

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION (UNESCO)
INTER-PARLIAMENTARY ASSEMBLY
OF EURASIAN ECONOMIC COMMUNITY
PUSHKIN LENINGRAD STATE UNIVERSITY
(base institution)
UNESCO INSTITUTE FOR LIFELONG LEARNING
UNESCO/UNEVOC NATIONAL CENTRE IN RUSSIAN FEDERATION
REPRESENTATIVE OFFICE OF THE UNESCO/UNEVOC NATIONAL CENTRE
IN RUSSIAN FEDERATION IN LENINGRAD REGION
INSTITUTE OF THEORY AND HISTORY
OF PEDAGOGICS OF RUSSIAN ACADEMY OF EDUCATION
INSTITUTE of REGIONAL ECONOMICS
OF RUSSIAN ACADEMY OF SCIENCES

LIFELONG LEARNING

CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

Proceedings of 11th International Cooperation

**Volume 11
Part II**

Parallel edition

**Saint-Petersburg
2013**

37(082)
74.05 43

Lifelong learning

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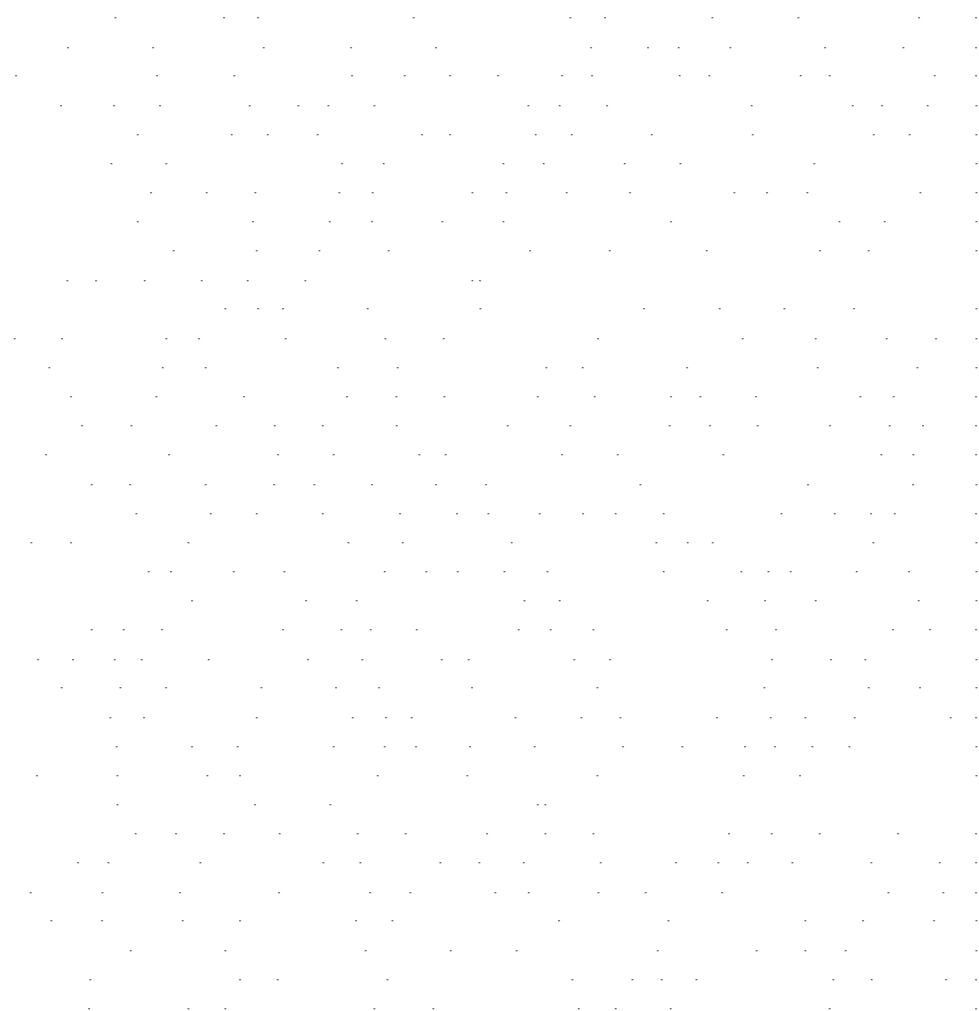
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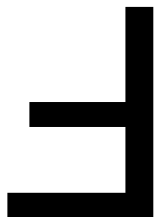
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SOCIO-CULTURAL QUESTIONS OF CONTINUOUS EDUCATION AS THE PREREQUISITE OF THE FORMATION OF A SPECIALIST AND MORAL AND SPIRITUAL PERSONALITY. PROBLEMS OF SOCIALIZATION IN CONTINUOUS EDUCATION

THE SOCIAL AND CULTURAL CONTEXT OF LIFELONG PEDAGOGICAL EDUCATION

**. G. Navazova,
. P. Shebolkina**





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SOCIOCULTURAL PROBLEMS OF SENIOR EXECUTIVES TRAINING IN AN INFORMATION SOCIETY

T.B. Kazarenkova

ON CONTINUITY OF ETHNO-AESTHETIC EDUCATION

M.I. Aldoshina

Современная эстетическая педагогика рассматривается как педагогическая наука и практика, ориентированная на формирование эстетической культуры личности. В последние десятилетия в педагогике наблюдается тенденция к интеграции эстетического образования с другими областями знания, что приводит к возникновению междисциплинарных направлений, таких как этноэстетика, экоэстетика, цифровая эстетика и др. В данной статье рассматривается проблема непрерывности этноэстетического образования, которая заключается в необходимости обеспечения преемственности образовательных процессов на протяжении всей жизни человека. Для решения этой проблемы необходимо создание единой образовательной среды, в которой эстетическое образование будет интегрировано с другими областями знания, что позволит обеспечить преемственность образовательных процессов на протяжении всей жизни человека. В статье рассматриваются основные подходы к решению проблемы непрерывности этноэстетического образования, а также предлагаются конкретные меры по ее реализации. В частности, предлагается создание единой образовательной среды, в которой эстетическое образование будет интегрировано с другими областями знания, что позволит обеспечить преемственность образовательных процессов на протяжении всей жизни человека. В статье рассматриваются основные подходы к решению проблемы непрерывности этноэстетического образования, а также предлагаются конкретные меры по ее реализации. В частности, предлагается создание единой образовательной среды, в которой эстетическое образование будет интегрировано с другими областями знания, что позволит обеспечить преемственность образовательных процессов на протяжении всей жизни человека.

DEVELOPING THE CREATIVE POTENTIAL OF LAW STUDENTS IN STUDYING PROFESSIONAL ETHICS

N.V. Razumkova

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

THE INFLUENCE OF CREATIVITY OF THE DEPARTMENT HEAD ON THE PERFORMANCE OF THE DEPARTMENT IN A HIGHER EDUCATION INSTITUTION

S.I. Chernomorchenko

STUDYING AND DEVELOPING VALUE ORIENTATIONS IN MANAGERS THROUGH LIFELONG EDUCATION AND SELF-DEVELOPMENT

O.I. Scherbakova

References

DEVELOPMENT OF MORAL AND SPIRITUAL VALUES IN THE MODERN SOCIAL AND CULTURAL ENVIRONMENT

. . Churekova

*exhibiting a value, development of an emotionally positive reaction
understanding
reflexive acceptance
moral conduct.
Exhibiting a value.*

Development of an emotionally positive reaction.

Understanding this value based on emotional reaction.

The reflexive stage

moral conduct stage

INCLUSIVE EDUCATION IN UZBEKISTAN

Sh. . Melieva

PSYCHOLOGICAL CHARACTERISTIC OF INTERACTION AND COMMUNICATION AMONG THE MAIN SUBJECTS OF UNIVERSITY EDUCATION SPACE

R.A. Ayazbekova,
A.A. Bulatbayeva

as a matter of fact, communication
of one person with another.

non-standard
difficult

a child, a parent or an adult

FROM ETIQUETTE TO MORALITY: ABOUT UPBRINGING ISSUES IN LIFELONG EDUCATION

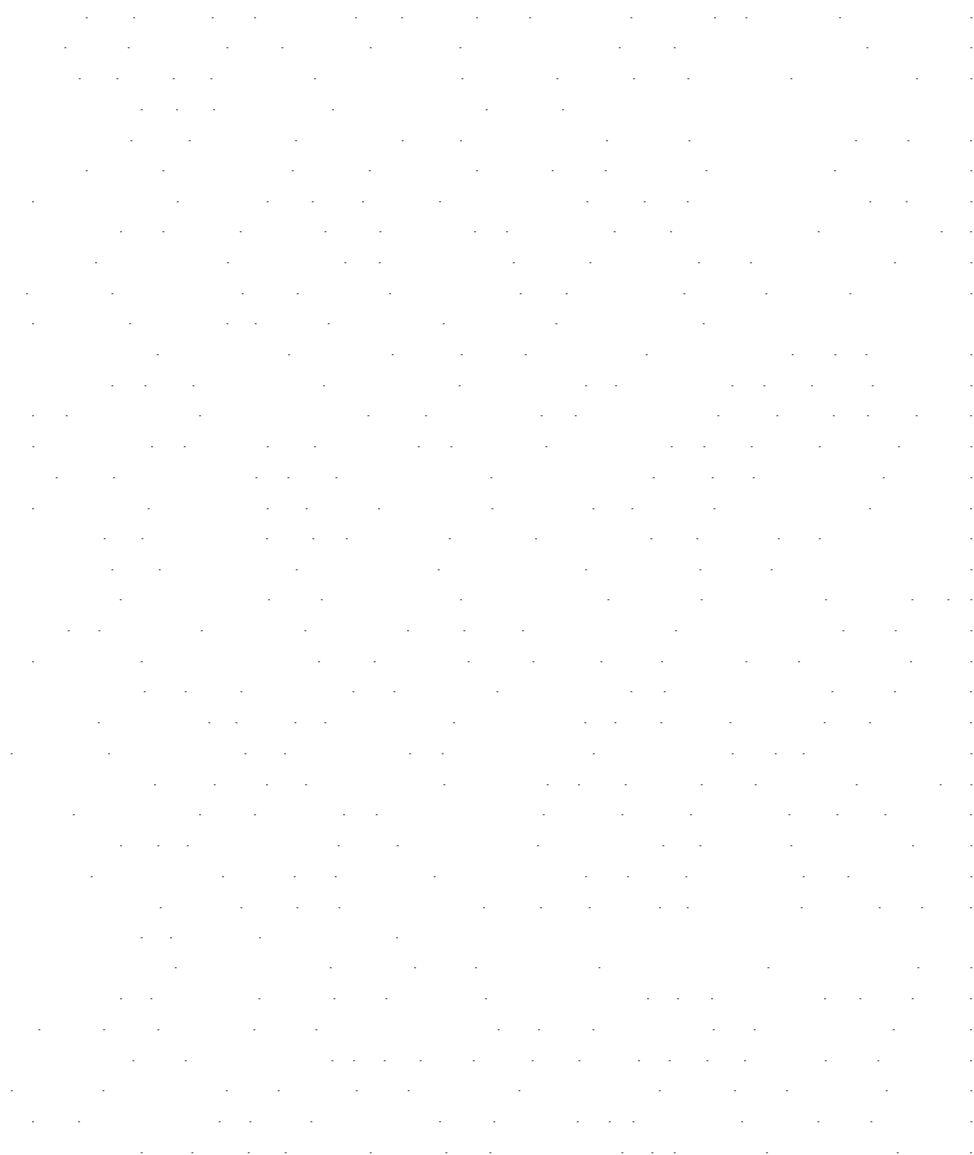
V. O. Gusakova

PSYCHOLOGICAL CHARACTERISTICS OF A GIFTED PERSON

N. . Khupavtseva

**TOWARDS ANALYSIS OF
MORAL AND SPIRITUAL ASPECTS
OF LIFELONG EDUCATION**

**Z. R. Kadyrova,
F. R. Kadyrova,
A. D. Sharipov**



THE YOUNG GENERATION AND INNOVATION DEVELOPMENT: SURVEY RESULTS

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

Table

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DEVELOPMENT TOOLS FOR YOUTH VOCATIONAL GUIDANCE IN LIFELONG EDUCATION

Sh. T. Khalilova

ON THE DEVELOPMENT OF SCHOOLCHILDREN'S CREATIVE POTENTIAL THROUGH MUSEUM PEDAGOGY

Y.V. Geraskina

Window into the Year 1937

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THREE-STAGE SPORTS EVENTS AS A FACTOR OF DEVELOPMENT OF THE HUMANISTIC IDEALS OF STUDENTS

S.U. Ibrakhimov

DEVELOPMENT OF PROFESSIONAL COMPETENCIES WHILE STUDYING INFORMATION TECHNOLOGIES

L.N. Davydenko,
T.D. Davydenko

European Manager Marketing Manager

Work with Draft Documents
Delo-Predpriatie Electronic Document Management System

Galaktika ERP

Corporate Information Systems

Galaktika ERP

Economic Informatics

Project Expert

MS

Access

Galaktika

Consultant Plus

THE ROLE OF PHYSICAL TRAINING IN DEVELOPMENT OF THE PERSONALITY OF FUTURE TEACHERS

**N. Y. Dudnik,
N. G. Makarenko**

SOME ISSUES OF OCCUPATIONAL GUIDANCE OF SCHOOLCHILDREN

I.V. Teslenko

A PERSON'S RESPONSIBILITY AS A SPIRITUAL AND MORAL VALUE AND FUNCTION OF LIFELONG EDUCATION

I. G. Rebeschenko

ORGANIZING REFLECTION BY STUDENTS AS A PRECONDITION OF THEIR PERSONAL DEVELOPMENT

. V. Karbanovich

References

**PRINCIPLES OF LIFELONG EDUCATION
FOR THE BENEFIT OF SUSTAINABLE DEVELOPMENT
AS A COMPONENT OF A PERSON'S WAY OF LIFE**

. V. Pikalova

Principle number one:

Principle number two:

Principle number three:

Principle number five:

Principle number six: “The Government shall not discriminate against the rights of the people of this State on the basis of race, sex, religion, age, or national origin.”

LIFELONG EDUCATION AS A FACTOR OF DEVELOPMENT OF SOCIAL TRUST

. V. Astakhova

Abstract. The article discusses the role of lifelong education in the development of social trust. It is argued that lifelong education is a key factor in the formation of a civil society and the development of social trust. The article analyzes the mechanisms of social trust formation and the role of education in this process. It is concluded that lifelong education is a necessary condition for the development of social trust and the formation of a civil society.

Keywords: lifelong education, social trust, civil society, development, education, social trust, civil society, development, education.

1. Introduction. The article discusses the role of lifelong education in the development of social trust. It is argued that lifelong education is a key factor in the formation of a civil society and the development of social trust.

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PROBLEMS OF COMPUTERIZATION OF PROFESSIONAL EDUCATION OF HIGHER PEDAGOGICAL SCHOOL

. . Marchenko

В статье рассматриваются проблемы компьютеризации профессионального образования в высшей педагогической школе. Автор анализирует состояние дел в этой области, выявляет основные трудности и предлагает пути их решения. Особое внимание уделяется роли педагогического персонала в процессе внедрения компьютерных технологий в учебный процесс. Автор подчеркивает необходимость повышения квалификации преподавателей и создания благоприятных условий для работы с компьютером. Также затрагиваются вопросы финансирования и методического обеспечения компьютеризации. В заключение автор делает вывод о том, что компьютеризация является неотъемлемой частью современного профессионального образования и требует комплексного подхода к ее реализации.

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EDUCATIONAL-INFORMATIVE SITUATIONS FOCUSED ON STUDYING NATIONAL VALUES BY STUDENTS

D. Kosimova

THE ROLE OF LABOR IN THE MORAL DEVELOPMENT OF YOUNG PEOPLE

Sh. . Muminov

FOCUS OF FUTURE TEACHERS ON INNOVATIVE ACTIVITIES

G. N. Ibragimova

**SOCIAL PROJECT PLANNING
AS A CONDITION FOR DEVELOPMENT
OF LIFE CONCEPTS
FOR THE PURPOSE OF LIFELONG EDUCATION**

. S. Kalinichenko

concepts

live

other people, with
others.

References

INVOLVEMENT OF GIFTED SCHOOLCHILDREN IN RESEARCH AS ONE OF THE PREREQUISITES FOR THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT

I.N. Podkopaeva

Abstract. The article discusses the role of gifted schoolchildren in research as one of the prerequisites for the implementation of sustainable development. It is noted that the involvement of gifted schoolchildren in research is one of the most effective ways to develop their creative potential and to form a sustainable development mindset. The article analyzes the current state of research on the involvement of gifted schoolchildren in research and identifies the main challenges and prospects for this direction. It is concluded that the involvement of gifted schoolchildren in research is a necessary condition for the implementation of sustainable development and that it should be supported by the state and society.

Keywords: gifted schoolchildren, research, sustainable development, creative potential, state support, society support.

1. Introduction. The article discusses the role of gifted schoolchildren in research as one of the prerequisites for the implementation of sustainable development. It is noted that the involvement of gifted schoolchildren in research is one of the most effective ways to develop their creative potential and to form a sustainable development mindset. The article analyzes the current state of research on the involvement of gifted schoolchildren in research and identifies the main challenges and prospects for this direction. It is concluded that the involvement of gifted schoolchildren in research is a necessary condition for the implementation of sustainable development and that it should be supported by the state and society.

2. The role of gifted schoolchildren in research. Gifted schoolchildren are characterized by high intellectual abilities, creative potential, and a strong desire to learn. They are able to quickly master new knowledge and skills and to find original solutions to complex problems. Therefore, the involvement of gifted schoolchildren in research is a necessary condition for the implementation of sustainable development. It is important to create conditions for the development of their creative potential and to provide them with opportunities for research and innovation.

3. Current state of research on the involvement of gifted schoolchildren in research. The current state of research on the involvement of gifted schoolchildren in research is characterized by a lack of systematic studies and a focus on individual cases. There is a need for more comprehensive research on the role of gifted schoolchildren in research and on the conditions for their involvement in research.

4. Main challenges and prospects for the involvement of gifted schoolchildren in research. The main challenges for the involvement of gifted schoolchildren in research are the lack of opportunities for research and innovation, the lack of support from the state and society, and the lack of interest in research among gifted schoolchildren. The prospects for the involvement of gifted schoolchildren in research are the development of their creative potential, the formation of a sustainable development mindset, and the contribution to the implementation of sustainable development.

5. Conclusion. The involvement of gifted schoolchildren in research is a necessary condition for the implementation of sustainable development and that it should be supported by the state and society.

FORMATION OF THE LEARNERS' PERSONALITY IN THE CONTEXT OF CONTINUING EDUCATION

N.V. Anishchenko

PROVINCIAL CULTURAL INSTITUTIONS AS CENTERS OF LIFELONG EDUCATION

E.V. Komissarova

THE PRACTICAL RELEVANCE OF PSYCHOLOGICAL-PEDAGOGICAL CONDITONS AND METHODS INFLUENCING THE FORMATION OF STUDENTS' CREATIVE THINKING

M.F. Lyovkina

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DEVELOPMENT OF FUTURE TEACHERS' VALUE-BASED COMPETENCIES AS A PEDAGOGICAL PROBLEM

Y. . Zenkovich

Abstract. The article discusses the problem of development of future teachers' value-based competencies as a pedagogical problem. It is argued that the development of value-based competencies is a complex process that requires a systematic approach. The article analyzes the current state of research on this topic and identifies the main challenges. It is proposed that the development of value-based competencies should be based on the following principles: 1) integration of theory and practice; 2) individualization of the learning process; 3) use of modern pedagogical technologies; 4) involvement of future teachers in the development of their own value-based competencies. The article also discusses the role of the teacher in the development of value-based competencies and the importance of creating a supportive learning environment. The article concludes that the development of value-based competencies is a key factor in the formation of a professional teacher.

**PEDAGOGICAL CONDITIONS
OF MAKING STUDENTS
READY TO CREATIVE ACTIVITY**

A. Korol

intellectual representations

cognitive needs,

top needs,

universal needs,

References

THE ROLE OF HUMANITIES KNOWLEDGE IN THE CONTINUOUS EDUCATION SYSTEM

T.T. Evseeva

Abstract. The article discusses the role of humanities knowledge in the continuous education system. It is argued that humanities knowledge is essential for the development of a person's personality and for the formation of a responsible citizen. The article also discusses the challenges of integrating humanities knowledge into the continuous education system and proposes ways to overcome these challenges.

Keywords: humanities knowledge, continuous education system, personality development, responsible citizen.

The role of humanities knowledge in the continuous education system is a topic that has been discussed for many years. In the past, humanities knowledge was often seen as a luxury, something that was only for the elite. However, in recent years, there has been a growing recognition of the importance of humanities knowledge for all people. This is because humanities knowledge is essential for the development of a person's personality and for the formation of a responsible citizen. In this article, we will discuss the role of humanities knowledge in the continuous education system and propose ways to overcome the challenges of integrating it into the system.

One of the main challenges of integrating humanities knowledge into the continuous education system is the lack of resources. Many schools and universities do not have enough teachers or materials to teach humanities knowledge. This is often due to budget cuts or a lack of interest in humanities knowledge. However, there are many ways to overcome this challenge. For example, schools and universities can use online resources or hire part-time teachers. They can also encourage students to do research on their own or to participate in extracurricular activities.

Another challenge is the lack of time. Many schools and universities have a lot of other subjects to teach, and there is not enough time to teach humanities knowledge. However, there are many ways to overcome this challenge. For example, schools and universities can use integrated learning or project-based learning. They can also encourage students to do research on their own or to participate in extracurricular activities.

Finally, there is the challenge of the curriculum. Many schools and universities have a curriculum that is not well suited to teaching humanities knowledge. However, there are many ways to overcome this challenge. For example, schools and universities can use a curriculum that is more focused on humanities knowledge or they can create their own curriculum.

In conclusion, the role of humanities knowledge in the continuous education system is essential. It is essential for the development of a person's personality and for the formation of a responsible citizen. There are many challenges of integrating humanities knowledge into the continuous education system, but there are also many ways to overcome these challenges. Schools and universities should make a commitment to teaching humanities knowledge and should use the resources and methods that are available to them.

FORMATION OF INDEPENDENCE IN STUDENTS AS A CONDITION FOR THE UPBRINGING OF A PERSON, CAPABLE OF CONSTANT SELF-DEVELOPMENT

**N. A. Tomilchenko,
M. N. Fomina**

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ON EDUCATION IN THE CONTEXT OF SOCIALISATION

Y. M. Popova

SPIRITUAL AND MORAL EDUCATION AT SCHOOL

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Y. Y. Zhukoven

Concept of Spiritual and Moral Development and Education of the Russian Citizen's Personality

Law Project, *Live*

St. Petersburg Institute of Law named after Prince P.G. Oldenburgsky
Live Law

DEVELOPMENT OF SCHOOLCHILDEN'S TOLERANCE IN MULTICULTURAL EDUCATION

E.G. Kolesina

SOCIOLOGICAL ASPECTS OF CONTINUING EDUCATION

M.B. Glotov

“education”.

**OPPORTUNITIES OF PREPARING CHILDREN
FROM RURAL AREAS IN POLAND
FOR SELF-EDUCATION**

M. Warzecha

Journal of Curriculum Studies

Vol. 45 No. 1

February 2013

ISSN 0022-0272

DOI: 10.1080/00220272.2013.758888

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**KINDERGARTEN PUPILS IN THE FUTURE,
THAT IS THE NEED FOR PREPARING PUPILS
TO LIFELONG EDUCATION**

K. Paluch

tota vita schola est

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W. A. Turski

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to pose questions.

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PARENTS ROLE IN PREPARING CHILDREN TO LIFELONG EDUCATION

J. Pragna ca

Introduction.

What is a lifelong education?

Preparing children to lifelong education.

The importance of language learning and the parents role in that process.

Conclusion.

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edukacja wobec przemian globalnych.
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- Jak uczyć się języków obcych.
- Jak nie rozczarować rodziców lekcją języka obcego.

INSTITUTIONAL SPECIFIC FEATURES OF CONTINUING EDUCATION MODERNIZATION FOR CULTURE AND ART

I.G. Vasiliev

**PHILOSOPHIC FOUNDATIONS
AND SOME PROBLEMS OF DEVELOPMENT
OF CIVIC EDUCATION IN LIBERAL
INSTRUCTIVE WORK IN FINLAND**

V. Torvinen

Philosophic foundation of Enlightenment of people

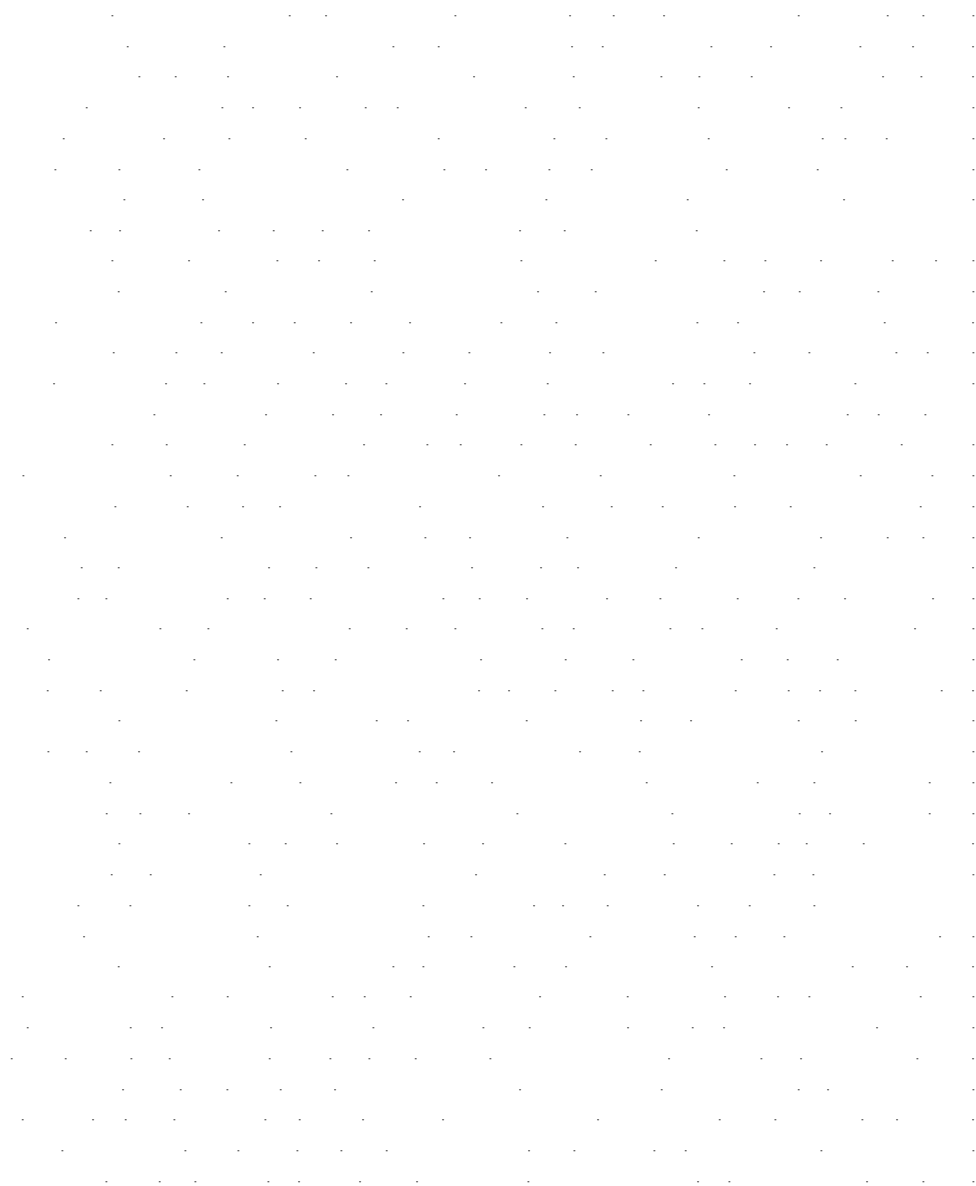
Stages of development of liberal education in Finland

Working model of Centre of adult education in Helsinki

Perspectives of cooperation

**DEVELOPING STUDENT PREPAREDNESS
FOR PERMANENT PROFESSIONAL EDUCATION
IN THE FIELD OF THEATER ARTS**

**O.I. Volpyanskaya,
N.A. Shmeleva**



interaction of the internal and external factors determining it.

ADDITIONAL EDUCATION: NEW FORMS OF ORGANIZATION AND TECHNOLOGIES

USE OF NEW TECHNOLOGIES IN THE FIELD OF EXTENDED EDUCATION

**E.D. Babanova,
N.N. Babanova**

DEVELOPMENT OF MOBILITY OF MASTER'S DEGREE STUDENTS OF PEDAGOGICAL DEPARTMENTS: ELECTRONIC PORTFOLIO

L. . Sirotinina

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**ON-THE-JOB ADVANCED TRAINING
AS A FORM OF LIFELONG
PROFESSIONAL EDUCATION**

. . Latina

full-time training

on-site training,

first of all,

secondly,

thirdly,

LIFELONG PROFESSIONAL EDUCATION OF TEACHERS IN SERBIA

**V. Minich,
. Yovanovich**

Resume.

Key Words: Introduction.

Institutional Education of Teachers in Serbia.

The Need of Continuous Professional Development of Teachers.

Closing Remarks.

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**CONTINUOUS EDUCATION
IN INTERNATIONAL MANAGEMENT:
ENHANCING BUSINESS COMMUNICATION
AS A WAY TO THE COMPANY SUSTAINABLE DEVELOPMENT**

M. Pikhart

Abstract

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Globalization as the key market drive.

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Conclusion.

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IMPROVEMENT OF TEACHERS` LABOR PRODUCTIVITY: THE EXPERIENCE OF A TECHNICAL FIRE-FIGHTING COLLEGE

Y.V. Kirsha

DISTANCE LEARNING TECHNOLOGIES IN LIFELONG EDUCATION

O. L. Rakovskaya

Distance learning technologies are becoming increasingly relevant in the modern world. They provide a flexible and accessible way to acquire knowledge and skills throughout one's life. This paper explores the various applications of distance learning technologies in lifelong education, from formal education to informal learning. The focus is on how these technologies can be used to support continuous learning and personal development. The paper discusses the challenges and opportunities associated with distance learning technologies and provides recommendations for their effective use. The paper is organized into several sections, including an introduction, a discussion of distance learning technologies, a review of current research, and a conclusion. The paper is intended for educators, researchers, and anyone interested in the field of distance learning technologies.

The paper is organized into several sections, including an introduction, a discussion of distance learning technologies, a review of current research, and a conclusion. The paper is intended for educators, researchers, and anyone interested in the field of distance learning technologies.

FORMATION OF TRAFFIC CULTURE AT THE INSTITUTIONS OF SECONDARY EDUCATION

I. E. Panova

a theoretical part,

a practical part,

TODAY'S EDUCATIONAL STRATEGIES FOR ADULTS IN GREAT BRITAIN

Y.V. Polyakova

*Learning: Learning Through Life, Life Through
A Lifelong Skills Strategy. The
Learning Country.
Skills that Work for Wales
Success through Skills*

Prosperity for All in the Global Economy

Informal Adult Learning – Shaping the Way

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USE OF TRADITIONAL NATIONAL TEACHING IN EXTRACURRICULAR WORK WITH TRAINEES

Z. R. Zhumanova

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POSTGRADUATE EDUCATION FOR ELEMENTARY SCHOOL TEACHERS IN THE LIFELONG EDUCATION SYSTEM OF UKRAINE

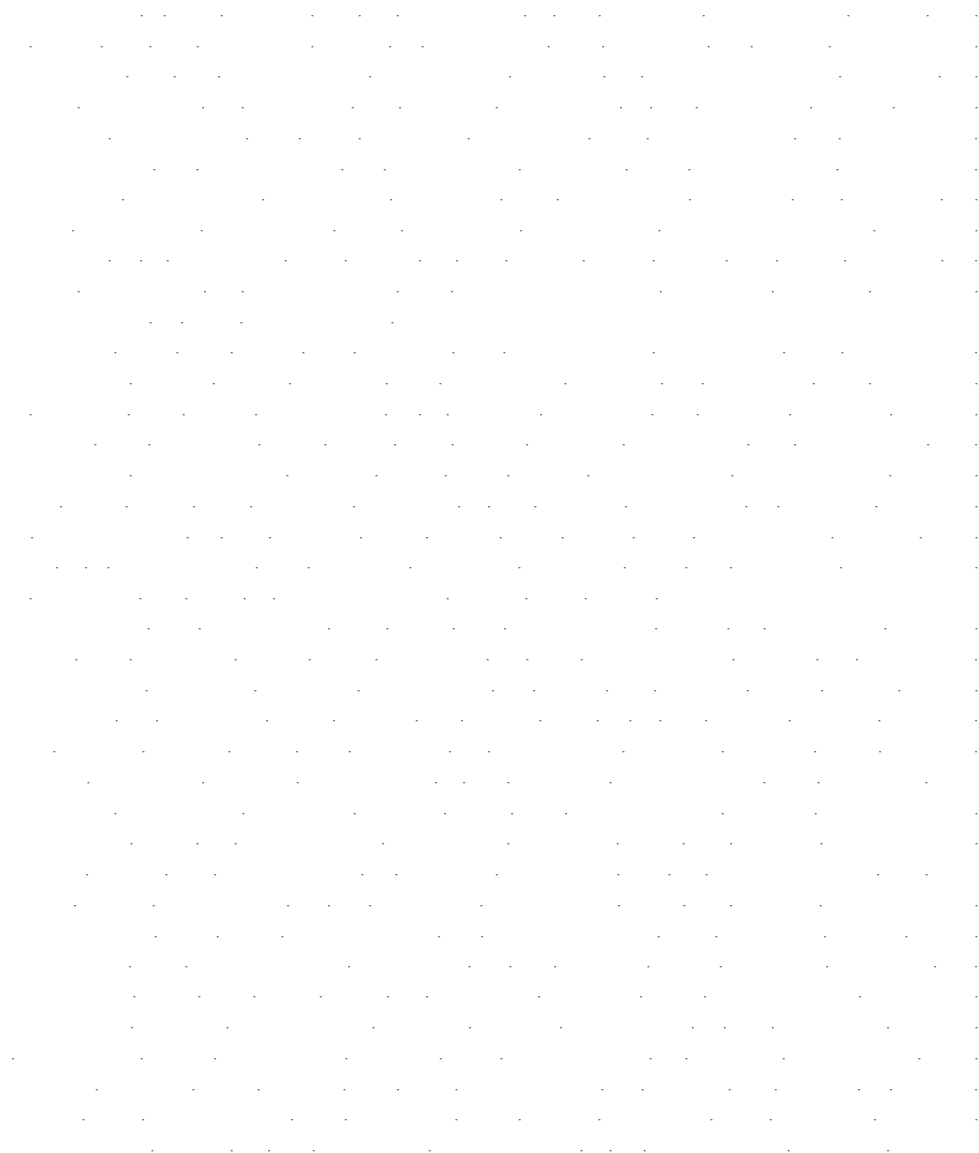
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**MODELS AND TECHNIQUES OF
LIFELONG EDUCATION FOR
ENTITIES OF PROFESSIONAL AND
NON-PROFESSIONAL EDUCATION SCIENCE**

M. F. Solovyeva



LIFELONG EDUCATION TO DEVELOP AN INNOVATION-BASED ECONOMY

L. K. Kuzmina

UPGRADING EDUCATION QUALITY THROUGH THE REFORM OF HIGHER EDUCATIONAL INSTITUTIONS AND THE SYSTEM OF POSTGRADUATE STUDIES

. V. Sadykova

LIFELONG EDUCATION: SPECIFIC ASPECTS OF GETTING A SECOND HIGHER EDUCATION

**. L. Voyno-Danchishina,
V. V. Ilchenko**

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NEW INFORMATION TECHNOLOGIES OF LIFELONG EDUCATION

. B. Voznyak

**DEVELOPMENT OF APPROACHES TO
ASSESSING THE QUALITY OF ADDITIONAL
PROFESSIONAL EDUCATION PROGRAMS AND
IMPROVEMENT OF THE LEGAL FRAMEWORK
FOR THE EDUCATION SYSTEM IN RUSSIA**

E.A. Tsar'kova

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2. Анализ существующих подходов к оценке качества дополнительных профессиональных образовательных программ

3. Разработка методологии оценки качества дополнительных профессиональных образовательных программ

4. Внедрение методологии оценки качества дополнительных профессиональных образовательных программ

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7. Приложение

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LIFELONG DEVELOPMENT OF PROFESSIONAL COMPETENCIES

O.E. Stanulevich

EDUCATIONAL MIGRATION AND CONTINUING EDUCATION

Kh. Rashidov

CASE TECHNOLOGIES AS A FORM OF ORGANIZATION OF EXTRACURRICULAR WORK

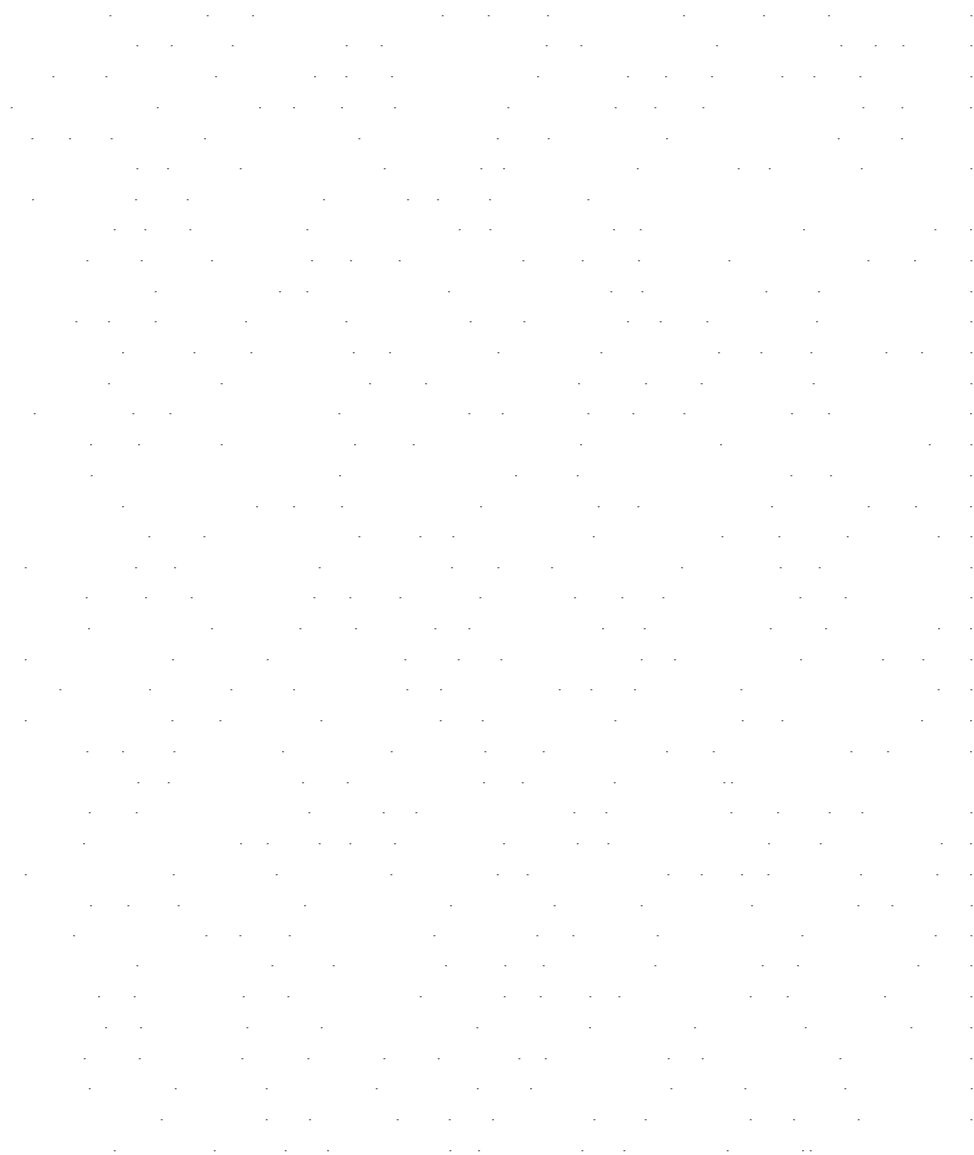
M.A. Ivanova

TOWARDS STUDYING PROFESSIONAL CHOICE OF “MANAGEMENT” PROGRAM BY STUDENTS AND PROSPECTS OF PROFESSIONAL ACTIVITY

**D.R. Suyuchbakieva,
S.I. Chernomorchenko**

**DISTANCE EDUCATION
AS A PRE-REQUISITE
OF SUSTAINABLE INNOVATIVE
DEVELOPMENT**

**T.O. Olshantseva,
I.G. Britchenko**



**THE PECULIARITIES OF THE REALIZATION OF CONTINUOUS
EDUCATION PRINCIPLES
IN THE PROCESS OF ORGANIZATIONS'
PERSONNEL TRAINING**

L.D. Tyulicheva

The principle of the integrity of the lifetime educational process.

The principle of taking into account the peculiarities of the structure and content of a person's educational needs at various stages of his or her life cycle.

The principle of integration of training and practical activities.

The principle of content continuity of subsequent stages of the educational process.

The principle of self-education during the period between stages of organized training activities.

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**THE PROBLEM OF
THE MULTI-DISCIPLINARY MODULE
IN THE STRUCTURE OF INTEGRATED PLANS OF STUDY**

**. . Drashkovtsy,
.V. Shimko**

Abstract. The article discusses the problem of the multi-disciplinary module in the structure of integrated plans of study. The authors analyze the current state of the problem and propose a solution. The article is divided into two parts. The first part is devoted to the analysis of the current state of the problem. The second part is devoted to the proposal of a solution. The authors argue that the multi-disciplinary module is a necessary component of the integrated plan of study. They propose to introduce the multi-disciplinary module as a separate module in the integrated plan of study. The authors also propose to introduce the multi-disciplinary module as a separate module in the integrated plan of study. The authors argue that the multi-disciplinary module is a necessary component of the integrated plan of study. They propose to introduce the multi-disciplinary module as a separate module in the integrated plan of study. The authors also propose to introduce the multi-disciplinary module as a separate module in the integrated plan of study.

References

JOB SATISFACTION AND CONSTANT IMPROVEMENT OF TEACHERS' PROFESSIONAL COMPETENCE FOR INCLUSION IN EDUCATION

Zh. Milenovich

Abstract.

Theoretical approach to the research issue.

Methodological research framework.

research subject

research objective

research

task

research assumption

*BRI-GJST = Brayfield & Rothe Index -
General Job Satisfaction of Teachers,*

*PITWIE = Professional Improvement of Teachers for Working in Inclusive
Education,*

Discussion and analysis of the research results.

Table

Conclusions.

References

DEVELOPMENT OF INTELLECTUAL SKILLS OF JUNIOR SCHOOLCHILDREN IN THE EDUCATION PROCESS

. Sultanov

1. Introduction

The purpose of this study is to investigate the development of intellectual skills in junior schoolchildren during the education process. The research is based on the analysis of educational materials and the observation of children's activities in the classroom.

The study is divided into two main parts. The first part is devoted to the theoretical aspects of the development of intellectual skills, and the second part is devoted to the practical aspects of the education process.

The theoretical part includes a review of the literature on the development of intellectual skills in children. It also includes a description of the methods used in the study, such as observation and analysis of educational materials.

The practical part includes a description of the education process in the classroom. It also includes a description of the activities of the children during the education process, such as solving problems and working with educational materials.

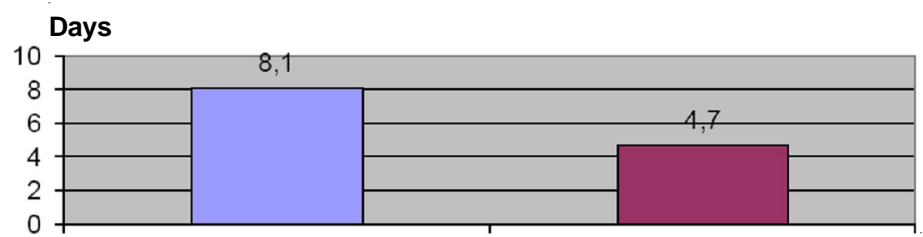
The results of the study show that the development of intellectual skills in junior schoolchildren is a complex process that involves the interaction of various factors. The results also show that the education process in the classroom can be used to promote the development of intellectual skills in children.

The study has several limitations. First, the sample size was small, which may affect the generalizability of the results. Second, the study was conducted in a single classroom, which may not be representative of all classrooms. Third, the study did not include a control group, which may affect the validity of the results.

Despite these limitations, the study provides valuable information about the development of intellectual skills in junior schoolchildren. The results of the study can be used to inform the development of educational programs and to improve the education process in the classroom.

HEALTH-SAVING PEDAGOGICAL TECHNOLOGIES IN THE CONTEXT OF CONTINUITY OF PRESCHOOL AND SCHOOL (ELEMENTARY) EDUCATION

. . alenchuk,
. . Sivtsova



TEACHING AS COOPERATION

Sh. M. Khudoykulova

1. Introduction

2. Theoretical Foundations

3. Methodological Aspects

4. Practical Applications

5. Conclusion

6. References

7. Appendix

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9. Glossary

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12. Abstract

13. Keywords

14. Acknowledgments

15. Author's Note

16. Contact Information

17. Declaration of Interest

18. Funding Statement

19. Data Availability Statement

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BASICS OF INTERSUBJECT RELATIONS BETWEEN MATHS AND ECONOMICS IN TRAINING OF STUDENTS OF ACADEMIC LYCEES

D. T. Abdukhalykova

Abstract. The article discusses the basics of intersubject relations between maths and economics in training of students of academic lycees. The author analyzes the current state of the problem and proposes a number of measures to improve the training of students of academic lycees. The author also discusses the role of the teacher in the training of students of academic lycees. The author concludes that the training of students of academic lycees should be based on the principles of intersubject relations between maths and economics.

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**A. A. Kiva,
G. G. Putenkova**

Job Card

Job Card

Figure 1. The effect of the number of trials on the number of correct responses. The number of correct responses was plotted against the number of trials for each condition. The number of correct responses increased with the number of trials for all conditions. The number of correct responses was highest for the condition with the highest number of trials (10 trials) and lowest for the condition with the lowest number of trials (2 trials).

THE PROBLEM OF THE QUALITY OF EDUCATION IN TEACHER TRAINING

L. A. Savchenko

*National doctrine of development of education in the Ukraine in the
century*

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PEDAGOGICAL COOPERATION AS A FACTOR OF DEVELOPMENT AND STIMULATION OF LEARNERS' CREATIVE THINKING

R. G. Safarova

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LIFELONG EDUCATION OF TEACHERS OF THE HUMANITIES – THE WAY TO PROFESSIONAL COMPETENCE AND QUALITY OF MODERN EDUCATION

N. V. Otrokh

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PRINCIPAL REQUIREMENTS FOR THE QUALITY OF HIGHER PEDAGOGICAL EDUCATION

B.B. Makhmurov

REFLEXIVE, CONCEPTUAL AND VALUE COMPONENTS OF LIFELONG EDUCATION OF A TEACHER

**.V. Korzhuev,
.V. Babir**

THE SOCIAL ENVIRONMENT OF GENERAL EDUCATION SCHOOLS

I.S. Nosova

DEVELOPMENT OF MEDIA EDUCATION IN THE CONTEXT OF EDUCATION

. . Tappaskhanova,
I. B. Schulga

Media education is a process of forming and developing media literacy skills, which are necessary for the effective use of media in education and society. The development of media education in the context of education is a complex task that requires the involvement of various stakeholders, including teachers, parents, and the state. The article discusses the current state of media education in the Russian Federation and the challenges it faces. It also presents the authors' proposals for improving media education in schools and universities. The authors emphasize the importance of media education for the formation of a modern, media-literate citizenry and for the development of a democratic society. They also stress the need for a systematic approach to media education, which takes into account the specific needs and interests of different groups of students and teachers. The authors propose a number of measures to improve media education, including the development of media education standards, the training of teachers in media education, and the creation of media education resources. They also call for greater involvement of parents and the state in media education. The article concludes that media education is a key factor in the development of a modern, media-literate citizenry and in the development of a democratic society.

References

**SELF-EDUCATION
OF A UNIVERSITY TEACHER
(USING THE EXAMPLE OF A GEOMETRY TEACHER)**

. F. Shabaeva



**PROFESSIONAL COMMUNICATIONS
IN FOREIGN LANGUAGES
AS A KEY COMPETENCE OF STUDENTS
OF FACULTIES OF PEDAGOGY**

R. Tsvetkovich

Introduction.

final competences

Methods of research.

Results and discussion.

Cronbach's Alpha

Bartlett's Coefficient of Sphericity

Deliberate knowledge of the grammatical system of the Russian language is a sufficient precondition to acquire knowledge of the Russian language. Knowledge of grammar.

Knowledge of the verbal code (language) and rules of its use (communication) is a sufficient foundation for getting knowledge of the Russian language. Need in

communication

*Language diversity makes a contribution to the international
cultural environment.*
Language diversity

intercultural

Conclusions.

knowledge of grammar . *need of communication* . *language diversity* .

References

DEVELOPMENT OF THE PROFICIENCY OF THE LATVIAN LANGUAGE FOR SPECIAL PURPOSES

**I. Lismane,
I. Luka**

APPROACHES TO STUDENTS' INTELLECTUAL DEVELOPMENT

. . Kalandarova

CONTINUING EDUCATION OF STUDENTS IN THE PERM CHEMICAL TECHNOLOGY COLLEGE

**I.P. Maryasova,
N.A. Zvereva**

WORK EXPERIENCE OF A COLLEGE WITHIN THE SCOPE OF THE LIFELONG PROFESSIONAL EDUCATION SYSTEM

V. P. Medvedev,
L. P. Kislova

**THE STATUS OF
PROFESSIONALLY-FOCUSED
ENGLISH LANGUAGE
IN THE PARADIGM OF LIFELONG EDUCATION**

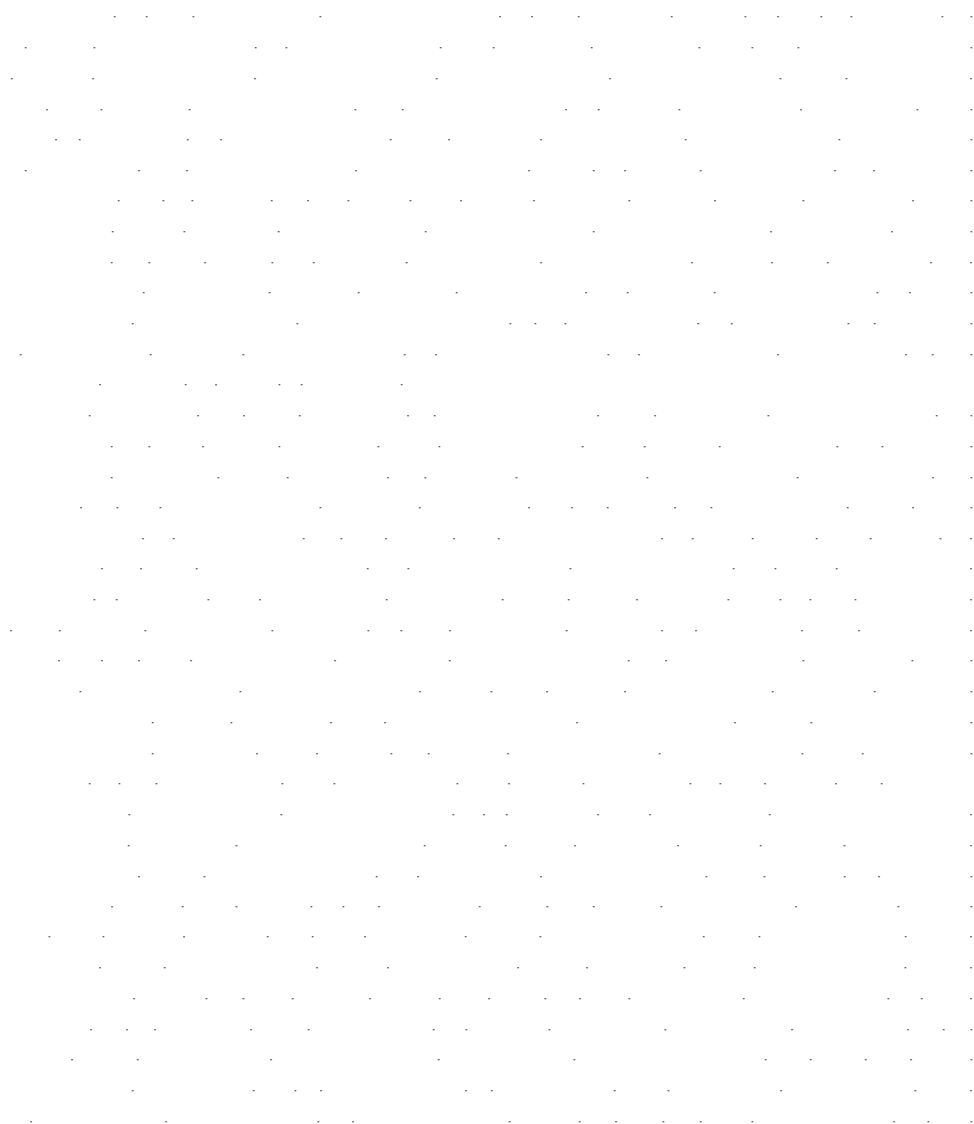
**L. V. Sabirova,
L. . Sabirova**

Abstract. The article discusses the status of professionally-focused English language in the paradigm of lifelong education. The author analyzes the role of English language in the professional development of specialists and the need for continuous education. It is concluded that English language is a key factor in the professional growth of specialists and should be a mandatory part of the education system. The article also discusses the challenges of implementing English language education in the paradigm of lifelong education and proposes ways to overcome them.

Keywords: professionally-focused English language, lifelong education, professional development, continuous education, English language education.

**ON THE DEVELOPMENT OF
RESEARCH COMPETENCE OF
A LINGUIST AND TRANSLATOR
IN THE SYSTEM OF LIFELONG
PROFESSIONAL EDUCATION**

**M.A. Kovardakova,
E.V. Romanova**



References

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SPECIALISTS FOR WORK WITH CHILDREN SUFFERING HARDSHIP

. P. Morozova,
. S. Slyusareva

THE BOLOGNA PROCESS AND MODERNIZATION OF CONTINUING PEDAGOGICAL EDUCATION: EXPERIENCE, PROBLEMS, SEARCHES

Z.S. Popova

First problem --

Second problem –

Third problem

fourth problem

IMPLEMENTATION OF THE SYSTEM OF ADVANCED TRAINING OF A TEACHER – MAIN PRECONDITION FOR REALIZATION OF PRINCIPLE «LEARNING IN THE COURSE OF A LIFETIME»

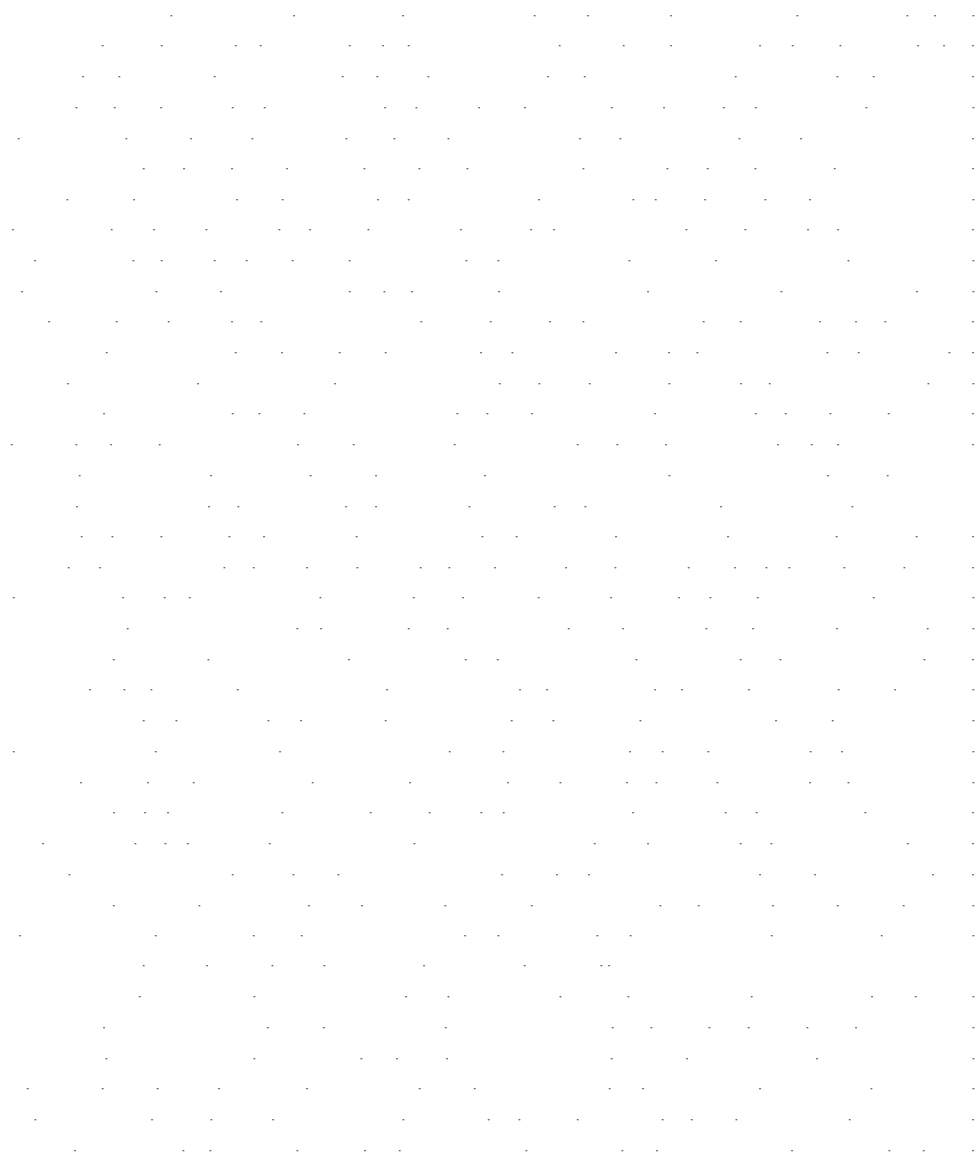
S. . Sergeeva

CREATING A METHODOLOGICAL COMPLEX FOR ORGANIZING STUDENTS' INDEPENDENT WORK

B. S. Abdullaeva

**CONTINUITY
IN THE SYSTEM OF PERMANENT
CHEMICAL EDUCATION:
SCHOOL – HIGHER EDUCATIONAL INSTITUTION**

**E.I. Vasilevskaya,
O.I. Sechko**



1. The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. This section highlights the need for a comprehensive approach that integrates various disciplines to address the complex nature of the problem at hand.

2. In the second part, we explore the theoretical framework that guides our research. We draw upon existing literature to establish a solid foundation for our study, ensuring that our findings are grounded in established knowledge.

3. The third part of the paper presents the methodology used in our study. We detail the experimental design, data collection procedures, and the statistical models employed to analyze the data. This section is crucial for ensuring the transparency and replicability of our research.

4. The fourth part of the paper discusses the results of our study. We present the data and provide a detailed interpretation of the findings. We highlight the key observations and discuss their implications for the field of study.

5. Finally, the fifth part of the paper concludes with a summary of the main findings and offers suggestions for future research. We emphasize the need for continued exploration and collaboration to further advance our understanding of the topic.

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QUALITY OF POSTGRADUATE PEDAGOGICAL EDUCATION AS AN INDICATOR OF LIFELONG EDUCATION OF TEACHERS UNDER THE CONDITIONS OF THE INFORMATION SOCIETY

I. E. Kuzmina

References

CONCERNING METHODOLOGICAL COMPETENCY OF FUTURE TEACHERS OF THE “AGRICULTURAL MECHANIZATION” DISCIPLINES

Y.B. Petriv

cognitive

operational and technical in the area of education and training

operational and technical in the training

and methodological area

value-based

motivational

activity-based

research-based

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EDUCATIVE-COGNITIVE TASK IN THE CONTINUOUS POSTMODERN EDUCATION

D. Kamenova

Postmodern human and his situation.

The changed educational tasks.

sociality
playfulness

new

ducative-cognitive tasks
fun **ducative-cognitive tasks**

complete *deep* *precisely focused*

unobtrusiveness

new type

of freedom

paradox of postmodern

type of freedom

self-dealing

an asymmetry of the relationship with the Other

manifestation of a new type of togetherness

the form of brief role by role
new functionality of

to participate in it with a fragment,
role of the self-Ego

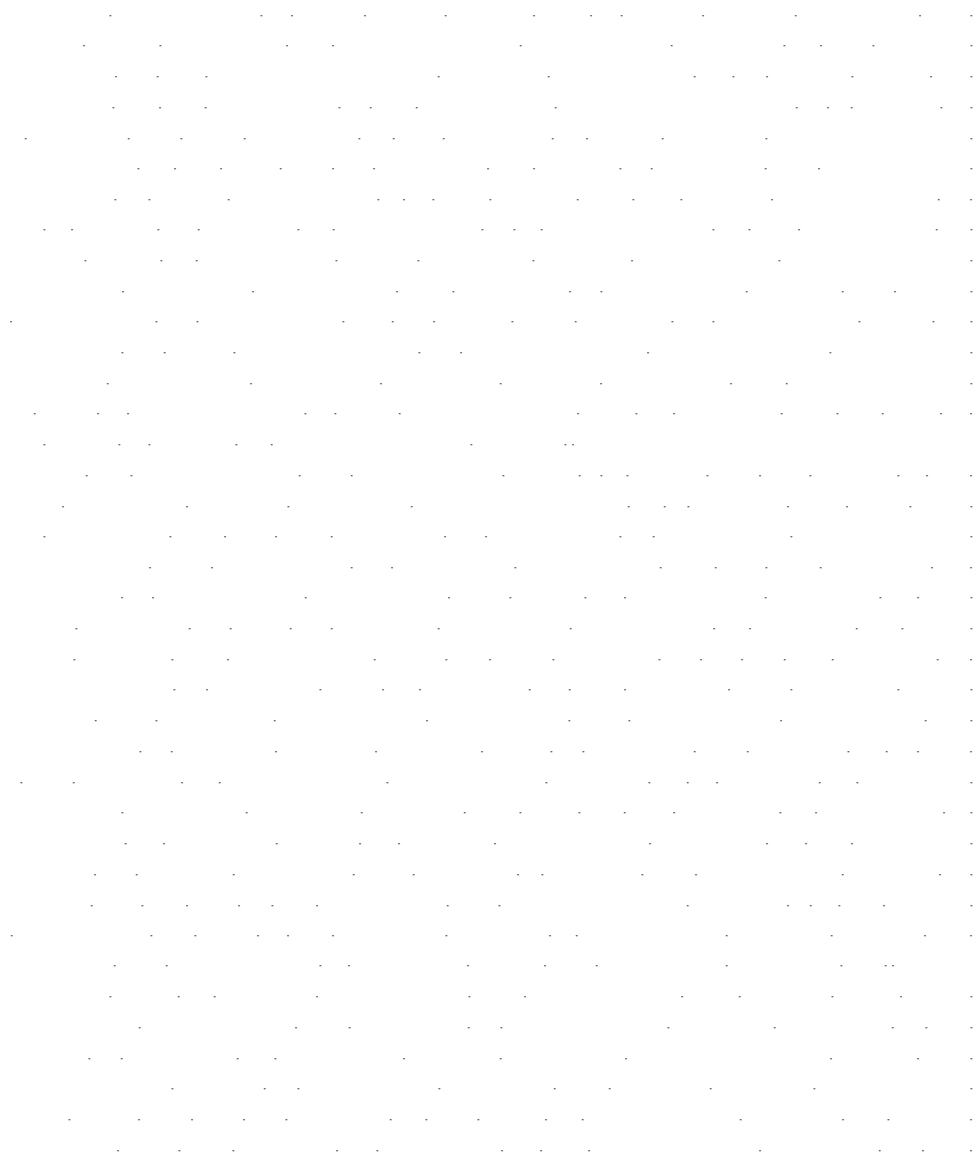
the new type of intimacy
relationships between entities such as between partners,
dialogue and agreement

Conclusion:

References S• H5ä@ H6ı@ VH6 & VHG L Dfab`v&~2dhf%d bC' @ Ä»\$3oC6\$ LEð BP @ V4 4 VD X F D V

**EXPERIENCE USING
SPLINE TECHNOLOGIES
AS A TOOL FOR EXAMINATION
OF HISTORICAL AND PEDAGOGICAL KNOWLEDGE
OF FUTURE PHILOLOGISTS**

V.V. Sadovaya



The first inconsistency

The second inconsistency

POSSIBILITIES OF GAME TECHNOLOGIES FOR INCREASING COGNITIVE MITIVATION IN YOUNG CHILDREN

E. N. Pyarlaytine

Abstract. The article discusses the possibilities of game technologies for increasing cognitive motivation in young children. The author analyzes the role of game technologies in the development of cognitive motivation in young children. It is shown that game technologies can be used to increase cognitive motivation in young children by creating a game environment that is stimulating and challenging. The author also discusses the importance of using game technologies to develop cognitive skills in young children. The article concludes that game technologies can be a valuable tool for increasing cognitive motivation in young children.

Keywords: game technologies, cognitive motivation, young children.

1. Introduction. The article discusses the possibilities of game technologies for increasing cognitive motivation in young children. The author analyzes the role of game technologies in the development of cognitive motivation in young children. It is shown that game technologies can be used to increase cognitive motivation in young children by creating a game environment that is stimulating and challenging. The author also discusses the importance of using game technologies to develop cognitive skills in young children. The article concludes that game technologies can be a valuable tool for increasing cognitive motivation in young children.

2. The role of game technologies in the development of cognitive motivation in young children. Game technologies can be used to increase cognitive motivation in young children by creating a game environment that is stimulating and challenging. The author also discusses the importance of using game technologies to develop cognitive skills in young children. The article concludes that game technologies can be a valuable tool for increasing cognitive motivation in young children.

3. The importance of using game technologies to develop cognitive skills in young children. The author discusses the importance of using game technologies to develop cognitive skills in young children. The article concludes that game technologies can be a valuable tool for increasing cognitive motivation in young children.

4. Conclusion. The article discusses the possibilities of game technologies for increasing cognitive motivation in young children. The author analyzes the role of game technologies in the development of cognitive motivation in young children. It is shown that game technologies can be used to increase cognitive motivation in young children by creating a game environment that is stimulating and challenging. The author also discusses the importance of using game technologies to develop cognitive skills in young children. The article concludes that game technologies can be a valuable tool for increasing cognitive motivation in young children.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This often involves gathering information about the situation and identifying the specific issue that needs to be addressed. Once the problem is identified, the next step is to define the problem clearly and concisely. This involves stating the problem in a way that is specific and measurable, and identifying the goals that need to be achieved to solve the problem. The third step is to generate potential solutions. This involves brainstorming ideas and considering different approaches to solving the problem. The fourth step is to evaluate the potential solutions. This involves comparing the different solutions and identifying the one that is most likely to be effective. The fifth step is to implement the chosen solution. This involves putting the solution into action and monitoring its progress. The final step is to evaluate the results of the solution. This involves assessing the effectiveness of the solution and identifying any areas for improvement.

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THE PROBLEMS OF SECONDARY AND HIGHER SCHOOL EDUCATION CONTINUITY

I.V. Gordeeva

FORMING THE ABILITY TO LEARN IN ELEMENTARY SCHOOL STUDENTS AS A FOUNDATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

I.M. Vitkovskaya

*The Development of
Elementary School Students' Learning Activities on the Basis of a Competence-
Oriented Approach to Instruction.*

purposefulness

comprehensiveness

sequence consistency

awareness

generality

References

COMPONENTS OF CREATIVE POTENTIAL OF TEACHERS IN THE CONDITIONS OF INFORMATIZATION OF THE EDUCATION

A. R. Isyanova

CRITERIAL ASSESSMENT OF PEDAGOGICAL RESEARCH RESULTS AND TRENDS

I.I. Tsyркun

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INNOVATIVE ACTIVITIES OF A COLLEGE AS A MEANS OF IMPROVING QUALITY OF EDUCATION

O.A. Semenova

COLLEGE INNOVATIVE ACTIVITY AS AN EFFECTIVE DEVELOPMENT MEANS

A.V. Petrushkevich

Implementation of continuity in the continuous education system as a way to meet federal state requirements and federal state standards under the conditions of new financial provision
Development of organizational-and-pedagogical activities of the innovative structure of the First Moscow Polytechnical Cluster of Integrative Education
Russian National Crafts Revival

Adaptation of teenagers trained for a trade on the basis of 7-8 years of study at comprehensive school and 9 years of study at correctional school with a course duration of 2-3 years at the age above 14 at a primary vocational training establishment
Adaptation of orphaned and abandoned children learning trades and specialties at secondary vocational training establishments
A model of integrative educational technology of development of professional communicative competence in college students when learning English

English Discovery Expert Edusoft

Development and approbation of a college state-and-public management model
Training of regular labour force and experts in compliance with the current requirements of motor vehicle inspection

Special Comprehensive School No.2
School-College,

University, Polytechnical College –

**COLLEGE TEACHERS' COMPETENCES
IN THE LIFE-LONG EDUCATION SYSTEM**

**S.N. Grishina,
M.V. Kulesha**

*Development of Education in Moscow for the Intermediate Period of 2012-2016,
Metropolitan Education.*

It is cadres that are all-important!

References

ON IMPROVING TEACHERS' SKILLS

A. A. Khalikov

MEDIA EDUCATION AS A FACTOR OF INCREASING THE QUALITY OF TEACHING SCHOOLCHILDREN

**R.Kh. Dzhuraev,
L.M. Karakhonova**

Media education is a process of forming a person's ability to understand and use various media. It is an important part of modern education, as it helps children to develop critical thinking skills, to understand the role of media in society, and to use media resources effectively. Media education is not only about teaching children how to use media, but also about teaching them how to evaluate the information they receive from media. This is especially important in the age of digital media, when children are exposed to a large amount of information from various sources. Media education helps children to develop a healthy attitude towards media and to use it as a tool for learning and communication. It also helps them to understand the responsibilities of media users and to protect themselves from harmful information. Media education is a key factor in increasing the quality of teaching schoolchildren, as it equips them with the skills and knowledge needed to navigate the media landscape successfully.

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PHILOSOPHIC CULTURE OF THE TEACHER IN THE SYSTEM OF CONTINUING EDUCATION

I.A. Greshilova



ON THE ISSUE OF ENSURING PROFESSIONAL ADVANCEMENT OF TEACHERS

Z. Zhabborova

Ensuring the professional advancement of teachers is a complex task that requires a systematic approach. It involves creating a supportive environment for continuous learning and growth. This can be achieved through various means, including professional development programs, mentorship, and collaborative learning. The goal is to equip teachers with the skills and knowledge necessary to meet the needs of their students and the demands of the modern educational landscape. This process is ongoing and requires the commitment of all stakeholders involved in the education system.

The first step in ensuring professional advancement is to identify the specific needs of teachers. This can be done through surveys, interviews, and observations. Once the needs are identified, the next step is to develop a plan of action. This plan should outline the goals, objectives, and strategies for professional development. It should also specify the resources required and the timeline for implementation.

Professional development programs are a key component of ensuring the advancement of teachers. These programs can take many forms, including workshops, seminars, conferences, and courses. They should be designed to provide teachers with the opportunity to learn from experts in the field and to engage in collaborative learning. It is important that these programs are relevant to the needs of the teachers and that they provide a supportive and challenging environment for learning.

Mentorship is another effective way to ensure the professional advancement of teachers. Mentors can provide guidance, support, and feedback to teachers as they develop their skills and knowledge. This can be particularly helpful for new teachers who are still learning the ropes of the profession. Mentorship programs should be carefully structured to ensure that mentors are well-trained and that the relationships are mutually beneficial.

Collaborative learning is also an important part of ensuring the advancement of teachers. This involves teachers working together to share their knowledge and experiences, to solve problems, and to develop new strategies. This can be done through various means, including peer observations, lesson studies, and professional learning communities. Collaborative learning provides teachers with the opportunity to learn from each other and to develop a sense of community and shared purpose.

In conclusion, ensuring the professional advancement of teachers is a complex task that requires a systematic approach. It involves creating a supportive environment for continuous learning and growth. This can be achieved through various means, including professional development programs, mentorship, and collaborative learning. The goal is to equip teachers with the skills and knowledge necessary to meet the needs of their students and the demands of the modern educational landscape. This process is ongoing and requires the commitment of all stakeholders involved in the education system.

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SHOP CLASSES – LIFE LESSONS

M. Y. Kormilitsyna

But man will not live on the computer alone.

DEVELOPMENT OF MATHEMATICAL CONCEPTIONS OF SCHOOLCHILDREN OF LOWER GRADES

. E. Zhumaev

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USE OF ADVANCED EDUCATION METHODS FOR THE DEVELOPMENT OF PROFESSIONAL AND PERSONAL QUALITIES OF FUTURE SPECIALISTS

**I. P. Palastina,
I. V. Polozhentseva**

LLE IN THE PROCESS CHEMICAL ENGINEERING

D. Dobrudzhaliev

Introduction.

Aim.

Exhibition.

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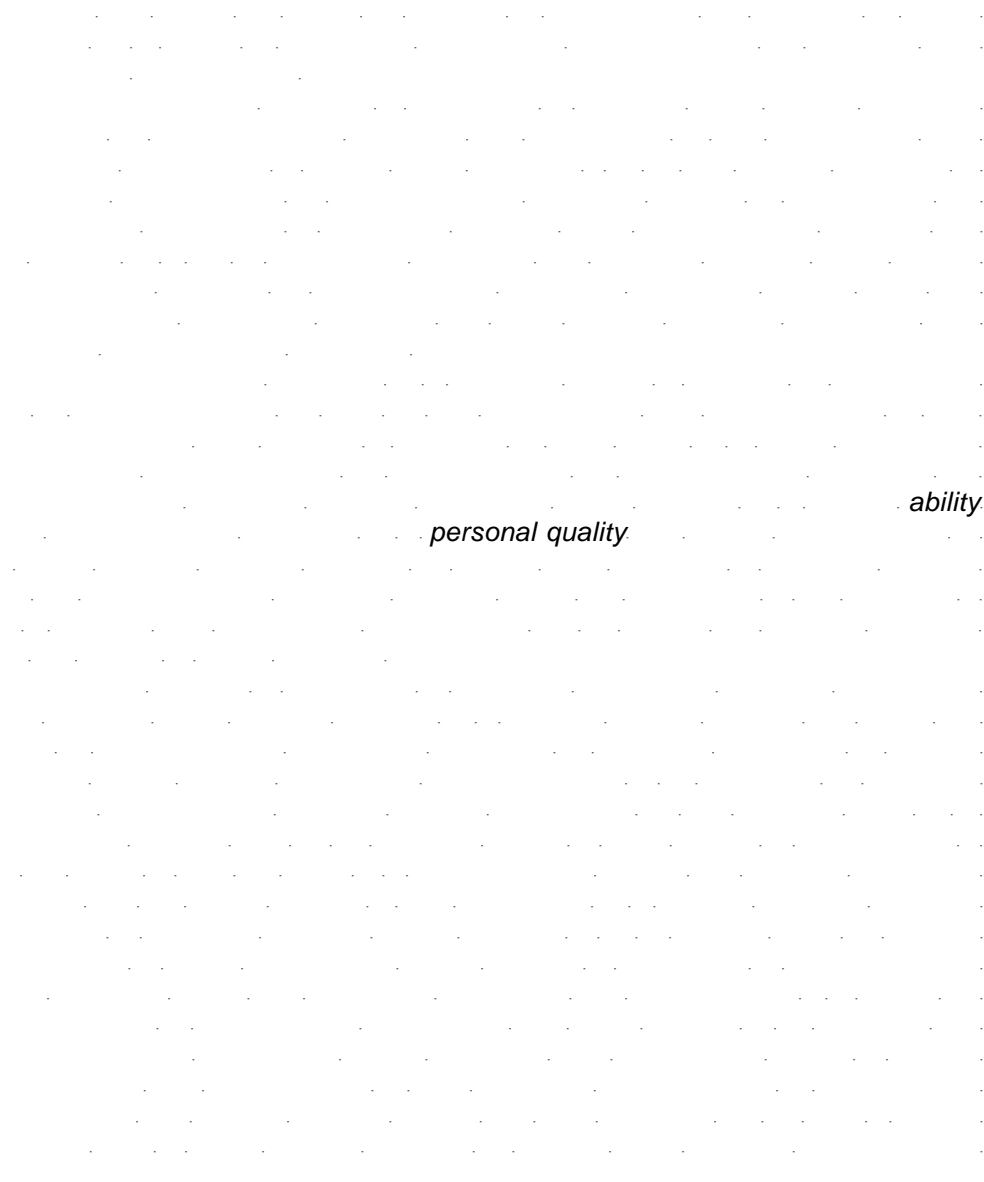
CONSISTENCY IN THE INTERACTION PROCESS OF EARLY AGE, PRESCHOOL AND PRIMARY EDUCATION

E.V. Kovshar

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**SOCIAL INTELLECT AS FACTOR OF
SUCCESSFUL EDUCATIONAL COMMUNICATION
FOR TEACHERS WITH PHILOLOGICAL QUALIFICATION**

T. Mishenina



personal quality

ability

CRITERIA AND INDICATORS OF FUTURE FASHION DESIGNERS' PROFESSIONAL COMPETENCE

L. V. Saprykina

Professional and informational (basic) criterion,

Operational-and-technological (practical) criterion,

Personal-and-emotional criterion,

Reflective-assessment criterion,

THE DIDACTIC MODEL OF EDUCATION QUALITY MANAGEMENT

N.N. Azizkhodzhaeva

Abstract. The article discusses the didactic model of education quality management. The author analyzes the didactic model of education quality management, its components and the role of the teacher in the process of education quality management. The author also discusses the didactic model of education quality management, its components and the role of the teacher in the process of education quality management. The author also discusses the didactic model of education quality management, its components and the role of the teacher in the process of education quality management.

Keywords: didactic model, education quality management, teacher, student, learning process.

1. Introduction. The didactic model of education quality management is a system of approaches and methods for ensuring the quality of education. It is based on the principles of didactics and the requirements of the modern educational system. The didactic model of education quality management is a system of approaches and methods for ensuring the quality of education. It is based on the principles of didactics and the requirements of the modern educational system.

2. The didactic model of education quality management. The didactic model of education quality management is a system of approaches and methods for ensuring the quality of education. It is based on the principles of didactics and the requirements of the modern educational system. The didactic model of education quality management is a system of approaches and methods for ensuring the quality of education. It is based on the principles of didactics and the requirements of the modern educational system.

3. The role of the teacher in the process of education quality management. The teacher is the main actor in the process of education quality management. The teacher is responsible for the quality of education and for the development of the student. The teacher is the main actor in the process of education quality management. The teacher is responsible for the quality of education and for the development of the student.

4. Conclusion. The didactic model of education quality management is a system of approaches and methods for ensuring the quality of education. It is based on the principles of didactics and the requirements of the modern educational system. The didactic model of education quality management is a system of approaches and methods for ensuring the quality of education. It is based on the principles of didactics and the requirements of the modern educational system.

TEACHER AS A KEY FIGURE IN THE SYSTEM OF CONTINUOUS EDUCATION

M.-M. Salo

Vocational and Higher Education Teacher Education in Finland.

Competences Emphasized in Programmes for Vocational Education and Higher Education Teachers.



Facilitating Learning – The First Competence Area.

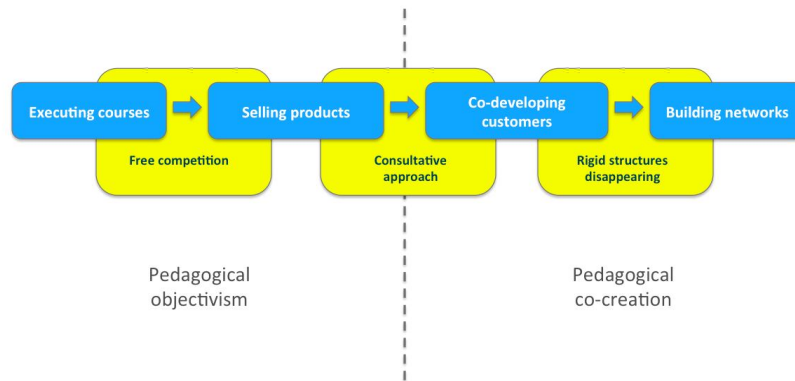
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**Teachers Professional Development and Continuing Education:
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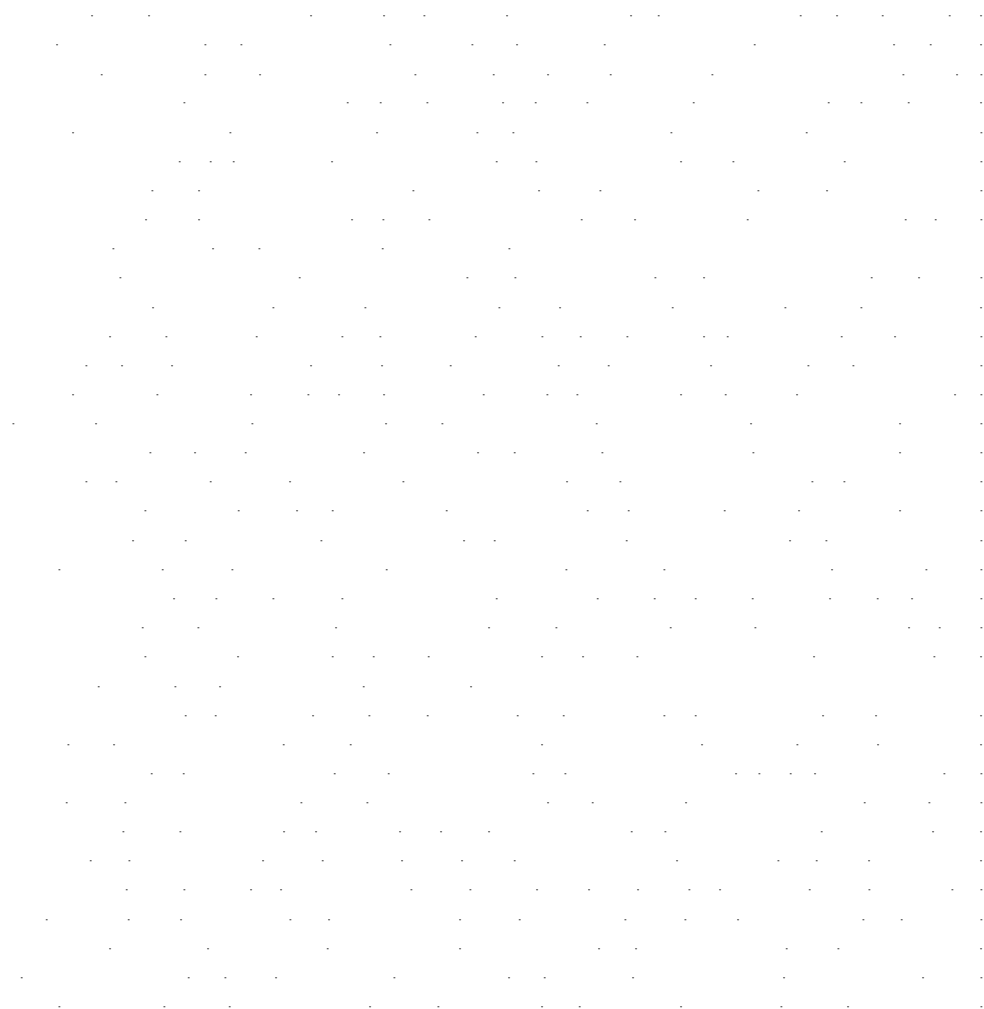
CHANGING THE PARADIGM OF CONTINUING EDUCATION



UNIVERSITIES AS THE CENTRES OF INNOVATION AND CONTINUOUS EDUCATION. CONTINUOUS EDUCATION IN SINGLE-INDUSTRY CITIES

**ON IMPLEMENTATION OF
INDEPENDENT QUALIFICATION ASSESSMENT
OF YOUNG PROFESSIONALS IN
A REGIONAL LABOR MARKET**

O. A. Nikiforov



THE PEDAGOGICAL UNIVERSITY AS A CENTER OF REGIONAL LIFELONG EDUCATION

N.A. Krasnoborova

THE ROLE OF THE UNIVERSITY IN EMPOWERING CONTINUOUS EDUCATION

**A. Maksimovich,
M. Stanchic**

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UNIVERSITIES AS LIFELONG LEARNING PROVIDERS IN LATVIA

I. Luka,
I. Lismane

lifelong learning

*Memorandum on lifelong learning
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be . . . learning to live together . . . learning to know . learning to do . learning to

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**LIFELONG EDUCATION
ON THE BASIS OF A CONSORTIUM:
SPECIALIZED SECONDARY EDUCATIONAL ESTABLISHMENT –
HIGHER EDUCATIONAL ESTABLISHMENT – ENTERPRISE**

**G. . Tsoy,
P. S. Shamritskaya**

preparation of specialists of different levels

to increase mobility of students.

to solve different problems which the graduates face during their employment.

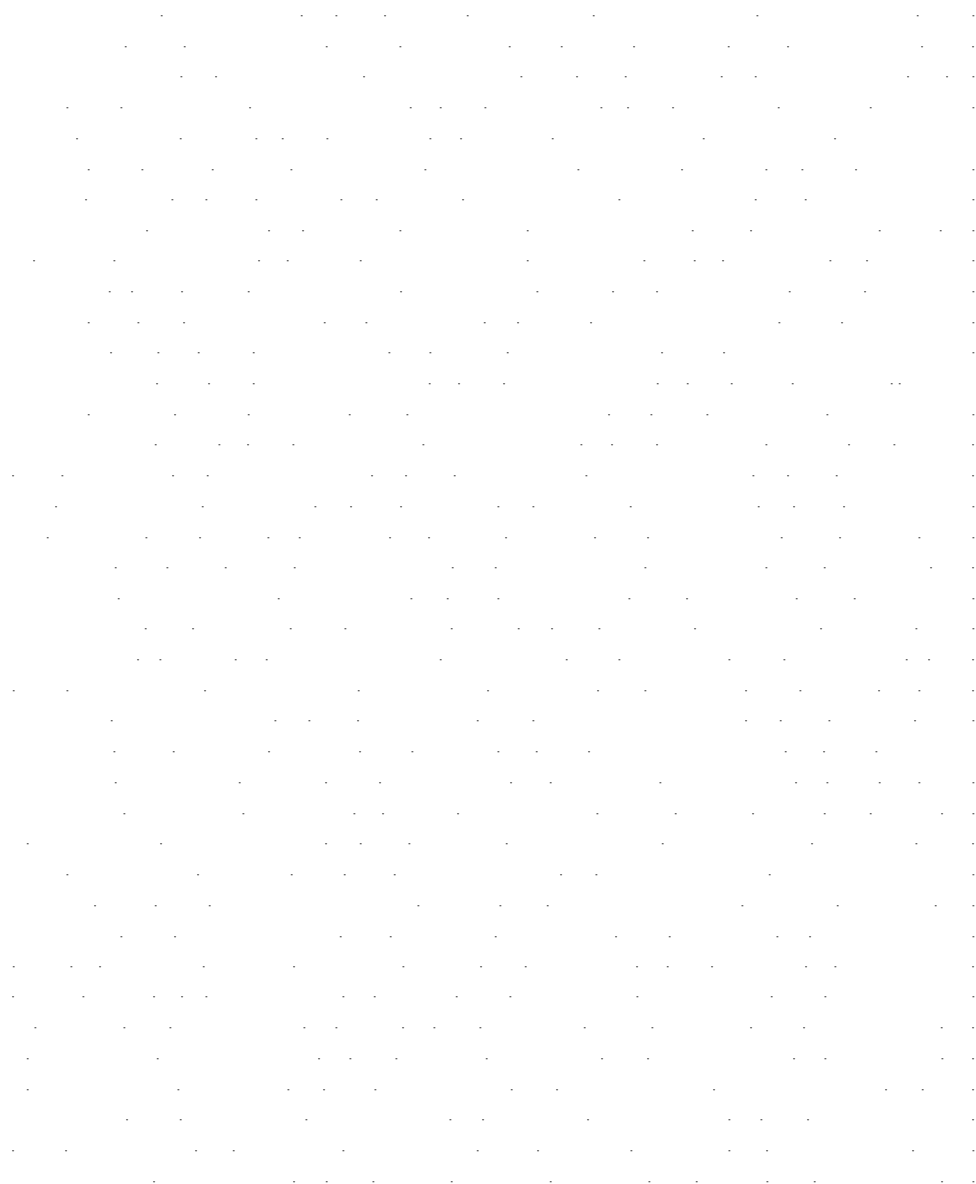
cut down the expenses of the enterprise for retraining or additional training of young specialists

systematic advanced training of employees considering specific needs of an enterprise.

to create stable team of professionals focused on achievement of common goals.

LIFELONG PROFESSIONAL EDUCATION IN THE INNOVATIVE INFRASTRUCTURE OF THE UNIVERSITY

**I.A. Kaplunov,
.V. Zabelina**



CONTINUING EDUCATION MODELS FOR PROFESSIONAL GROUPS: THE EXPERIENCE OF KIMEP UNIVERSITY

**M. Kainazarova,
S. Dzhumasheva**

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study and discusses the implications of the findings. The final part of the paper concludes the study and provides recommendations for future research.

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problemy,

ad hoc

goals of UPGRADING SKILLS among ADULTS in single-industry CITIES

M.B. Zhumadilova

**THE ROLE OF INFORMATION TECHNOLOGIES
AT UPGRADING SKILLS AMONG
ADULTS IN SINGLE-INDUSTRY CITIES**

M.B. Zhumadilova

Abstract. The article discusses the role of information technologies in the process of upgrading skills among adults in single-industry cities. It is noted that the use of information technologies is one of the most effective ways to improve the quality of education and training of adults. The article analyzes the current state of the problem and proposes measures to improve the role of information technologies in the process of upgrading skills among adults in single-industry cities. It is concluded that the use of information technologies is an effective way to improve the quality of education and training of adults in single-industry cities.

Keywords: information technologies, upgrading skills, adults, single-industry cities.

1. Introduction. The role of information technologies in the process of upgrading skills among adults in single-industry cities is becoming increasingly important. This is due to the fact that information technologies provide a wide range of opportunities for improving the quality of education and training of adults. In particular, information technologies make it possible to provide access to educational resources for adults who are unable to attend traditional educational institutions. This is especially important for adults in single-industry cities, where the opportunities for upgrading skills are limited.

2. The current state of the problem. The current state of the problem is characterized by a low level of use of information technologies in the process of upgrading skills among adults in single-industry cities. This is due to a number of factors, including a lack of resources, a lack of motivation, and a lack of knowledge about the opportunities of information technologies. As a result, the quality of education and training of adults in single-industry cities is low.

3. Measures to improve the role of information technologies. To improve the role of information technologies in the process of upgrading skills among adults in single-industry cities, a number of measures need to be taken. These measures include: increasing the resources for the use of information technologies, increasing the motivation of adults to use information technologies, and providing training for adults on the use of information technologies. These measures will help to improve the quality of education and training of adults in single-industry cities.

4. Conclusion. The use of information technologies is an effective way to improve the quality of education and training of adults in single-industry cities. However, to achieve this, a number of measures need to be taken to improve the role of information technologies in the process of upgrading skills among adults in single-industry cities.

ABOUT AUTHORS