professional activity, personal efficiency technologies. Among the young generation the most popular are the case technologies, web quests (work with Internet resources or projects using internet resources), geocaching, flash mob, etc.; (4) appropriate implementation of educational technologies allows mobilizing the teacher's educational potential, increasing the cultural level of the professional's self-cultivation, making him/her more successful and mobile both in life and in his/her career.

Thus, the most important prerequisites for the innovative development of further training are the comfort of the educational environment, development of multiple forms of participation in the innovative processes, and designing new technologies of organizational interaction between the subjects of education. The

major outcome of such activity is a high professional and social motivation being the reference position of a citizen and a professional feature of a specialist.

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MORAL ASPECTS OF SOCIAL – SIGNIFICANT ACTIVITIES IN THE TERMS OF SCHOOL MUSEUM PEDAGOGICS

A. E. Masloboishchikova
V.S. Masloboishchikov

This article presents the experience of partnerships in the terms of the school Museum Pedagogics, focused on the development of the morality of the adolescents and providing immunity to fascist ideology.

Key words: The school museum pedagogics, a former not-adult prisoner of a fascist concentration camp, the development of personal world activities.

1. Nurnberg process showed the world the true nature of fascism. Fascism left an awful heredity to our country. Children of war, former non-adult prisoners of fascist concentration camps are both living eye-witnesses of antihuman crime and participants of the WW II.

2. The People's opinions about war and their attitude to it are different.

3. Rybnenskaya secondary comprehensive school situated in Dmitrov district, Moscow region, has got the War and Local History Museum "Vyorsty". It has been working for nearly 50 years and tells about the most important events in the life of several generations of people living on the territory of the settlement "Yakot' ". The museum is the centre of social – significant activity of the schoolchildren and their teachers in the area. Its aim is to form personal world outlook of the rising generation and to bring up children loving their Motherland and doing their best to make the World a better place. The museum keeps the historical memory of the country and former non adult prisoners of fascist concentration camps tell them the truth about the War.

4. For the time being there is no statistics about all lost, killed and mutilated by war children. Their number wasn't less than the number of adults. Former non adult prisoners who remained alive represent different categories of prisoners of those years and different social groups today.

5. The pupils of Rybnenskaya secondary school (Dmitrov district, Moscow region) have summed up the data about Dmitrov district: 228 former prisoners of concentration camps were found. Typical international picture of the distribution of the third Reich former slaves was drawn.

6. Pedagogical propositions (theses) used in the work of the museum "Vyorsty":

- to develop pupil's interest to the historic past of the area, to the fundamentals of moral culture, thinking, emotional wakefulness;
- to create positive motivation for displaying in interaction charity, on all levels of communication;
- to organize activities developing creative and intellectual abilities on the basis of the initiation of environment transformations;
- to create situations in which pupils can realise their social significance and their support, charity and compassion to weak and needy people.

7. The museum council works in close cooperation with the district public organisation called "Former non-adult prisoners of fascist concentration camps" and its leader as well as with the International Union. Their strategic course fully coincides with the course of Rybnenskaya secondary school. Attention to former non-adult prisoners of fascist concentration camps and to all other participants of the War is human and moral in its essence. It cultivates the wish to save peace on the Earth, to help people.

8. Various pedagogical tools are used to organize pupil's search and research work. They include: interaction, "bitter history lessons", participation in antifascist actions, meetings, conferences, organising traditional holidays, meetings, joint expeditions, excursions, visiting places of war glory, translation of the positive experience, taking part in different competitions, putting up and guarding monuments to children who fought in the Great Patriotic war, voluntary activity, etc.

9. The main task of the Union of youth and former non-adult prisoners of fascist concentration camps and all people who are against violence and Nazism is to persuade the rising generation that humanism is the basis of interaction on all levels of people's communication. They should love and value their Motherland defended by their great-grandfather, grandfathers and fathers.

10. "The brown plague" of those times hasn't been overcome yet. People's carelessness is a real danger to life and peace and even civilization on the Earth. Mankind deserves peace. Taking care of the Earth is everybody's business. That's why former non-adult prisoners of fascist concentration camps have no right to keep silence and teachers and their pupils mustn't be inactive.

To Live According to the Call of Heart

The Second World War... What associations does it evoke in us, young people? On the one hand they are connected with Stalin, Victory, Soviet Soldier, Courage, Valour, Feat, Life, World...on the other hand – Hitler, Death, Enemy, Fascism, Ruins, Concentration camp, Hunger, Fear, Traitors, the Hell...People have different ideas, but we the grandchildren of those who were children during the war hear dogs, barking, feel fear, hunger, see smoking chimneys of crematoriums, barbed wire, plank beds, skeletons covered with skin and dressed in a striped uniform and children looking like transparent ghosts, because their blood was given to wounded soldiers of Reich.

We have never been in concentration camps, but when we learned about the stolen and crushed childhood of our grandparents we understood that we know the essence of fascism not only from films and books, but from real life, from the stories of living eye-witnesses of the cruel truth and it's our duty to do the best to prevent the horrors of Buchenwald, Ravensbruck, Majdanek, Oswiecim, Kassel. We have no right to be inactive.

For more than 15 years we are together with the children of war. We grew learning the bitterness and value of life from their stories. For many years they kept silence about concentration camps, about their lost childhood. We have learnt the truth only recently. We are thankful to them for it.

Every year on the 11th of April we present day students together with our adherents take part in the meeting held near the memorial «Unsubdued» on Poklonnaya hill in Moscow.

We do it not because it is a tradition but because it is the call of our hearts. We pay a tribute of respect and memory to unsubdued and survived people.

We active participants of the group «Search» of the museum «Vyorsty» (Rybnenskaya secondary school) realize the horror of fascist ideology and are solid with antifascists in their struggle for human lives and the right to happy childhood, mother's love and native house.

Among 228 former non-adult prisoners of fascist concentration camps only 148 remained alive, 8 of them live in village Rybnoye not far from the school. They are the most beloved people for us.

Meetings, data of questionnaires, stories of eye – witnesses gave us the possibility to depict fascists brutality towards children.

- children born in Germany, taken away from their mothers and separated according to their nationality Jews, Gypsies, Russians;

- children used as material for medical experiments in death camps of Estonia, Latvia, Poland (Osvencim). They lived only 7-9 months;

- children of the concentration camp Dachau, the factory of death, where boys under 16 were kept;

- children of partisan fighters;

- children – osterbaiters who worked at military chemical factories and in mines;

- children who worked in agriculture;

- children used as a living shield, who went in front of fascist troops defending them on roads and mine fields;

- children who were political prisoners sentenced to be shot. They were kept in prisons and concentration camps for women in Ravensbruck and Buchenwald;

- three-year old children chosen for Germanizing.

Thousand miles were passed to the places of military battles and war glory. Many hero cities and places where Soviet people were forced to work during the war on the territory of the former USSR and Germany were visited.

3. We are participants of the All-Russia competition of projects devoted to juvenile prisoners «the Person in the history: the XXth century». Our projects were highly estimated.

4. We represented the Russian Federation at the International competition in 2006 in Kiev «Childhood behind barbed wire». Four our drawings took the first place.

5. On behalf of the youth of Russia we appealed to members of the International union of former juvenile prisoners of fascism and representatives of the countries of the United Nations at the International antifascism forum in November, 2010 to consolidate efforts in the defence of peace.

6. We look after monuments, establish memorable signs, create projects of future memorials, participated in the putting of the Memorial sign “We remember you, the kid!” (Moscow) which, became the memorial sign for two millions children of war, 1.8 million of them remained in torture cells of concentration camps of Europe forever.

7. On the 25th of January 2011 together with the former juvenile prisoners of fascist concentration camps we took part in the presentation of the book «Our memories will go on ...» The book is the result of our meetings and work. Our experience is reflected by mass media and generalized in printed production which we sent to many large museums of our country and Europe.

8. For 15 years we have been active participants of antifascist meetings annually held on the 11th of April by Russian Union of former non-adult prisoners of concentration camps. We take care about these people, organize different meetings, actions, and participate in «bitter» history lessons.

Great deeds begin with small ones. The movement is growing and becoming stronger. Those who have seen childish eyes of grey-haired old people whose childhood was stolen by the WWII will never forget them and will understand that the World and peace are frail. We are against violence and Nazism, we are for life, love, happiness and sunny sky.

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TOWARD THE PROBLEM OF EDUCATION: THE SUBJECT OF PEDAGOGY, THE PROBLEM FIELD, MORALITY AND MODERNITY

E. M. Sviridova

A. N. Faleev

The article deals with the contradictions that exist at the turn of epochs, the essence of education as the subject of pedagogy, and the moral aspect of modernity.

Key words: human values, emotional balance, crisis of culture, essence of education, concept of education, content of education.

The world and people are drowning in a sea of cheap, crude, and deceptive information junk and empty graphomania in the catastrophic 21st century, losing the human values that have worked their way to us for centuries and millennia. This may lead to the destruction of all the most beautiful things on Earth, and the Earth itself is in danger of self-destruction. We are lured by comfort, satiety, consumption, and rational and business-driven lifestyles. People forget (fail to remember) the simple human joys of communication with nature, its beauty and naturalness. They do not talk about romanticism of intimate human relationships.

Already at his time, Leo Tolstoy focused on solving the problems of social morality: "But what is most terrible is not the material position... what is most terrible of all is the spiritual and mental disorder at the root of all these ills... the majority of Russians now live without any moral or religious law binding on all and common to all..." The issues of spiritual, moral and ethical health of society are complex. This can also be seen in other countries. From the perspective of philosophical thought, this situation gives rise to the dual trends in behavior patterns chosen by people: withdrawal into religious and mystical experiences on the one hand, or enhanced social activity as the need to fill up the "disintegrated reality" on the other. Thinking is becoming inertial due to the mismatch between the pace of social and cultural change and adaptive responses of public consciousness. This leads to the increased passivity, surrender to and loss of control over the current situation. Naturally, this provides a basis for the development of (personal and collective) alienation from reality. Emotional balance is being lost and consciousness is being distorted by contradictions between the freedom of action and the freedom of consciousness in solving socially significant strategic tasks; and between the choice and the responsibility for the choice and its consequences. Russian society is experiencing a severe systemic crisis of culture.

For more than 1,500 years, the human personality was educated drawing on the experience of the absolute (according to A.F. Losev), and now it wants to be the "absolute" itself. The maxim of being worthy of the design of God is being replaced by a pragmatic creature, the creator of nature and himself. The human "self" is no longer the creation of God. Now, man is the creator and his target is to redo the world.

D.I. Feldshtein notes that according to the results of comprehensive surveys conducted in the period from 2005 to 2009, there is a trend to a sharp decline in cognitive development of children of preschool age (linear visual thinking), with a

general decline not only in their creativity, but also in their eagerness to act. The level of plot-role-playing game is becoming narrower, resulting in the slower development of needs, motivations, will and arbitrariness of action. Older preschoolers have problems with holding rules internally, which affects the way they operate on images. Underdeveloped fine motor skills in children have been observed for many years. Children demonstrate lack of graphic skills, indicating the underdevelopment of the brain structures responsible for arbitrariness of action. This is happening on a massive scale and as such causes much concern. Aggressiveness was shown by 60% of the total number of the children surveyed. Children spend thousands of hours at screens of different devices, which blocks their own activity. This naturally leads to decreased attention, hyperactivity manifestations and distraction. In addition to all other negative factors, children are becoming increasingly lonely (the psychological circle is closed). All this distorts physical development of the younger generation and gives rise to all sorts of backwardness. The list goes on, but the question of education requires a clear understanding of its essence.

Creditworthiness of any pedagogical theory is determined by the subject of pedagogy, that is education. The term is interpreted in different ways. In science, it should accurately reflect the phenomenon that is being studied and is in congruence with a certain truth. The essential understanding of education was contributed to by many prominent scholars. Konstantin Ushinsky defined this process "as a sum of influences from the surrounding world." Leo Tolstoy saw this category of pedagogy as "a forced, compulsory impact by one person on another." Tolstoy's opinion on the issue is valuable in that he pointed to the "educational process" as a resource-based possibility of unintentional education. The ideas of free education were developed by K.N. Wentzel and others. S.T. Shatsky and A.S. Makarenko took the path of "pedagogically reasonable organization of life of children", thereby deepening the understanding of the essence of education with an emphasis on "multiple relationships in the world of reality and life of the child," including "behavior exercises." This is the main educational creed of teachers and thinkers. A remarkable and significant generalization of the search path was provided by I.F. Kozlov who considered "education as the subject of pedagogy." His definition is twofold. First, he believes that "education is an objectively natural phenomenon" (it is the subject of pedagogy) and a compulsory practical activity, and second, that his contemporaries were not mature enough to understand the universality of this finding. When working on his doctoral dissertation, Kozlov put a final period to the long search for the subject of pedagogy: "Education is made up of the younger generation's mastering social experience and of the corresponding development of natural strengths and abilities of children in the course of their life and communication." The development of an individual is the actual content of education, i.e. its component, and this is a branch (the subject) of the science of pedagogy. Kozlov substantiated this subject matter of pedagogy and identified all of its main characteristics: nature (as the basis and affiliation with the class of phenomena); the purpose (as its main function and role); the form and content (what constitutes the phenomenon, and its structure, including the balance between the external and the internal); the mode of existence of phenomenon (how the process occurs, its mechanism); and its source (what gives rise to and feeds

the process, its root). This approach is the key to dealing with the main pedagogical phenomena and processes, with the most important of them being education. In this concept, children are “subjects of education.” The main thing in this process is the child’s life, and this is a valuable point of the philosophy of humanism. An individual is not educated in parts. The main conclusion is that development is the content of education and mastering experience is its essence. The essence manifests itself both in human relationships and in forms of social relations, proficiency, moral norms of society and standards of everyday life. Being a fulfilled person requires accepting the experience (culture, science, values, traditions, etc.) of previous generations. Education supports and ensures generational change, succession and the substitution of the new for the old. It creates history. The essence of living lies in the triad “activity, movement, exercise”, in accepting and understanding the band of time: “yesterday – today – tomorrow”, in the unity of space, time and understanding that we are living “here and now.”

Culture as a whole should be the basis of the content of education, and science should only be a part of it. Technological advances do not lead to the progress of morals or spiritual growth, and make ethical issues more difficult to solve. People have learned (over the centuries) to fly like birds and swim like fish, but they have not learned to live like human beings. It is only by putting the human dimension and human life in the center that we will be able to understand the true value of knowledge in the context of human consciousness, reason and moral senses. Our senses and reason guide us toward learning and searching for “true values” related to the desire to understand the world and ourselves in it. All the “crises in the world” (environmental, psychological, social, cultural and educational) are generated by people. Nature does not threaten man, but it is man who threatens nature. Morality should precede technological progress. The ontological status of man in the human space has become a problem for nature, society and man himself. The issue of human responsibility is of paramount importance, and the choice is always free. Revision of values is an imperative of survival. Man defines the road maps of life. The synthesis of all components of knowledge can solve the problem. The content of education should reflect the dialogue on values, the equality of all philosophical positions and schools, and complementarity of scientific and religious knowledge. Religion keeps traditions and sustainable values that accumulate proven historical experience of social adaptation, including nature. Systems of relationships define the essence of morality of human acts.

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THE DEVELOPMENT OF SOCIAL ACTIVITIES OF STUDENTS AS A PROBLEM OF TODAY'S EDUCATION

Kh. Kh. Khamzaev

In this article the concept of social activities is considered, and the possibility of acceptance of the level of a student's social activities as the criterion of overall performance of a higher educational institution is analyzed.

Key words: youth, activities, social activities, criteria of overall performance, quality and efficiency of education, knowledge and ability.

Intense activity is usually considered to be a criterion of social activity. As a rule, three aspects of this activity are considered: (a) the subject's participation in various activities and readiness to achieve a goal at a high level; (b) the manifestation of personal qualities in one's work; (c) the social significance of material or spiritual gain obtained as a result of activities.

Social activity is the highest form of activity. Usually, the term "social activity" is used to refer to both the intensive human activity in a certain system of social relations, and the ability to implement it. As such ability, social activity exists as a complex integral quality. It does not express any particular line of character, but rather the entire set of features of life, being a concentrated expression of their major quality – the social activity-based substance.

The proactive approach of a person, aimed at creating new progressive forms of social life, can be considered as a manifestation of the social activity of an individual. As for students, manifestations of different types of their activities are related to their social status. A student becomes a subject capable of deliberately and systematically transforming the surrounding reality and himself/herself. Work in a team becomes the leading need of the student's personality. Since the needs are the source of activity, work in a team, just like need, acts as a basis for the further development of the student and, at the same time, is one of the essential forms of its manifestation. Social activity of students is the dialectical unity of objective and subjective sides, that interact, interpenetrate, and are interdependent of each other. Its objective side is determined by the socio-economic conditions of society, the conditions of existence of a higher educational institution, and the conditions of educational and professional activities. The subjective side is characterized as a reflection of these conditions, and is expressed as the creativeness of students, and the manifestation of such personal qualities as initiative, responsibility, and entrepreneurial attitude. It is important that the new system of public education should be based on the knowledge of age and individual qualities of a personality, and the patterns of its development and formation, so that pedagogically organized management of a student's education would motivate its active work on self-education through independent and responsible actions. The level of development of civic consciousness, social activity, social position of the school graduate, and their readiness to build good human relations in the team (labor team, students' team, etc.), are all the result of the education of a person in modern conditions,

within the context of the leading areas of education. Beliefs are mental patterns, which focus on a specific course of action arising from the philosophical, moral and psychological qualities of a person. They reflect its subjective attitude towards society. It has a practical orientation, which manifests itself in real human behavior. An active life position reveals itself in the indifferent attitude of a senior pupil to the public and political life of his/her native country, and the desire to participate in the life of the city, the republic, and the country – the desire to change things in a positive way. Social activity does not mean a conformist attitude, but rather a critical attitude to life, which means a continuous need to reflect things happening in the country and the world independently, and the desire to make life better.

The following provisions act as pedagogical bases of development of the social activities of a person during the course of education: (a) the social activity of a person is formed in the process of social and pedagogical relations, and is manifested in the beliefs of students; (b) the organized activity of an individual in accordance with the requirements of society is an important indicator of the formation of intellectual and spiritual potential; (c) the development of the social activity of a person in the educational process is related to the fulfillment of educational, organizational work at a high quality level; (d) the development of the social activity of a person is stimulated by the forecasting of the prospects of social progress.

The structure of the motives of social activity is a dynamic system of motivational components and factors that shape the different motives which stimulate a person to carry out certain actions and deeds. This determines the degree of their activity, and the orientation of their behavior to achieve specific socially significant goals. The structured approach to understanding the motives of social activity of youth will help to answer a number of questions relating to various aspects of motivation, namely: (1) what is the degree and level of expression of the motivational components in the structure of motives of social activity of different groups of young people (boys and girls, seniors and students); that is, what is the set of needs, initiating activities, and goals that these needs satisfy; (2) what are the particularities of the structure of motives of social activity of youth depending on the manifested forms of social activity; (3) what are the specifics of value orientations, social attitudes and psychological relationships of a person, the system of their interests and inclinations, their self-esteem and level of aspiration, as well as their knowledge and skills in a certain kind of social activity. All of these ultimately determine the shape of the social activity of a young person, and the orientation of his/her social behavior in general; (4) what are the features of the structure of motives of social activity of young people, depending on the level of expressed social activity – in particular, what motives in the motivational structure of a person are the prominent ones, and how they are related to the level of social activity of the person.

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THE SPIRITUAL-MORAL EDUCATION OF STUDENTS IN PRIMARY SCHOOLS OF THE REPUBLIC OF UZBEKISTAN

Sh. S. Shodmonova
M. E. Gapparova

This article is dedicated to the system of students' spiritual-moral education in primary schools of the Republic of Uzbekistan, aimed at the rebirth of national values, improvement of the national education system and raising of a harmoniously developed generation in the spirit of patriotism and love of their native land.

Key words: morality, education, religion, value.

Every nation is strong not only by its wealth, but primarily by its high spirituality and culture. Since the first days of its independence, Uzbekistan has attached great significance to the revival of national values, improvement of the system of national education, and raising a harmoniously developed generation in the spirit of patriotism and love of the native land. Speaking about the riches of our country in one of his speeches, President of the Republic of Uzbekistan Islam Karimov emphasized: "The main source of our strength is the young generation, ready to effectively use these riches, the young people raised on harmonious assimilation of national and human values, centuries-old spiritual heritage of their great ancestors as well as the intellectual achievements and experience of developed countries" [1]

The problem of spiritual-moral education in our republic is more severe than ever. There are quite a lot of reasons for that. They are: (a) our society needs the training of widely educated, highly ethical people having both knowledge and fine personality features; (b) in the modern world, a schoolchild lives and develops being exposed to a multitude of diverse sources of impact both positive and negative; (c) education as it is does not guarantee a high level of spiritual-moral education, because character building is systemic, goal-oriented, and coordinated on the teachers' impact on the person with a view to the formation of certain personal and social qualities in him [1]; (d) provision with moral knowledge is important because it both informs the schoolchild about the norms of behavior expected in contemporary society, and gives an idea about the consequences of violation of the norms or the consequences of this action for the surrounding people.

An important pedagogical task of personality formation is the formation of an active life stance in learners, a conscientious attitude to the social duty, unity of word and action, and intolerance to deviations from moral norms. Our teachers thoroughly study all the rich heritage of the Uzbek nation. A return to our origins, and a comprehension of the depth and grandeur of the cultural and spiritual heritage of our great ancestors who made an enormous contribution to the world culture achievements, a formation of the careful attitude to their past in every generation, to the noble national and religious traditions and, simultaneously, the clear understanding of the need to learn and join in the values of the modern

civilization and spirituality are the soil for building our policy of educating the coming generation, the political maturity and activity of the population.

The program of character building consists of the following components:

(1) Religious-cultural education of learners. The methods of formation of moral orientations related with the religious-cultural education of learners based on the secondary course of national literature is aimed at creating a certain store of systematic ideas in them, of emotionally colored impressions about the formation of the nation's moral ideal through its beliefs, and at developing a value-based attitude to it as to a spiritual heritage. Introduction of junior schoolchildren to the prehistory of Islam involves the presentation of ancient beliefs to them. The Islamic religion is now a means of educating a spiritually developed person. Many ceremonial attributive instructions of education have been preserved to the present day, are passed down from generation to generation, and make the treasury of the ethnical folk pedagogy. As society develops, the most experienced and knowledgeable people get involved in education, and classes become increasingly organized. [2; 3] We consider that the pedagogical engagement of the Islamic religion for the moral education of a schoolchild has the following major significance: (a) it enriches the notion of "man" in the schoolchildren's consciousness, with the moral meanings of the spirit and soul (the schoolchildren's idea of the man is currently limited down to their understanding of man as a biological being: "man has blood and muscles", and raises the moral norms to "deification" of man; (b) it acquaints learners with "strict" Islamic "beatitudes" as the core of human morality and at the same time the spirit of Uzbek godliness, peacefulness, conscientiousness and mercy. Quite significant in the religious-cultural education of learners is familiarization with the history of Zoroastrianism. The Zoroastrians of Central Asia and Iran considered land, water, air and fire (the sun) sacred. There are pictures of the sun on portals of madrasahs and mosques in Samarkand and Bukhara. It was strongly forbidden to throw litter into water, and to pollute rivers and irrigation canals. Fertile soil and water were like gold on the territory of Central Asia. Philosophical views and local religions reflected the specific features and needs of material and economic activities.

(2) Spiritual-moral state of the learners' soul. A great part in the moral formation of the schoolchild's personality is played by the teacher and his methodological skill. The methods of working with oral folk arts (tales, proverbs, sayings) in middle school are conditioned by the qualitative heterogeneity of these genres. In guiding fairytale reading, the teacher must rely on the specificity of the fairytale genre, and persistently form the learners' optimal volume of abilities, concentrating the children's attention on the main things in "the fairytale world", the ability to identify episodes similar in terms of their message with the same character in reading and telling and to determine their emotional character for development of the children's ability to empathize, their emotional and image memory. They learn a lot of interesting things from old people; they learn a lot of useful things and their first labor skills from their grandparents; the latter help children to comprehend the secrets of nature. Grandmothers acquaint children with the origins of folk poetry and teach them their native language. Also, the main thing is that having lived a long life, they teach children to be kind. Schoolchildren

maintain contacts with the residents of the House of Veterans (making greeting cards, meetings, concerts).

(3) Moral education. A significant aspect of the moral education of junior schoolchildren is the formation of humane relations between children, and the formation of active moral feelings in them. In this respect, the school holds a lot of different events: talks on ethical topics, reading fiction, and the discussion of positive and negative actions of the learners. However, for this system of educational events to be effective, every impact of the teacher must be influential. An important mechanism ensuring successful entry of the child into school life is the psychological readiness which includes a certain level of intellectual and personal development of the child, including communicative components of readiness for school learning.

(4) Regional study as a form of educating a spiritual-moral personality. As teachers, we have referred to the problem of using regional studies at the lesson and in extracurricular activities for a good reason. Analyzing the work in nature studies, the development of oral and written speech at the lessons of reading, and native language, which is teaching the basic subjects, we concluded that learners know little about their small motherland, and do not know its past and present well enough. However, even the small volume of material which is available is abstract in its nature. To raise cognitive interest in the history of the land, its past, present and future, and to the nature of the native land, we referred to analysis of the problem, and searched for ways to solve it. It is the school that lays the foundation of cognitive interest in the study of the town as the microclimate surrounding the child, which creates the conditions for the formation of moral feelings. At a reasonable level for him, the schoolchild comprehends the significance and value of the surrounding microclimate for him personally; he discovers new aspects in the habitual surroundings, and learns to interact with them competently. Regional study presupposes a comprehensive study of the native land. Natural studies offer a wide area of activities. In our opinion, it is necessary to systematize and expand the learners' ideas about their region, its natural conditions and resources, and specific features of interaction between man and nature.

High quality education is the primarily formation of man, his acquisition of his own self, his image, inimitable individuality, spirituality, and creativity. To educate man in a high quality way means to help him live in peace and consort with people, god, nature, culture, and civilization.

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ACTIVIZATION OF LEARNERS' COGNITIVE ACTIVITIES AT HISTORY LESSONS: EXPERIENCE AND PROBLEMS

A. Sh. Tokhiriyon

The author attempts to summarize the most popular opinions and theoretical ideas of leading scientists and competent educators on the issues of raising the efficiency of teaching history, and also shares his personal work experience.

Key words: activization, methodology, history, analysis, teacher-and-pupil, forms

picture) arouse different learning activities of students and, accordingly, lead to different pedagogical results. The effectiveness of a certain teaching technique depends on the material being studied (images, facts, summarizing conclusions, etc.), teaching objectives, learners training (development, interests, abilities, etc.). In studying the external sides of historical facts, one should teach students such techniques as mental reconstruction (restoration) and graphic imaging based on the surviving residuals of simple items of material culture or details, verbal recreation of holistic pictures, historical events, or their representations. Forming deep knowledge and cognitive abilities, this work fulfills a useful role in the military-patriotic education of learners. The learners' reconstructive activities are often related to excursion work. Excursions stimulate the learners' interest in the history of their Motherland, their native land, and their region, and improve the quality of historical education, and the moral and patriotic upbringing of schoolchildren.

The primary goal of teaching history is the formation of a developed socially active personality familiar with human values and achievements of world culture, and a creative and independent personality. The content of history courses allows showing the entire centuries-long path of mankind, relations between society and the individual, the moral improvement of man, and elements of social psychology of different nations in different epochs. History is the science about man and his activities in time and space; it helps every person to understand the past and present, to become better aware of oneself and one's role in society.

The experience of the work of innovative teachers allows the conclusion that one of the areas of improving the effectiveness of historical education in school is, to the extent possible, acquisition of scientific-methodological knowledge by every teacher, the ability to creatively apply the acquired knowledge in everyday school practice, and regularly analyze one's work, accumulating and developing all the positive results of the lessons and extracurricular communication with students.

The author has tried to show many aspects of increasing the effectiveness of teaching history in a general education school, but this is a vast topic and needs further elaboration.

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DEVELOPMENT OF STUDENTS' CRITICAL THINKING IN THE PROCESS OF CONTINUOUS EDUCATION

G. R. Akramova

This article discusses the issues of developing students' critical thinking in the process of continuous education. Scientists' views on students' critical thinking are presented.

Key words: students, information environment, critical thinking development, continuous education system.

Nowadays the continuous education system of the Republic of Uzbekistan faces a problem – how to prepare the younger generation for independent decision-making and responsible actions, for professional activity in a highly developed information environment, and for efficient use of their capabilities [1]. One of the priorities of the educational process is the development of critical thinking of students in secondary schools. The prerequisites for this include such trends of modern society as the ever-expanding information space, a sharp increase in the role of information processes, and the volume of information coming from the outside.

All this is reflected in the social sphere, and, above all, in education. This is why we are talking today about changing the educational paradigm, about reorienting the education system with traditional knowledge-based pedagogy towards pedagogy of innovations, and developing pedagogy, the purpose of which is the development of the entire set of personal qualities: knowledge, skills, methods, mental activities, new competencies, self-governing mechanisms, emotional and moral and activity, and practical means for receiving high quality education. According to E.S. Polat, "not merely the assimilation of knowledge, but the ability to creatively apply knowledge, and to develop independent critical thinking – that's a problem, the implementation of which requires a fundamentally different attitude to training technology and theory" [2]. According to M.V. Klarin, critical thinking is rational, reflective thinking aimed at solving an issue, and what to believe and what actions to undertake. With this understanding, critical thinking includes both the ability (skills), and predisposition (settings) [3]. One of the researchers of critical thinking, D. Halpern, believes that "critical thinking is the use of cognitive techniques or strategies that increase the probability of obtaining the desired result" [4]. This definition characterizes thinking as something which may be controlled, justified and has a purpose – the type of thinking which is used to solve tasks, make conclusions, assess probabilities, and make decisions. This is a student who can think and uses skills which are justified and efficient for the specific situation and the type of issue solved

Today, education has the task of educating a critically thinking student who can think, analyze, and is able to see the problem and find efficient ways to solve it. According to the concept of R. Ennis, a critically thinking person must: (1) ensure that his/her views and decisions are clearly justified, and for this it is necessary to strive to find new hypotheses, alternative explanations, sources, and conclusions;

to be well informed; to consider points of view different from one's own point of view; to expand one's horizons and seek diversified awareness; (2) to be able to clearly imagine one's own position and the position of others; to clearly and precisely understand the meaning of words spoken or written, taking into account the particularities of the situation; focus on the issue or the conclusion, to strive to adhere to the basic theme; search and offer arguments (justification); taking into account the whole situation; be aware of one's own beliefs; (3) respect the opinion and dignity of the interlocutor, to be able to listen to and hear others; avoid criticism, taking into account the feelings of the interlocutor, to be sensitive and seek to understand others' feelings, their level of knowledge and depth of judgment; to be considerate of the other person's state [5, p. 171].

The development of critical thinking in modern conditions aims to: (a) teach students to allocate causal relationships; (b) consider new ideas and knowledge in the context of existing ones; (c) reject unnecessary or incorrect information; (d) understand how various pieces of information are related to each other; (e) allocate errors in reasoning; (f) identify false stereotypes that lead to wrong conclusions; (g) be able to distinguish facts, which you can always check, from suggestions and personal opinion, etc. Thus, critical thinking of a student is related to the student's curiosity, good awareness, cause of trust, open-mindedness, flexibility, fairness in evaluation, honesty in facing personal biases, prudence in judgment, a desire to revise and clarify issues and complex problems, due care in search for the right information, intelligence in the selection of criteria, and consistency in the search for results.

Thus, the formation of students' critical thinking is determined to a greater extent by the requirements of time, and is a complex and multifaceted phenomenon, the key components of which are: the settings and readiness of critical thinking, ownership of a set of intellectual skills and the presence of certain experience, both scientific and life experience, as a "platform" for application of these skills. If we talk about development of students' critical thinking, we should talk about development of their targets and purposes to improve the quality of thinking, improve certain cognitive skills, and the ability to use these skills both in training activities and in everyday life.

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EDUCATIONAL SYSTEMS IN THE CONTEXT OF THE DESTRUCTION OF SOCIAL TRUST

E. V. Astakhova

Education, as a system, is currently undergoing major transformations and experiencing a dramatic overload coming from high-rate socio-cultural, economic and political processes. In this context, one of the system's major problems is to find recourses and means to rebuild and maintain social trust.

Key words: social trust, higher education functions, social trust rebuilding, macro- and micro-levels.

At the beginning of the XXI century, education underwent such profound and dynamic changes that could hardly have been predicted 15–20 years previously. The amount of changes in practical terms does not depend on a region or a country. Of course, the state of education, the model of its development, the resource use, and many other components demonstrate clear dependence on the government, the region, etc. But as with all the common things, education, sooner or later, is influenced by globalization and glocalization. Quickly enough, from the key sector of socio-economic development, it was turned into the basis of society's modernization. The statement that the level of development of any country depends on the quality characteristics of its population, its intellectual and educational potential, has become trivial. Experts started to discuss the preparation of a competitive personality as being one of the major functions of education, a personality, which according to the definition of José Ortega y Gasset, should "be on a par with the times" [1].

Thus, it is necessary to pay attention to the fact that we do not only mean higher education. It seems very important to ensure public awareness in well-developed countries, of the importance of the development of education as a unified system, and as a model of continuous, unfinished, lifelong updating of knowledge. The leading, key role of the university sector is not questioned, because only this sector is able to generate meanings and set vectors for the entire educational system's development. However, in the era of an almost explosive development of knowledge, the dependence of educational stages and levels from each other has increased significantly. Gaps and defects in even the preschool period of education, taking into account the pace and depth of the educational processes that are typical for the beginning of the XXI century, are very difficult to fill in. "It is very difficult to solve a problem of a non-socialized first former, if at all possible", said L.L. Lyubimov in his report at the international scientific and practical conference "The Priorities of Development of Today's Education: Theory, Methodology, Practice" [2]. Indeed, the negative trends taking place at the initial stage of education, according to classical laws of synergy, turn out to be irreplaceable losses at subsequent stages of life. E. Lorenz called this phenomenon a "butterfly effect", when minor, seemingly, small changes in initial conditions can lead to large discrepancies in the results: if a butterfly flapped its wings in China, it can cause a hurricane in the United States [3, p. 42].

Reducing a child's vocabulary, an inability to extract meaning from texts, break of the triad "write-read-speak" – if the above components are a failure, the development of a person itself is a failure. So, in such cases we cannot expect to receive a conscious person at the end of the system. Conversely, without understanding and a holistic worldview, it is not possible to receive either the breadth of vision, so necessary for modern professionals with a higher education, or adaptive abilities, which, in addition to good knowledge, a good specialist shall have after graduation from a university. One way or another, today's educational system, on the one hand demonstrates constant diversification and differentiation, and on the other hand, the pursuit of integrity and interconnection. It seems that in this conflict, the specific features of the educational field manifest themselves, as well as its paradigmatic focus on the perception of education as an integrated system with a strong humanistic vector.

In addition to the expansion of the social functions of education, mutual responsibility between education and society significantly increases. Educational institutions are more and more dependent on society, the government, and civil institutions. But society itself is largely dependent on the level and quality of educational structures, and results of their activities. In order to be able to successfully perform the many roles which are given to educational institutions in the culture of society today, they must not only be sensitive and responsive, but also actively responsible, responding to the needs and demands of society; the educational system should also be responsible towards society. The big difference between responsiveness and responsibility lies in the fact that in the first place, educational institutions (primarily, of course, universities) have to be receptive to what society expects from them, and in the second case – to take the liberty to set directions for reflection and policy-making in society [4, p. 25]. At the same time, the penetration of entrepreneurial approaches and business models into education in no way transforms it into a service in a pure sense of this word. However, there is such a tendency nowadays, which is rather a rule than an exception.

Education, when it is viewed in the entirety of its performed social functions, fits poorly into the consumer society, because consumption, as a rule should bring rapid appreciation. However, the results of education are not immediately obvious, but rather in the long term. Here, society must receive the correct settings from education, and some criteria-based basics of approaches to assessing the role, significance, and quality. Otherwise, the transformation of the education sector into the service sector poses a real danger of transforming education from a means of development and formation of needs to place of their satisfaction [5, p. 42]. It is well-organized and thoughtful education that helps to prepare a modern man for the constructive changes in life of the society, to production technology, and hence, to adequate perception of new cultural models and permanent, ever-increasing changes.

For Ukrainian society, in the context of a profound structural crisis, another function of education is of particular importance - an ability to reconstruct and develop social trust. In recent years, for various reasons there has been a marked increase in interest in the search for resources and tools through which the formation (in our case - recovery) of trust relationships in different spheres of society is possible. Today, when in Ukraine there is a complete loss of social trust

both at the basic, elementary (trust to people), and abstract (trust to institutions and systems) levels [6, p. 127], the need for such resources has increased significantly. Indeed, even in everyday life there are clear marks of complete loss of trust in the state authorities, agencies, power structures, the media, the judicial system, and public organizations. Aggravation of the political crisis led to the destruction of trust also on an interpersonal level, and at the level of micro-groups. In such a situation, it is practically impossible to stop the destructive activity and protest action patterns. So, the search for the resources and tools of restoration of social trust becomes of paramount importance. It seems that because of their social functions, scale, potential of age coverage and interaction with different social groups, education is in a unique position in terms of carrying out work aimed at the restoration of social trust. Of course, the educational system can only realize this function in the presence of a cultural and educational environment, in which the imitation and falsified forms of the educational process are not accepted and rejected.

Education, as a factor of the restoration of social trust, is not an opening or singling out of a fundamentally new function. It fits well into the framework of the socio-political and cultural and creative functions [7, p. 14] of education. However, its significance in the context of a deep structural crisis has increased dramatically. Restoration of social trust at the macro and micro levels is a task of society as a whole. However, the first violin here, indeed, plays the educational system that is capable of carrying out restoration through the subject-to-subject relations within the system (of course, taking into account the changes that have already occurred with each of the key subjects of the educational process) and beyond the system. After all, even at the level of building external relationships (educational establishment – employers, educational institution - region, etc.) there are far more reserves than the developed forms of mutually beneficial cooperation.

The report presented at the conference (or within the framework of a discussion) will give a more detailed analysis of the possibilities of the educational system in terms of building and restoring social trust.

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TECHNOLOGIES OF UPBRINGING IN THE PROCESS OF CONTINUOUS EDUCATION FOR SUSTAINED SOCIAL DEVELOPMENT

A. V. Skovorodkin
V. A. Skovorodkin

The article describes the stages of educational technology, and indicators used to measure a person's level of politeness and social activity. The article analyzes issues of student development in tourism and regional studies, taking into consideration students' age. It defines the principle of environmental friendliness for the sustainable development of society.

Key words: upbringing, upbringing technologies, event-technologies, social responsibility, environmental responsibility.

There has been a change in conceptual definitions in modern pedagogical science. The terms "forms and methods of dealing with children" have given place to "pedagogical technologies", the Russian word for "volunteer" has been replaced by the English word "volunteer", and the terms "newsworthiness, festivity, theatrics, and effectiveness" have been concentrated in the term event-technologies. Thus, the pedagogical potential of event-technologies consists of fulfilling the personal needs of children and the youngest generation when arranging for cultural rest, disclosing and developing an individual's skills and properties, arranging and performing cultural entertainment, forming communicative culture, social realm cognition, and popularizing human uniqueness and flexibility, and in the esthetic, psychological and reflexive effect [4]. This is a personality-focused technology. The form of implementation is the unique event that's created. Activities of participants serve as an important element for disclosing personal potential, self-fulfillment, creativeness, and initiatives. Event-technologies are a set of creative techniques following which the expected result may be achieved, for example, relaxation, relieving anxiety, and changing one's personal behavior pattern in a certain situation.

A component part of social development is the upbringing of a responsible attitude of each individual towards the various spheres of activities. Therewith, one of the results of personality upbringing is the category of environmental responsibility, being moral and psychological human nature integrating character, reflecting the ability to control one's actions and behavior in the world. The wide approach towards this category allows for solving such pedagogical tasks of personality formation in a methodologically right and purposefully true way, in the system of its various relations with natural and social factors. A responsible attitude to nature, and social medium, is expressed in the ability to fulfill the requirements and obligations to society consciously, and, respectively, willfully and voluntary, to solve the problems of moral choice. The environmental responsibility of an individual provides for self-assessment of activity and making relative corrections in regard to one's self and the activities of others. The environmental responsibility includes such properties as responsiveness, prudence, kindness, rationality, and

the ability to accept the consequences. The human attitude to the environment actually becomes the attitude of modern man to the human future.

Thus, the technology of environmental education developed by the laboratory of ecological culture of the institute "Family and Education" of the Russian Academy of Education becomes important, as it considers the system of psychological and pedagogical techniques and methods providing for developing children's personalities with learning cultural forms of interaction with the environment within the framework of sustainable development [7]. Such technology is based on the principle of ecological variety providing for personality development in harmony with the social and natural environment, and with all components of the environment.

Three basic stages may be distinguished within the framework of the technology: motivational (self-defining), pragmatist (situational), reflexive (harmonizable). The motivational stage creates backgrounds for developing activity including such components of "freewheeling", the independent and free choice of a child. It defines targets and tasks, rules and standards, as well as the nature of further activity. The pragmatist stage includes overcoming physical and psychological stress, solving situations (game, case study, professional, behavioral), and fulfilling tasks and targets assigned. The reflexive stage creates possibilities for analyzing student activities, and harmonizing their relations with the environment. At this stage the results of activities are analyzed and summarized, and success at personality growth and development are noted. The upbringing situation, being the basis for the upbringing technology, is present at all stages of the technology [5]. The upbringing technology makes it possible to reach a certain system of personal development. As part of the tourist and regional studies, A.A. Ostapets proposed the educational and upbringing concept: "The school of life is the environment" [3]. Within such an approach, a child receives comprehensive development learning the environment step by step, and overcoming stresses when performing various activities. Such a concept was adapted in childcare centers, schools and various professional educational institutions in Russia. The conceptual basis included periodic classes of tourist and regional studies where a child learned various tourist and regional roles and positions. Tourist positions gave the child the possibility to feel his strengths and skills, the confidence and fidelity of his behavior in the world. Regional positions gave him the possibility for scientific knowledge of the existing world. Tourist positions from fire tender, cook, navigator, and searcher were adopted on the route in the environment that allowed the child to become confident and feel harmony with the nature.

For elementary school children the upbringing technology of tourist and regional activities is generally built into the game. For example, an excursion in nature looks like an adventure of searchers, as the main question runs: "What is it?" and the searchers try to answer how this tree is called. The questions then become more complicated: how old is it? And which edible plants and mushrooms can we find in the forest? Such a game creates a friendly team-collective. The task of the teacher is to give all students the possibility to answer and to provide everyone with the possibility to show their intellectual abilities. The upbringing technology of excursions generates a culture of statements, and teachers correct and build relations in the group. The upbringing technology of excursions has a

very motivational nature focused on interest in experience. It has a high level of standards, limited by wishes and requests: “Let’s be calm in the forest to listen to the music of the wind, and birdsong”. After an hour the group is questioned – where and how will we have a rest? The teacher forms the skills of leaders to find solutions approved by the group, thus creating a collective of like-minded persons able to solve the tasks assigned.

For the middle-level children, the upbringing technology of tourist and regional activities is built into weekend expeditions, trainings and physical exercises, with their content reflecting mastering of various activities to a greater degree. For example, when having a weekend expedition, children are given the possibility to define their own potential skills. The main idea of the upbringing technology is: “What are you able to do?” The teacher gives each student the possibility to try him or herself in various types of activities and to help them to find properties or skills, the development of which is important for active and full life. Such upbringing technologies have a low level of standards; teachers translate wishes and norms of behavior.

For high-school children, the upbringing technology of tourist and regional activities is built into professional trainings. For example, the expedition unites all children for achieving the task assigned. Tasks of various types require professional skills in various forms of activities, and finally, the upbringing technologies reflect the reflexive (harmonizable) stage. In the existing world, life is a unique matter able to change solid categories of time and space. The upbringing technologies activate the pedagogical component within sustainable development of the society, giving the possibility to each older student to answer the questions; “Who am I?” and “Who are we?”. At the end of the expedition, most of the students achieve a high level of professional skills when solving the tasks assigned.

Extension of the framework of the upbringing space based on the principle of “ecological variety” is focused on the future and makes requirements of a high level for social activities and people’s responsibility. Modern man must make decisions on his own; to quickly establish relations in the changing reality. Ecological variety is understandable as a “correlation of the child’s way of life with the habitual conditions, its upbringing in harmony with the environment” [1; 2]. The principle of ecological variety helps to define a further way of life in the changing world. The ecological culture of personality is shown in one’s life style, and all types and results of human activities. Such experience provides for: the priority of spiritual values over material, formation of a system of human values, and possession of knowledge and their use in sustainable development.

Thus, the upbringing technologies serve as the pedagogical tool of human adaptation to the real world, and formation of the value-conscious relation of an individual to him or herself, to the society, to various types of activities, and spiritual renovation and human development.

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REGIONAL STUDIES MOVEMENT – CONTINUOUS CREATIVE LEARNING FOR THE BENEFIT OF A REGION AND CITIZENS

E. V. Komissarova

This article is dedicated to regional studies as non-formal lifelong education, public activity devoted to studying and developing a region, and intellectual leisure enriching students' personalities.

Key words: regional studies, regional studies movement, modernization, territorial resources, intellectual leisure, non-formal education.

Regional studies perform various socio-cultural functions: research, educational, world outlook, pedagogic, cultural heritage protection, communicative, socialization, enculturation and adaptation, and leisure ones. Cooperation between generations is a socially valuable quality of regional studies. Regional studies provide comprehensive knowledge based on the achievements of many theoretical disciplines.

The principal state and municipal institutions carrying out regional study research on site are museums. A local history museum is democratic by definition: it is accessible and attractive to all social and age categories of the population. Museums in district centers, small towns and rural villages become centers of knowledge, cultural heritage broadcasting, sites for the activities of folklore groups and amateur hobby groups. Museums are created to a large extent because of public initiative, or the personality of an enthusiast keen on the history of his or her own village, factory, or his or her nation. Many Russian museums were created thanks to the efforts of veterans of the Great Patriotic War and labor. Cultural and leisure centers, or amateur creativity centers, hold events dedicated to folk traditions, to memorable dates in the history of their region, to famous countrymen. Amateur creative groups and folk craft groups cannot operate without the support of regional studies. Both the amateur actors and craftsmen and the spectators of various generations attain intellectual enrichment in the process of this creative activity.

Regional studies are attractive for youth not as booklore, but as "living history" recreating the time spirit and artifacts of past epochs. The types of contemporary regional studies activities are various: archival research, genealogical research, recording veterans' reminiscences, archeological and ethnographical expeditions, collecting, photographing and video filming, creation of museums, protection and restoration of architectural, historical and cultural monuments, tourism and tours, historical reenactment, rebirth of traditional cultures, technologies of handicrafts, holidays and rites, etc.

A characteristic feature of the regional studies movement of the Volgograd region is the combination of a theoretical foundation created by academic advising of the main sections of the Volgograd Regional Society of Local Historians by the region's leading scientists, and the enthusiasm of amateur local historians that pioneer studies of new aspects of byways of local history. Many years' studies carried out by active local historians resulted in the regional encyclopedic editions:

"Encyclopedia of the Volgograd Region" [6] and "Encyclopedia of the Battle of Stalingrad" [7].

While building up work aimed at studying and preserving regional cultural heritage, it is important to concentrate on the most important but also the most complicated problems in this sphere, that is, first and foremost, the protection of historical and cultural monuments from catastrophic destruction, prevention of ecological disturbances and exclusion of the destructive operation of many historical and cultural territories of the Region, etc. We should stress that cultural and historical heritage plays the role of a filter sifting the memory of a society, and making the most significant information known to an individual. The cultural heritage of the "small motherland" plays a special role in the acculturation and socialization of both an individual and various social groups and the society as a whole. Apart from bringing economic profit (the development of tourism, increased museum attendance, publication of academic and popular science literature), and preservation of cultural heritage, putting it to good use can change the socio-cultural development of a region for the better.

Thereby, regional studies are continuous life-long education facilitating dynamic development of a region and its population.

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THE CINEMATIC ART AS A MEANS FOR SEMANTIC RECONSTRUCTION OF PERSONALITY

A. I. Skrinnik

The article discusses the structure of reaction and internal action of a person upon cinematic image perception. The moving cinematic image is treated as a dominant that is transferred by the audience to the area of existential structures of a personality. The highest demonstration of cinematography's impact is connected to the phenomenon of catharsis.

Key words: cinematography, cultural dialogue, compatibility reaction, experience, catharsis, inner transformation.

The perception of cinematography by viewers of film is characterized by the fact that it is an intense, creative, and collective process for the personality. By building opinions and going the way of intellectualization, the viewer becomes a participant of the process of creation of an image together with the author. A viewer watching a movie does so in a dialogic way in the position of "being off" (a term coined by M.M. Bakhtin), imposing a special individual position, an outside point of view. The dialogic character of cinematographic images triggers the process of a viewer's internal search for his or her own meaning for the events occurring. Engagement in this process occurs in an unconscious way, irrespectively of the viewer's will. This thought can be found in L.S. Vygotsky's works: "What we can't understand directly, we can understand in an indirect way, by a parable, and all psychological action of a piece of art can be wholly reduced to this indirectness" [3]. The viewer begins an internal dialogue with the author creating an experience. Describing the process of emotional experience, F.E. Vasilyuk states that "the internal picture of human emotions engages several persons, both real and imaginary" [4]. A movie sets a time range for a person and opportunity for durability of the experience process. The images of a movie allow a person to identify his or her own psychological identity unknown to the rational mind.

The highest action of the arts on the emotional sphere of man is related to the phenomenon of catharsis. The term "catharsis" is interpreted in several ways. The classical Greek philosophers Aristotle and Plato describe catharsis as a process leading from heavy and gloomy experience to a state of alleviation, release (tears and laughter), to positive, enlightened feelings. S. Freud understands catharsis as the "reaction" of repressed aspiration, which means liquidation of stresses from aspirations, a power discharge. L.S. Vygotsky thinks that catharsis guides the transfer of a direct emotion to the level of spiritual emotional relation, to the level of "smart feelings." Catharsis as a transformation was regarded by D.A. Leontiev as a "cleaning" of emotions, being a form of experiencing catharsis by a person reflecting the process of a deep semantic reconstruction, dialectical resolution of the internal contradiction in the semantic sphere of a person at a new level [5]. The idea that catharsis is accompanied with semantic reconstruction of a person can be found in works by T.A. Florenskaya defining catharsis as a spiritual transformation. Catharsis as Florenskaya believes it is impossible without understanding the initial situation from the perspective of

social values adopted by the person. "The emotional transformation, i.e., transformation of negative emotions into positive ones, is important for us not as field of psychology of feelings, but due to a total transformation of a personality, overcoming of sufferings, and the change of them into joy... Catharsis is not just a 'transformation of feelings,' rather it is a spiritual transformation of a personality" [6]. Catharsis reflects social attitudes and ideas, and is not reduced only to its emotional component engaging cognitive procedures. Therefore, we can regard catharsis as a process performing the work of experiencing and at the same time developing the personality. Catharsis triggered by a piece of cinematography is a real experience created by perception of a virtual critical situation. The possibility to feel emotional states and hear hidden dialogic states allows the viewer to experience old problems, obtain a new sense, and leave the crisis.

Experiencing cinematography is related to intellectual engagement (possibility to find sense) and creative emotional personality responsiveness which characterizes "deep experience," in the terms of F.E. Vasilyuk. "By its tendency toward a semantic integration, the deep experience searches to find and define itself within the broad horizon of life and reality, and it is why it has a philosophical character. By the tendency to personal engagement the deep experience is poetic (if we understand poetry as a gift of creative personal responsiveness to life" [4]. Taking into account that catharsis is related to spiritual transformation of a personality, we can regard cinematography as an aesthetic means of personal growth aimed at establishment of certain moral and social values of the personality. As through the act of perception of an image the action starts to be controlled, cinematography can impact the assessment process, behavior of the person, and changes in the value component of his (her) mentality. Cinematic images allow the internal world of the personality to be expressed, and watching them allows understanding of what they provoke, what they impact. The internal content of the viewer is provoked, therefore proves itself, and thereby allows "to be seen."

Not all movies are pieces of cinematographic art and not any movie can give rise to cathartic experience. If commercial cinema is aimed at the interests and values of customers and offers a person ideals to be aspired to, then cinematography lacks any assessments. It is a play of senses, a lack of a critical approach. The image of cinema is being built "here and now," during viewers' interaction with the author's cinema text, contrary to primitive and entertainment-oriented images of commercial cinema. The ambiguousness of cinematic images contain different versions of how the personal ego must be, and catharsis gives an impetus for a person to search for his (her) own ego. The art of cinema offers a person the possibility to complete the cathartic experience based on his or her own resources, beyond the reality of arts. L.S. Vygotsky sees the essence of aesthetic catharsis in "destruction of the content by the form." "It is the form that allows an artist to achieve the effect when the content is destroyed, 'quenched' [3]. The art of cinema is created by an author (personality) for whom the cinema is a message addressed to the viewer for reproduction of his or her own senses, and for seeking them through images. The totality of the mechanisms of a piece of cinema is used by the author for creation of his own reality: there occurs an effect of engagement, an effect of influence. André Bazin regards "the cinema as a means of expression

CULTURAL ANIMATION: BETWEEN THE PLAY, CREATIVITY AND EDUCATION

M. Matyjewicz

The presented paper regards mutual relations of cultural animation with arts and education. Although there are many similar points, cultural animation has its own characteristics and functions, as well as an actual trend to perceive cultural animation as a play.

Key words: Cultural animation, arts, education, play.

The problematic of participation in culture, its nature and most popular forms of activity is the fundamental question of the modern culture of animation. Animation tries to encourage and respond to the natural need to participate in culture, seeks to promote the collective activity and creativity, but still focuses on the individual, his needs, interests, and creative potential. The cultural animation is a method of influence inherently associated with the pedagogy and related processes: education and training. However, the animation fundamentally denies the scholasticism in favor of individualization, democracy, responsibility, and conscious creative activity. Taking into account the same ideals as pedagogy, the cultural animation tries in very different way to form their realistic image.

"Animation, according to K. Hrycyk, is a mutual encouragement within the general framework of individualized participation in culture (...), individual and social enlivenment, inspiration, activity, initiative, creativity, and mobilization" [1]. Animation of culture can be defined as a "pedagogy of understanding and support," which introduces a partnership between the animator and pupils, abolishes hierarchy, and organizes contacts with greater freedom and greater autonomy, allowing for individual choice by the lesson participants of the relation forms. According to H. Tera, cultural animation involves three clearly associated processes: (1) the discovery process, which will take place in the creation of conditions for each group and each individual to "manifest to himself," so that all can reveal all their needs, problems, doubts, desires; in cultural animation this process occurs by contact between the results and creators; (2) the process of establishing relations (organization of relations), which means making contacts both among people and between people and art works and their authors; the basis of these relations is mutual understanding and approval; (3) the creative process, which is manifested by bringing together individuals and groups with their environment through expression, initiative, responsibility, and creativity [2].

Basing its actions on the processes of activity and creativity, the cultural animation is opposed to comprehensive idiocy and intellectual passivity. Animation of culture is associated with many dimensions of human destiny; therefore, it acquires an interdisciplinary character and thus provides the chance of a wide and efficient influence in terms of education, society, and culture, but first of all in terms of education.

The acting animator often becomes a teacher: he shows how to take pictures, how to sing a song, to play any musical instrument, dance, and tell stories. This educational situation may be the starting point to encourage creative

enthusiasm and a craving for action. It is worth remembering that general education as a fact and as a right have become the foundation of democracy and civil society, and to the extent that it has become mandatory. Education in the animation aspect overcomes the educational pattern and is the basis for an "infallible" authority. There is a bilateral relationship and mutual influence here. This is not to be understood as accusations against the school – a school teacher is also a practitioner and animator of culture, who, in addition to knowledge, can (and even shall) take an active position in relation to culture. And school should take on the role of a local cultural center. What then is the relation between animation and education?

Animation is an active education in relations with people, in contact. It is actually the education in which concrete and checking skills are only a tool for a further cultural enrichment, in order to look at culture not as a blank sheet of paper, but as the elements, whose creative part anyone can be. Reflection on the educational dimension of animation allows us to understand the culture as a dynamic and complex set, as interweaving patterns, attitudes, behaviors, cultural practices, interpersonal relations, institutions, cultural paradigms, traditions, custom models, knowledge, experience, family and social group patterns, communication. Man is manifest in the way he is involved in this interlacement and in how he creates it. The anthropological dimension of cultural animation also realizes the human subjectivity in its complexity, with cultural, social, individual experience, inscribed in the context of the locality and contemporaneity. Understanding the background and context provides us with the necessary knowledge and perceptiveness. Such a view deepens and expands our understanding of the culture without restricting it only because in our system of values we are often used to considering it as valuable and alive. Such a view allows us to see in our interlocutor a person who takes part in the actions, an active exchange partner, the one who creates and makes a common cause somewhat new: his imagination, a moment of his inner world, emotions acquiring the dimension and form of artistic work.

Still, animation is not an art, and often the animator is not an artist or entertainer. The borderline may not quite be distinct, sometimes not even necessary, but it is there. The artist works on his own behalf and is responsible for every job, signs it with his name. It happens that the people he works with become for him a kind of a medium, a tool. A painter/artist seeks a collision, contradiction, abolition of taboos, and becomes a provocateur and the instigator. An animator does not create a work outside a social community, but in conjunction with it (*community arts*). He works with people – establishes relationships, creates a situation in which these people temporarily become artists with their innate freedom of speech, expression, and action. This seemingly small movement is very significant. Art is for animation an inexhaustible source of inspiration, a tool and a basis.

It is necessary that everything that will be the result of our master classes, that we decide to show to the public, should receive an appropriate form, that the documentation should have the necessary quality to find a place and time for reflection during the action. Art is not, however, the purpose. The encounter, the moment when someone picks up a brush or scissors – this is important, not what the outcome will be. In the process of cultural animation, the thing which is not complete, ugly, not solid, slight, may be the most important. According to

A. Mencwela, "Opening creative possibilities in oneself teaches how to open opportunities in others, and this is the most important. For us it does not matter whether someone will become a painter – (...) it is important to discover painters in others. So that the [animator] was sensitive to other people's sensitivity, responded with his emotion to the feelings of others, understood their mind, was able to enliven and lead; in other words, to be an animator of culture "[3]. To encourage participation one needs to be a participant himself. In fact, in the animated action the animator always remains a participant. The start of communication, conditions of teamwork and creativity already mean the abolition of apodictic hierarchy annihilating the position of omniscience and division into teachers and students. The animator and the group he works with are participants in the same situation; they create a common thing, where everyone has a vote and an opportunity to add something of himself, his idea, a part of himself. Animation actions can simultaneously create a case and give an impetus for wider participation in public life and reconnection to the culture, to the public space.

Cultural animation is also a game. Characterizing the paradigm of game animation, D. Kubinowski refers it to the ideology of neo-liberalism, which was the basis for the idea of unrestrained freedom of manifestation of one's cultural needs and forms of realization of cultural activity. They are the dominant categories in this philosophy. Accordingly, the cultural activity must meet the individual needs, even if they are merely hedonistic, purely recreational and entertaining. The cultural life animators can not ignore these aspects. The offer must match the social demand, even if the quality of the expected forms of participation in culture will not coincide with the ambitious plans of the animator.

In the paradigm of game animation, we do not assess the manifestations of cultural life and activities and do not set gradation; we approve all humanitarian constructive forms of the cultural activity, appreciating their popular and therapeutic virtues. We consider as secondary the aesthetic and educational criteria, respecting each subjective choice. Here it is just about having fun. Game and fun, as an essential cultural category, is not necessarily nihilistic, useless, or destructive. Satisfying the needs of the modern public, using them in the cultural activation of people and whole environments, has become the priority purpose of many cultural centers in our country. Methodologically, this paradigm primarily uses the rich heritage of the game teachers, many of the methods and forms for enhancing people during the popular intentionally animated actions. Fun and casual play may in a special way perform animation functions, referring to an enjoyable experience of childhood, as well as individual or collective experience of pleasure already in adult life [4].

According to D. Jankowski, "Participation at the highest level in cultural life is unattainable without a general cultural education, without special procedures that distribute, promote, and facilitate the more difficult, more complex forms of culture, that is without professionals and institutions who will offer a difficult content in an accessible form, promoting a model of multilateral and rich cultural activity" [5]. Seeking effective ways to improve cultural education, animation tries to create a chance and opportunity for personal development of an individual, responsive to the humanitarian values, expressing creative potential both in individual and social dimension. [6].

By focusing on the culture that lives and develops in each man – the culture of existence and formation, confirmation of his being – the cultural animation reaches the inner world of the man, allows him to stop the race for material and momentary difficulties in everyday life. The cultural animation evokes in people the desire to experience beauty and contact with art, and teaches understanding and discovering its real character. Showing the authentic image of the art, the cultural animation tries to prevent the destruction of perceptibility of the mass culture recipients. The cultural animation develops taste and a sense of aesthetics, and thus enables resistance to temptations of the commercial colossus.

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COLLABORATIVE LEARNING IN THE CONTEXT OF THE WEB-ORIENTED MODEL OF EDUCATION EXPERIENCE OF THE ORGANIZATION OF THE COURSE “RUSSIAN IN BUSINESS COMMUNICATION”

A. A. Belovodskaya

This article focuses on the possibilities to integrate different forms of collaborative learning into the web-oriented model of education. Owing to the intense use of World Wide Web resources as well as the appliance of smart technologies in the process of collective solution of the tasks set for a group of students, a synergetic educational effect can be gained when the development of one's own language competence takes place simultaneously with the development of interpersonal communicative skills, team work, searches, as well as structuring of information.

Key words: collaborative learning, a mixed model of education, web-oriented model of education.

The idea of collaborative learning is far from being new, and in different versions, widely used in teaching practice. In addition, collaborative learning is successfully combined with the use of new information technologies, and perfectly integrates into a web-oriented model of education. Such an integration of different technologies allows the creation of a learning platform, so that it can be used in a distance and a mixed model of education based on a combination of work in a lecture hall with active use of web-resources and smart technologies.

The most important component of foreign language learning is the development of communicative competence. Collaborative learning helps to successfully develop the communicative approach in teaching, due to the fact that the language stops being perceived only as a study subject, and starts being used in its main, communicative, function. In this article, the team-role form of collaborative learning included in the web-oriented learning of Russian in business communication for foreign language students will be discussed.

The work with the course “Russian in Business Communication” is build up according to the artificially modelled situation, which is set as an initial for the students: a large state or commercial enterprise (“customer”) issues a tender for obtaining services in one or another area. The customer of the tender and the services ordered by this customer may vary according to the interest and professional orientation of students themselves. In our case (students of philological profile), the situation is offered when a real existing enterprise issues a tender for obtaining services in the area of copywriting or translation. Divided into groups of two people each, students should find information on the internet about companies involved in the activity of interest of the customer and then choose a company in the name of which they should work further. So for example, getting acquainted with the types of business papers (job application form, appointment order, etc.), students learn to make up a document using the requisites of the company chosen; working on composing a curriculum vitae, students orient on those positions they would like to hold in the chosen company. Such web-oriented

work allows students to get involved in realities of business life, and to learn how to work with the very wide information space of the Russian speaking internet, despite the fact that Russian is only in the 9th place on the scale of the most spoken languages on the internet. By the amount of sites created in Russian, Runet is in the 2nd place in the World Wide Web (according to the data of A. G. Azimov). Upon that, performing searches and picking up information on the Runet, students obtain background knowledge in linguistic and cultural studies and business communication.

At the end of the course, during an improvised tender, some competing groups of students show presentations of their companies. Evaluating presentations, the teacher considers their correspondence with an “addressee factor” which means not simply the skill to find and to pick up information about a company mechanically, but also to present it so that it would show how services offered by the company and its experience correspond with tender customer requirements. The students, who do not take part in this tender (their task is to choose the most suitable company and to make a contract with it) act as “representatives” of the customer. Besides the “customers”, there are people, also so called “anti-lobbyists” in the auditorium asking “discrediting” questions, with the goal of promoting their own company indirectly. Such a scenario, modelling the learning situation, offers the students the opportunity to try different social roles and to develop manifold skills of social interaction. At the same time, the students develop skills of critical listening and spontaneous speaking, which is especially important when learning foreign languages.

The web-site based on the Google platform (an example of one of the web-sites: <https://sites.google.com/site/delovojrusskijazyk2015/>) is used for organization of the learning process, both in the lecture hall and outside of it. Thanks to the use of Wiki technologies, this resource can be used not only as a “virtual” depositary of course materials and instructions for project work, but also as a platform for the collaborative creation of content and communication of students with each other and with a teacher. It should be noted that, in the process of collaborative learning, “learning takes place in the communication process” (Gerlach, 1994), thanks to which a traditional monologue transfer of information from a teacher to a student is replaced with a polylogue. The teacher becomes a coordinator of the learning process, with the goal to establish the maximum realistic communication in the language learned. In addition, Wiki technologies allow the teacher to receive feedback from students, independent of location, and at a time convenient for the students.

In conclusion, we note that the integration of collaborative learning into a web-oriented model of education allows us to move over to a new step of development of new learning technologies – “smart education”, i.e. “flexible learning in an interactive learning environment with the help of freely available content world wide” (Tikhomirov V.P., Tikhomirova N.V., 2012). Resulting from the interaction of all the learning process components mentioned, a synergetic effect is obtained, manifesting itself most remarkably when learning foreign languages: along with development of all types of speech activity (reading, writing, speaking and listening) and significant enrichment of vocabulary and background

knowledge, skills of interpersonal communication, team work, search and structuring information are developed according to the tasks set.

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supplementary education system, during lessons of humanities (in particular, graphic art and world art) in general secondary school can shape an attitude to nature, purposes and motives of interaction with it, the readiness to act positively, and to choose environmentally conscious strategies of activity. Scientific and humanities knowledge supplement each other harmoniously. Children gain experience of non-pragmatic interaction with nature.

In the process of studying the history of graphic art, one can see changes in the human attitude to nature: the first recording and worship in the cave drawings of primitive men, then the claim that man is the highest and the best creation of nature in ancient Greece, and finally, the liberty and boldness to change and interpret the creations of nature (whether men, animals or plants) in contemporary art (e.g., Cubism, Surrealism, Avant-gardism). In the process of consequential studies of the evolution of interaction between society and nature, students gradually shape their own views of the world around, nature and specific natural objects in particular. Information becomes relevant for a school student because it is affective. An adult viewer performs the same creative and spiritual work when studying works of art, object and environmental design, and architecture. The symbols that are encoded in images, ornaments and plastic shapes are understood even on the subconscious level. In works of art, artists reflect their world view, interpret real objects, transform them into images and express their social attitudes by artistic means as they talk to viewers. More often than not, artists were inspired by images of natural objects. For centuries, everything created by man was eco-friendly by definition. The principles of interaction with the environment were adequate to nature and did not inflict significant damage to it. For millennia, the level of social, technological and scientific development permitted men to consume necessary volumes of natural goods without inflicting substantial damage to nature.

The world outlook of people was always reflected in the decorative and applied arts and the principles of space organization. Human artistic activity was not only pragmatic and aimed at satisfying the essential needs; it is also a peculiar sphere of accumulation and transfer of knowledge. This concept is a theoretical basis for archeological and architecturological research when scientists study history, customs and rites of ancient peoples by spatial forms. Whereupon it should be noted that visual language has an advantage over the verbal one, since it is more universal and is understood without translation, on the subconscious level. Forms of material culture (clothes, customs, architecture, etc.) may change over the course of time, but symbols (especially graphic ones) or ritual actions continue to be reproduced thoroughly from generation to generation. The interpretation of those symbols may undergo changes, and their original meaning may be lost; however, their shape remains completely or almost unchanged. Probably, this takes place because information transmitted between people in verbal form may be rather significantly distorted because of its subjective understanding by a specific human being. However, the shape (a material symbol) is easier to perceive than the content, since it is perceived visually. The symbols we see in ornaments decorating household items, clothes, the shapes of domestic items, furniture and architectural forms are stylized images of natural objects and phenomena, natural and vital cycles. Whereupon similar shapes, patterns and symbols appear in arts and crafts of different nations. This is caused by the fact that those symbols originate

from visually perceived objects of the real world (the horizon line, mountains, plants, animals, etc.). The principles of building ornaments (metric repetitions, rhythm, symmetry) repeat the principles of repetitions of cyclic natural phenomena (day/night, times of the year, birth/death, etc.) or the structures of natural forms.

In the process of professional artistic education (we shall elicit the design and the architectural one), apart from mastering artistic and design skills and projecting methodology, special priority must be given to the socio-cultural component of the profession, and to the formation of professional ethics, since all activity in those professions is connected with men, their physiological and psychological state, and architecture and design objects influence one's environment. Designers and architects change the world visually, structurally, and functionally, and they shape the spatial enclosure surrounding man. Apart from space, they organize behavior, visual perception and communications. The artificial environment around man or, otherwise speaking, the interior, architecturally and artistically designed internal space of a building performs two functions: firstly, it acts as a source of information permitting us to find our bearings, to forecast action methods; secondly, it is a space in which men live [2].

Specialists that will create human life environment must understand their responsibility, and understand the socio-cultural role of design. Therefore, as we form the essence of professional training of designers and architects, it is necessary to introduce the ecological component. These authors have developed and tested an integrated, inter-subject course "Eco-Friendly Design" for several years [3]. Its content interprets the concept of "eco-friendly design as a social and scientific phenomenon, systemizes its sources, generalizes the principles and techniques of ecologization by which we understand a set of measures in the process of designing, production and functioning of an object, etc. [4]. The training course program permits shaping the personality of a future professional, his or her environmental consciousness, axiological concepts of the reasonable interaction between the environment and a man.

Eco-friendliness is communication with nature characterized by the possibility of contact between a human and his or her natural surroundings. This contact can be direct (physical), visual or psychological. Its contact is ensured by the availability of natural, artificial or, in exceptional cases, virtual natural forms. The "green" content of artistic education at various stages permits solving the tasks of shaping personal environmental consciousness, an ecocentric conscientiousness, and an eco-friendly mindset in professional activity.

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STUDY OF THE HISTORY OF UZBEKISTAN AS THE MAIN OBJECTIVE FOR EDUCATION OF THE YOUTH IN THE SPIRIT OF THE IDEOLOGY OF NATIONAL INDEPENDENCE

D. N. Abdullayev

This article explores the role of the study of the history of Uzbekistan in the education of youth in the spirit of the ideology of national independence. It also shows the history of the development of the ethnic community of "the Uzbeks", and the statehood's development.

Key words: the history of Uzbekistan, education of young people, the ideology of national independence, ethnic community "the Uzbeks", path of development.

A key issue of the Uzbek people is the education of the youth in the spirit of the national ideology of independence. To resolve this issue, we have to refer to the highly rich history of our country. The President of the Republic of Uzbekistan, I. Kerimov, emphasizes: "The spiritual foundation of our home and the supports of the future of our state are very old and very firm. Nobody can deny this. Our history has its roots in the remotest ages". When we refer to history, we have to remember that it is "the nation's memory" and therefore it requires careful and respectful attention. People who don't have a "historical" memory turn into "mankurts", people without a motherland, without morals, and without citizenship. Knowledge of history contributes not only to an understanding of one's past, but also allows us to be aware of modern issues in choosing the way life and the route to the future.

The study of the rich and unique past of our nation from the perspective of the most important historical facts, events, processes, the contribution of our great ancestors to the treasury of the world civilization, activities of the people, their struggle for progress and prosperity of the Fatherland, for their freedom and independence, analysis of social, political, economic and cultural aspects of our historical development from ancient times to now, in close relationship with global culture, is the main objective of study of the course entitled "History of Uzbekistan". The familiarization of the young generation with the history of Uzbekistan in all its light and dark sides, with a manifold of socio-political, economic and cultural links and prospects of social development, with boiling human passions, collisions between people, with all the difficulties and contradictions, improvement of the culture of young people, establishment of social benchmarks which are a key requirement in our pluralistic society, with its different positions, manifold of opinions and many parties, is the basis of the development of high spirituality and morals in young people.

The interest in the origins, in our way to the modern achievements, only grows from year to year. "Thanks to the recent reforms and modernization of our social life, thick layers of spiritual culture have discovered a shift in the national mentality towards patriotism, national pride and openness to the whole world". The gaining of independence has enforced the process of deeper study of the history of nations residing in the territory of the republic. The independence of the Republic of Uzbekistan has given our people an opportunity be an equal among equals. It has embodied the dream of many generations of our ancestors. "We are the nation

who has understood its dignity, we are the nation who is sure of its power, we are a free nation able to feel compassion for other people”, – these words by President I. Karimov urge researchers towards deeper studies and analysis, not only of the history of the Uzbek nation, but also of its spiritual origins. No nation can develop without a long and difficult evolution. Some nations kept their ethnical names for centuries, while other nations lived within other nations. Many ethnicities lost their uniqueness due to economic, political and social relationships, and merged with other nations. As for other nations located in Central Asia, the ethnic type of the Uzbek people started to form from the 3rd to 2nd millenniums B.C.E., in the Stone Age, in the form of nomadic and settled tribes. Ancient scriptures and archeological findings tell us that nomadic and settled tribes who resided in the Xorazm Region (the lowest reaches of the Amu Darya River), and were called Kangui and Messagets. The main inhabitants of Sogdiana were Sogds and Sakas. The areas of the modern Surxondaryo, Qashqadaryo, Naryn, Kara Darya, Talas, Chu, Tashkent and Fergana were inhabited by Kangkhi, Dai and Sakas. All the tribes listed above can be called ancestors of the Uzbek people. The ethnic groups who resided in these regions were mentioned by Herodotus. The Greeks combined these tribes under one name – Scythians. Actually, we notice the proximity of the Turkic nations who were ancestors of the Uzbeks to Scythians of the Middle Asia.

We can state that the history of our people is not a history of the nation under its modern name, for the lack of the name “Uzbeks” does not deprive the people of their complex history. Beginning from the 16th century, the formation of the Uzbek nation continued in the territory of Mawarannahr. We can note that during the Shaybanid and Ashtarkhanide dynasties, and during the three khanates, the ethnic community regarding itself as “Uzbeks” continued to develop. When Russia conquered Middle Asia, this stimulated the process of national identification and bringing the people together in the fight for their independence. The Soviet system, which followed Czarism, had to take into account such a real power as the Turkestan Ethnic Community. The Bolsheviks, headed by V.I. Lenin, thought it was necessary to divide the unified Turkestan into separate republics or autonomous regions. As early as in 1920, Lenin wrote in his notes to the Project of the Turkestan Commission on the Main Objectives of the RCP in Turkestan (June 13, 1920): “To assign the map (ethnographical etc.) of Turkestan with divisions into Uzbekia, Kirgizia and Turkmenia”. This design was implemented in 1924. After the forced liquidation of the Bukhara and Khwarezm Republics, three Soviet republics were established, which entered the USSR in the form of Uzbekistan, Kazakhstan and Turkmenistan. It was not surprising that the division of the single Uzbekistan into separate parts complied with the Machiavelli’s principle “divide and rule. In any case, from the modern perspective we can state that the 1925 Declaration of the Establishment of the Uzbek SSR legally executed the establishment of the Uzbek State. We are not here to assess those events, but we can make one main conclusion – that the Uzbek people have trodden a great historical path on their way to development, and no obstacles could break their spirit.

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DEVELOPMENT OF THE CULTURAL COMPONENTS OF A PROFESSIONAL'S QUALITY AT HIGHER VOCATIONAL EDUCATION INSTITUTIONS

I. G. Vasilyev

The article views development of general culture, moral qualities, psychological stability and emotional and volitional qualities of specialists in higher education institutions as a prerequisite of self-realization.

Key words: cultural component of education, moral values, education, emotional and volitional stability, patriotism.

The theory of continuous education by definition includes consideration of requirements for the ethical values of education as an imperative. The essence of the ethical content in continuous education is reflected through the humanitarian dimension of social life and the special value brought by human culture to continuous education. The theory and practice of continuous education not only "inherits" the ethical content of the historically preceding stages of general and professional education and the whole multi-national experience and traditions, but also generates new values and senses.

The ethical content of continuous education is a dynamic, ever changing, rational idea of the ideal of service to the chosen profession and ways to achieve a balanced combination of all components of professional activities: professional, competence and ethical. The latter ones have a humanitarian and axiological nature, and are based on a socio-cultural basis. The spiritual and ethical content of continuous education reflects the integrity and social focus of education. If education lacks focus and integrity, it disintegrates and dissipates, and links between parts are destroyed and separate components lose their sense outside the whole. A review of pedagogical studies in issues of personality development for the last decades shows that newly born approaches take into account the needs for development of citizenship as a component of integrity and morality of a personality. Personality development as the rebirth of a citizen, a person of culture and morality is considered to be a requirement for socialization of the individual, and is an economically and socially determined process playing innovational and stabilizing roles in the society.

Continuous education as an institution of additional and advanced training inherits integrity of the process of education and individual development in higher school institutions. Vocational training in higher school education is a complex set of requisite and various conditions for balanced development of an integral personality. In a sense, it is a motivational framework for development of a sustainable attitude for continuing education during one's whole professional life. To ensure sufficient performance of this attitude, one must act in a purposeful and systematic way relying on the best historical traditions and persistent creating thinking in the current environment of the higher school institution. Plato said, "... we regard personal development as the most important part of education" [1]. Therefore, let us proceed from the premise that the main component of education is personality development, defined as a priority in the public education policy. The

RF Law "On Education" emphasizes the relationship between education and development of a citizen as an integral social structure struggling for self-improvement and social transformation (Article 2). The main objective of personality development is creation of conditions for intense activities of students, civil self-identification and realization, and the best satisfaction of students' needs in their intellectual, cultural and ethical development.

The most relevant and concrete objectives include: development of personal properties required for professional activities; development of good citizenship and patriotic mentality, legal and political culture; development of teachers' attitude to students as subjects of their own development (pedagogy of collaboration); development of moral properties, culture; development of a focus on universal human values and high humanist ideals of culture; development of skills in team leadership in different types of students' self-administration; preservation and improvement of cultural traditions of the institution and succession; development and improvement of health, maintenance of a healthy life. N.F. Maslova and P.G. Anisimova say that a practically important objective of social personality development and personality self-development includes the sustainability of the future specialist as a whole, and its individual emotional and volition culture as a key component of personal sustainability.

According to empirical studies based on a representative sampling of 1400 students from Orel civil higher education institutions, and students of the Russian Academy of the Federal Security Service, the pursuit of self-improvement of the emotional and volition aspects is featured in not more than 46% of the participants. A range of qualities requiring systematic social and pedagogic stimulation and differentiated development can be identified according to the type of individual issues of cultural development of the personality at the certain stage of personality development in the higher education institution. For example, for students of the first and second year, the following qualities are not sufficiently developed: sense of purpose (for 70%); focus on and drive for success in training (for 67%-64%); self-esteem, self-dependence, countenance (for 63%-60%). Only one of three students is persistent in the development of his/her promptness and good organization of training activities; only one of four students is ready to trust his/her fellows and shows no proneness to conflict; only one of five students strives for leadership in the students' team [3].

Therefore, under conditions of the transitive society, the social practice of personality development sets a certain vector of development of the personal mentality of the future specialist, not always meeting the goals of successful training. Therefore, it is required to develop a special spirit of personality development that can guide the process of self-improvement of a person's general culture, and building the professional culture of the future specialist.

The value of the emotional and volition culture of the future specialist is reflected in individual capacities, the ability to keep self-control in the emergent situation, perform ethical duties, act according to set objectives, keep one's self-confidence, and responsibly solve issues of activities and communication in society. The personal ability for spontaneous concentration and purposeful problem-solving, for adaptation, responsible and socially mature self-regulation of one's own actions, stable and constructive behavior, and improvement of

emotional and volition properties is the major qualitative indicator of successful development of emotional and volition culture. Their content integrates basic relationships and activities of any specialist [3].

Personality development can be regarded as a driver of successful modernization processes in Russia as a way of self-improvement which is an urgent need of the coming information civilization. It is higher education institutions that must give to students an experience of organizing personal development. This supposes not only the creation of an environment for personal development in the higher education institution, but also a general atmosphere to contribute to development of skills and talents of the youth.

Personality development is a dynamic, ever developing and improving process, but is also a relatively understood and well-directed breeding of a person according to the specifics of groups, goals and organization where this process is conducted. The major task is assessment of performance of personality development. It can not have absolute criteria, and many years are needed for the results of personal development to appear.

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INTELLECTUAL DEVELOPMENT OF A CREATIVE PERSONALITY IN THE CONTINUOUS EDUCATION SYSTEM

M. K. Kalenchuk
E. V. Misyuk

This article presents the possible application of the theory of inventive problems solving (TRIZ) as a pedagogical technique, and the didactical basis of the sustainable creative intellectual development of a person in lifelong learning, starting at the pre-school level.

Key words: lifelong learning in the upbringing process, pre-school training, primary school, creativity, TRIZ.

In our opinion, the need for introducing Federal State Educational Standard, retaining the criterion of continuity, and enhancing the cognitive activity and independence of a person at any stage of education, is ensured by a creative approach. It is necessary for both the educators and the learners. Creativity has its own levels and specifics in any age group; however, the authors of this article have repeatedly noticed that the results of creative activity provoke a distinct interest and fascination in creative people, irrespective of their age. Creative works are a link between generations, and a look into the future.

The theory of inventive problem solving (hereinafter, TRIZ) makes it possible to solve complex intellectual, personal, technical and artistic problems with the help of an inventor's algorithm. As children and adults familiarize themselves with its principal substantive elements, they master the universal skill of working according to a rule that leads to obtaining new correct solutions. The creation of an atmosphere of success for learners is a serious problem of the Federal State Educational Standards introduction. Academic programs impose serious requirements, and even the teachers themselves are often unable to analyze the content of universal educational actions (goal setting and reflection). A few correct solutions expand the horizon of possible success for all the participants in the pedagogical process: children, parents and teachers. The educators and the learners choose an optimum solution as they develop analytical and synthesis skills, and assess resources.

TRIZ is taught using the examples of tasks from various branches of knowledge and different historical periods. It broadens the learners' perspectives, and demonstrates universality of the TRIZ inventive techniques (there are more than 50 of them). At the humanities cycle lessons ("Living Word" – a system of supplementary education" dramatic reading, history, literature foreign language) these techniques become fantasizing techniques. Such inventive methods as "Binomial of Fantasies", and "Morphological Box" are successfully used to aid humanitarian development. This gives productive momentum to the development of creative and systemic thinking, logical fantasizing, and builds the potential for a conscious struggle with stereotypes and psychological inertia.

In spite of a new trend in education – the moving away from learning a great number of scientific facts, and the emphasis on data searching skills, there is no

denying that education presupposes the existence of a system of specific knowledge. Daycare assistants', school teachers' and university professors' complaints of educatees' poor memory give rise to concern. Inventive methods, such as the "Method of Associations", provide students with tools for memorizing the necessary information.

G.S. Altshuler's theory is interesting and useful by itself, but in drawing on our 20 years of experience, we would like to turn your attention to its invaluable usefulness as a pedagogical technique, for which there are no inaccessible themes in the education system, and no age limitations. TRIZ was created for adults. Indeed, such concepts as "field" and "substance", are made fully known to the learners only after the 7th or 8th forms. However, the "Owlet" Russian national intellectual game, and the Saint Petersburg city TRIZ Olympiad, which have been held for many years, prove that it is possible to attain a high level of creative training of the young players themselves.

Contemporary education must be personality oriented. TRIZ develops a "creative personality strategy", which in unison to the Federal Stage Educational Standards, presumes both worthy goal-setting and programming of analysis and result assessment methods. The authors consider bringing up a creator as one of the top-priority upbringing tasks. Such an orientation in education reduces aggression, and enhances tolerance, sociability, and personal cognition interests.

The realization of a creative approach to solving tasks can be the basis for the easy adaptation of preschool children to attending elementary school, elementary school leavers to attending secondary school, secondary school graduates to studying at further or higher educational institutions or a college, graduates and professionals to postgraduate courses, and for retirees who wish to retain their interest in life. All the tools, methods and techniques of TRIZ work in the self-education system as well. There are various websites, books and discs for those who wish to learn them.

Psychological and pedagogical surveys performed from 2006 to 2014 showed that children who attended studies according to the system of continuous creative development with elements of TRIZ from the age of 5 or 6 years old (on courses "Adaptation of Children to School") to the ages of 13 or 14 (8th form in secondary school) have a 0.8 higher average grade than those who did not attend those studies.

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I. V. Shchek

Key words: integrated lesson, arts, development, reflexive educational environment, creativity.

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participants in achieving the goals of self-development. The deeper the child perceives his or someone else's creative product, and thus expresses his/her understanding, the greater the opportunity he/she has to emerge as a connoisseur of art and, thus, find new opportunities for socialization [1]. A creative attitude is realized in the process of any child's activity, and develops in it, being connected with the leading motives, and is functionally attached to the structure of the personality, as the ability to produce change and create qualitatively new things in all possible conditions, which can be defined as the creative style of any activity [1].

The role of integrated lessons of art in teaching of teenagers. For high school students self-consciousness is seen as a prerequisite for self-education and self-improvement, as an individual person's ability, the basis of his/her conscious behavior. Efficient self-consciousness is possible only if a person is confident, knows what he/she wants to achieve in life, and feels comfortable in social situations and different social roles. To develop this ability a person needs to constantly deal with new problems in unusual situations and conditions [6].

Self-consciousness, as a person's ability of self-analysis and rethinking, is a crucial factor of personal self-improvement. We should note another important pedagogical direction of self-consciousness. B.G. Ananiev paid attention to such an important feature of creativity as the relationship of internalization processes (transformation of "social" to "individual") and externalization processes (transformation of "internal" to "external"). At this stage, the child has the opportunity to express his/her own vision of such and such creative object. Thus, a listener, a viewer, a reader, etc. is being developed. Thus, the deeper the teenager understands his/her own or someone else's creative product, thus, expressing his/her understanding, the greater opportunity he/she has to be developed as a connoisseur of art, and, thus, find new opportunities for socialization [1]. Introduction of integrated lessons of art is also advisable from the point of view of studying the arts.

Music, as a specific reflection of the real world, responds to different life events and experiences. These manifestations may be purely musical, but they can also be expressed in alliance with poetry, dance, theater, and visual arts. The connection of music to painting is an object of deep study, as the way to their synthesis is the shortest and the most intense one. In particular, visualization of the image, as well as the complete interaction of visual and auditory impressions, have the greatest impact on a person's aesthetic development. Music creates clear visual images, and their analogy can be found in the paintings of artists [7].

Criticism of the issues of art synthesis is given a lot of attention in modern art. Being the most important direction in art, art synthesis requires further development of its theoretical understanding and understanding of the ideas of prominent representatives of the cultural world of the 20th century. The process of perception of works of art involves their assessment. Initially, this is done at the level of subjective judgment "like – dislike". Then it is formed on the basis of selectivity – aesthetic evaluation, and ultimately it involves taste, aesthetic culture and, finally, the inner spiritual culture of the individual. Using categories of style, one can perform a search for spiritual values which are the orientations of the individual. The category of style is a kind of guiding thread, which, based on the intuitive subconscious, connects together the process of creative thinking of the

creator and the viewer, the reader, and the listener, being a kind of generalizing factor of creative thinking.

One of the main goals of music education is to develop a future teacher's ability teacher to organize communication of pupils through art. In this process, a piece of music becomes a full participant in the activities organized by the teacher. The quality of music education of pupils depends on what piece of music will be chosen by the teacher, whether a true dialogue with art will be organized, or the teacher's actions will be reduced to formal study by pupils of the subject. We can safely say that the main work to ensure the success of the creative process at the lesson begins long before the lesson. The most important condition is the human relations that exist between the teacher and the student, as a teacher in his/her creative activity, in addition to the training function, fulfills another function, i.e. spreading creative passion among pupils.

Conclusion. The processes of dehumanization of society, expressed in man's lack of spirituality, falling morals, and morality demand fracture of the existing social situation, changing the ratio in the direction of universal ideals [9]. One way to solve this problem is to organize interdisciplinary connections between the performance and theoretical musical disciplines. Integrated art lessons should be considered an important prerequisite for successful orientation in the modern world, the complexity, multidimensionality and paradox of which require the appropriate reflection in the organization of various parts of the educational process. Art can and should be an integral part of every person's life, and if it becomes his spiritual need, there is a need to understand the world of art, to penetrate into its mystery. Art can open the doors to a world of creativity. The main distinctive feature of a creative person is that he/she feels a constant need for self-development, which means that he/she is constantly improving the thinking processes.

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FUNCTIONAL ILLITERACY AS A CHALLENGE FOR CONTINUOUS EDUCATION

I. Kost

In recent years, many people have recognized the significant weakening of basic skills in communicating with the surrounding world. The research conducted shows that the phenomenon of functional illiteracy is growing. It is not just a lack of basic reading and writing skills that result in malfunctioning in society, it is also the potential for social exclusion, weak social ties, and unemployment.

Key words: functional illiteracy, education, human capital, economy.

The modern world assigns to education a key role and simultaneously modifies it, focusing on its own needs. According to the majority of people, education must effectively and massively transfer the maximum amount of knowledge and constantly expand a person's labor abilities, while his constitutive qualities must include eagerness for continuous learning, for deepening and broadening knowledge, for understanding the essence of rapid changes, for commissioning of a choice and decision-making, as well as responsibility. It is indispensable to develop an active stand in life, which should help in rising to new challenges and problem solving, as well as in the performance of different social roles. Europeans emphasize that education should be based on four main pillars, formulated twenty years ago in a Jacques Delors' report for the full-scale execution of its mission. The modern education requirement is ongoing study, proven by an adage: (1) *to learn to know*, that is, to assign the tools necessary to understand; (2) *learn to act*, that is, to influence the environment; (3) *to learn to live together*, that is, to participate and co-operate with others at all levels of human activity; (4) and finally, *to learn to be* – the desire that integrates the previous three; it was especially actively implemented in the early 1970s, after the publication of Edgar Faure's report (Delors, 1996; Faure, 1975).

The rapidly growing amount of information requires constant growth of qualification for free orientation in the information space, however, and first of all, for efficient information search, interpretation, and evaluation, and for effective use of the same information in everyday life. Literacy as competence is usually regarded as an essential thing for the complete and deliberate participation in professional and social activities, but in the first instance for the harmonious

Today, however, it is becoming increasingly obvious that many people have significantly deteriorated basic ability – the ability to communicate with the outside world. The research conducted on this topic (for example, PISA/OECD) confirms the growth of the *functional illiteracy* phenomenon, which can be regarded as a true paradox of modern civilization, as it affects people of all ages and diverse backgrounds. For many years it has been one of the top priorities in political election programs and in research projects: to combat functional illiteracy. The researchers of this phenomenon do not stop at naming and defining the minimum of necessary competencies; on the contrary, they pay attention to their level character (Przybylska, 2014). Literacy largely

depends on the education obtained at school. Education, in its turn, is the only basis for further accumulation and processing of information. Academic ability level determines the number of indicators, such as the activity of a person, his curiosity, character, intensity of motivation, the structure of interests. These figures are influenced to a large extent by the surrounding, depending on its needs and expectations, as well as the opportunities it provides. In every society there is a kind of functional literacy image as personality characteristics.

During recent years, literacy among adults started being accepted as a condition that determines the economic potential of the industrial countries. A re-evaluation of the key word for this article occurred – from the original understanding of functional literacy as a formed ability to read and write at a basic level, to the interpretation of it as the ability of adults to use written information to function more effectively in society. Nowadays, adults are generally interested in higher levels of literacy for successful activity, achieving headway, making vital decisions and taking the right choice. Functioning in modern society becomes more complex, and job places that require low-skilled workers are disappearing. The societies where there are groups of people with low levels of literacy are a potential source of danger to the economic and social stability of the world as a whole. If a person is functionally illiterate, the probability of many negative developments increases, including those statistically most probable: choosing a profession that does not require high skills, or complete exclusion from the employment field. There is a tendency to crime, "retreat" reactions, and escape from reality among such people (alcoholism, drug addiction). As a rule, these are people with many children, but at the same time unable to educate their children properly. The representatives of this group often develop a feeling of alienation and low self-esteem.

The modern world estimates information as a wealth, and therefore it is carefully protected. Members of the information society are obliged to master the art of effective and targeted use of information, and at least, if necessary, to change profession several times throughout their life.

Otherwise, a person is doomed to the fate of the functionally illiterate and destined to passivity, social and professional stagnation, and transition to a lower standard of living. A non-independent, non-creative person with a weak desire for self-education dooms himself to bondage and assumes the role of a supplicant, in need of constant care, that is, the role of a person who is easily manipulated.

Permanent, irrational, and inefficient inertness leads to an inability to adapt to changes and, therefore, to a distorted vision of reality. Underestimation of knowledge leads to educational regression, which paralyzes the social activity.

Meanwhile, society has entered a phase of globalization, and at the same time a state of increased risk. Globalization has led to the expansion of the labor market, but only for those who meet its requirements. Permanent and uncontrolled progress has led to changes in the labor market – to increased competition and, as a consequence, to expenditure of the minimum qualification. This all leads to anomie, alienation of functionally illiterate people as "educated outsiders". Albert Tuijnman, the author of the OECD report section on the necessity of "literate" education for the development of society, came to the conclusion that there is a lack of balance between the demands of the labor market and the real

qualifications of potential employees. This all happens in the context of an aging society, with all the attendant social and economic consequences. A modern person, regardless of age, needs education more than ever, and one of the main reasons for this is the necessity to regulate and use the information flow correctly.

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THE ROLE OF FOLKLORE IN THE LEGAL EDUCATION OF PRIMARY SCHOOL PUPILS

B. U. Mingbaeva
M. U. Muminova

This article highlights the issues of education of students, using materials of traditional national education, based on respect for national traditions and crafts, and folklore genres such as fairytales. It gives valuable advice on the upbringing of a harmoniously developed personality; spiritual appeal to carriers and symbols of courage and generosity always bring generous and fruitful results.

Key words: folklore, justice, spiritual values, legal education, social experience, national traditions, personal development, crafts, national consciousness.

The problem of the rights and freedoms of children is one of the eternal problems of mankind. The importance of its solving lies in the fact that the exercising of individual rights is one of the main conditions for the physical and psychological well-being of the younger generation, and its moral development. In this context, the legal rules governing various types of social relations are of particular importance for the positive socialization of primary school pupils. Work on the legal education of pupils should start from elementary school. Since early school age, children should be aware of the connection between times and generations, and know and be proud of our best human values and national traditions, love their country and do everything to make it stable and strong.

The beginning of the XXI century marks the country's transition to the stage of civil society, a state governed by the rule of law, a market economy, and the recognition of a human being and his or her rights and freedoms to be of supreme value. Currently, more attention is paid to the problems of the legal education of pupils. This is due to two main reasons: (1) the need to consider legal education as a continuous and systematic process during the entire period of studying at school; (2) the degree of assimilation of basic legal knowledge and skills in the most favorable period of emotional interaction of a pupil within society.

The content of our analytical work was aimed at the development of love of national traditions among primary school pupils, and on this basis – development of their civil qualities, based on the materials of folklore. During the course of experimental work, we tried to examine: (a) the influence of folklore on the formation of a harmoniously developed personality, enhancing the level of development of pupils in the process of study of fairy tales, tongue twisters, riddles, and proverbs; (b) the specifics of work on the study of oral traditions in primary grades, and particularly the use of this material in the classroom.

On the basis of the experimental work, the following tasks have been resolved: (1) development of a phased system of work on the formation of a harmoniously developed personality of primary school pupils based on the materials of folklore, with a gradual increase in the complexity of the materials while studying various subjects of the educational cycle, and during extra-curricular activities; (2) elaboration of non-standard lessons with use of elements of folklore

for pupils in grades 1-4; (3) a calendar-thematic lesson plan was enriched with materials of folklore (tales, riddles, dastans, epic works, tongue twisters, proverbs, and sayings).

At the same time, special attention was paid to the existing various forms of traditions: moral, labor, ethical, aesthetic, household, and others. Each of the national traditions has a great influence upon the education of primary school pupils and is based on such values as work, skills, unity, friendship, partnership, humanity, ingenuity, resourcefulness, patriotism, honesty, kindness, justice, hospitality, respect, purity of thought, culture, a humane attitude to animals, birds, the environment, the earth, water, nature, and love for man. Thus, the folklore is an important tool and a wonderful material for the development of the personality of pupils of lower grades.

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DEVELOPMENT OF STUDENTS' FEELING OF NATIONAL PRIDE – ONE OF THE IMPORTANT TASKS OF LIFELONG EDUCATION IN UZBEKISTAN

D. I. Ruzieva

The article deals with development of students' feeling of national pride in higher educational institutions of Uzbekistan. The scientific and theoretical principles of development of students' feelings of national pride are justified; the patterns and indicators of development of students' feelings of national pride and the mechanism for carrying out this process and its technological principles are created; the scientific and methodical recommendations related to development of feelings of national pride are worked out.

Key words: higher education, higher educational institutions, students, national spiritual heritage, pride, national pride, the feeling of national pride, national pride feeling development.

National pride is a feeling of high respect for one's nation and national ethno-psychological features, as well as for the contribution of the nation to world culture based on awareness and persuasion. National dignity is a manifestation of boundless respect of a person to one's nationality, ethno-psychological features of one's nation, awareness of the contribution of one's nation to world culture, and commitment of one's nation and implementation of practical activities for the benefit of people.

The welfare levels and quality of life of our people have been consistently increasing in the years of independence. This is evident in the dynamic growth of the population's incomes, large-scale housing construction, the supply of high-quality consumer goods to the domestic market, and development of social infrastructure. Currently, 97% of families in the country have their own housing, and every third family has a personal car. About 90% of the population has all the main durable goods. Uzbekistan, in terms of a number of indicators of social well-being, including life expectancy, peace and harmony in families, and a low level of unemployment ranks quite high, which can be the subject of envy of many countries. Education of a comprehensively developed young generation has become a top priority of the state policy.

In the course of implementation of the "National Program for Personnel Training", developed under the leadership of President Islam Karimov, Uzbekistan has created a unique mechanism of lifelong education. There are modern professional colleges and academic lyceums in all regions of the country, including remote areas. There are new universities, institutes and academies; personnel is being trained in all demanded areas. As a result, the demand for highly qualified personnel in all areas is satisfied. Today, a strong, physically and spiritually mature younger generation is being developed with firm beliefs at all stages of education – general secondary, specialized secondary and higher. This generation has mastered modern knowledge and professions, and is fluent in foreign languages.

Uzbek youths prove that they don't lag behind in any way at the most prestigious international contests and competitions in different areas of knowledge

and creativity. Thus, some students, including students of the Lyceum of the Karakul District of the Bukhara Region, ranked first in mathematics in Argentina for the fourth consecutive year. School pupils from Uzbekistan also took first place at the 47th International Mendeleev Chemistry Olympiad in 2013.

The large-scale measures taken on the basis of the concept “Healthy mother - healthy child”, suggested by the Head of our state are an important factor in strengthening the reproductive health of the population, and creation of a healthy family. Mothers and infants are provided with highly qualified medical care in modern screening centers created throughout the country, at the Republican Specialized Scientific and Practical Medical Center of Pediatrics and the Center for Reproductive Health, in their regional branches.

Particular attention is paid to the development of sports as an integral part of education of the young generation, upbringing of a harmoniously developed personality, and creation of a healthy lifestyle in society. The activities of the Fund for Development of Children's Sports of Uzbekistan, created at the initiative of our country's President, has become a national movement, serving both physical and spiritual development of youth.

During the years of independence the country has consistently held large-scale comprehensive reforms aimed at building a democratic rule-of-law state and strong civil society. The Constitution of the Republic of Uzbekistan stipulates that a person's life, freedom, honor, dignity and other inalienable rights are the highest values. We can see the implementation of these fundamental rules based on the example of realization of hopes and aspirations of every person, every family, the expanding worldview of people, and their attitude to life and work. Today Uzbekistan has diplomatic relations with more than 130 countries worldwide. There are 45 country embassies in Tashkent, with representative offices of approximately 20 international organizations and financial institutions. In foreign countries and at international organizations, 46 diplomatic and consular missions of Uzbekistan are open. Our country is a member of the leading international and regional bodies, such as the UN, SCO, CIS, and Organization of Islamic Conference.

As a result of consistent implementation of the “Uzbek model” of development, created by the President of the country, the national economy has grown more than 3.5 times. The years of independence have become a period of spiritual revival of our Motherland. The rich spiritual and cultural heritage created by our ancestors has been carefully restored. At the initiative of the Head of our country, the anniversaries of our great ancestors were celebrated, such as Amir Temur, Mirzo Ulugbek, Jaloliddin Manguberdi, and Alisher Navoi. Places of burial have been improved and the names of outstanding scientists and thinkers have been immortalized, such as Imam Bukhari, Abdukholik Gijduvoni, Bahauddin Naqshband, Imam Termezi, Imam Moturidi, Ahmad Fargoni, and Burkhaniddin Marginoni. It has become a tradition to celebrate the anniversaries of our ancient and eternally young cities, the history of which is longer than one millennium: Samarkand, Khiva, Bukhara, Shakhrisabz, Karshi, Termez, Tashkent, and Margilan, both on an international scale, and, of course, in the country. Our hearts are full with a sense of boundless pride, because we are the descendants of prominent ancestors. The 2,700th anniversary of “Avesto”, the 1,000th anniversary of “Alpomys”, the 1,000th anniversary of Khorezm Academy of Ma'mun, included

in the treasury of cultural and spiritual values of our people, have become great celebrations. The international music festival “Shark taronalari” (“”), and the Traditional Cultural Festival “Asrlar sadosi” (“”) serve as large scale propaganda of our rich spiritual heritage, and support of the creative intelligentsia operating in various fields of art.

At the initiative of the President of our country, 2015 was declared the “Year of respect for the older generation” in Uzbekistan.

Special attention is paid at all stages of the lifelong education system to the formation of national pride of young people, which is of particular social and pedagogical importance.

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PECULIARITIES OF PEDAGOGICAL PRACTICE IN PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS

Z. S. Kodirova

This article deals with the preparation of the future educators for their professional activities. Pedagogical practice is an important stage of educators' training for their further professional activities.

Key words: current research result, school classes, observing and analyses of preschool institutions, pedagogical practice.

The works by the Republic's President I.A. Karimov analyze in a comprehensive manner the theoretical and practical matters of the essence of the training process of personnel: "Who will teach and train tomorrow in classrooms and lecture halls? It depends on the quality of personnel's training, and on shaping freely thinking personalities: [1, p.16].

The Concept of Preschool Education and the Charter place great emphasis on the training of pedagogues, and put special emphasis on the problem of their training, introducing innovations in the preschool education system. The following skills are formed in future preschool teachers during pedagogical practice: (a) planning and performance of education and upbringing at a preschool educational institution; (b) the ability to solve the problems of preschool age children, and providing upbringing jointly with their parents; (c) the ability to work with scientific and guidance literature for preschool educational institutions.

The goals and tasks of pedagogical practice at preschool educational institutions are divided into pedagogical and continuous practice. Practice is organized as follows: Firstly, the skills of working with children and their parents are shaped, and the obtained theoretical and practical knowledge connected with the research work performed in the process of graduate thesis preparation is consolidated; secondly, preschool education organization and management skills are shaped. The goals of pedagogical practice at a preschool educational institution are as follows: familiarizing students with the functioning of a preschool educational institution, as well as with the educational, upbringing and pedagogical processes. The principal practice tasks are as follows: (a) studying, observation and analysis of the processes connected with the upbringing and development of preschool age children; (b) the familiarization with public education management.

The analysis of pedagogical, psychological and guidance literature allows us to tell that choosing the model of pedagogical practice plays a profound role in the preparation of preschool teachers for their professional activities.

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DEVELOPMENT OF THE SPIRITUAL AND MORAL VALUES OF ORPHANAGE PUPILS

U. M. Askarova

The article deals with the issues of development of the spiritual and moral values of orphanage pupils as a means of their preparation to life in the society. It describes the concept of "morality" ("ethical life") in different interpretations and presents data regarding the results of the experiment on development of spiritual and moral values of orphanage pupils.

Key words: socializing, spiritual and moral values, self-education, interpersonal relations, moral values, ethical norms, caring attitude toward nature and society.

In the process of preparing pupils of orphanages for life, special attention is paid to development of their spiritual and moral qualities, as students, being equal members of society, must comply with the norms of public morality. What are the criteria of morality? What are the spiritual and moral qualities necessary to be developed among the pupils of orphanages based on the requirements of today? What should be the content of the teaching activities to implement the set goals?

How and in what form are moral values manifested in interpersonal relationships?

It can be stated that: (a) morality regulates and establishes the social interpersonal relationship; (b) morality helps to define the content of an interpersonal relationship; (c) the spiritual and moral standards (criteria) are not systematized and are not fixed in a written form, as the laws or rules of law; (d) morality is regulated by the social thought; (e) compliance with the spiritual and moral criteria defines the attitude of a person to the spiritual and moral values, place and role of a man in the society and ultimately his worldview; and (f) morality expresses an important aspect of the human personality, etc.

Historical experience and theoretical analysis of the interpersonal relationship evolved over the centuries convinces us that the spiritual and moral qualities of a person help to make him or her successful. Practical actions and theoretical ideas in this direction have been formed in the process of historical development of the Uzbek people. Definition of the criteria of morality in different epochs of human development have occurred in different ways. Despite the fact that every social system was characterized by its own approach to the definition of moral and ethical norms, there are still some common ideas, suitable for all ages and social systems. In summary, they can be represented as follows: (a) caring for nature; (b) desire to do good things for people, not causing them harm; (c) sense of duty and responsibility for one's actions and deeds; (d) caring for the public interest and willingness to contribute one's own efforts, protection of the country and willingness to fight for the welfare and happiness of the people and the fatherland.

In the holy book of the Zoroastrian religion, "Avesta," good thoughts, good words, and good work were recognized to be the foundation of moral qualities. In the Islamic religion it is also stated that purity of soul, kindness, faith, absence of greed, justice, and education (knowledge) are the foundations of morality, whereas

unbelief, evil deeds, lies, slander, frivolity, ignorance, and laziness were considered to be a sin and unworthy qualities. In the Hadith of the Muslim Sacred Book of the Quran the most important moral qualities are listed, which, in the subsequent phases of development of the society, are of equal importance [3, p. 84]. Great thinkers of the East paid great attention to study and analysis of the spiritual and moral values. Among these scientists, government and religious leaders were: Abu Rayhan Biruni, Abu Nasr Al-Farabi, Abu Ali ibn Sina, Unsurul-Maoli, Kaykovus, Ahmad Yugnaky, Alisher Navoi, Jaloliddin Davony, Husain Voiz Koshify, Muhammad Sodiq Qoshg'ariy, and Abdullah Avloniy, who created the image of the highly moral personality in their works. Ancient written sources of prominent thinkers about the spiritual and moral qualities can be used in the preparation of pupils of orphanages for life in the society. Before we can start carrying out educational work on the formation of moral qualities of pupils, we should have a clear idea about the specific features of these children [4, p. 413].

First of all, we should start the prevention work in order to save the pupils from bad habits and addictions, which many pupils from disadvantaged families have. Lack of socializing skills, psychological stability, unawareness of the need to maintain a healthy lifestyle, and lack of motivation to work and professional activities lead to the fact that pupils are not ready to conduct family and social life. During the research, we have developed and tested the method of formation for the moral qualities of pupils in orphanages in order to prepare them for public life. In the process of training and education, we attracted pedagogical methodologists and educators of orphanages. In the course of the research we gathered indicators in the control and experimental groups. The degree of readiness of orphanage pupils for social life was a criterion of the evaluation.

Table

Level of development of spiritual and moral values of pupils

| Groups, number of participants | Indicators of the level | | | | | |
|--------------------------------|-------------------------|---------|---------|---------|--------|---------|
| | High | | Average | | Low | |
| | Number | Percent | Number | Percent | Number | Percent |
| Experimental 1=245 | 62 | 25,3 | 104 | 42,4 | 79 | 32,2 |
| Control | 41 | 16,5 | 83 | 33,3 | 125 | 50,2 |

The indicators presented in the table show that development of spiritual and moral qualities of the respondent-students of the experimental group is higher than that of pupils in the control group, which means that pupils in the control groups lag behind their peers in the experimental groups. On the basis of these figures we can judge the effectiveness of work with the participants of the experimental groups in the following areas: (a) increase of interest in the acquisition of knowledge; (b) implementation of the principles of moral behavior in communicating with others; (c) provision of assistance to those who need it; (d) manifestation of sincerity and trust in the educational institution team and, in particular, to their peers; (e) desire to enrich their worldview; (f) expression of respect to strangers, guests; (g) active participation in socially useful work, etc. [5, p. 79].

Thus, purposeful activity of the teaching staff of orphanages to prepare pupils for life in the society will help to develop positive moral qualities of children and teenagers, and thus to raise a worthy generation of citizens in our country.

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FORMATION OF PSYCHOLOGICAL CULTURE AMONG TEENAGERS AS AN IMPORTANT MECHANISM TO PREVENT VIOLATIONS IN THE INDIVIDUAL'S DEVELOPMENT

N. G. Kamilova

The article considers psychological culture as a preventive mechanism of deviation in the development of teenagers' personality. The theoretical basis of psychotechnologies for teenager's psychological culture development is revealed.

Key words: psychological culture, self-awareness; self-education; "I – concept", internal locus control.

In the modern world, the problem of the psychological health of children and teenagers is practically a catastrophe. The children's and teenage community is characterized by increased aggression and cultural degradation. Internal, sincere and spiritual emptiness also distinguishes that part which can be considered safe. In this regard, the practical psychology of education has to be turned to problems of the specific child and the children's community. Purposeful psychological assistance has to be directed to help teenagers find a spiritual core, to create psychological means thanks to which it is possible to keep psychological health and to be capable of self-development. The psychological culture of the individual acts as the main mechanism of psychological wellbeing of the individual. This is special mental activity, the mastering of which forms a positive feeling of personal identity among teenagers, increasing teenagers' emotional wellbeing, independence, acceptance of themselves and others, and a decreasing level of anxiety.

Possession of psychological culture makes a developing person feel the consciousness of life, and spirituality of their own personality. Psychological culture allows teenagers to learn the inner world, to choose the course of life, and most importantly to have satisfaction from life. The concept of "psychological culture" was already strongly included in the categorical device of pedagogics and psychology. Researchers emphasize the need and importance for development of this phenomenon for modern psychology and pedagogical practice. A. A. Bodalev, A. A. Vostrikov, I. V. Dubrovina, E. A. Klimov, B. G. Meshcheryakov and others have pointed to the deficiency of psychological culture of pupils. In the works of these researchers, psychological culture is considered to have a general meaning, as a certain level of psychological education of modern society and the individual, the level of mankind's self-knowledge, the attitude of the person towards surrounding people, to oneself, and to nature. Attempts to open the maintenance of this phenomenon are presented in scientific psychology and pedagogical literature (A.G. Asmolov, A. B. Dobrovich, I.V. Dubrovina, V.P. Zinchenko, and JI. C. Kolmogorova, Ya. L. Kolominsky, D. A. Leontyev, A. B. Orlov, V. V. Semikin, etc.). The psychological culture in their research in this or that aspect is considered to be part of the general, "basic" culture of the individual in which a certain level of self-discovery of mankind, the level of the person's attitude towards surrounding people, to oneself, and to nature is reflected. Determinants, genesis, and the structure of psychological culture are revealed, and the directions of formation of

this phenomenon are shown. At the same time, the problem of conditions, means and mechanisms, modern psychotechnologies of formation of psychological culture of teenagers, and specifics of their realization in the conditions of the educational institution remain not quite resolved. The analysis of the theory and practice of formation of psychological culture on teenagers makes it possible to reveal the main contradiction between the level of knowledge of psychological culture reached in psychological science, and opportunities of their realization in educational practice in the conditions of the educational institution. The search for psychology and pedagogical conditions providing effective formation of psychological culture of teenagers is necessary. Empirical studies show the existence of a low level of psychological culture among teenagers testifying to weak understanding by them of the essence of psychological culture. The low level of psychological culture of teenagers correlates to violations in the psychoemotional sphere, expressed in aggression, anxiety, low frustration tolerance, and with a low level of self-control. An analysis of tendencies and contradictions in education shows that the contents, structure and organization of the formation of psychological culture do not correspond to the social order and social practice. In professional activity of the psychologist in education, we need effective psychotechnologies of formation of psychological culture, which in turn is a basis of psychological immunity of the individual.

Psychological culture, as a holistic multi-dimensional education developing the individual, emerges as a way of self-knowledge, self-determination and self-development of skills and abilities; a special psychic activity, the result of which may be the reduction of the level of anxiety, development of internal reduction of self-protective, aggressive reactions, and an increase in self-assessment and self-acceptance. The basis of formation of psychological culture of the teenager is made by expansion and enrichment of “a semantic field” of his consciousness in the course of self-knowledge and self-education through development of complete psychological knowledge of oneself and other people by it. Effective psychotechnologies of formation of psychological culture among teenagers have to be a base for conditions of the educational institution: **(a)** development of reflection in teenagers providing the formation of constructive identity, the concept of which is the center of one’s personality; **(b)** formation among teenagers of ways of social reinforcement of ideas of their own value; **(c)** formation among teenagers of an internal locus of control regulating behavior and activity of the individual; **(d)** updating constructive search activity by means of mastering skills and abilities of various spheres of subject activity; **(e)** development of communicative skills as a means for self-expression and forming constructive interpersonal relations.

A positive result of the formation of psychological culture of the individual is the positive transformation of the integral ego (transformation of the ego as a complete phenomenon): positive dynamics of development of the individual and the “ego-concept”, constructability of relations and behavior, humanization of value orientations, updating personal resources.

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PROFESSIONALLY ORIENTED LEARNING OF RUSSIAN STYLISTICS IN A TECHNICAL COLLEGE

G. H. Agapova

The article considers professionally oriented education of Russian language style as an essential condition for the development of communicative competence of future engineers. It presents exercises to help activate terminology in students' speech and develop their skills of competent design of official-business style genres.

Key words: professionally oriented training, automotive terminology, communicative activities of engineers.

An important question nowadays is how to combine general and vocational education in the present-day learning process? We think that the orientation of general subjects towards the real professional area, according to the specialty chosen by students, is the most advisable and methodically justified in the learning process, in other words, we refer attention to the area where the students will be able to implement their knowledge and skills. We believe that learning Russian will be more productive when focused on one's future trade in parallel with the study of basic course, or the inclusion of certain elements of vocational training in the basic course. In this paradigm of learning, special attention is focused on solving practical assignments associated with the future profession of technical college students. An engineer must possess skills of executing documents: applications, reports, travel sheets, and so on. Education for this important and responsible activity is feasible in the study of Russian stylistics. Understanding that the secondary discipline "Russian language" will be used in the future profession is not only a strong factor to increase students' interest in the subject, but also in their chosen profession, and their awareness of its prestige. All this allows us to talk about the demand for methods of professionally focused training of Russian stylistics for future auto mechanics.

For this purpose we have set the following tasks: (a) to identify the genres of functional styles, implementing them in auto mechanics' professional activities; (b) to develop a system of exercises aimed at training practical skills of competent implementation of the scientific style genre; (c) to form communicative competence of future professionals through the use of theoretical knowledge in practice; (d) to contribute to an increase in linguistic and stylistic culture and education of stylistic intuition of future specialists.

Of course, we are talking about official business and scientific style and genres, and the automotive terminology used in professional-communicative activities of engineers that is new to students.

Analysis of Russian language textbooks for students of institutions of secondary vocational education revealed that the texts of exercises are not differentiated in relation to the specialty that students receive. When designing a system of exercises for the implementation of professionally focused training in stylistics of Russian language, we use texts from books on special subjects as the basis. As part of this task, we have developed a special technique of professionally

oriented teaching style of Russian language in a technical college. Thus students focused on the specialty “Maintenance and repair of motor transport” in the Orenburg Road Transport College.

Professionally oriented education is training in which the process of studying the discipline is directly or indirectly associated with the specifics of a specialty received by students. In the study of the subject Russian language, such a relation can objectively be realized in the study of stylistic concepts and forming stylistic skills. Imparting a professional character provides the basis for analysis and evaluation of linguistic resources in terms of relevance, appropriateness of their use in professional oriented context.

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CONTINUOUS DEVELOPMENT OF TEACHERS' PROFESSIONAL CULTURE IN THE CONTEXT OF SOCIAL CHANGES

N. A. Lobanov
A.S. Mishchenko

The paper explores the most important tendencies and aspects of research of teaching staff's professional culture continuing development, which give an opportunity to understand current challenges of Russian education.

Key words: teacher's professional culture, creative and innovative potential of a teacher, tendencies of teaching staff's professional culture continuing development.

Education is most closely associated with the various spheres of the society: on the one hand, it is a necessary condition for the dynamic development, and on the other, the improvement of public institutions appears as a material prerequisite for the continuous updating of professional competence in educational subjects. On this basis, the state policy in the field of education is inevitably conjugated with the simultaneous development of education and civil society institutions; improving the quality of continuing education of specialists, etc. In other words, the change in the education system in general and continuing education in particular, does not depend on the social tendencies that have historical, social and cultural character. It gets its flesh and blood in the process of reproduction and development of production, distribution and exchange relations between people at the level of society, social institutions and regions, organizations and entities of society. In these circumstances, the education system, including the continuous development of the professional culture of teachers, turns out to be implicitly associated with the fundamental tendencies of social reproduction. The latter ones create the social and cultural context for its modernization. In particular, here are shown the following two tendencies.

Firstly – this is a tendency that reflects the formation of transcultural space of modern society. This tendency has a long history. If we outline it with major strokes, there are four significant milestones of development. Its initial milestone is associated with the attempt of the Roman Emperor Julian (361-363g.g. BC) to synthesize the Hellenistic-Roman paganism and Christianity through the revival of pagan religion and culture in the era of the emergence and consolidation of Christianity. The second milestone is the Italian Renaissance with its titans of thought, architecture and art. During this period the Hellenistic-Roman culture managed to be relatively successfully incorporated in the Catholic world of Western Europe. On this basis the pedagogical doctrine of Y.A. Kamensky emerged, in particular, which has not yet exhausted its ideological potential. The third milestone is the nineteenth century. The thoughts of F.M. Dostoevsky on universal sympathy of the Russian people and those of philosopher Vladimir Solovyov on world view and the philosophy of unity here are particularly important. The fourth milestone is the twentieth century. It is connected with the attempt of the government of workers and peasants to enrich the memory of youth with the cultural achievements of all mankind, with the concept of L. N. Gumilev, which revealed the transhistorical nature of ethno-cultural behavior of large masses of people and nations [2], with a new dialogic nature of philosophizing and scientific thinking in

the coming twenty-first century disclosed by V.S. Bibler [1]. In it V.S. Bibler saw uninvolved possibilities to update the fundamental philosophical and cultural paradigm of modern scientific and educational reflection needed to build a new logical and philosophical basis of the education system of the XXI century.

Secondly, it is the tendency of economic globalization and education of civil society. It is a consequence of the following fundamental tendencies and patterns: formation of a single social, economic, technological, information, and education global space; the rise at the turn of the twentieth and twenty-first century of the so-called super-society, as a new form of existence of the present and future of humanity [3, p. 479, 481-496]; the emergence of new social reproduction mechanisms of value system of the civil society on a global scale; breaking (which is especially characteristic of our country and a number of European countries) of the socialist-oriented economy and the emergence of the capitalist system as a worldwide phenomenon; establishment of education (pedagogical work in the broad sense of the word) as a special economic sphere of private enterprise as a response of various educational organizations to the demands of market production to train mobile graduates with a portfolio of promising, aspiring, professional and humanitarian competencies.

The tendencies discussed above, if we consider only the nearest European oecumene, are determined by the laws of centuries of the continental market economy institutions, the needs and interest of European societies in reducing the "mosaic" of professional culture, in particular the material world economy and the world of the spiritual culture of its citizens [4 p. 13]. Under these conditions, the tendencies of basic change of educational institutions are organically linked with the following social processes and relationships: with the implementation of social phenomena through their opposite; through the reproduction of various dichotomies, in particular through ontological duality of professional culture of the teacher; through a controversial personally conditioned formation and functioning of social institutions: atomization of the society which is based on its developed personality; through reproduction of transformed forms that define the complex mechanisms of interaction between social institutions of the civil society. Due to this the system of continuous education of educators is increasingly starting to be combined with a new quality of their professional and cultural potential. This leads to the development of a number of ideas necessary for research, the subject of which is the real multi-dimensional tendencies and processes of a continuous development of the professional culture of modern teachers. One of the ideas of this research of the professional culture of teachers can be the following provision: the development of teachers is a dual mechanism of realization of their personal potential and socio-professional integration in a modern civil society. It enables a more productive realization of their professional and cultural behavior in the field of education, having a complex structure that makes it possible to synthesize the culture and economy, labor and human creativity in general and those of teachers in particular, especially when it comes to teachers of vocational lyceums and colleges. This synthesis takes on a special significance in terms of philosophy and cultural studies, sociology and vocational education subject. For example, from a philosophical point of view the continuous development of the professional culture of the teacher can be understood as the deepest ontological foundation of his

activities – the ability of the teacher to think systematically, to train and educate in strict accordance with the measure of modern educational process. From a historical point of view, the genesis of the professional culture of teachers brings together a whole range of factors. It reveals the development of the teacher as a creative person as "historically inevitable" social and cultural needs of an emerging and dynamically developing social-community [2, c. 258].

From the cultural point of view the professional development of teachers and their willingness to integrate into a specific learning community can be seen as the result which expresses their actual capabilities adequately (in strict accordance with the requirements of a particular society) to form and creatively transform the process of improving their expertise and skills, civic and personal activity in the social and cultural sphere of a particular society. The inverse influence of the culture of society on the professional development of teachers is always mediated by their creative educational activities in a specific educational organization.

The basis of the above phenomena is the economic and social development of social production: we believe that the whole system of principles of formation of professional culture of teachers implicitly relies on the tendencies and mechanisms of formation of market economy institutions and civil society. From this perspective, every teacher in order to effectively integrate himself into the modern institutions of the society, must exercise their cultural, professional, creative and personal qualities not only in terms of the scale of personality, but also be able to build a whole range of professional behavior in the field of education, responsible not only to the requirements of national traditions, but also to the new life production needs and civil society.

This approach to the continuous development of the professional culture of teachers enables to conduct a comprehensive study of the impact of various social factors, tendencies and patterns on the content of their work in a professional school up to the refraction through teachers (as a special "prism") of the movement of the totality of the material and value bases forming life content of their personality. These processes, as shown by scientific analysis, contribute to the implementation, on a new basis, of a cultural and semantic integration of continuous professional development of teachers. These processes, as emphasized by P. A. Sorokin, generally act as the special mechanisms of integration of complex phenomena in all socio-cultural universe, and the sphere of professional culture of teachers, in particular [5, p. 42, 47].

The above allows us to formulate the following two conclusions. Firstly, the system of measures to ensure the continued development of the professional culture of teachers, especially if these are technical employees of schools and colleges should be based on a radical transformation of the domestic manufacturing sector. Especially in terms of its formation as a special substance of professional culture of middle managers educators. In implementing these tendencies a special mechanism to maintain our "Eurasian code" should be laid. It gives an opportunity to incorporate our deep national interest in general and secondary vocational education. However, for this, as noted by S. Frank, "...preservation ... should be aimed not at the old as such ... but at the continuity and sustainability of the creative development of the life activity ..." of Russian citizens, especially teachers and youth [6, p. 270]. Secondly, our current

opportunities for continuous development of teachers' professional culture are caused directly by the maturity of civil society institutions (including institutions of vocational education) and indirectly by the extended reproduction of this culture outside our country. This is due to the evolution of the modern market economy and the formation of institutions of continuing professional education in Russia, as a part of the Bologna process, the transformation of our teachers into the subjects of professional culture, which bears in it both national and supranational elements. We hope that in the post-crisis development of our country the reliance on these relationships and tendencies will make it possible to increase the effectiveness of social and economic policy of the state in the continuous development of the professional culture of teachers.

| Item | Score |
|------|-------|
| 1 | -528 |
| 2 | -271 |
| 3 | -3 |
| 4 | -576 |
| 5 | -344 |
| 6 | -293 |
| 7 | -576 |
| 8 | -344 |
| 9 | -576 |
| 10 | -344 |

CONTINUOUS EDUCATION AS ONE OF SOCIAL CONDITIONS OF HUMAN HEALTHY LIVING

ORGANIZATION OF MONITORING OF HEALTH OF SUBJECTS OF THE EDUCATIONAL PROCESS

S. A. Kuptsova

The article is devoted to presenting the organization of monitoring somatic health and social and psychological health of all participants of the educational process. Monitoring is defined as the central part in the development of scientific fundamentals of psychology and pedagogy of education. Organization of the health monitoring system is presented. It can be implemented through using the laboratory of health psychology.

Key words: education, health, monitoring, health psychology laboratory.

Inclusive education is the process of development of general education which implies accessibility of education for everybody in terms of adjustment to different educational needs of all children, which ensures access to education for children with special needs [6, p. 3; 3]. Implementation of inclusive education imposes serious requirements to change the content-related and organizational sides of the educational process, and increases the load on the teacher and his/her health. The more so as the recent decades have witnessed deterioration of many indicators of learners' health (growth of neuropsychic diseases, chronic diseases of various nosology, a decrease in the reserves of physical and psychic potential) while 80-85% of teachers of schools and higher educational institutions need health correction [1; 2]. Therefore, promotion of health and personal potential of all subjects of the educational process is considered to be a factor of national security of the country, and is a priority in development of the state.

We can identify the key factors determining health deterioration: (a) lack of the conscious need for health and a healthy lifestyle; (b) lack of necessary knowledge in health protection; (c) availability of a great number of risk factors promoting a lower level of health (unfavourable social and economic conditions, sanitary-hygienic and ecological violations, authoritarian pedagogy, overstudy, etc.); (d) insufficient level of health-promoting programs and primary disease-prevention service [1; 2; 4]. In this connection, the monitoring and correction of health of subjects of the educational process, and prevention of establishment of psychological dependencies are both topical tasks of the contemporary psychological-medical-pedagogical science and an important social-economic problem of the state. In this connection we have developed a model including the system of assessment and monitoring of physical and psychic health as well as the social-psychological health of learners, students and teachers (see Fig.)

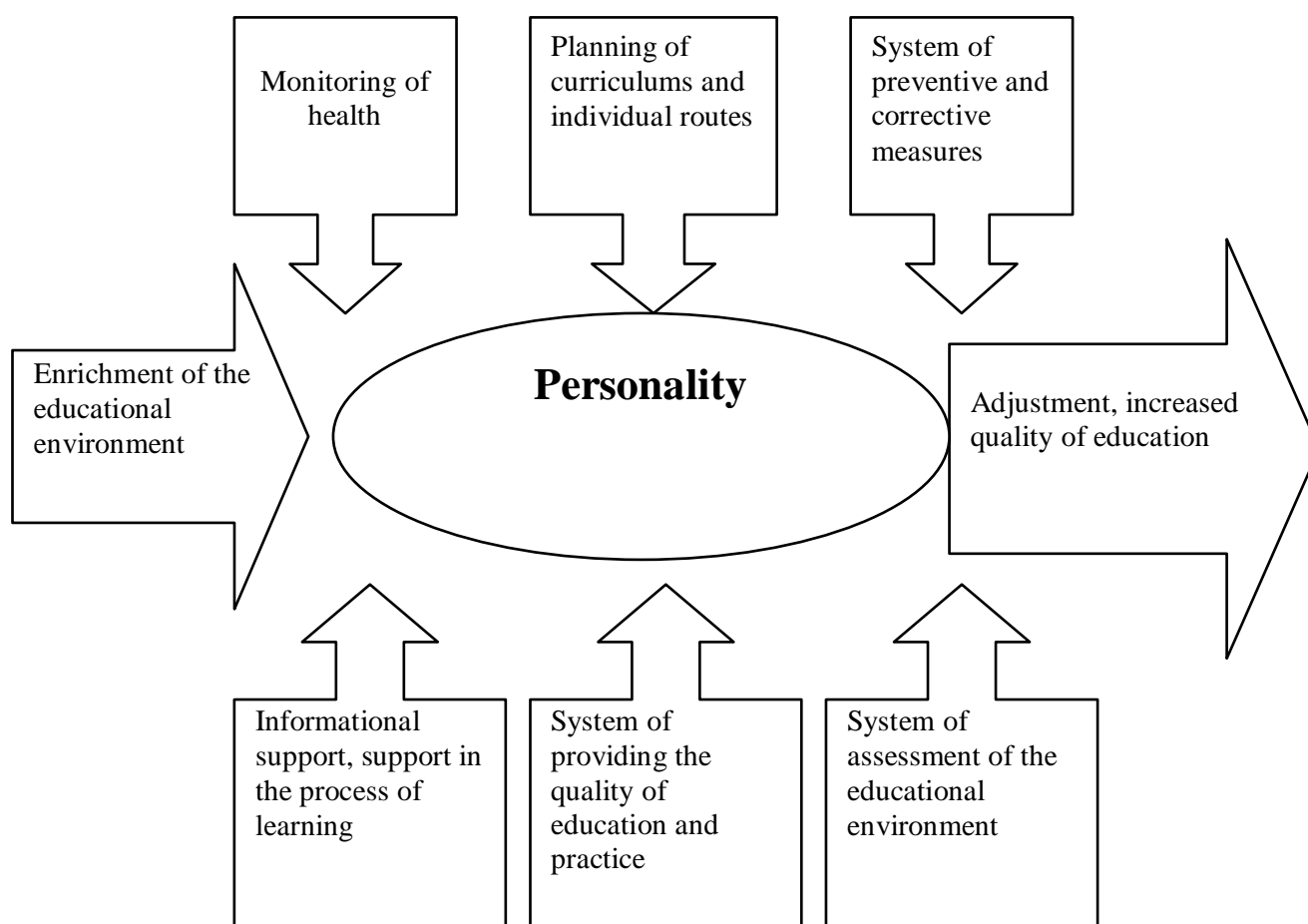


Fig. Model of organization of a health-saving educational environment

The program of health monitoring contains the following units: (1) physical health including: assessment of physical development, assessment of the functional reserves of the body; (2) mental health containing tests characterizing the following sphere of life activities: emotional (anxiety, compliance with pressures, aggression, behavior in conflict situations, etc.); cognitive (different kinds of memory, concentration of attention, mental capacity, etc.); neurodynamic properties of the nervous system (functional brain asymmetry, sensomotor reaction, reaction to a moving object); (3) social-psychological health based on the assessment of the level of social-psychological adaptation; personality orientation in the profession; core values; (4) assessment of the sanitary-hygienic conditions of the educational institution.

Depending on the target audience of the research, the structure of the program and the list of the tests changes, which allows an adequate approach to the holistic characteristics of the health of the subject of the educational process. For students, the personal sphere is studied more deeply and in more detail, and assessment is made of the proneness to risks of forming psychic dependencies, which provides the possibility to identify the specific features of the personality of the student being studied, his problem links, and to recommend psychological correction. In teachers' health monitoring, special attention is paid to detection of the signs of psychological burnout, and the reasons for its emergence. The entire

research process consists of several stages: forming the passport of physical health, forming the passport of psychic health, and social-psychological health.

After the test assignments have been performed, we can make an electronic passport of health with the score and recommendations. These data serve as the basis for organization of physical education classes with account of the individual morphofunctional possibilities, provision of psychological consultations and trainings on the detected problems, as well as for dynamic observations in the teaching process. The advantages of electronic passports of health are: (a) an integrative approach to health as the holistic sociopsychophysical state of the body; (b) computerization of all data; (c) quantitative expression of all indicators, relative simplicity of the study, possibility of forecasting the risk of development of additive behaviour and identification of psychic dependencies [1; 2].

There is a possibility of creating an electronic database about the psychic-physical health of subjects of the educational process in the dynamics of learning. This project can be implemented if organized on the base of the psychophysiological laboratory of Novgorod State University using the Neurosoft equipment set.

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SOCIAL-PEDAGOGICAL PREVENTION OF DEVIATIONS OF TEENAGER'S SOCIAL HEALTH IN PROFESSIONAL EDUCATIONAL ORGANIZATIONS

O. A. Semenova
O. V. Seregina

The modern social and educational policy of Russia focuses on improving the quality of life of society as a whole and of each citizen in particular. Professional education organizations face the challenge of creating conditions of socialization, crime prevention, and organizing a set of measures aimed at preventing child homelessness and neglect of minors, and protecting their rights and legitimate interests, which is a priority.

Key words: socialization, social health of students, prevention, technologies of socio-pedagogical prevention of deviant behavior, organizational and methodological tools.

The key microfactors of man's socialization influencing his social development and attitude to himself, to the surrounding people and the environment (social, biogenous and abiogenous) as well as formation of social health of the students' personality are the family, educational and social organizations. Neither should we rule out such factors as the vagueness of ideological principles, lack of a clear system of socially approved behavior, and susceptibility of young people to the influence of criminal groups. In this connection, organizing an effective system of social-preventive work with children and teenagers, protecting their rights, and training teachers, parents and executives for these activities comes to the fore [1]. The need for prevention of deviant behavior is evidenced by the national and foreign experience. It is clear that we will be unable to fully prevent crimes. However, partial, limited advance knowledge of emergence of certain forms of crime is possible and necessary [2]. Problems of preventing and fighting against delinquency and crime among young people are currently relevant in Russian society [3]. Especially significant is the pedagogical and psychological knowledge forming the basis of studies of the nature of minors' deviant behavior and practical measures to prevent teenagers' antisocial behavior.

Most specialists in the field of pedagogics, psychology and criminology assign the main focus to preventing juvenile delinquency. This is accounted for by the fact that man's personality, character, convictions, inclinations and system of values are formed in one's teenage years. According to experts, there are several reasons for increased age-related deviant activities of young people: (a) availability of increased energy potential; (b) uncertainty due to the transition stage of socialization; (c) availability of a low social status; (d) the existing feeling of social inequality; (e) difficulties of self-assertion in the adult world, etc. Deviation activity is also determined by a lack of knowledge of legal and social norms of behavior. Therefore, prevention of juvenile delinquency is a major component of the general system of crime prevention as a whole, on the one hand, and an integral part of attitude development of the oncoming generation.

Educational organizations of secondary vocational education are among the leading institutions of young people's education. Furthermore, the social activity of

this category of young learners keeps growing. It is here that a comprehensive, consistently organized educational process is to be ensured. In light of this, there is a need today for integration of the modern methods and technologies of juvenile delinquency prevention in the teaching and learning process of educational organizations of secondary vocational education of our country. Among the causes of different deviations in teenagers' behavior, a significant place is taken by social-psychological, psychological-pedagogical and psychobiological factors, their knowledge being necessary for organizing effective educational preventive activities in the educational organizations under consideration. Thus, of crucial importance in preventing and eliminating juvenile delinquency are measures for qualitative improvement of the work of educational organizations, better coordination of their actions with the family and law enforcement bodies, higher responsibility of parents for education of teenagers as well as special preventive measures of other governmental and nongovernmental organizations.

The notion of "social health" implies public social health within the framework of the influence of social factors on the physical health of the population [4]. Educational work performed at an early stage allows for timely prevention of the emergence and development of deviant asocial and antisocial behavior, as well as formation of negative personal traits, asocial value orientations and relations, which, taken as a whole, make the essence of the deviations of the individual social health of students. Performing the function of psychological and pedagogical education of parents' educational organizations (in coordination with social ones) contribute to reduction in the risk of development of social deviations in students [5]. The teenager's social health is the major factor of ensuring his social well-being, and is a result of the targeted pedagogical process. Social health is the formed socially acceptable, morally normative experience of interaction with the society manifesting itself in behavior self-regulation under changing conditions, aimed at reaching consensus with oneself as well as the ability to meet social interests and needs, and to be integrated in society. The structure of a teenager's social health includes the moral and spiritual (compliance with social moral norms, availability of social knowledge, abilities, skills), social and behavioral (resistance of the individual to socially unfavorable factors of the environment and formed skills of behavior self-regulation), social and psychological (social orientation of the teenager's personality, satisfactory social adaptiveness) and social and cultural (high level of social development, formed social readiness, socially useful experience) components.

The following levels of the teenager's social health are identified: (a) socially acceptable (standard) level – conformity to social norms accepted by most people; (b) socially neutral (marginal) level of social health – the extreme boundary of social norms, which arouses tension in the surrounding people; (c) socially unacceptable (nonstandard) level of social health – availability of obvious social deviations [5].

Deviations of a teenager's social health is the lack of coordination of the internal and external mechanisms of social formation of the teenager's personality manifesting itself in temporary or permanent, targeted or spontaneous actions of

organization of a system of special prevention in the educational institution. The effectiveness of social-pedagogical prevention of deviations of the teenager's social health depends on the timely social-pedagogical measures of the educational organization aimed at preventing, eliminating and neutralizing the causes and conditions of negative social deviations in behavior. The technology of social-pedagogical prevention of deviations of the teenager's social health is to include: (a) pedagogical goal-setting, a survey of all students in the course of primary social-pedagogical diagnosis; (b) identification of students with socially acceptable, socially neutral and socially unacceptable levels of social health; (c) social-pedagogical prevention of students with latent deviations of social health, etc. While carrying out social-pedagogical prevention of deviations, one should create management and social-pedagogical conditions for preventing deviations of the teenager's social health and readiness of all teaching staff for implementing social-pedagogical prevention of deviations of the teenager's social health.

Organization of the work of social-pedagogical services aimed at implementing preventive work with teenagers of the pedagogical risk group with account of the principles and conditions of social-pedagogical prevention of deviations of the teenager's social health requires timely identification of teenagers with latent and manifest social, personal problems to organize social-pedagogical support using diagnostic tools, analyzing the survey data (for transferring it into research) and mandatory engagement of specialists of dedicated services and psychologists in cooperation.

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LIFELONG EDUCATION AND MENTAL HEALTH – THE MILESTONES OF THE INTERNATIONAL PROJECT DEDICATED TO INNOVATIONS IN THE SPHERE OF EDUCATION OF THE AGED

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The paper describes the main milestones and achievements of the international project “From the Baltic to the Black Sea – life-long learning and mental health promotion”. The project unites several universities and non-governmental organizations from the Russian Federation, Sweden and Ukraine. The main goal of the project is to support education for seniors by involvement of young teachers on the basis of knowledge about mental health and cognitive capacity.

Key words: mental health, life-long learning, innovation technologies, young teachers, third-age students, international project.

In 2012, the international project “From the Baltic to the Black Sea – lifelong education and mental health promotion” was launched. The project partners are several universities of the Russian Federation, Sweden and Ukraine¹. The project is financed by the Swedish Institute. Originally, the main idea of the project was creation of conditions for preservation and improvement of mental health of broad population strata by advancing educational products for senior age groups with participation of young teachers and coaches.

Mental health is a complex interdisciplinary notion, to a great extent culturally stipulated, and understood by different professionals (medicine, psychology sociology) differently. This concept took its rise approximately in the 1950s, when a mere medical model of human health (absence of diseases) was replaced with a new outlook, defining health as a state which is something more than a mere absence of diseases or disabilities. The concept of mental health is related to a great extent to positive psychology, urging not to concentrate on difficulties and pathologies, but refer on a person’s strong points.

The social views on mental health are frequently superficial and are mostly associated with the medical aspect of the problem. However, it is a broad notion including such factors as autonomy, self-actualization and orientation toward the future, ability to tackle problems, a clear perception of reality, the ability to withstand stresses, adaptability, as well as the ability to love, work and play, and is a key notion in the modern world full of stresses and conflicts. Therefore, demand

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for information on mental health and the ways to achieve it (healthy food, physical and intellectual activity, relaxation, emotional relief, training one's cognitive abilities, optimistic mood) is very high.

The project made a unique effort to solve several problems with one stroke: (1) to tell as many young and aged people about the concept of mental health as possible, provide the young and senior generations with knowledge and tools for preservation and augmentation of mental welfare, cognitive and emotional capital; (2) encourage the interest both in the higher education system and in the social service system for the education of the aged as an efficient tool of maintaining mental welfare and cognitive efficiency of the senior generation; (3) involve as many young people as possible in the system of education for the aged, teach the basics of interactive pedagogy to young educationalists, social workers, and creative artists, and help them establish innovative courses of their own for aged people; (4) improve the mutual understanding between generations, overcome the generation gap, stimulate an active social position, volunteerism, and provide opportunities for the personal growth of the project participants.

In order to solve such ambitious tasks, an educational technology was selected the essence of which was as follows: all the interested young teachers and coaches are to attend a structured 2-month education course (a cycle of training seminars) with subsequent development of an educational product of their own (course, training or workshops) and its public defense. The teaching was done by the representatives of partner universities and friendly organizations, while the examination board was composed of potential consumers of the innovative educational products, 3rd-age students, representatives of volunteer organizations, and aged people interested in participation in such educational programs and workshops. In all cases, the top condition was achievement of the highest level of teaching, novelty, high expertise of teaching staff, and participation of internationally acknowledged experts.

At the planning stage, the most important thing was the development of the seminar syllabus, its content and objects. The initial understanding was that the syllabus must contain three knowledge blocks, namely: (1) the mental health problem in the modern world and its importance for different generations; (2) 3rd age pedagogy and contemporary methods of interactive education; (3) general knowledge aimed at more profound understanding of biological, psychological and social problems of the aged. These general guidelines were further elaborated so that the topic and the content of each lecture or practical class correspond to the modern level of knowledge both on mental health problems and their complex bio-psycho-social nature, and the newest notions on ageing, behavioral evolution in the modern digitized environment, active longevity prospects, and the significance of positive psychological concepts and brain training technologies in this respect.

A separate issue is pedagogical innovations; young teachers and enthusiasts have tried to master the techniques of interactive pedagogy, the ability to motivate audience and themselves, and understand the role of psychological moments of interaction with the senior students. Among the unquestionable innovations were the active methods (cases, business games, brainstorming, individual and team projects) and training technologies for teaching senior persons.

Speaking of the direct stages of project implementation, the following should be mentioned. After the strategic planning stage conducted as a special seminar in Odessa, the main implementation directions for the project were determined. We faced two problems: how to attract and interest youths, and what content to offer to our participant in order to, first, maintain this interest and, second, achieve the formulated aims and objectives. In attracting young teachers, the major role was played by partner universities, but soon it turned out that a broader approach is necessary. In the log run, we established wider contacts with government agencies, in particular, with social services, and informal associations, public organizations and volunteer groups. It was in this segment that numerous enthusiasts were recruited, fascinated with the idea of help for the aged, who made up the greater part of the grateful audience. Universities also contributed by providing post-graduate students, enthusiastic young teachers, and recent graduates. The participation of young university teachers in the program allows hoping that our ideas under favourable conditions will find their development in classical universities.

In this aspect, the acquaintance with traditions of senior education in Sweden was very useful. In Sweden, this type of education is provided partly by social organizations, and partly by commercial 3rd age universities functioning mostly as chat rooms. They are supported in part by membership fees and payments for certain courses (the amounts being quite moderate), as well as by sponsor support (by trade unions, public organizations, political parties, government and philanthropists). Eventually, these universities solve their problems by involving the most active part of the senior generation, interestingly, mostly without any advertizing. New participants are attracted by disseminating the information among friends and acquaintances of those already involved in the educational process. It should be noted that our project's idea of special attention to mental health problems proved to be novel for Swedish 3rd-age universities and was received with interest and attention.

This idea was voiced at various conferences and forums dedicated to education and mental health, among them the 12th International Conference "Lifelong education: continuous education for stable development", held on 30th May – 1st June 2014 in Saint Petersburg by the A. S. Pushkin Leningrad State University; the conference on mental health in Stockholm, organized by the Swedish National Prevention Centre with the Karolinska Institute; and the conference in Odessa on the mental health of generations.

All the knowledge and experience acquired by the teachers during the visits, meetings and conferences, discussion of project plans and implementation tools were fruitful. The results of the work performed in Odessa, Simferopol and Saint Petersburg come down to several obvious achievements. First of all, an international team of teachers and coaches has been formed, and a unique training course for young educationalists has been developed, which has unquestionable prospects for its wider implementation. International contacts have been established, the experience of senior education in partner countries studied, and the idea of maintaining mental health of the aged has found its further development.

However, the most important result was that after a competitive selection, 112 young people have gone through a training course and developed and defended their own educational projects. Thus, in all three cities (Odessa, Simferopol, and Saint Petersburg) the basis for innovative development of third-age education has been created. At present the problem faced is the prospects of the practical implementation of the obtained results in the sphere of lifelong education and activation of local initiatives in this sphere. The urgent problem is the geographical extension of the application of the project technologies, providing for the involvement of and interaction with governmental agencies, business community and public organizations.

In general, the project has achieved its objectives, and the accumulated experience will be a valuable resource helping to solve the problems facing modern society with its demographic and intergenerational problems, characteristic for the era of digital information technologies.

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draughts and other games. The main tasks of sports clubs at secondary schools are: (a) comprehensive physical development, health promotion and cold training of schoolchildren; (b) development of individual physical abilities at a high level in order to achieve success in sports in accordance with one's age and sex; (c) formation in the course of training of moral and volitional qualities, development of skills of cultural behavior; (d) improvement of organizational skills in mass sports and health promotion activities with schoolchildren of all ages.

In accordance with the Decree of the President of the Republic of Uzbekistan, the establishment in 2002 of the "Children's Sports Development Fund" was an important step in the development of children's sports. The Fund serves as an effective mechanism for achieving goals and objectives in the field of children's sports. The main objectives of the Fund are help in achieving the objectives of physical education among children, and awakening an interest in sports among the younger generation. Elementary schools of Uzbekistan implement the educational program "Healthy Children" aimed at developing children's food culture as a component of a healthy lifestyle. Elementary education, as an important part of general education, is a stage at which a child's first knowledge and skills are developed. The main tasks carried out by the program "Lessons of proper nutrition" include the formation of children's ideas about the value of health, the need to strengthen it, getting to know the rules of a healthy lifestyle and good nutrition, mastering by children of behaviors associated with taking care of their health, and learning national cultural traditions. The program "Healthy Children" is implemented as part of classroom work, as part of extracurricular activities related to the formation of children's basics of a healthy lifestyle. Lessons of good nutrition may be moderated by class teachers, subject teachers, and trainers. It is planned to involve more than 6,000 schoolchildren of the Republic during the first phase. Through the implementation of the program "Healthy Children", elementary school children and their parents will build a culture of healthy eating, and this, as experts say, is a way to solve one of the most important social issues - educating a healthy generation.

It should be noted that a social and cultural process is taking place in Uzbekistan nowadays, which is a massive surge in educational and creative impulse of youth, opening the gate to the younger generation's spiritual potential realization. The ultimate goal of this process is the comprehensive training of young people, preparing for living in society and self-development, and the ability to withstand a variety of ideological influences and solve one's life problems.

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THE HEALTH PROMOTION FUNCTION OF EDUCATION AS ONE OF THE MOST IMPORTANT VECTORS OF LIFELONG EDUCATION

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The article deals with the health promotion challenge at different stages of the lifelong education system through forming health promotion services in educational establishments.

Key words: healthy generation, health promotion trend, education, health promotion environment.

Since the day of declaration of independence of Uzbekistan, the idea of developing a morally and physically healthy generation, and education of a harmoniously and comprehensively developed individual, has been made part of the national policy; the implementation of the system of lifelong education is intended to contribute effectively to achieving this target. The health promotion function of the education process plays an important role in the course of implementation of this system. Based on this, we analyzed the system of lifelong education in the context of development of the health promotion function at the following stages: (a) pre-school education; (b) general secondary education; (c) general vocational professional education; (d) higher education, including training of the teaching staff, their retraining and professional development; (e) subsequent self-education; (f) extra-curriculum education and (g) education of children with special needs.

In accordance with the program of development of the education sector of Uzbekistan through 2017, based on the idea of education as a foundation of future development of the nation, the following phased implementation of its primary purpose is intended, which is represented considering the health promotion function. It is planned to achieve sustainable and active participation of the stakeholders in the educational process. In particular, in the field of pre-school education, children are being well prepared to study at school by means of improving their health and their personal development. At the stage of general secondary education, it is planned to increase the level of general education, including the level of health promotion, to develop independent thinking and to make students acquire the organizational skills in order to successfully continue their education. Students of academic lyceums and professional colleges will be successfully prepared, from the spiritual, physical and psychological point of view, to be in demand on the labor market or to enter a higher educational institution, where the health promotion direction of the educational process plays a particularly important role. Within the system of training, retraining and professional development, teachers will be prepared to make a worthy contribution to the personal training of students, developing their independent thinking and organizational skills to preserve and strengthen their health. At the stage of higher

education, graduates will be prepared by 2017 as highly skilled professionals with health promotion competencies able to make a worthy contribution to the scientific progress of the country and its economic and cultural development. As for the non-formal, out-of-school education, the necessary conditions will be created to ensure participation of children and young people in activities according to their interests, taking into account the state and effective promotion of their health. The education of children and youth with special needs should focus on ensuring their successful participation in the educational process at all stages of the lifelong education system in accordance with their specific needs and inclinations consistent with the need to preserve and promote their health.

A certain health promotion function of the educational process is also provided for by the state scientific and technical programs of applied research for 2015-2017. In particular, the program “Spiritual, moral and cultural development of the democratic and law-based society, and formation of the innovative economy” provides for solving such tasks as: (a) study of spiritual values, the national idea, cultural heritage, history, and the Uzbek people and statehood in the process of modernization of education (b) study of modern approaches to organization, management, and improvement of the efficiency of education quality, the expansion of continuity and succession of education in the society for all segments of the population; (c) education of the younger generation on the basis of historical, national and universal values and development of the best ways of social adaptation, integration of children and young people into society, study of specific features of formation of the healthy lifestyle and physical development of young people; (d) development of effective mechanisms to ensure the information security of childhood, protect children and young people from the media and other negative phenomena that pose a threat to their health, education and development.

To implement the idea of creation of a physically and spiritually healthy generation, it is necessary to provide for the following: (1) pay particular attention to the problem of preserving the national genetic pool and the revival of the national mentality, notable for its health-oriented feature in its various manifestations at all stages of lifelong education; (2) bring up a physically and mentally healthy generation; (3) bring up a free and independent, strong and honest generation, which ensures its high moral and spiritual health; (4) educate talented, free and sensible young people, also with the help of the health promotion function of lifelong education. The main condition for the fulfillment of the above tasks is implementation of the Concept of education of the morally and physically healthy generation in our country, developed by the President of our Republic I.A. Karimov, which is estimated by the international community as a model for the improvement of the national genetic pool and was a significant event in the life of our state. It is possible to achieve this goal by improving the efficiency of educational institutions.

Nowadays, teaching science has acquired some potential for implementing educational and information technologies in the education system, however, health promotion technologies are the least studied ones, and their implementation will undoubtedly contribute to the preservation and promotion of health as the highest human value, and to the formation of valeological (health promotion) culture. The

health promotion function of the activity of teachers, regardless of the subject, which they teach, has currently become one of the priorities, along with the implementation of educational, training, and developmental functions associated with the preparation of students for the upcoming social, professional and family life.

Erudition, mastery of speech, and great communication capabilities of teachers will make it possible to successfully meet the challenges imposed by society on the work of a teacher in the course of the education and training processes, including the requirement of having a good level of medical and hygienic knowledge about the preservation and strengthening of health, about creating the health promotion environment, and about use of health promotion technologies, providing for the transfer of knowledge, and development of skills and knowledge in the field of health preservation, so that such knowledge and skills could become a part of everyday life and contribute to students' spiritual and cultural development.

Today's educational institution is intended to provide for creative development of the student's individuality, formation of his/her interest in education, development of intellectual, mental and physical abilities, and social activity of students. The successful solution of these problems is possible only with the creation of a health promotion environment of learning, psychological comfort in the relationship of the teacher and student, and the readiness of a teacher to systematically organize educational work at creating a comprehensive healthy lifestyle.

According to scientific data, the health promotion environment is provided by the availability of conditions for preservation and promotion of students' health, as well as targeted development of the health culture of all participants of the educational process. It should be borne in mind that the value-based and motivational orientations, as well as knowledge, skills of preservation and promotion of health, and formation of a healthy lifestyle, take the central place in the culture of health. The system of valeological (health promotion) education and training of students includes the following activities: (1) sanitary and hygienic (health preserving); (2) educational and methodological (didactic) associated with the implementation of health promotion technology; (3) health improvement educational work; (4) work with parents. All this generally contributes to an increase of teachers' professional competence. To implement the first direction, we can define such tasks as developing the teacher's competence re: creating a health educational environment, provision of physiological and psychological conformity for each student of the educational environment. Educational and methodical direction involves solving the following tasks: (a) formation of an emotionally supportive learning environment; (b) preventing overload of students; (c) creating conditions for developing the function of education; (d) increasing interest in the efficiency of learning itself; (e) introducing health promotion technologies. Health promotion educational work involves development of students' self-consciousness, as well as their modern world view, aesthetic feelings, interpersonal skills, as well as sex education and development of family values, physical education, combined with the basics of personal and general hygiene, creating ecological and hygienic culture, labor training and professional guidance, and mastering the basics of life safety. Finally, in the course of working

with parents, it is necessary to carry out the development and implementation of integrated programs of interaction with the family: consultative and diagnostic, methodological, correlation and pedagogical.

Particular attention should be given to individualization and differentiation of education, taking into account the level of development and state of health of students; introduction of health preservation technologies in the process of education and training, new programs and curricula, forms and methods of teaching based on a personality-oriented approach, and interdisciplinary integration of the interactive methods. It is possible to implement the above successfully in the case of strengthening the health promotion preparation of a teacher capable of carrying out health promotion activities in the process of academic and extracurricular work. In our opinion, the health promotion education work of teachers at all stages of the system of lifelong education should include activities aimed at developing students' understanding of the importance of health, and should contribute to their spiritual, moral and cultural development, with the efficient help of health promotion services set up at educational institutions that are involved in valeological, coordination, and health improvement activities.

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THIRD AGE INSTITUTE WITHIN THE FRAMEWORK OF A FAMILY EDUCATIONAL PROJECT

T. A. Sidorchuk

The article deals with the necessity of family educational project implementation based on the idea of continuous education within the unity of space and time. It will make it possible to establish intergeneration links, strengthen the role of the elder generation within family education, and activate patriotic education.

Key words: elderly people, third-age institution, children's developmental centre, family educational project, continuous education.

Since the Russian population is ageing, the development of scientific foundations of the educational component of gerontological infrastructure is a topical socio-psychological problem.

Geronto-education must include several trends: (1) education programs for elderly people (Opening gerontological departments for aged people – "third-age institutes" that will permit them to get supplementary education, provide the opportunity for new cognitive activity, and transfer of their own knowledge and vast experience to other people, inter alia with the utilization of distance education. The problem of training specialists working with adults arises here; (2) educational work with seniors' relatives and friends (opening special courses for the younger generation where they will get the necessary knowledge about caring for seniors and communicating with them, allowing seniors to get decent care at home); (3) research work in the sphere of gerontology (Opening research and educational centers specializing in gerontology that would engage in promising research, dissemination of innovative social technologies in the sphere of gerontology, introducing new forms of working with seniors, holding conferences, including international ones, inviting the best specialists for sharing experience, etc.); (4) gerontological personnel training for the needs of gerontological centers and nursing homes, hospices, charity wards, social welfare centers, etc.; (5) volunteerism (social volunteerism of the seniors themselves through development and implementation of social projects that have a great social significance. This is cooperation with nursing homes involving sponsorship of their inhabitants, the organization of their site improvement, holding master classes in folk artistic crafts, taking part in joint concerts, recitals, and many other projects.).

Third Age Institutes and Universities have been operating in all regions of the Russian Federation for several years. The Smolensk Third Age Institute started operating in 2012 on the base of the Socio-Psychological Center of Smolensk State University.

The "Help Yourself" educational program for Smolensk Region seniors was developed based on socio-psychological monitoring. The objectives of the program are: (a) rendering educational services in various spheres of training to seniors and their entourage; (b) studying the spiritual and historical heritage of their native land and Orthodox culture; (c) expansion of the spiritual and educational space (forming a library stock and a video library at the "Third Age Institute"); (d) preparation and

issues of learning aids "Help yourself", "Family Sitting Room", "Family Traditions in the Smolensk Region", etc. (e) training and probation of professional gerontologists; (f) creating a consulting center (a system of consultations and training sessions for seniors and their friends and family), etc.

Our first "retro-students" are in their third year of training already. Classes are held for two hours 3-4 times a week for each course. A course takes nine months, i.e. training at each course lasts a full academic year. Simultaneously with the Third Age Institute, a socio-pedagogical project entitled "Education Throughout Life" is being implemented. This is an innovative family educational project providing simultaneous training of family members of different age. There are four departments operating: children's "Znaika" development center for children aged one and-a-half to seven years old; "Cooperation" department of psychological technologies and consulting; a logopedic department; and the "Wisdom" social department for seniors (Third Age Institute). A distinctive feature of the center is that it teaches people of all ages, from one and-a-half to eighty years old, in a single time space. Simultaneously, the Third Age Institute is an experimental site for training students of the Smolensk State University. Teachers/tutors engage students in carrying out various educational programs in all the departments of the center.

The Smolensk socio-educational project "Education throughout Life" is an innovative educational project providing simultaneous training of family members of different ages. Training seniors within the framework of a family educational project is a matter of paramount social importance.

The things stated above upend our stereotypes in the sphere of social family policy. The implementation of family educational project of various types will permit us to uphold family traditions, to build links between generations, to enhance spiritual and moral qualities of all the family members, and to improve the status of seniors in the family and in society as a whole.

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PRACTICABILITY AND RELEVANCE OF THE USE OF DEVELOPING TECHNIQUES IN THE FIELD OF SPORTS

L. V. Marishchuk
E. V. Mikulo

The process of sports training as a technology ensuring the subject-subject interaction of a trainer and a sportsman, as well as their professional and personal development, is analyzed. The author's definition of psycho-didactic technology is presented.

Key words: technology, developing, psycho-didactic, system, sportsmen, trainers, sports training.

As G. Dryden wrote, "A human being can only evolve in two directions, i.e., in the direction of development or in the direction of degradation, so if education does not contribute to development, it will contribute to degradation." Preparation of a high-class athlete is always a problem that can and must be addressed as unique and inimitable [6]. In practice, there is an understanding that in the case of preparation of elite athletes both coaches and athletes need continuous development of professionally significant qualities of their personality, which involves the use of developmental (psycho-didactic) technology. Use of the developmental technology is a first stage in the development of the subjective world of a teacher, which is a basis for mastering subsequent technologies of learner-centered education. Developmental technology provides fundamental education by transferring a teacher from the methodical to conceptual and methodological level of activity [4]. The developmental technology means a technology focused on the creation of appropriate conditions for development of an individual, changing his or her ethical standards and intellectual and physical potential development. Developmental technology is based on a dialogue, construction of subject-subject relationship, defining the nature of interpersonal interaction. The result of this interaction will include the personal growth of its subjects and productivity and profitability of the joint activity. Monitoring of the plan's implementation makes it possible to correct the process of implementation and to receive the desired result in a timely manner.

A specific feature of the developmental technology is that its use requires high activity of a teacher and students. A teacher's activity appears in the students' knowledge of personality characteristics, readiness for self-transformation, and making corrections to the technological process. Student activity is manifested in increasing independence and responsibility, that is, subjectivity in the process of interaction. The developing nature of the technology is manifested in the possibility of its influence upon the integral characteristics of the person (needs, interests, motives, values, attitudes, meanings), on the development of professionally significant personal qualities, and determines the dynamics of development of the individual; as a whole, its competence in a chosen activity. The result of the application of the developmental technology is human striving for self-development, self-regulation, self-reflection, self-determination and self-control, the

ability of self-improvement – the individual subjectivity. Despite the importance of psychological and pedagogical technologies developed on the basis of the principle of education focused on development and self-development, technology actually used in practice is far from the most modern ideas and concepts. Changes occurring as a result of its use are largely random in nature and are not related to the reconstruction of the educational process on the principles of personality-centered learning [5]. It seems important to mention the conclusion of S.A. Goncharov [3] that it is difficult to teach the developmental technologies unless they become the organizing principle of the educational process, as an interaction which requires adjustment of the professional mentality of all its participants. The synthesis of psychology and humanitarian culture in the process of personality-centered learning in sports activity contributes to fulfillment of the main task – development of personality, and its intellectual and physical perfection.

The basis of the developmental technology includes principles of science, integration, and creativity, whereas means of their development and implementation include conceptual understanding of learning, use of techniques for developing orientation, thematic programs for developing lessons, and monitoring the process of students' personal development. It is interesting to consider the opinion of V.K. Granovsky and his colleagues, who thought that the most virtuosic instrument of developmental technology was the regulation of behavior in interaction – "perspective space" [4]. One of the resources for improving the performance indicators of sports activity is the subject-subject interaction, lack of imperative in teaching and training activities, creation of a system of choice of behavior by subjects of the sports activity, and self-coordinated design of solutions in a given situation. Regulation of behavior is a proactive work in the condition of competitiveness for the initiatives. "The behavior follows the initiative in the space of perspective, and the more prospective this following is, the bigger the benefits and advantages are, the easier and freer this process is..." [4]. The specific features of interaction in physical culture and sports activities are primarily expressed in the fact that the regulation of an athlete's behavior is much easier, if he/she finds the benefits and prospects of the sports activity to be promising [10]. It is important and necessary to determine the time and place of psychological training in the system of long-term athletic training, especially in Olympic sports. The dominance of the subject-subject relationship type encourages sports teachers to create conditions for their own professional and personal development, to update the resource capabilities of an individual athlete in accordance with the characteristics of his or her personality [10].

Today, there is a favorable situation in the field of physical culture and sports, which predetermines the feasibility of use of the developmental technology as an effective means of implementation by a teacher of a personality-centered approach. Among them are: (a) commitment to continuous development of professionally significant qualities of the sports activity subjects; (b) monitoring of an athlete's readiness for competitive activity; (c) search for ways of interaction between different specialists with different professional qualifications (teacher, doctor, psychologist, manager, etc.), working together for the purpose of successful sports training. This will allow – in the light of experience gained in pedagogy and psychology, not declaratively but in fact – to organize the joint

activities of a coach, an athlete and a psychologist, thus implementing the developmental technology. We understand a technology as a set of techniques, methods, and their sequences to achieve a certain goal. It is realized based on the principle of educational training in the subject-subject interaction of a teacher and students, thus having a complex influence upon the motivational-need, emotional-volitional, and cognitive aspects of a person. Technology is a micro system in the “teacher–student” system, because all five of its components, i.e. target, informative, organizational, operational, and diagnostic, are interdependent and interrelated; the goal acts as a system-building factor, whereas achievement of a goal – a predictable and diagnosed result of the application – a feedback mechanism. Such an interpretation became the basis of development for “Involuntary education technology” (L.V. Marishchuk, 1992) [8; 9], where the “repetition without repetition” of A.N. Bernstein was also used for the purpose of formation of motor skills. Under our guidance (L.V. Marishchuk) a number of technologies, named by analogy with the “Psychopedagogy” of E. Stones [11] as psychodidactic, were developed and put into practical work with students of the sports high school and athletes. Among them are: “The technology of intellectual education by means of humanities,” dedicated to implementation of the principle of educational training for students of the sports high school named after A.O. Fialko-Vagranov (1998); “Technology for purposeful formation of volitional and physical qualities” in the process of fulfillment of special exercises of professionally-applied physical training for employees of a security agency, for which a creative barrier zone of S.A. Hayduk (2005) was developed; “Technology of ideomotor training” of athletes – basketball players in the course of shooting a ball into the basket, by Alireza Bahrami (2007); “Technology for activation of mnemonic activity” for students of the sports high school, including the development of muscle memory, implemented by S.G. Ivashko (2011); “Technology for development of the penalty shot skill in basketball” of A.A. Bykova (2012), in which the title speaks for itself: the use of different fitness devices and ideomotor training; “Technology for development of competitive reliability” of V.M. Zaika (2014), which determined development of the skill for regulation of the optimal mental state for athletes in competitive activities.

Upon the instructions of the State Program for Development of Physical Culture and Sports in the Republic of Belarus for 2011–2015, the following projects were implemented in the Laboratory of Sports Psychology of the Institute of Physical Culture and Sports under our supervision: “Development of the program for formation of sensor-motor functions and specialized perceptions of athletes, and their introduction into the system of preparation of the sports reserve” and “Development and implementation of the methodology for development of the important personal qualities of athletes in the pedagogical process for preparation of the sports reserve.” The programs are built based on the principles of developmental (psycho-pedagogical) technology and are aimed to provide development direction for the sports teaching process and enhancing the development of the desired functions and perceptions of athletes, improving their psychomotor abilities. The diagnostic component – the result of application – defines the understanding of the value of human development, construction of the sports-pedagogical process on the basis of development (organization of

systematic psychological preparation), development of basic psychomotor and other qualities important for athletes, and targeted personal development and self-development of an athlete. The implementation of content-based and organizational components (methods) of the developmental technology requires external resources of the educational sports environment: staff, information, logistics, and time.

In summary, we should note that harmonization of the methodological and humanistic potential of human and natural science knowledge makes it possible to create a developmental methodology for psychological training of an athlete at the stage of sportsmanship formation. Use of the developmental technology requires continuing professional education, which is a factor of success in life and the competitiveness of subjects of professional sports activity.

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