

Modern scientific research and their practical application

Published by:

Kupriyenko SV on Project SWorld

With the support of:

Odessa National Maritime University

Ukrainian National Academy of Railway Transport

Institute for Entrepreneurship and morehozyaystva

Volume J11305

May 2013



SWorld /Scientific World/- is a modern on-line project, acting in the name of science to achieve the high goal “international integration of research” (conferences, workshops, electronic journals, publishing support for academics)

Please use the following format to cite material from this book (*italics indicate the fields to change to your data*):

Author(s), "Title of Paper," in Modern scientific research and their practical application, edited by Alexandr G. Shibaev, Alexandra D. Markova. Vol.J11305 (Kupriyenko SV, Odessa, 2013) – URL: <http://www.sworld.com.ua/e-journal/J11305.pdf> (date:...) - Article CID Number.

This volume contains research papers of scientists in the field of Pedagogy, Psychology and Sociology.

Editorial board:

Alexandr G. Shibaev – *Doctor of Technical Sciences, Prof.*

Alexandr V. Yatsenko – *associate professor, rector of the Institute for Entrepreneurship and morehozyaystva*

Sergiy M. Goncharuk – *Doctor of Technical Sciences, prof., Member of the Russian Academy of Transport and the International Informatization Academy, Honored Worker of Transport of Russia*

Denis V. Lomotko – *Doctor of Technical Sciences, Vice-Rector of the Ukrainian State Academy of Railway Transport, Corr. Transport Academy of Ukraine*

Inna A. Lapkina – *Doctor of Economic Sciences, Professor.*

Sergiy I. Rylov – *Ph.D. in Economics, Professor.*

Julia L. Kantarovich – *Ph.D. in art history science*

Elena V. Kirillova – *PhD, associate professor*

Petrov I - *PhD, associate professor.*

Demidova V - *Ph.D in Pedagogical Sciences*

Stovpets A. - *Ph.D in Philosophy Sciences, associate professor*

Stovpets V. - *Ph.D in Philology Sciences, associate professor*

Alexandra D. Markova

Published by:

Kupriyenko SV

on **Project SWorld**

P.O. Box 38, Odessa, 65001 Ukraine

Telephone: +380667901205

e-mail: orgcom@sworld.com.ua

site: www.sworld.com.ua

The publisher is not responsible for the validity of the information or for any outcomes resulting from reliance thereon.

Copyright

© Authors, 2013

©Publishing Kupriyenko SV, 2013

Paper Numbering: Papers are published as they are submitted and meet publication criteria. A unique, consistent, permanent citation identifier (CID) number is assigned to each article at the time of the first publication.

CONTENTS

J11305-056	SYSTEM OF CREATION OF THE SPEECH DEVELOPING ENVIRONMENT FOR CHILDREN OF THIRD OR FOURTH OF LIFE WITH PROBLEMS OF SPEECH	Vasilieva U. V.
J11305-057	PROGRAM RESOURCES AS THE WAY OF REACHING LEARNING ENVIRONMENT OF MODERN STUDENTS	Zapolskikh T.Y., Kurjakova N.B
J11305-058	ORGANISATION OF EFFECTIVE EDUCATIONAL AND SCIENTIFIC ACTIVITY OF FUTURE ENGINEERS AT A TECHNICAL INSTITUTION	Rebro I.V., Mustafina J.A., Rakhmanculova G.A., Kuzmin S.Y., Antipina S.G., Galitsyna T.A.
J11305-059	THE ROLE OF THINKING IN THE RESEARCH THE BEHAVIOUR OF FUTURE TEACHERS	Makashina T. YU.
J11305-060	WAYS OF THE SUSTAINABLE DEVELOPMENT CONCEPT REALIZATION IN THE INSTITUTIONS OF HIGHER LEARNING	Martynyuk I. A.
J11305-061	EVALUATION FORMEDNESS OF WORLDVIEW KNOWLEDGE OF STUDENTS AT DIFFERENT STAGES OF TEACHING PHYSICS	Kornilova E. A.
J11305-062	PHILOSOPHICAL ASPECTS OF FORMING OF INDIVIDUAL'S POLYCULTURAL COMPETENCE	Filatova N.P.
J11305-063	SIMILARITIES AND DIFFERENCES IN ETHNIC MENTALITY OF TEENAGERS – REPRESENTATIVES OF DIFFERENT CULTURES	Pavel Filatov
J11305-068	AS TO COMPETENCY-BASED APPROACH IN HIGHER VOCATIONAL EDUCATION	Elsakova N.N.
J11305-069	FOLKLORE HOLIDAYS AS MEANS OF FAMILIARISING OF CHILDREN TO NATIONAL CULTURE	Anischenko N.S., Sushkova L.N.
J11305-070	CONTINUITY OF EDUCATIONAL PROCESS IN ETHNOCULTURAL SPACE OF THE BELGOROD REGION	Graschenko A.G., Sushkova L.N.
J11305-071	APPLICATION OF MODERN INFORMATION TECHNOLOGY STUDENT KNOWLEDGE INTERIM CERTIFICATION UNSEPARATED FORMS OF TRAINING	Savkin A.N., Prikhodkov K.V., Krokhaliev A.V., Avdeuk O.A., Ryazanova T.N., Prikhodkova I.V.
J11305-073	MECHANISM OF SOCIAL AUDITING IN THE SPHERE OF EDUCATION	Prytkova N.I.
J11305-074	NEW APPROACHES IN TEACHING STUDENTS OF JUNIOR COURSES	Aseyeva E.N., Avdeuk O.A., Tarasova I. A., Krokhaliev A.V. USE IS MODERN CONDITIONS
J11305-075	INTERNAL AUDIT OF QUALITY MANAGEMENT SYSTEM OF EDUCATIONAL WORK IN HIGHER EDUCATION INSTITUTION	Musatkina B.V., Medvedeva I.L.
J11305-076	MODERNIZATION OF HANDBOOKS ON HIGHER MATHEMATICS USING ICT'S	Nakonechnaya T.V.
J11305-077	The problem of Child Alcoholism in the family upbringing	E.V.Kopeykina

J11305-078	TO THE EDUCATION COMMUNITY ABOUT KLEPTOMANIA	Kalenova A.V.
J11305-079	THE STUDY OF GROUP NORMS OF INFORMAL YOUTH ASSOCIATIONS USING THE METHOD OF TEXT DOCUMENTS ANALYSIS	Volkova L.O.
J11305-080	METHODICAL ASPECTS OF THE COMBINATION OF STUDIES IN A TECHNICAL COLLEGE WITH EXCURSIONS ON INDUSTRIAL ENTERPRISES	Kabanov A.M., Ruban G.A.
J11305-081	THE MAIN TRENDS IN RESEARCH OF MORAL DEVELOPMENT IN RUSSIAN PSYCHOLOGY	Kolinichenko I.A.
J11305-082	MANIFESTATION PECULIARITIES OF NON-VERBAL PATTERNS OF THE SAKHA PEOPLE	K.E.Shchukina
J11305-084	MORAL PRINCIPLES AND VALUES OF THE REPRESENTATIVES OF SAKHA ETHNOS	Makarova A.P.
J11305-085	TRAINING SKILLS IN READING OF ENGLISH PROFESSIONAL AUTHENTIC TEXTS	Kabanov A.M., Korovkina T.V.
J11305-086	IMPACT OF VOCAL AND CHORAL TRAINING ON FORMATION OF THE AESTHETIC NEEDS OF THE FUTURE TEACHERS OF MUSIC	Holynskaya V. Y.
J11305-087	NEW UNDERSTANDING OF THE "POLITICAL NATION" PHENOMENON	Krechetova V.A.
J11305-088	FORMATION OF CREATIVE POTENTIAL OF A MODERN SPECIALIST IN EDUCATIONAL INSTITUTION	Skorokhodova L.A., Накарякова VI.
J11305-089	CONTROL IN BOLOGNA EDUCATION SYSTEM	Dyachenko O.F.
J11305-090	THE EUROPEAN EXPERIENCE ON IDENTIFICATION OF THE EDUCATIONAL PROGRAMS: TUNING	M. Yeseyeva, N. Anarbek
J11305-094	REFLECTIONS ON APPROACHES TO STUDYING CURRENT LANGUAGE EDUCATION POLICIES OF THE NORDIC COUNTRIES	Zelyanina S.N.
J11305-095	Professional burnout determinants of preschool teachers	Koltunovych T.A.
J11305-097	TECHNOLOGY AND ORGANIZATION OF INDIVIDUAL WORK BY PROGRAMS OF QUALIFICATION IMPROVEMENT	Popov Yu.S., Popov A.Yu., Tumandeeva T.V.
J11305-098	INFLUENCE OF DIFFERENT FORMS OF TRAINING SESSIONS ON STUDENTS EDUCATION MOTIVATION IN HIGHER EDUCATION INSTITUTIONS	Luzgareva O.I., Tumandeeva T.V.
J11305-0100	ENVIRONMENT USING MOODLE IN TEACHING MATHEMATICS	Besova O.G.
J11305-0101	USE OF SOCIAL INFORMATICS FOR ENSURING INFORMATION SECURITY OF UKRAINE	Holubieva H.
J11305-0103	RESEARCHES OF THE REFLEXIVE ASSESSMENT OF POTENTIAL INDIVIDUAL VICTIMOLOGY OF STUDENTS OF HIGHER EDUCATION	Dmitrieva I.A.
J11305-0104	APPLYING COMPUTER MATHEMATICS AS	Shlianchak S.A.

	THE BASIS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SPECIALISTS IN THE AREA “SYSTEM SCIENCES AND CYBERNETICS”	
J11305-0107	THE ADVANCED TRAINING OF PEDAGOGICAL STAFF	Romanova Y. S.
J11305-0108	IMITATIVE TECHNIQUES AS A MEANS OF CREATIVE ABILITIES’ DEVELOPMENT IN THE COURSE OF ENGLISH LEARNING	Chizhikova O.V.
J11305-0111	THE IMPORTANCE OF STUDENTS’ LEADERSHIP DEVELOPMENT	Kuleshova O. M.
J11305-0112	IMPROVEMENT OF METHODOLOGICAL TRAINING OF FUTURE ENGINEER-PEDAGOGUES IN CONDITIONS OF COMPETENCE APPROACH	Bardus I.A., Chuprina A.P.
J11305-0113	Polevnikov I.A. MUSICAL SCHOOL PUPIL’S SUBJECTIVITY	Polevnikov I.A.
J11305-0114	SUITABILITY OF CONDUCTING NONSTANDARD LESSONS TO ENSURE WORDCENTRIC APPROACH TO LANGUAGE EDUCATION AND CHILDREN’S SPEECH DEVELOPMENT	Polyevikova O.B.
J11305-0117	LANGUAGE PERSONALITY AND MULTICULTURAL EDUCATIONAL ENVIRONMENT OF NORTH EAST RUSSIA	Panina Svetlana Viktorovna Zalusckaya Svetlana Yurievna
J11305-0118	HUMANITARIAN EDUCATIONAL ENVIRONMENT AS CONDITION AND FACTOR OF DEVELOPMENT OF CIVIL CONSCIOUSNESS OF STUDENTS	Shevchenko S. V., Zubarev V.A., Romanenko E.S., Germanova G. N.
J11305-0119	FOUNDATION OF EDUCATIONAL CREDIT SYSTEM AND MODERNIZATION OF HIGHER EDUCATION IN KAZAKHSTAN	M.Zh. Yeskindirova
J11305-0120	CULTURAL AND INDIVIDUAL MODEL OF IDENTIFICATION OF SOCIOCULTURAL ENVIRONMENT OF A PRE-SCHOOL CHILD	Semenovskikh T.V.
J11305-0122	DEVELOPING EFFECTIVE ECONOMIC RELATIONS IN EDUCATION	A.N. Utkina
J11305-0123	SMALL FORM OF PHYSICAL ACTIVITY IN THE FURTHER DEVELOPMENT OF TEACHERS	Konovalova N.G., Konovalova A.V.
J11305-0124	THEORETICAL ASPECTS OF THE APPLICATION OF SPECIALIZED SOFTWARE IN THE TRAINING OF COMPETITIVE IT-SPECIALIST	Chernova E.V., A. N. Starkov., Dokolin A.S.
J11305-0126	THE MODEL OF STUDENTS CRITICAL THINKING IN FOREIGN LANGUAGE TEACHING	Tulasynova N.U.
J11305-0127	ONTOLOGICAL MODEL FOR REPRESENTATION OF LEGAL KNOWLEDGE	Karasiuk V.V.
J11305-0131	SMALL FORM PHYSICAL ACTIVITY IN TRAINING TEACHERS OF PHYSICAL EDUCATION	Konovalova N.G., Makeeva I.A.
J11305-0132	THE ROLE THE SMALL FORMS IN THE ORGANIZATION OF PHYSICAL TRAINING WITH STUDENTS, CLASSIFIED FOR HEALTH	Konovalov NG Krasilnikova EV

	FOR SPECIAL MEDICAL GROUP	
J11305-0133	THE FORMATION OF SOCIAL-ETHICAL COMPETENCE OF LAW STUDENTS	Greenwald O.N.
J11305-0134	PSYCHOLOGICAL-PEDAGOGICAL BASIS OF THE CONVENTIONAL RELATIONS AT STUDENTS	Lubenets M. Yu.
J11305-0135	CHANGING THE PARADIGM OF TEACHING ESP AT UKRAINIAN UNIVERSITIES	O.Tarnopolsky, Z.Kornieva
J11305-0136	THE GENESIS OF WORDCENTRIC APPROACH TO CHILDREN'S LANGUAGE EDUCATION IN LINGUISTIC AND PHILOSOPHICAL THOUGHT OF UKRAINE	Polevikova O.B.
J11305-0137	Pedagogical Strategy Of The Interactive Approach In The Age Of Globalization South Federal University (Rostov-na-Donu, Russia)	Petrenko M.A.
J11305-0138	INNOVATIVE TECHNOLOGIES AS PROCESS BASIS OF FORMATION OF FUTURE TEACHER'S PROFESSIONAL COMPETENCES	Torybayeva Zh.Z., Zhorabekova A.N., Toibekova B.A.
J11305-0140	PEDAGOGICAL SUPPORT AS A METHODOLOGICAL SUPPOSITION OF NEW EDUCATIONAL TECHNOLOGIES	E.YU. Zakharchenko
J11305-0141	PROFESSIONAL UPBRINGING OF MODERN SPECIALISTS IN THE UNIVERSITY: REALITY AND INNOVATIONS	T. Grechukhina
J11305-0142	MODERN APPROACHES IN TEACHING BIOCHEMISTRY TO STUDENTS OF MEDICINE	Abdullina G.M., Karyagina N.T., Knyazeva O.A., Kulagina I.G., Kamilov F.H.
J11305-0144	FEATURES IMAGE OF ANOTHER PERSON IN STUDENTS WITH INTELLECTUAL DISABILITIES	Schankina N.S., Lebedev L.A.
J11305-0145	CONDITION OF EDUCATION IN THE SOUTHERN KAZAKHSTAN AREA AND KAZAKHSTAN	Nyyazbekova K.S. Baltabayeva ZH.K Esenova K.U

UDK 372.365

J11305-056

Vasilieva U. V.

**SYSTEM OF CREATION OF THE SPEECH DEVELOPING
ENVIRONMENT FOR CHILDREN OF THIRD OR FOURTH OF LIFE
WITH PROBLEMS OF SPEECH**

*GBDOU No. 25 of a compensating look Petrodvorets area St. Petersburg,
St. Petersburg, Fedyuninsky 16, 198412*

In this report the system of creation of the speech developing environment for children of third or fourth of life with problems of speeches is considered.

Keywords: the speech developing environment; speech mental functions; nonverbal mental functions; speech development of children.

If the child joins in correctional training at younger preschool age, steps of training correspond both to the main preschool age, and levels of speech development.¹ I. P. Pavlov called a brain body of the adaptation to environment. According to experts, this very exact definition.² Efficiency of correctional and educational system is defined by the accurate organization of life of children in their stay in kindergarten, the correct distribution of loading during the day and continuity in work of the logopedist and the tutor.³ The system of logopedic work on elimination of various forms of violations of speech has the differentiated character taking into account a set of factors defining it. The differentiated approach is carried out on the basis of the accounting of an etiology, mechanisms, semiology of violation, structure of speech defect, age and specific features of the child. In the course of correction of violation of speech the general and specific regularities of

¹ Program of education and training of preschool children with heavy violations of speech / under the editorship of the prof. L.V. Lopatina. – SPb.: TsDK of the prof. L.B. Yuaryeva, 2009. Page 19.

² Koltsova M. M. Children learns to speak. – M: Owls. Russia, 1979. Page 17.

³ Filicheva T. B., Tumanova T. V. Children with the general problems with speeches. Education and training. Educational and methodical grant. – M: Gnom Press, 1999. Page 14.

development of abnormal children are considered.⁴ Creation of the speech developing environment is carried out in several directions:

1. Creation of conditions for development of mental functions of children from three to four years;
2. Creation of conditions for inspection of nonverbal mental functions and speech functional system;
3. Inspection of a condition of nonverbal mental functions of children;
4. Identification of level of speech development and its further development in different types of activity;
5. Methods and receptions of creation of the developing environment.

Among children of younger preschool age with problems with speech the practical tactile and impellent way of knowledge of subjects prevails: kids need palpation of subjects, tackling to them, implementation of other actions of manipulative character.⁵

Creation of conditions for development of nonverbal and speech mental functions of children of three-four years with the general nedorazvitiy speeches means the equipment of group approached to a house situation. It is desirable, that in a group room there was an upholstered furniture, a carpet, low cases with sufficient volume of the game material available to independent use directed on development of nonverbal mental functions (loose leaves, piramidka, cubes, nested dolls of different size, a logopedic lotto, designers, balls, games on development visual гнюзиса, стереогнюза, musical instruments etc.). It is necessary to get sets of volume models on all lexical subjects and to expose them for game of children when passing on occupations of the corresponding subject. It is necessary to equip a game corner with the house with a bedroom, kitchen, a dining room. To arrange a row the ryazhenye corner with sets of various suits, masks.

In adaptation psychology-logopedic survey of children in a game form and in various situations of communication is conducted. At the majority of children

⁴ Logopedics / under the editorship of L. S. Volkova – M.: Education. 1989. Page 57.

⁵ Nishcheva N. V. Development of mathematical representations in preschool children with problems with speech (from 3 to 4 years). – SPb.: DETSTVO-PRESS, 2009. Page 6.

nedorazvity speeches it is combined with a number of neurologic and psychopathological syndromes: in the early anamnesis - perinatal encephalopathy, a syndrome of impellent frustration, a tempo motor delay, and also chronic somatic diseases (cardiovascular system, the top respiratory ways, allergodermetics etc.) . In the course of inspection individual talks with parents in which except data of the anamnesis features of behavior of the child in various situations of the house, his attachments, favourite games, toys etc. became clear were given. The solution of modern problems of preschool education is a complex many-sided problem approaches to which can't be settled even checked by long-term practice, methods and receptions. It is connected with a number of objective circumstances, first of all, with a tendency to wide introduction of different options of integration of children with problems in development and improvement of diagnostics, treatment, correction, training, education.⁶ In adaptation it is most expressed speech activity of children suffers. Therefore nonverbal mental functions of children, and also their personal features at first were investigated: behavior in new collective, character and features of relationship with the contemporaries, the preferable relation to forms of occupations (the majority of children individual occupations love), a condition of game activity, possession of skills of self-service, feature of a dream, appetite. In the course of inspection groups of children, the most comfortable in games and occupations were allocated, was paid attention to attachment of children to each other. This material was used at formation of subgroups for carrying out undergroups occupations.

Following the results of inspection speech development of children of three-four years corresponded to 1-3 levels, according to R.E.Levina. The picture of speech frustration included the following forms of pathology of speech: An alaliya, a dizartriya of the erased form. Except low and disharmonious development of all parties of speech, difficulties of formation of some other cortical functions (праксиса, гнозиса, spatial and temporary synthesis), features of intellectual activity

⁶ Complex support of children of preschool age / under edition of the prof. L.M. Shipitsyna. – SPb.: Speech, 2003. Page 29.

in the form of the raised istoshchayemost, non-uniform working capacity, violations of memory, attention, focus and randomness in activity, tendency to inertness evident and perseverativnost came to light.

In the first period of training at many children time of purposeful activity on occupation made 5-7 minutes. Unevenness of development of thinking it was shown in forms closely connected with development of speech, evident and conceptual thinking, and generalizing function of a word. Manipulative games with a limited stock of independent actions with a subject, and also outdoor games which quite often came to an end with the conflicts generally prevailed. At the same time it is necessary to note at the majority of children good ability to transfer of the acquired ways of cerebation on similar tasks, successful performance of tasks for designing, and other kinds of activity which are not demanding participation of speech, a differentsirovannost of emotional reactions and criticality in an assessment of the speech possibilities. Children of the first level of speech development sharply endured a negative assessment of contemporaries of their speech. Especially it is necessary to note an impellent rastormozhennost and the motor awkwardness which is showing in difficulties of possession of a pencil. At some children drawing to pencils was impossible because of weak pressing and inability to hold a thin subject in a hand. The main to the purposes during this period development of nonverbal mental functions was logopedic: tactile, visual and acoustical perception, attention, memory etc.

In a week grid of logopedic occupations Tuesday and Thursday were taken away on working off and fixing of skills on podgruppovy and individual occupations. On Monday and Friday there was especially individual work. On Wednesday joint with children individual consultations for parents on fixing of the abilities of the house received on logopedic occupations.

In the correctional purposes logoritmichesky occupations which were led once a week were actively used. The real occupations were means of activization of informative activity of children, developments of their self-control in activity.

As a result of the done work speech development of children gave positive dynamics (owing to individual possibilities). At children the informative activity rich and various game activity is steady. In free game they break into some game groups on interests, but arising speech contacts allow them to unite in one game. Each new child quickly adapts and joins the general activity thanks to a positive spirit of all logopedic group.

Literature:

1. Logopedics /under the editorship of L. S. Volkova–M.:Education.1989,-528 с.
2. Filicheva T. B., Tumanova T. V. Children with the general nedorazvitiy speeches. Education and training. Educational and methodical grant. – M: Gnom Press, 1999. – 80 pages.
3. The program воспитания and training of preschool children with heavy violations of speech / under the editorship of the prof. L.V. Lopatina. – SPb.: TsDK of the prof. L.B. Yuaryayeva, 2009. – 415 pages.
4. Koltsova M. M. Rebenok learns to speak. – M: Owls. Russia, 1979. – 192 pages.
5. Complex support of children of preschool age / under науч. edition of the prof. L.M. Shipitsyna. – SPb.: Speech, 2003. – 240 pages.
6. Nishcheva N. V. Development of mathematical representations in preschool children with ONR (from 3 to 4 years). – SPb.: DETSTVO-PRESS, 2009. – 176 pages.

J11305-057

Zapolskikh T.Y., Kurjakova N.B.

**PROGRAM RESOURCES AS THE WAY OF REACHING LEARNIND
ENVIRONMENT OF MODERN STUDENTS**

Perm National Research Polytechnical University, Perm

This article describes ways of supplying information to students with the help of electronic sources. The authors set out a vision of working with students c involving

various innovative educational products. Authors analyzed experience made by Western universities and Russian universities.

Key words: Information and learning environment, resources, programs, platform, server

The amount of information received by us through electronic sources increases every year. These changes also applied to the higher school. 20 years ago the only source of knowledge was paper carriers such as books and magazines. Nowadays, it is easier to find practically all kinds of information in the Internet.

Consequently, whether we like it or not, professors need to change means of obtaining and presentation of information to make them understandable and clear for modern students. It is necessary for professors to be able to use the most appropriate set of proposed programs. It is very important to make information clear and correct. However, the professor's problem is to attract students for the learning process. So, the information environment is generated between professor and students.

Information environment is specially created and structured in a certain way as part of the information space. It includes a set of things which produce and use the information. Information and learning environment is very important for the education process.

Information environment is constantly growing. Over the last few years an impressive number of different electronic resources appeared. These electronic resources allow us to work with the information environment. Electronic resources let students to make electronic products such as presentations and videos. Electronic resources also help students to communicate online. Electronic resources can be divided into 3 groups: sites that allow to find the required information, programs that allow for the need to assemble the information and choose the form of filing and the platform that allows you to host and store the information in the Internet.

In this article we would like to review some of them.

Platform «Moodle» is one of them [1]. Moodle is a course management system. Moodle is also known as a learning management system or virtual learning environment. Moodle is a free application that provides the ability to create sites for

online learning. This system is focused on organization of interaction between professors and students. This platform also supports full-time. Professors can create electronic course and control the operation.

This system allows you to place a variety of information such as training and regulatory literature, lectures, presentations, demonstration slides, videos, tables, charts, graphics, flash etc. Using the convenient configuration mechanism, the compiler of the course may choose colors and other design elements of educational material.

Material can be placed on a platform Moodle and students can see it. Many programs are compatible with Moodle such as Power Point, OpenOffice Impress, Ability Presentations.

The platform also allows placing different types of tests. It is possible to use multiple types of questions in the test tasks: multiple choice (student chooses a response to a question from several options offered to him), true / false (the answer to a question, the student chooses between two options "True" and "False") for compliance (each element of the response to the first group match of an answer the second group), short answers (the answer to the question is a word or short phrase) number (the same as the short answer, but to perform computing operations), calculated (this question has to calculate the value formula. The formula is a pattern in which each test substituted random values from a specified range) nested replies, embedded answers (are text, which are inserted directly into the short answer, numeric answers or multiple choice, as in the "Workbook") essay (student outlines his views on the matter under consideration) (fig.1).

In addition, information can be placed in the form of links to various sites YouTube, Calameo.

Calameo is a service to store documents [2]. Calameo can publish and find, comment and evaluate specific publications, them. The benefits of this service are: Russian interface, supports basic formats MS Office, PDF, documents Open Office.

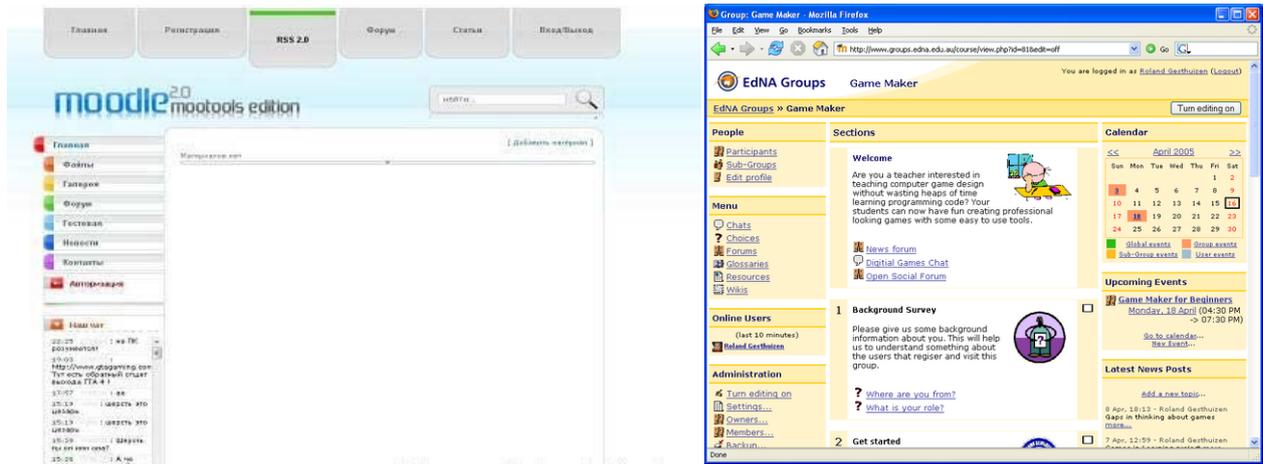


Fig.1. Sample template and use platform Moodle [6]

You can create a variety of documents - magazines, catalogs, reports, presentations, you can choose a background image and background music. You can select different viewing options: a slide show as a book, flipping through its pages, it is possible to zoom in, mark points of interest. You can also have the opportunity to comment on the publication and evaluate them (fig.2).



Fig. 2. How to work with Calameo

Due to the fact that the flow of information increase, the necessity of changing offered material is coming out. Well-known programs, such as Microsoft Word, Point, PowerPoint, can not fully meet the increased needs. We would like to pay the attention of professors to these servers and programs like Prezi and Jing.

Prezi is a free server (Server - a software package) with additional paid features. This software package enables nonlinear presentation with semantic images, zoom-effects, import into service any component part of the presentation (graphics, video, text, flash-clips), share links to online resources, and download to your computer information. A vibrant, colorful and sleek interface allows to increase interest in the

audience to training material. Unfortunately, a general inability to work with presentations distorted view of this tool of information presentation. Many people do not even realize its potential. We recall the basic - slide, which contains more than 75 words, it is a document, presentation, each slide which has 50 words, is for the speaker teleprompter [3]. True presentation focuses the audience's attention to the speaker, on his ideas. [4] Prezi helps students to visualize information on a high technical level (fig.3).



Fig. 3. How to work with Prezi

Jing - program to take quickly screenshots and record video from the screen. Jing program is useful as video instructions and video consultations [5]. Material is created to use the software better, faster, and easier to digest students. Operational work program Jing is possible because the program works in conjunction with the site Screencast.com - from the company store media information TechSmith (fig.4).



Fig. 4. How to work with Jing

The list of programs, platforms and servers, that might be used for creating infomedia, which is necessary for modern and highly qualitative education, can be

extended incessantly. Newer and newer information veins appear from year to year and the opportunities of older veins are widening. It is rather difficult to mention all opportunities and advantages of programs, platforms, servers and other information conductors in one article. The aim of authors of this state is to acquaint its readers with some program resources and to show, how they can be used for creating more modern background for education. There is no question if it is necessary to use modern technologies in educating process. The question is how to find such model of educating process, in which the implantation or modernizing of technologies would be used for improving the opportunities of intellectual sphere. Besides that, using information issues (information technologies) in education solves the problem of supplying students with educating materials represented by interactive copies of tutorials and methodical materials. The infomedia should become the basis of structuring the new educating background, the center of which is the stunned himself and its main feature will be preferring creative process to reproductive one.

It is not so difficult to create such structure of educating process, as it seems to be. The major part of interactive information issues is available in the Internet: the developers of programs and web-sites are concerned in promoting their product, so they make it as easy as possible. We hope that the number of lecturers using infomedia for education will increase from day to day and it will help to improve the quality of education at all.

References:

1. Obrazovanie: issledovano v mire [Internet sources]: Internet sait - Regim dostupa: <https://moodle.org> (11.10.2012)
2. Obrazovanie: issledovano v mire [Internet sources]: Internet sait - Regim dostupa: <http://www.calameo.com> (3.11.2012)
3. Obrazovanie: issledovano v mire [Internet sources]: On-line kniga Nansi Duarte «Slide:ology» - Aronova Elena © 2012 – Regim dostupa: http://prezi-russkom.ru/index/http_prezi_narusskom_ru_index (30.10.2012)

4. **Образование:** issledovano v mire [Internet sources]: Internet sait - Prezi na russkom [Luchshaja kniga po infografike]- Regim dostupa: http://prezi-russkom.ru/index/http_prezi_narusskom_ru_index (5.11.2012)

5. **Образование:** issledovano v mire [Internet sources]: Internet sait - Tigrik's World/Blog polesnix I interesnix instrukzij - Regim dostupa: <http://world-of-tigrik.blogspot.ru/2011/09/jing.html> (27.10.2012)

6. **Образование:** issledovano v mire [Internet sources]: Internet sait -BitNami Moodle Stack for Mac OS X 2.3.2-0 Full Screenshot [http://www.top4download.com/bitnami-moodle-stack-for-mac-os-x/screenshot -pcrnjdf.html](http://www.top4download.com/bitnami-moodle-stack-for-mac-os-x/screenshot-pcrnjdf.html)

UDC 378.14

J11305-058

Rebro I.V., Mustafina J.A., Rakhmanculova G.A.,

Kuzmin S.Y., Antipina S.G., Galitsyna T.A.

**ORGANISATION OF EFFECTIVE EDUCATIONAL AND SCIENTIFIC
ACTIVITY OF FUTURE ENGINEERS AT A TECHNICAL INSTITUTION**

Volzhsky polytechnical institute (branch) Volgograd state technical university

Organisation of educational and research centers activity is being considered in this article.

Key words: education of future engineers, research activity.

Reforms in the field of higher education and development of the education system require structural changes in the system of engineer training. The traditional approach oriented to the ready knowledge and implementation functions doesn't provide forming of the system understanding of the purposes and means of the future activity as a whole and as a result this activity disintegrates into its functional responsibilities in a future engineer's mind. There exists the problem of engineering thinking forming in contemporary conditions when creating complex technical systems and high technologies [1].

The analysis of current research in the field of professional training allows us to state that the leading training activities of the future engineer ought to become:

1. The research activity integrated into educational process: studying the literature and lecture materials; taking special courses; writing scientific papers and reports; fulfilling tasks, laboratory works, design-graphic works, term and diploma projects (papers) containing elements of scientific research, and also actual term and diploma papers; fulfilling non-typical research tasks during practical and industrial training; knowledge of the basic scientific areas of the institute's departments; participating in project competitions; reports on laboratory works, semester and diploma works; translation of foreign scientific and technical texts on special subjects.
2. The research activity supplementing the educational process: participating in scientific clubs, various scientific events such as conferences, competitions; publishing scientific papers and articles.
3. The research activity accompanying the educational process: participating in the Students' Research Centre; participating in the research activities conducted by special organizations on the Internet.

All the activities highlighted require open information space, innovation approach to the training process organization and forming the personality potential of every student. These requirements allow to consider the structure of the scientific area of students' research activity.

1. Information area. Students' being scarcely informed of the institute's research activity and other conferences which they may take part in influences belated revealing the creative potential and involving into the research activity. For this purpose we ought to organize the following: a special stand; an information block on the institute's site; a special column in the students' newspaper. All these are supposed to demonstrate the scientific areas of teachers' work with students, students' conferences to be held during the academic year in various institutes of Russia, meetings of the Students' Research Centre; additional courses schedule.
2. Cognitive area divided into two types:

1) The research activity which is carried out during the process of studying. This activity is considered necessary for successful studying. It includes writing semester and diploma papers for senior students; writing reports and essays, participating in the projects and developments of senior students for first and second year students. It differs from the ordinary studying activity in the unconventional, creative approach.

2) The research activity which is implemented beyond the process of studying.

This activity is carried out on the basis of one's personal interest and is supposed to improve personal potential and self-actualization or to realize a social order. It is supervised by a teaching staff.

3. Psychological area divided into two types:

1) Psychological training, courses and discussions on the oratory. In the contemporary society the majority of young people cannot express their ideas and opinions on a question discussed clearly and reasonably. This problem prevents students from taking part in different scientific and research activities. Therefore, participating in discussions will help the student become more confident and will teach him to state an idea with the aim of proving the competence in a question being discussed.

2) Encouraging and stimulating events. This proves to be the most motivating activity and affects the subconsciousness and thus stimulates a challenging and non-standard work.

Theoretical analysis has shown that the organization of educational activity includes not only the training process itself but also the activity of different structural subdivisions of a higher education institution.

The regulations and normative legal documents on the system of students' scientific and research activity in different higher education institutions having been considered, we were able to develop a model of organization of a scientific and research laboratory on the example of the Volzhsky Polytechnical Institute (branch) of the Volgograd State Technical University (Figure 1).

The indicators of the quality of the scientific and research laboratory are as follows: consistency (the indicator of the scientific and research laboratory

management: proper distribution of the problems to be solved, reasonable usage of resources, efficient experience exchange); content richness (the indicator of availability: obtaining the required information competence and putting it into archives to solve different problems); orientation to the personality (motivation indicator when conducting research activity).

Three basic components of the scientific and research laboratory work are distinguished:

1. The cognitive component. Its function is to share mankind's adaptive social experience through educational process, additional courses, participating in joint projects, developments and research.
2. The research component. The function of this component is accumulating and solving the problems related to this educational institution. This component is supposed to be the main one in the model proposed. The information space is formed here: who and where solves the problem, what the problem is; where, when and how to test, discuss one's speculations; conclusions made while conducting the research work.
3. The personality oriented component. The main function of this component is self-actualization and presenting the results of the research for evaluating.

-Student research centre and school research center.

Students of higher education institutions, colleges and technical schools are involved in the activity of the student research centre. Every school has its own research centre and its own scientific area.

The main purpose of the research centres is to help define the scientific area of research, to help conduct and present the results of research.

The purpose of the students (school learners) is to form metamotivational sense of the future professional activity, to broaden views, to realize one's abilities through implementing them in the adult life.

The main objectives of the research centres are as follows: to form students' interest in scientific creative activity, to teach methods and ways of solving scientific problems independently; to form the abilities of self-perfection, self-actualization; to

develop the abilities of critical attitude to oneself and one's activity; to find talented and able to conduct research activity students; to involve them into scientific, research and teaching activity in the future.

Model of scientific and research laboratory

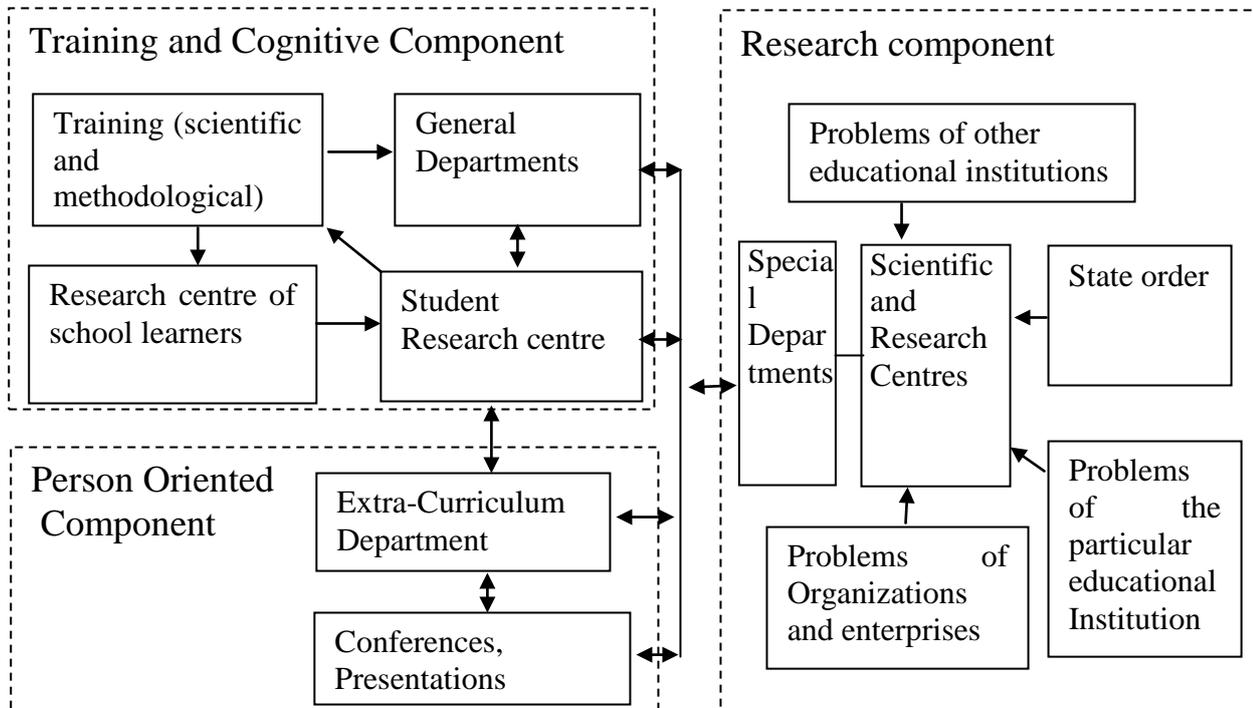


Figure 1.

This function is executed by the representatives of the following centres:

The basic features of the student's personality for successful research activity are as follows:

1. Process orientation. The basic motivation is interest in the activity itself not in the results.
2. Result orientation. The basic motivation is interest in achieving results in spite of all failures.
3. Self-perfection orientation. The basic motivation is willingness to obtain as much knowledge and skill as possible for the future professional activity.
4. Self-actualization. The basic motivation is willingness to show one's abilities with the aim of defining their level if compared to other students' abilities.
5. Money and reward orientation. The basic motivation is interest in material valuables.

6. Public opinion orientation. The basic motivation is willingness to draw public attention.

7. Social significance orientation. The basic motivation is interest in solving a social problem, in spite of the negative attitude or even contempt of the society.

- Scientific and research center.

The aim of the scientific and research center is to organize and coordinate different scientific areas of the institution.

The main objectives are as follows: coordination of the educational center activity, school research center activity, student research center activity, departments' activity, extra-curriculum department activity; organization of the urgent scientific research and experimental design activity which help develop science and solve problems; enlarging the educational process including advanced results of the scientific research; demonstrating the scientific areas and the results of the researches and involving students in the scientific research.

- Training (scientific and methodological) center.

The aim is to organize additional courses for students (school learners).

The main objectives are as follows: to organize additional training courses (workshops conducted by scientists from different educational and research institutions, and also by specialists from leading enterprises); to coordinate interactions between research centers); to organize seminars on scientific methodology; to organize individual and group psychological trainings in order to overcome psychological barriers which prevent from conducting successful scientific activity.

- Extra-curriculum department.

The aim is to encourage and organize students' participating in conferences, exhibitions, project competitions.

The main objectives are as follows: to organize events and ceremonies announcing the results of the scientific and research work; to organize advertizing of the educational centres.

Training effective engineers requires creating proper conditions during the education process: involving students into cognitive and research activities having personal and social significance; determining aims to achieve self-perfection and self-actualization; developing abilities to conduct constructive activities and willingness to cooperate; to develop skills to prove one's standpoint, to have a critical attitude to one's own conclusions.

References:

1. Rebro, I.V. Influence of the organization of educational activity on formation of competitiveness of the expert/ I.V. Rebro, D.A. Mustafina // Quality. Innovation. Education. -2010. - №8.

J11305-059

Makashina T. YU.

**THE ROLE OF THINKING IN THE RESEARCH THE BEHAVIOUR OF
FUTURE TEACHERS**

Moscow state regional socio-humanitarian Institute

Kolomna, Green 30, 140411

In the adopted by the state of new normative and legislative documents (the RF Law «On education», national educational initiative «Our new school», Federal state educational standards...) red thread runs through the idea of the development of a creative personality. Creativity, in the opinion of many scientists (A.N. Поддьяков, A.I. Savenkov, etc.) is an intrinsic characteristic of the research activity, and as a consequence of research behavior. In the basis of creative search lie thought processes associated with logic and intuition. But with the intensification of the use of information and communication technologies and the introduction of media education in the first decade of the twenty-first century, among the usual for us concepts («logical thinking», and «intuitive thinking») over mankind «sword of Damocles» hanging over, the so-called «clipped way of thinking.» In the translation from English «clip» - clipped thinking

means «a piece of text, an excerpt from the film, a newspaper clipping». Clipped way of thinking is based on the principle music video, which does not bear in itself any meaning, but simply composed of several loosely-connected between the images. Thus, a person perceives the world is not whole, but as a series of almost unrelated events.

One of the most vivid evidence of the above is the modern cinematography. While watching a movie today, unlike in the movies, created in 50-80 years. Of XX century, are much simpler. Information to the viewer enters in «разжеванном» form, which does not require a highly developed brain, and as a consequence, much easier in the perception and learning. On it have tried to those who are responsible for the release of the film: the screenwriter worked on the plot (simplified) of a scene are blocks, one after another, often without any logical and informational communication. They will not force us to think, don't call for reflection. Director figured out how to set the scene so as to achieve maximum impact on your subconscious mind; the operator took care of that conceived the Director was right *выхвачено* of the world, and the actors have made efforts to ensure that in your soul were formed, the images do not depend on your imagination. It turns out entertaining film with a minimum of the content and the maximum of the special effects.

Based on the above example, have come to conclusion, that the owner of the clipped thinking, and this is now an entrant, student, is not able to analyze any situation, because its image is short-lived and quickly replace the. And it turns out that modern students - future teachers with difficulty entering not only the classical literature, but also training. After reading a few pages they have dissipated attention, lost the thread of the story. In consequence of which they stop to think, imagine, dream, analyze, propose ideas, that is, have the important qualities of a researcher.

The question arises, what type of thinking helps to abnormal behavior, or, in the words of I.P.. Pavlova, which is a «weapon of the Supreme guidance of a man in the world and itself»? «After all, human thinking is organically linked with practical activities. This is not a simple contemplation of the outside world, and as such its contents, which meet the challenges faced by the person in the process of different

types of activities, aimed at the rebuilding of the world» [1, p. 69]. According to the AI. Savenkova this weapon is intuitive thinking, arising in the process of evolution much earlier logical thinking. Intuition is usually precedes a chain of strict logical proof.

Intuition can be: mystic (NO. Lossky, S.L.. Frank, V.S. Soloviev), sensual, intelligent [2]. Mystical intuition is understood as an inspiration; the sensual form of intuition is a synthesis of the information in the unified image of the scheme, due to the senses; intellectual intuition, working with a sensual way, gives the final product is understanding.

In the course of training course on students ' choice (KBC) «Project activity» пятикурсники pedagogical faculty ГАОУ ВРО ' Moscow state regional socio-humanitarian Institute» held the analogy of the role of intuition in human behavior is not the iceberg (so all the familiar), and with the setting sun over the water surface. Visible, which is above the water, the sun itself, in their view, represents consciousness and with his logical thinking and reflection, stretching for many hundreds of meters of water surface is the subconscious, with his usual experience and intuitive way of thinking.

Intuition is the judgment, the way, the adoption of which did not have time to realize. She's out of control, is not accountable to the will hardly captured. And from this it seems to us that the solution came by itself. In fact intuition uses the information stored in our memory cells, which for some reason we can't quickly recall. So her voice, may indeed be true. The main thing, to learn to hear. People have the intuition to varying degrees. Some more, others less. The task of the teacher is to show students ways of development of own intuition. There is a huge number of books with prescribed in them the techniques and training. In Australia, the scientists developed an electronic device, which helps to advance in this direction (schedule, developing tasks and so on). And we in the classroom recommend that prospective teachers complete the exercise «Coin». Its essence consists in the following: «Relate conceived with an eagle and tails. Подкиньте coin. If the generated solution you like, feel free to do, if not, take

another. Don't feel satisfaction either in the first or in the second case? Looking for a third option. He will be found. The extreme point of the selection enhances the work of the brain».

And still. As often as you can ask yourself: «What I really want right now?» and do it. You will be surprised, but often we want to very simple things: take a walk, enjoy ice cream, meet with an old friend... Performing these exercises, you sound like you say subconscious mind: «I trust you».

You can start to rely on intuition in the minor decisions or assumptions: «What kind of read the book first, which way to go or to go, who to call you today and on what issue».

But before you start doing the exercises, we spend with the students of diagnostics for definition of typological characteristics of thinking. Because intuition goes «hand in hand» with the consciousness, which is able to control the thinking process, to Express its content in the words to ourselves and to another. All this prove the scientific mathematical discoveries made in the 17th-18th century and the natural Sciences открытия 19 century. «The search for truth flows in the change of complementary logical and intuitive procedures thoughts. Because creativity is a happy connection logically dose, clear reasoning with intuitive insight, cold calculation - with reckless mistakes» [3, p.8]. In this regard, we invite the students to do a test «Artist - Thinker» [4], consisting of ten statements. For example: I have the prevailing mood; I remember what he had learned a few years ago, when I listen to a story, I see it in the images and so on. Crediting of points is made on a ten-point scale. The categorical denial corresponds to 0 points, unconditional consent - 10 points. In all other cases are selected points on a scale from 1 to 9. Counts the sum of points on the issues of (1,2,5,8,9) «левополушарного» result and (3,4,6,7,10) «правополушарного» result.

And analyzed the resulting «difference». Diagnosis was carried out with students of different courses. The results are the following: first-year students at 75, 9% are holders of intuitive type of thinking, and 17.2 % of the logical type of thinking and 6.9 % of the combined type of thinking. Among the seventeen students

of the third course of 35.3 % of respondents have a logical way of thinking, 23.5 % of the respondents are the artistic type of thinking and 41.2 % of the respondents - a type of thinking, that is, belong to the zone of harmonious development. Interpretation of the obtained results reveals the types of thinking:

a) If the «left hemisphere» the result of more than 5 points over the «right-hemisphere» result, then dominated by the logical type of thinking - people optimist, believes that most of the problems can solve on their own. Easily comes into contact with the people. More relies on the calculation, than on intuition. More trusts printed information, than own impressions.

b) If the «right-hemisphere» the result of more than 5 points exceeds the «left hemisphere» the result, the prevailing artistic type of thinking is the tendency to pessimism. People prefer to rely on their own intuition than on logical analysis and more often than not deceived. Not sociable. Can work in any adverse conditions (noise, interference).

c) the Difference is less than 5 points between the «right-hemisphere» and «left-hemisphere» the result is a zone of sustainable development, which combines the above-mentioned characteristics.

The test results show that students of the first course, «coached» on execution of the unified state examination on time can't use logic and «method of the spear» - versed in the new environment, and the students of the third course, having gained certain experience of studying in the University (implementation of creative projects, the statement from the abstracts and presentations, writing coursework) think entirely.

Thus, we come to the conclusion that the introduction of special training courses, in particular courses at the choice of students of «Project activity»; «Methodology of pedagogical research» and other help future teachers not only to develop intuition, but at the right moment include logic. The intuition that comes into contact with the consciousness of being in his disposal, remains inseparable from him. According to many scientists, there is no border between the conscious and intuitive acts thoughts.

Therefore, note that it is a type of thinking in a certain way will have an impact, aimed at searching for new, the creativity, the discovery of the unknown, on the nomination of the original ideas for the new coverage of the issues and the manifestation of cognitive interests, that is, the research activity and as a consequence of research behaviour (A.I. Savenkov), it is necessary identity of modern society.

References:

1. Krysko I V.G. Psychology and pedagogy in figures and comments. - SPb.: Peter, 2006. - 320 with.
2. Savenkov A.I. Pedagogical psychology. In 2 vol. Vol.1. - M.: Publishing centre «Academy», 2009. - 416 with.
3. Sukhotin And. Paradoxes sector. <http://bookz.ru/authors/anatolii-suhotin/suhota01/page-8-suhota01.html> (the date of the circulation 10.11.2012)
4. Istratova O.N. Psychological testing: the collection of the best tests. - Rostov n/D.: Phoenix, 2009. - 375 with.

UDC 502.131.1:378

J11305-060

Martynyuk I. A.

**WAYS OF THE SUSTAINABLE DEVELOPMENT CONCEPT
REALIZATION IN THE INSTITUTIONS OF HIGHER LEARNING**

*National university of life and environmental sciences of Ukraine,
Kyiv, Heroes of defence 15, 03041*

In this report there has been analyzed the necessity of the higher education model improvement in Ukraine with aim of realization ideas of education for sustainable development as well as the opinions of native and foreign scientists as for the mission of universities in this direction. The article deals with the ways of the educational process improvement in the institutions of higher learning.

Key words: sustainable development, noosphere conception of the world, educational process, motivation of educational activity, model of education, model of self-help in education.

A large number of global threats, the humanity entered the new century with, has caused the expansion of sustainable (harmonious, balanced) development conception of the society. This conception is called to support the survival of humanity and all the living beings on the planet.

The fulfillment of the main idea of the given theory – the noosphere society formation – is connected with problem of changing human attitude to nature, their behavior, which undoubtedly needs active participation of educational institutions. This, in its turn demands improvement of the education model, which be aimed at preparing people, able to solve problems of social and economic development, to preserve the quality of surroundings, to rationally use and reproduce nature and resource potential.

The goal of the present article is to designate the ways of educational process improvement in higher schools taking into account the idea of the society sustainable development.

The analysis of domestic scientific sources of the XXI century concerning the problem has shown, that attention of scientists and politicians is focused mainly on stating the necessity of the education improvement when taking into account the idea of sustainable development. In addition to that the accent is made on the importance of:

- ✓ competence approach in modern education; [4]
- ✓ providing qualified education during the life by increasing the level of the education coverage, improving education in itself (stating the necessity of normative and legal base improvement and new information technologies); [13]
- ✓ ecological education by introducing ecological courses in the educational process of both secondary and high schools. [5]

In the last decade there have been pointed out the following approaches to understand the mission of higher education in the direction of sustainable development concept:

1) it is a new form of education, that penetrates practically all the branches of education (naturalistic, pertaining to the humanities or technical ones); [6, p. 31]

2) it is ecological education, created on the bases of eco-centred paradigm and is new sense, philosophy and goal of the present-day educational process; [6, p. 31]

3) it is a carrier of a new value paradigm – morality; [9]

4) it is the driving force of proceeding to sustainable development; [7]

5) it is a component of global youth training (along with pedagogy of non-violence, noosphere pedagogy, classical pedagogy, pedagogy of tolerance, conception of dialogue of cultures, theory of multicultural education, pedagogy of of peace culture must secure global issues awareness and their accepting as if they were personal). [2]

Hence the domestic scientists suggest the following ways of the present education improvement for sustainable development:

➤ Levkiv'skyi K., Stepanenko S., Tymoshenko N.:

- application of the ecological-balanced development principles in educational programs and special courses on all the levels of higher education, especially in the process of primary preparation of teachers;

- development and application of the complex programs in the institutions of higher learning; of the students continual education in ecology, environmental protection and rational nature usage;

- development of educational programs, textbooks and study guides covering the problems of sustainable development and their realization in the process of education;

- creation of new scientific, especially, ecology-expert centers, and reorganization of the active ones, their activity being oriented on the research and assessment of different problems of sustainable development, namely the environmental protection, natural resources usage, and the ecological safety principles observance;

- determination of priority approaches to scientific researches in the field of sustainable development, nature resources usage, environmental protection, as well as creation of the ecological safety basis;

- foundation of the inter-branch centers in the regions that will handle the problems of sustainable development, ecological law and legislation to carry complex social-economical and ecological-legal researches out;

- bringing-in the problems of sustainable development to the graduates qualification projects;

- holding the scientific-practical seminars, having conferences in the sustainable development for students of schools for higher education;

- development of the international collaboration with leading European, American and Canadian universities making accent on the common scientific research and academic interchange;

- applying new forms of the educational process organization for master's degree (international students internet-seminars), work in the direction of the leading western universities certificate obtaining according to the results of a certain course studied, for example, ecological economy, ecological management or ecological politics. [6]

➤ Sayenko T., Poznans'ka O.:

- assistance in the humanistic knowledge consolidation, skills, experience, creative abilities development, self-realization, of students personality formation in the process of complex solution and prevention of the social, economic, ecological problems to improve the quality of both present future generations on the basis of sustainable, harmonious, nature-coordinated development;

- accordance of the education model with regional, local peculiarities;

- knowledge amplification assistance when considering the environment and its state;

- designing of criteria, standards, recommendations as for making decisions in the sphere of environmental protection and complex solutions of social, economic and ecological problems;

- demonstration of economy development possibility along with environmental protection;

- promotion of the ecological traditions importance and economically-reasonable methods of management to cherish careful attitude to the nature-cultural heritage;

- personality perfection, its active self-realization and self-expression;

- nurturing respectful attitude to people, nature, cultural values, active civil position;

- forming ecological-humanistic picture of the world, based on the ethics of responsibility for the environmental state, rational use of natural resources, and preservation of present and future generations. [11]

➤ Lips'kyi P. U.:

- forming qualities, necessary to build the society of sustainable development, i.e. accepting the universal values, understanding interdependence in nature, awareness of the fact that our present way of living influences future generations, the comprehended ability of self-restraint when satisfying material needs in conformity with the principle of ecological imperative, – understanding that our actions on local levels influence global processes (think global, act local), skills to analyse changes in the environment and predict the results of these changes, skills to apply available knowledge in different life situations (competence), practices of collaboration in while solving different problems (to decide problems together), ability to think critically, to respect the variety in nature and society, to be tolerant to each other. [7]

Foreign authors offer the following ways of the youth ecological education:

➤ Yoganzen B.:

- cultivation of love for nature, will to communicate with it;

- mastering the knowledge about the main regularities of animate and inanimate nature development, complicated relations between humans and nature, the necessity to take into consideration its sensitiveness and limited possibilities for self-recovery;

- teaching ecological culture as the provision of correct attitude towards nature, skill to foresee near and remote results of every single influence on the environment and natural resources;

- cultivation of the civil responsibility for the nature state. [3]

➤ Japanese pedagogues prioritize:

- understanding of the nature values and its resources;

- inculcation of the ecological morality, fostering love for the nature through contacts with it;

- formation of the civil thought which is essential for the harmony maintenance between human activity and the environment;

- imparting the desire to improve the environment. [14]

According to Shved M., there are such models of ecological education:

✓ gnoseological (Poland, Romania, Kazakhstan): forming system of scientific knowledge, opinions, convictions, that guarantee responsible attitude of a man to the environment;

✓ gnoseological-activity (USA): education via action;

✓ cognitive-value (Japan, China, Korea, Thailand): mastering educational knowledge about the nature and its defense in combination with the traditional values of society, established in the process of ethnic history of past generations;

✓ information-personality (England): training through practical activity (organizing green planting, excursions to the parks, reserves, museums, farms). [14]

When analyzing possibilities of the modern education improvement in schools for higher learning, one needs, in our opinion, to revise stereotypical conceptions concerning them rather than creating some new components:

1) content of knowledge, passed on to students;

2) educational literature;

3) teaching techniques;

4) personality of a lecturer;

5) students motivation.

According to the above-named components of the educational process realization the following ways of its improvement can be regarded as reasonable ones.

1 – educational disciplines content perfection – the description of educational material must rely on the ideas of noosphere developed by V. Vernadskyi, and the conception of ecological development, co-evolution of society and nature by M. Strong.

The importance of this point is confirmed by N. Gudvin (USA, 2006), stating that modern standard courses of economics describe economic system as if it exists in a vacuum, while in reality the economic system is only one component of a larger social-psychological systems, that include human motivation, culture, politics, ethics, history and depend on the technologies created by man, artificial and natural environment. Economic roles of people foresee not only the roles of citizens, family members or state employees. It is social and psychological questions that must become crucial when teaching courses in economy, oriented on the tasks fulfillment of sustainable development in any society. She believes that social-psychological re-orientation of educational programmes for future businessmen and managers is the one and only way of advancement to sustainable development. [12]

2 – improvement of the educational literature. Based on the functions of schoolbooks written by F.-M. Jerar and K. Rojeryer [1], the demands for the educational textbooks and guides for students of schools for higher education must meet certain requirements. Thus, the literature under discussion must:

- give knowledge, reporting about problematic conceptions, formulas, facts, terminology, conditions etc., i. e. On the basis of the practice problems, it must assist not only in mastering some types of knowledge, but also in teaching the methods and approaches to different types of activity;

- assist in the knowledge consolidation, therefore it is important, that literature should contain tasks for practice problems solving;

- assist in the knowledge integration, therefore explaining material in strategy: „general – partial – general” is seen as reasonable; horizontal integration is important too: connection practice and skills, acquired when learning different disciplines;

- give exact information about reliable, established facts and indicate still insufficiently clarified aspects;

- impart knowledge, connecting with behaviour, mutual relations between people and life in society and nature.

Hereby it is important that the material description in the educational literature is coordinated with described below teaching techniques.

3 – improvement teaching techniques. To our opinion, each educational discipline, envisaged by the curriculum must foster:

a) integral knowledge of a course;

b) knowledge of a course, integrated with the knowledge of other disciplines;

c) ability and desire to improve one's knowledge and skills in the given branch of science.

The importance of the last point is confirmed on the accepted at the European summit (Lisbon, March, 2000) idea about the continuity of education as a basic principle of educational system.

Such statement is conditioned by the increasing pace of spreading and ageing of information in our time. Therefore it is very important, that specialists educated at the universities today, should receive knowledge, skills, and practices that will be topical in five years – when they will come to the labour market.

It has been indicated in the memorandum of continuous education of the European Union that teachers are increasingly becoming consultants, instructors and mediators, their task being to help those who study, to form their education and comprehend their personal responsibilities. And, accordingly, the methods of education must change to the priority of personal motivation, critical thinking and ability to study. [8]

Such idea of self-helping has already been developed in the field of psychotherapy – it is one of the fundamental principles of the N. Pezeshkian's

positive psychotherapy. [10] The application of the effectiveness verified theory in psychotherapy of the five-steps model of positive psychotherapy as a strategy of teaching is considered as reasonable (bringing the students to self-helping – self-education). The given strategy can be presented in five stages:

a) observation/pitching – students should be familiar with the range of problems, the sense, the strong and weak sides, the state and peculiarities of their development in different countries at the very beginning of studying this or that discipline;

b) inventorying – familiarization with the achievement of this branch of science for a certain period of time, with the way new knowledge has been acquired, what influences it has on nature, society and what were the reasons of drawbacks;

c) situational encouragement – accentuation of attention on the factors which foster the progress of the given branch of knowledge in the right direction;

d) verbalization – consideration of the problems, that have not been solved yet, but should be regarded in the nearest time, perspective of progress of the given branch of science according to the conception of sustainable development of society;

e) goals system expansion – discussion concerning the problem of how the available knowledge of students allow to reach these goals, what is necessary to do first, what knowledge is necessary.

Such techniques, in our opinion, can be realized as a strategy of teaching a discipline both completely and partially.

However, in order to study independently a person should possess only skill and knowledge but a strong desire as well. We cannot but agree with the opinion, stated in Memorandum of continual education, that for the maintenance of this wish a man needs positive educational experience. [5] One of the main factors, that can secure this process, is the personality of a pedagogue.

4 – change accents in the manifestation of a lecturer personality qualities. Observations show, that in most cases pedagogue appeals to the intellectual abilities of students, forgetting, that every man from their birth has two channels of knowledge: intellectual and emotional. The orientation in educational institutions

only on cognitive peculiarities of a person (according to N. Pezeshkian, these include assiduity, obedience, civility, punctuality, obligation, contrition) never adds psychical health to them.

It is important, that the lecturer should have well-developed emotional peculiarities (a term of N. Pezeshkian), as patience, time (the ability to devote enough time to oneself and others), contacts (the ability to make friends and keep in touch with people), trust (the ability to accept oneself and other people in their uniqueness), hope (the ability to admit future possibilities and at the same time the relativity of the present-day achievements), acceptance (positive emotional attitude toward personality regardless its situational peculiarities and manner of behavior), sense (interest in sense ideas) and show them in their professional activity.

5 – accents shift when fostering motivation of students educational activity according to the ideology of a society sustainable development. As much as learning of students considerably depends on the teaching activity, the motivation of students depends on the motivation teachers possess. We consider such position of the motivation accent at the institutions of higher learning to be reasonable.

(look at table 1)

Table 1

Essence of educational activity motivation
in modern institutes of higher learning

	Learning	Teaching
Leading motive	Developing one's own way of maintenance and prolonging the life on the planet through professional formation and development.	Supporting and prolonging the life on the planet.
Type of motivation	Close: cognitive, communicative.	Close: teaching the ways to realize occupational activity with the ecological safety principles observance; teaching tolerant attitude to the environment.

	Remote: financial prosperity.	Remote: Teaching ways of the material needs satisfaction in accordance with the principle of ecological imperative.
	Long-time: socially-significant motives.	Long-time: socially-significant motives.
Motivation management	Aspiration to achieve success in professional activity. Aspiration to avoid failures in realization of the vocational-oriented tasks.	Students competence and feeling of competence increase in the direction of realization economically and ecologically reasonable ways of management. Attaching indirect successful experience (observing the actions of other people, getting familiar with their experience) when solving complex social, economical and ecological problems.

Complex realization of the suggested of the modern domestic education improvement will assist, to our mind, in motivating students and in forming skills to obtain knowledge (during university years and after graduation), and applying it in practice, taking into account the possible results for themselves, the nearest environment, for the society in general, for our nature, for future generations, which is an important component of noosphere world outlook.

The detailed design and testing of a psychological cycle disciplines teaching, considering the ideas mentioned above can well be regarded as a perspective of future investigations.

References:

1. Jerar F.-M. Yak rozroblyaty ta ocynuyvaty shkil'ni pidruchnyky / F.-M. Jerar, K. Rojeryer. – K.: K.I.S., 2001. – S. 48–64.
2. Zelenov Y. A. Teoretyko-metodologichni osnovy planetarnogo vyhovannya students'koyi molodi: avtoref. dys. na zdobyttya nayk. stupenya doct. ped. nauk: spec. 13.00.07 „Teoriya ta metodyka vyhovannya”/ Y. A. Zelenov. – Lugans'k, 2009. – 40 s.

3. Yoganzen B. G. Zadachi vysshey shcoly v oblasti ekologicheskogo obrazovaniya i vospitaniya / B. G. Yoganzen. // Voprosy sovershenstvovaniya ekologicheskogo obrazovaniya i prirodohrannoy podgotovki studentov. – Tomsk, 1983. – S. 30–35.

4. Kompetentnisnyi pidhid u suchasniy osviti: svitovyi dosvid ta ukrayins'ki perspektivy: Biblioteka z osvitynoyi polityky / Pid zag. red. O. V. Ovcharuk. – K.: K.I.S., 2004. – 112 s.

5. Koncepciya ekologichnoyi osvity Ukrayiny. – K., 2001. – 38 s.

6. Levkivs'kyi K. Osvita dlya stalogo rozvytku / Levkivs'kyi K., Stepanenko S., Tymoshenko N. // Vyshcha shkola. – 2009. – № 5. – S. 28–39.

7. Lips'kyi P. U. Osnovni rysy osvity dlya stalogo rozvytku: nashe bachennya / P. U. Lips'kyi. / Problema osvity v suspil'stvi noosfernoyi epohy (osvita dlya stalogo rozvytku): Materialy vseukr. naukovo-prakt. konf. (Kyiv, 19 kvitnya 2007 r.). – K., 2007. – S. 46–57.

8. Memorandum nepreryvnogo obrazovaniya Yevropeyskogo Soyuza // <http://www.znanie.org/docs/memorandum.html>.

9. Ognevyuk V. O. Osvita v systemi cinnosti stalogo rozvytku: avtoref. dys. na zdobuttya nauk. stupenya doct. filoz. nauk: spec. 09.00.03 „Istoriya filosofiyi” / V. O. Ognevyuk. – K., 2003. – 36 s.

10. Pezeshkian N. Psyhosomatika I pozitivnaya psihoterapiya / N. Pezeshkian. – M.: Medicina, 1996. – 464 s.

11. Sayenko T. Nova paradygma rozvytku ykrayins'koyi osvity u XXI stolitti / T. Sayenko, O. Poznans'ka. // Vyshcha osvita Ukrayiny. – 2008. – № 2 (29). – S. 18–26.

12. Hmelyova I. A. VII megdunarodnaya konferenciya rossiyskogo obshchestva ekologicheskoy ekonomiki / I. A. Hmelyova. // Psihologicheskij jurnal. – 2006. – Tom 27. – № 2. – S. 131–136.

13. Cili rozvytku Tysyacholittya: Ukrayina / [U. Andriychenko, K. Doroshkevych ta in.] – K., 2003. – S. 12–16.

14. Shved M. S. Tendenciya rozvytku zarubignoyi ekologichnoyi osvity / M. S. Shved. // Visnyk L'vivs'kogo universytetu. – Seriya Pedagogichna. – 2003. – Vyp. 17. – S. 167–174.

J11305-061

Kornilova E. A.

EVALUATION FORMEDNESS OF WORLDVIEW KNOWLEDGE OF STUDENTS AT DIFFERENT STAGES OF TEACHING PHYSICS

OGAOU DPO "Belgorod Institute of training and retraining of specialists", the Russian Federation, Belgorod, Street Studencheskaya, 14

In this report describes a way to assess the level of formation of philosophical knowledge of students formed on physics lessons in primary and secondary schools.

Key words: philosophical knowledge, the level of formation of the scientific world view of students.

In modern school trend poor knowledge of the conceptual knowledge base of philosophical science of physics graduates of secondary schools, the low level of formation of the scientific worldview.

The level of formation of the scientific world outlook means the totality of the components and the degree of their development of the student.

By constituting the scientific world include:

- views;
- belief;
- feelings;
- ideals;
- principles of knowledge and action;
- the ability to determine position in life;
- the ability to assess the environment;
- set of values.

Based on the foregoing and on the current views didactics and curriculum, there are three levels of formation of the scientific worldview of students: creative, data, base.

Level of formation of the scientific worldview consistent levels of training: basic - level of understanding, information - level of learning, creativity - the level of use.

Creative level is characterized by the ability to relate this structural element (concept) of scientific knowledge with other elements, formed the study of other subjects.

Info level characterized diffused knowledge of the subject or phenomenon, the student can distinguish one object from another, one event from another, but they can not specify attributes.

The base level is characterized by student mastery of the essential features of the phenomenon, but his knowledge is not yet consolidated, they are determined by the individual facts on which place their formation.

To assess the level of formation of the scientific outlook among high school graduates useful to identify criteria of formation of the scientific outlook of the pupils.

Examples of these criteria are the following figures.

1. Fullness of understanding of the world, E - a measure of the cognitive relation to the study of the material and to training missions, the quantity and quality of questions asked in the process of developing a true knowledge of physics. . Where the rate of complete understanding of the world of zero indicates the absence of the ability to formulate and ask questions, figure full understanding of the world, equal to one indicates that the student rarely ask questions and not always correctly formulates, and if the student often asks questions, and properly formulated, that figure rises to two.

2. Evidence T - the ability to establish the cause - effect relationship between the related concepts and phenomena, the ability to validate the truth of his statements, the ability to convincingly prove his point of view, awareness stating an opinion. . If the student has not identified the ability to establish the cause - effect relationships

between concepts and phenomena and the ability to justify the truth of his statements is not to establish a culture of debate, the value of the index is zero. If a student establishes a cause - effect relationship between concepts and phenomena, but can not justify and substantiate the truth of his statements, the value of the index is one. If you can justify the truth of his statement, but does not establish a cause - effect relationship between concepts and phenomena, expresses unconscious opinion, the value of the index is two. And if a student establishes a cause - effect relationship between concepts and phenomena, can consciously justify the truth of his statements, has the ability to convincingly prove his point of view, the value of the index is three.

3. Orientation outlook, Y - a criterion that determines the presence of ways of life, based on the knowledge-based, aimed at a theoretical or practical solution of standard and non-traditional tasks. . If the student can not only theoretical basis of the proposed methods, but implements them in practice, then the figure is two. If a student in the process of learning activities to apply their theoretical knowledge to solve standard problems, the value of the index is one. And if he does not have the ability to apply knowledge in standard situations, the rate in this case is zero.

4. The flexibility of outlook, U - a criterion that determines the ability to navigate in a new environment, finding new solutions to educational problems. . If a student in the learning activity uses the term in a new environment, find new ways of learning tasks, the index of flexibility world unity. If these skills he has no, the index of flexibility outlook is zero.

5. Variability of Z - the ability to use self-knowledge, and skills. . The presence of students' ability to independently use the knowledge corresponding numerical indicator of variability is one, and the lack of independence of the students said that the figure in this case is zero.

Check students' degree of the above criteria, you can in the process:

- checking homework;
- survey students about the content of the physical concepts;
- solutions student quality objectives;
- computer or blank test;

- monitoring students in the process of explaining the new theme;
- organization repetition of the material studied;
- reflection;
- monitor students during laboratory work and creative tasks;
- of debates and round tables;
- use the problem method of presentation;
- solutions learners standard quantitative objectives;
- students custom solutions quantitative objectives;
- monitor students during independent work organization.

Dedicated criteria allow a qualitative and quantitative characterization of the level of formation of the scientific outlook of the pupils.

J11305-062

Filatova N.P.

PHILOSOPHICAL ASPECTS OF FORMING OF INDIVIDUAL'S POLYCULTURAL COMPETENCE

North-Eastern Federal University, Yakutsk, Russia Yakutsk, 2 Lenin Avenue

Abstract. The article is devoted to the formation of pupils' polycultural competence. We consider the most effective phases, structure, pedagogical conditions of polycultural competence formation based on pedagogical projection.

Key words: polycultural education, polycultural competence, pedagogical projection, project and research work, integration, interaction.

The idea of polyculturalism began to develop in the beginning of XX century. Since then it has become a fundamental trend of modern cultural and civilizational development. L. Gurlitt, F. Gansberg, G. Sharrelman included in the concept of polyculturalism ethnic and world culture, promoting the development of human consciousness and predicating the idea of a common world. They connected polyculturalism with the freedom of the spiritual development of individuals and peoples: a person may not consciously and deeply possess culture, if he imposed

foreign ideas and views, if the development of his natural strength and abilities are not provided. L. Gurlitt argued that foreign influence can never be harmful, if it is imposed not forcibly or from the outside, if it does not suppress or obscure individual characteristics and distinctive spiritual life of the given people [6, 41]. Thus, the basic idea of polyculturalism is reflecting the coexistence of different cultures in the society.

A comprehensive analysis of the driving forces of the historical development of social systems is given by L.N. Gumilev, A.Ya. Gurevich, A. J. Toynbee etc. Civilizations are born, live and die on their own, unknown laws. But one of the most significant factors of vitality as the human community on the whole, and existing local communities, are real and very specific human actions that define the behavior of large and small human communities, societies, individuals. Complex, diverse and dynamic sector of the active life of the people determines the progress or regression of society, the whole human civilization in the space-time perspective. This is where the spiritual heritage of replacing each other generations, their invaluable life experience, which is the basis of uninterrupted connection of times in the history of human civilizations are accumulated.

National, ethnic, religious, class, professional, age and other differences between communities within the society, their local values and priorities have a significant impact on the integral values of the society as a whole. As for the values and ideals of the Russian society, they reflect, must reflect civil qualities of all people, their belonging to the common state, common culture, common cultural and educational space of Russia.

B.S. Gershunsky predicts the following "basic directions of research and practice-oriented actions to facilitate interaction and spiritual integration of societies" [5]:

- The gradual transition from a deeper understanding of all the major religions of the world, tolerance and pluralism of the existence of different, isolated from each other and often opposing religions to find a common, unifying the basics of these religions, their convergence and integration while preservation of freedom in the

development of each religion separately. We are talking not about an artificial or forcible unification of religions, their suppression or discredit, but about the possible dialogue between religions, their mutual enrichment and reconciliation.

- The implementation of the idea of dialogue among cultures with a focus on increasing specification of interacting components of culture and their integration in the whole cultural space of world civilization.

- Gradual alignment and harmonization of political doctrines, which integration is designed to confirm the immutable principle of political strategy - the peaceful coexistence of states, nations and peoples - and to reject any force methods in decision of international and national conflicts.

- Development of human contact at all levels focusing on active forms of mutually beneficial cooperation in economy, science, culture, politics, education, etc.

- Finding ways to combine and gradual integration of the various philosophical doctrines and strategies for the development of civilization, the creation of the world "bank of ideas" for collaboration and integration of societies.

- The consistent integration of law of the society functioning, on this basis to develop effective means of forestalling and preventing global crimes against people and humanity (war, the implementation of policies of genocide, international terrorism, inciting ethnic hatred, etc.).

- Further development of the planetary system of information - a unique and most effective form of communicative interaction between people, human communities and societies.

- The development and improvement of universal forms of human communication based on the invariant for all peoples of the world popular and attractive types of leisure activities.

- As the most important and very real step on the path of spiritual interaction and integration of societies could be a purposeful work to create a common world educational space, the integration of the national educational systems on the basis of possibly full compatibility, international consensus on the recognition of universal ideals and values of education at all levels of training, education and development.

The educational, humanitarian, moral aspects of education, the integration of philosophical, educational, axiological ideas have a special meaning.

All the areas we outlined, conducive to spiritual convergence and integration of societies, directly or indirectly are related to the condition and prospects of development of the educational sector, which has a decisive influence on people's awareness of the need for their missionary function and activity for the future of human civilization.

In this regard, following A.Y. Belogurov, we believe, that in diversity and multidimensionality of social phenomena polyculturalism is an important prerequisite for sustainable social development, ensuring integration of every person in the world cultural and educational space [1, 109].

In these circumstances, there is a social need in the formation of a polycultural identity that combines the focus on ethnic and cultural spiritual values, tolerance and the capacity for intercultural dialogue.

We consider polycultural competence as a complex integrative quality of a future school-leaver, reflecting his/her knowledge in the content, tools and modes of interaction with the world of culture, which is realized in his/her ability to navigate freely in a polycultural world, to understand its value and meaning, embodying them in decent samples of civilized behavior in the process of positive interaction with people of different cultures (nations, races, beliefs, social groups).

We consider that the most effective phases of a polycultural competence of students are:

- Propaedeutic: saturation of the polycultural component of general education and core subjects in order to create demand for polycultural learning, and positive motivation for polycultural interaction through mainstreaming of social and cultural functions of language and increase of cultural knowledge, providing an idea of the different peoples and their cultures;

- Developing: activation of the formation of an integrated polycultural picture in the minds of students, dive into the elements of native culture, access to the multicultural environment and global cultural space through active forms of

intercultural learning such as discussions, debates, role-playing and simulation, interactive cross-cultural training;

- Project-Research: the development of expertise in polycultural interaction progress in research, exploration projects at various levels.

In the formation of a polycultural competence it is important to follow age-appropriate form of ethnic identity:

- National education, understood as the formation of ethnic identity: inculcation of love and respect for his/her people, proud of his/her cultural and historical achievements, display of activity and independence in the understanding and awareness of the specificity of their culture (the direction "I am a representative of my nation");

- Knowledge of the features of polycultural Russia, familiarizing students with the ethnic environment, the formation of attitudes towards representatives of neighboring nations, being proactive in understanding and appreciation of cultural knowledge, developing the ability to exercise situational flexibility and find ways to cross-cultural interaction (the direction "I am Russian");

- Impart knowledge about ethnic identity of distant peoples and the formation of emotional and positive attitude to the ethnic diversity of the planet, the general cultural knowledge of specific cultural values and awareness of the laws of development of world cultures, their identity (the direction "I am a world citizen").

The structure of the polycultural competence of students includes:

- Cognitive component - the formation of the system of polycultural knowledge, acting as an orienting basis of the identity in a multicultural society;

- Motivation and values component is the current system of motives and values formation: the motives, values, interests, needs, polycultural qualities governing daily life and activities of the individual in a multicultural society;

- Activity component ensures the formation of the polycultural skills, respect for social norms and rules of behavior in a multicultural society, the experience of positive interaction with people of different cultures.

Essential factors to the effective work on the formation of polycultural individual are polycultural competence of the teacher, his/her personality, his/her professionalism and ability to shift from teaching as a passive, reproductive learning on learning as a process of active and productive knowledge of reality. Following L.N. Berezhnova, I.L. Nabokov, V. Shcheglov, we consider polycultural competence of the teacher as a set and the ability to function in a polycultural society, the knowledge of the problems of the society, the understanding of the mechanisms of its development, social activism and implementation of ethno-pedagogically directed projects, the ability to efficiency in the selection of priority values in a polycultural society and the ability of a tolerant interaction in a polycultural society, to an adequate relation to him/herself and to other people from a position of respect for human rights; taking responsibility for decision of ethno-pedagogical problems in the conditions of multi-ethnic composition of students, the ability to implement him/herself as a representative of his/her own culture [2].

Success of the process of the formation of students' polycultural competence is provided by a set of pedagogical conditions: enhancing of project and research capacity of the educational process, modeling polycultural educational environment, the use of active learning methods of intercultural education based on competence, synergy, practice-oriented approaches.

All educational projects exercise their functions in a single educational space, which includes cultural studies (spiritual culture, cultural identity) component, institutional (family, other schools, universities, colleges, Palace of Children, the House of Peoples' Friendship, Center of technical creativity, libraries, museums, theaters, cinemas, Physics and Mathematics Forum "Lensky krai", Children's TV and Radio Academy "Polar Star", the media, etc.), social-communicative (rules, regulations, intercultural communication and behavior), technological (human and technical capacity) components.

Thus, the relevance of preparation of graduates for life and work in a changing, polycultural society requires teachers' serious attention to ethnocultural and polycultural education component. Adding ethnocultural knowledge to the

educational system, realization of its potential and focus on the formation of Russian national identity, modern tolerant polycultural awareness to the development of interethnic and interfaith relations, so important to multicultural Russia, develop a common strategic policy of the state to meet the cultural needs of all the people of the country.

References

1. Belogurov A. The formation and development of ethno-regional educational systems in Russia at the turn of XX-XXI centuries / Pyatigorsk, 2003. - 457 p.
2. Berezhnova L.N., Nabok L.L., Shcheglov V.I. Ethnopedagogy / Moscow, 2008. – 240 p.
3. Gershunsky B.S. Philosophy of Education / Flint, Moscow, 1998. - 432p.
4. Gurlitt L. The problem of common unified school / Moscow, 1919. – 135 p.
5. Kolesnikova I.A., Gorchakova-Sibirskaya M.P. Instructional projection / Moscow, 2007. – 288 p.

J11305-063

Pavel Filatov

SIMILARITIES AND DIFFERENCES IN ETHNIC MENTALITY OF TEENAGERS – REPRESENTATIVES OF DIFFERENT CULTURES

Pedagogical Institute, North-Eastern Federal University

Abstract. The work deals with the problems of psychological features in the national mentality of teenagers-representatives of the Yakut, Russian and English cultures. The study identifies similarities and differences in the situational characteristics of the national mentality of teenagers, appearing in intercultural communication. The author explores the situational characteristics of the national mentality of teenagers, in particular, relationship - self-expression, social roles, etiquette, ethnic values - values, attitudes, habits, world vision - knowledge, perceptions and expectations.

Key words: national mentality, threshold of mentality, self-expression, knowledge, perception, daily habits, social roles, social expectations, values, customs and etiquette.

Intolerance, extremism, xenophobia don't leave out teenagers' environment. The main factor of successful cross-cultural communication is the person's intercultural communicative competence. To better understanding between nations people should cross "the threshold" of mentality. The results will help Russian, Yakut and English teens to overcome misunderstanding and communicate easily with each other for successful collaboration in future, strengthening of peace in the world.

S.G. Ter-Minasova gives the following definition of "national character": "According to D.B. Parygina "not doubt the existence of psychological characteristics among different social groups, strata and classes, as well as nations and peoples." N. Dzhandildin defines the national character as "a set of specific psychological traits that have become more or less characteristic of a socio-ethnic community in particular economic, cultural and environmental conditions of its development", S.M. Arutyunyan defines national character as "a kind of national color of feelings and emotions, ideas and actions, sustainable and national features of habits and traditions, shaped by the conditions of material life, features of the historical development of the nation and manifested in the specifics of national culture" [3, p.136].

When it comes to the national character of peoples, it is really a set of stereotypes that are associated with the given people. For all its sketchiness and generalization stereotypes about other peoples and other cultures prepare for cooperation with foreign culture, lessen shock and reduce culture shock. Evidence to support the existence of a national character are international jokes, national classical literature, folklore, the national language.

"The concept "national character" is replaced more often with the concept "mentality" [3, p.76]. Its origin is connected with the study of the French school of scientists "Annals" (M. Block, L Febre, J Duby). According to their definition, the mentality is a system of interrelated concepts that regulate the behavior of members of a social group. In the current scientific literature "mentality" is defined as having

common mental tools by the people belonging to the same culture. Mentality is an image of the world, which is embedded by culture in the consciousness of people of the society. Psychologists have contributed to the study of mentality. They note that there are different types of cultures in terms of their psychological dimension. "One of the most important dimensions of cultural variability is such a trait, as its individualism and collectivism. In every culture people have both individualist and collectivist tendencies of mind and behavior." [3, p.77].

Ethnic "I – image" of man is one of the substructures of his general "Me - concept". It consists of the following: the notion that he/she is one of the representatives of his/her ethnic group, some understanding of the physical and mental traits that are common to his/her ethnic group, notion about certain cultural communities (language, history, origin, habits, values, symbols, etc.), feelings of kinship and common destiny with his/her ethnic group.

Adolescence, by E Shpranger, is the age of growing into the culture. The main growth in this age is the opening of "Me", the emergence of reflection, awareness of the individuality. LS Vygotsky noted two growths of the age, they are development of reflection and self-awareness. In connection with the emergence of self-awareness for a teenager it gets possible a deeper and broader understanding of representatives of other ethnic groups. Another growth that occurs in adolescence, LI Bozhovich called "self-determination", awareness of themselves as members of society, which is based on the emerging world vision of teenagers. In adolescence, the individual shows a strong interest in the inner world of another person, interest to the mental qualities of peers from other ethnic groups [6].

The essential features of ethnic cultures are revealed in the comparative study of cultures. If the language barrier is evident, the barriers of culture, mentality threshold become apparent only in a collision with another native culture. Within our own culture we get a strong illusion of our own seeing of the world, a way of life and mentality as the only possible and acceptable. "But going beyond your culture, or faced with a different outlook, you can understand the specificity of your public consciousness. You can see the difference or conflict of cultures". [7, p. 33]. Cultural

barrier is much more dangerous and unpleasant than language one. Cultural mistakes are generally perceived much more painful than the language ones, despite the fact that the first are much more excusable, because cultural differences are not summarized in the rule books. But cultural mistakes are usually not forgiven easily, they produce the most negative impression and interfere with the interaction.

PV Sysoev distinguishes "three possible areas in the content of socio-cultural component" [5, p.7]. The first is national mentality, including general characteristics (holidays, rituals, traditions, etiquette, rules of conduct, a set of practices of daily life - opening a bank account, payment for bus fare, etc.), situational characteristics (settings of mentality, expression and perception) and cultural self-determination. The second is socio-communication. This component includes communication mechanisms used within a country, society and nation. The components of socio-communication include vocabulary (linguistic features of social groups, socially accepted norms of language, etc.), the language of nonverbal communication, the rules of social behavior, etiquette, and features of the national written communication. The third is national heritage, such as national parks, nature reserves, historic places and spiritual heritage (art and science, history and religion). This paper deals with the content of the national mentality, namely its situational characteristics.

In cross-cultural communication between representatives of different ethnic groups it is necessary to have the following experience of communication: choice of socio-culturally acceptable style of communication; correct interpretation of the phenomena of the culture of other ethnic groups, forecasting of perception and behavior of native speakers and culture; tolerance when communicating in a foreign language to the participants of communication, the ability to negotiate and resolve conflicts in the socio-cultural communication.

The mentality of the Russian, Yakut and English teenagers is studied in this paper in some parameters, given by RP Milrood [4, pp. 17-22]: self-expression, knowledge, perception, daily habits (behaviors), social roles, social expectations, values, customs and etiquette. These parameters are placed by us in three categories:

1) **attitudes** - self-expression, social roles, etiquette; 2) **ethnic values** - values, attitudes, habits; 3) **world vision** - knowledge, perception and expectations.

Attitudes. Opinions and judgement in self-expression of Russian teenagers are mostly straight and open: *the film is bad...* English and Yakut teens are more restrained: *the film is not very good; the film would be better.* Social roles by Russians and Yakuts are connected with their signs: *mother is caring, the businessman is rich, the gentleman is polite.* English teenagers see interaction with other roles: *a gentleman - a lady, a guest - a host.* Differences in etiquette show that Russians and Yakuts are ready to give up themselves for a guest, a team., while English teens underline equal rights.

Ethnic values. Russian and Yakut values are abstract: *power is strength, education is knowledge;* English teens see in values their specific materialistic meaning: *power – money, education – expensive.* In behavior purpose Russian teenagers are guided by evaluation: *to kill - cruel, debts – bad;* while English teenagers connect behaviour with its reasons and consequences: *to kill – a trial, debts – to save.* Yakuts connect behaviour with both: *to kill – a sin, debts – problems.* Russian and Yakut everyday habits are connected with pleasure: *the most eaten food – meat, drink – tea, soda water;* but English mentality in this case is connected with their health care and self-preservation: *the most eaten food – vegetables and fruit, drink - water.*

World vision. Knowledge of Russians and Yakut teenagers is mostly programmed: *Nelson is an admiral, credit card is connected with a bank;* English knowledge is improvised: *Nelson is any person, credit card remains any everyday situation.* Russian perception is emotional, sentimental: *love is happiness;* while English and Yakut perception is pragmatic: *love means marriage.* English expectation is neutral or optimistic: *year 3000 – interesting to see;* whereas Russian and Yakut expectations are mostly pessimistic: *year 3000 – the end of the world, uncertainty.*

The research proved that Yakut, Russian and English teenagers have so called “threshold”, which bothers them to perceive each others behaviour right.

Yakut and English mentalities are similar in perception, they both are pragmatic. For Russians, spirituality, "soul" are the main conceptions in their national system of values, which prevail over common sense, whereas common sense stands in the centre of English and Yakut world outlook. Yakut and English teenagers are also similar in self-expression. They are more restrained than Russian teens. Russian teenagers express themselves open. Yakuts are very careful and reserved, which may be psychological results of their life on the permafrost zone. Restraint in expressing themselves of Yakuts can be explained with that caution and isolation are some of the basic qualities of "We - image" of Yakuts, which is a psychological consequence of their life in the socio-economic conditions of the culture created in areas of permafrost. Yakuts did not live in large compact settlements. Their enforced isolation for centuries, especially in winter, which makes up a large part of the year, contributed little to the solidification of such a character trait as openness. Traditional occupations, due to tough environmental conditions, did not encourage experimentation. In the Russian daily life, they look for peace, harmony, intimacy and scope always and everywhere: in household, friendship, community, nature. They are not satisfied with strict, moderate, business communication.

In other items (7 from 9) Yakut mentality is like Russian one. We can explain it that Yakuts have been living and working in the same economic, political and social conditions with Russians for four hundred years. So, mutual penetration of traditions and ways of life is unavoidable during the history.

In a multi-cultural environment of Russia from early childhood people discover gradually in practice the similarities and differences with others. Living together, representatives of different peoples are to each other. Value orientation "collectivism - individualism" and "disposition to interaction" are quite similar by Russians and Yakuts, living in the Republic of Sakha (Yakutia), than the Ossetians, Tatars and Tuvan according to the studies by L.M. Drobizheva, A.P. Aklaev, V.V. Koroteev and G.U. Soldatova. Perhaps, because "the Yakuts more pronounced adaptive start, they live by the principle of the North - a minimum consumption, maximum device" [1, p. 76].

Threshold mentality of Russian and Yakut adolescents is explained with adaptive mechanism of communality with the social environment, the majority opinion, public values. In the social behavior of the individual they show assimilation to certain group norms, habits, values, passive acceptance of the existing order, the prevailing opinion. In contrast to Russian traditions relative independence from the ideological surrounding is typical for English people. Their individual goals are more important than the group's one.

In conclusion, we came to the following results: Russian and Yakut teenagers' mentalities are explained with typical adaptability to social surrounding, public values and opinions of the majority, whereas relative independence from ideological surrounding is typical for English teens.

The study of the "threshold mentality" of the Russian and British teenagers in contact of national cultures shows that the main border, apparently, is between collectivism and individualism as the behavioral patterns of the individual. Russians (Russians and Yakuts) represent a collectivist culture, where group goals take precedence over the individual ones. In collectivist cultures, people belong to certain groups, which in turn have to take care of them in exchange for loyalty of the members to the group's interests. People's behavior is interpreted from the standpoint of the standards adopted in the culture. And the British are members of an individualistic culture. It is believed that in individualistic cultures, people care primarily about themselves and their family members, people's behavior is interpreted with personal characteristics and attitudes of the individual.

Introduction of cultural dialogue in the semantic space of tolerance, expanding our understanding of the perceived world, be it an individual or an ethnic group can be considered a fundamental principle of productive cross-cultural interaction.

References:

1. Vinokurova (1994) UA Tale of the Sakha people. Yakutsk, Russia.
2. Martynova MY (2004) World of traditions and intercultural communication.

Moscow, Russia.

3. Milrood RP (1998) Threshold mentality of Russian and English students in contact cultures. Foreign language in school 4: 17-22.
4. Sysoev PV (1999) Sociocultural components of learning content of American English. Tambov, Russia.
5. Obukhova LF (2000) Age psychology. Moscow, Russia.
6. Ter-Minasova SG (2000) Language and Intercultural Communication. Moscow, Russia.

UDC 378.14

J11305-068

Elsakova N.N.

AS TO COMPETENCY-BASED APPROACH IN HIGHER VOCATIONAL EDUCATION

Northern (Arctic) federal university, Archangelsk, Severnaya Dvina 17, 163002

In this article we determine the nature of competency and examine the strategy (algorithm) of development of competences in higher vocational education.

Key words: the competency-based approach, the nature of competency, competences, system of values, needs, motive, activity.

Topical are the words of American philosopher and educator John Dewey that changes in educational approaches and educational content are caused by changes in the society, manufacturing, and trade [1].

In terms of drastic development of modern science, engineering, and different spheres of human life there appeared the pressing need in specialists capable to successfully work and live in rapidly changing and highly interconnected world.

Therefore, there appeared the need in refurbishment of higher vocational education and in setting novel learning goals. The Federal Education Act states that higher vocational education learning goals are those of training and further training of well-qualified specialists and meeting individual needs in enhanced education [9].

In this context, the National Educational Standards claim the competency-based pattern of education.

In the thesaurus of modern Russian vocational education it is said that the competency-based approach as the methodological foundation of novel educational standards creates prerequisites for more effective management of the quality of vocational education and provision of conformity of professional qualifications to employment market requirements. Such an approach implicates the articulation of learning goals through competences sought in professional activities of a contemporary employee [8].

Thus, the teachers face the job task to help the learners acquire the key competences stipulated by the National Educational Standards.

But how is it possible to accomplish that? Are there any special strategies? What is the role of the teacher?

We know that competences are acquired in activities. Hence, the learners are to be involved in activities facilitating requisite competences. But, what can cause activities?

First of all, a teacher should understand the nature of competency to help learners master requisite competences. In this case, we will refer to John Raven, an expert in the field of psychological theory of competency. It appears to him that the nature of competency is that no individual will act unless he or she is strongly motivated [6].

John Raven more than once stresses that no one can build competences without regard to an individual's system of values. The key competences are only acquired in view of valuable individual's goals. The educators should obligatory take this fact into account.

To sum up, competency advancement depends on an individual's system of values. So, identification the learner's system of values, rendering the learner the support to perceive his/her system of values, and to resolve his/her axiological conflicts pose the framework of competency development. According to J. Raven, the insights of goals definitely lead to the development of competences, because it is only

possible to nurture and develop some of the most important competences, when an individual is intent on the meaningful goals [7].

V.A. Slavenin also mentions the significance of an individual's system of values. He makes a scientific conclusion that from a diversity of educational objectives it is necessary to allocate ones with the view of the system of values, because they in contrast to cognitive tasks embody axiological problem contexts or contexts of moral decision. When solving axiological problems and deciding on the right behavior a learner bases him/herself on the set aptitude to stand up, for example, to faulty group judgments, and etc [9].

The significance of the system of values can also be seen in the works of A. Maslow. He outlines the dependence of cognitive capacities of an individual on the system of values. It appears to A. Maslow, that the processes of concentrating, perceiving, learning, memorizing, forgetting, and thinking relate to an individual's interests and values. He treats any learning as personal enhancement process [4].

But a question is that what is really valuable for an individual? In fact, the values proved to be determined by an individual's needs. An individual's need frames a necessary prerequisite for any activity. But the need itself is not able to give the activity a specific direction. The only incentive of a directed activity is not a need itself, but a target meeting this need. This target – either physical or ideal, sensually perceived or imaginary – A.N. Leontyev qualifies as a motive for an activity [2].

But in what a way can an individual's need evolve into the motive? The need for self-actualization is considered to be a very important individual's need. A. Maslow claims that in the base of human thirst of knowledge are among others positive impulses, impulses *per se*, a need for knowledge, curiosity, a need for interpretation, and understanding [5].

When cognitive needs are met an individual experiences vivid, emotionally intense moments. His/her desire to experience a deep emotion of satisfaction associated with comprehension or insight evolves into the motive for the activity while doing which he or she can experience this emotion. Besides, many people have a need for self-assertiveness and for self-esteem that evolve into motives for various

activities [3]. According to the results of “Edinburgh questionnaire” designed to improve the work of organizations, management and staff, for many people it is important to perceive that they create something worthwhile. This is an important source of motivation, which is still very rarely used in the workplace and in educational institutions. One more prerequisite for motivation is the desire (need) of the major of people to work in a team. In addition, more than half of the respondents prefer to act at their own rather than at scheduled pace [7].

Therefore, we can conclude that ample motivation is necessary for implementation of an activity. An activity without motivation does not happen. Even the so called “unmotivated” activity is not an activity lack of motivation, but an activity with subjectively or objectively invisible motive [2].

So then, competences are developed in the activities, and in order the activities took place the learners are to have the motive to implement these activities. And the motives in their turn depend on the learners’ systems of values.

Proceeding from the above, we can derive the algorithm to nurture requisite competences:

- identification of needs of learners;
- identification of learners’ systems of values and nurturing new values depending on the educational goals;
- identification of motives and nurturing motives stimulating activities;
- identification of the types of the activity, which can facilitate requisite competences.

It seems, that given sequence of steps of a teacher may help identify appropriate learning activities which stimulate developing key competences necessary for learners social cohesion, active citizenship, personal fulfillment and employability in a modern society. This initially will contribute to the competency – based approach in higher vocational education.

References:

1. Dewey J. The School and Society / Trans. by G.A. Luchinskiy. Ed. 2. - M., 1924. - P. 7-9,16-24, 32-33, 38,40-41. Kniga «The School and Society» publ. in 1899.)

2. Leontyev A. N. Deyatel'nost. Soznanie. Lichnost. — M., Smysl, Akademia, 2005. — 352p.
3. Maslow, A.H. Motivation and Personality. /Trans. by A.M. Tatlybaeva SPb.: Evrasia, 1999. — 480 p.
4. Maslow, A.H. A Theory of Human Motivation. SPb.: Evrasia, 1999. P.77-105
5. Maslow A.H. Toward a Psychology of Being, 2nd ed., New York: Van Nostrand Reinhold, 1968.
6. Raven J. The Tragic Illusion: Educational Testing / Trans. by Y.I. Yurchaninova, E.N. Gysinskiy - M.: «CogitoCentr», 1999.-144 p.
7. Raven J. Competence in Modern Society: CogitoCentr; M.; 2002.-931 p.
8. Slovar-spravochnik sovremennogo rossiyskogo professionalnogo obrazovaniya/avtory-sostaviteli: Blinov V.I., Voloshina I.A., Esenina E.Y., Leybovich A.N., Novikov P.N. - Ed 1. - M.: FIRO, 2010. - p.4)
9. Slastenin V.A. I dr. Pedagogika: Ucheb. posobie dlya stud. vyssh. ped. ycheb. zavedeniy / V. A. Slastenin, I. F. Isaev, E. N. Shiyanov; Pod. Red. V. A. Slastenina. - M.: Izdatelskiy centr "Academia", 2002. — 576 p.
10. Statya 24. Vysshee professionalnoe obrazovanie, Federalny zakon ob obrazovanii 16 noyabrya 2011 № 318-FZ.

J11305-069

Anischenko N.S., Sushkova L.N.

FOLKLORE HOLIDAYS AS MEANS OF FAMILIARISING OF CHILDREN TO NATIONAL CULTURE

Belgorod state institute of arts and culture Belgorod, Korolyova 7, 308033

In the report the question of pedagogical potential of traditional ceremonies and holidays and an urgency of studying and introduction of national culture in an educational system and formations in modern Russia are considered.

Keywords: traditional culture, folklore, familiarising of children with national culture, morals, tolerance.

Entering.

Russia – the multinational, polycultural state, therefore necessity of introduction in mentality of Russians of bases of tolerance one of actual tasks of a society.

Long since the tolerance and understanding of religion of the inoetnichny population were peculiar to culture of our country that in itself excluding conflicts on the ethnic and religious soil. During the present time all of us met with similar public displays less often. The extremist moods which are express at ideological level was even more often show in minds of youth.

In this connection, at the best, for today the polikulturnost of a modern society associated not so much with tolerance, how many with aspiration to a universalisation of culture, in imitation the western forms of art and a life.

Therefore, of priority directions of a development of education the task of education at rising generation of respect for own national culture, traditions, folklore are one. Thus it are necessary to give special attention to children since they was first, most vulnerable in a question of forming of culture and morals, secondly, most fertile material in a question of forming of personal qualities.

A number of scientists were engaged in research of ethnopedagogical bases of traditional culture. Great attention of tradition in the course of rallying of children's collective giving A. S. Makarenko. In an education sphere such teachers and researchers, as engaged in a question of introduction of folklore J.A. Komenskij, K.D. Ushinskij, V.A. Sukhomlinsky, G.S.. Vinogradov and other scientists. K.D. Ushinskij highly appreciating educational potential of national pedagogics. We adhered to it the point of view that the traditional culture are necessary in a question of forming of the high-grade tolerant self-sufficient person. According to K.D. Ushinskij «the education creat by the people and bas on the national beginnings had that educational force who are not present in the best systems bas on abstract ideas...». Stud folk customs, ceremonies, traditions, and assert that «wisdom of ancestors are a mirror for descendants», he had c to a conclusion about necessity of studying of traditions of the past for creation of system of national education.

Within the limits of the ethnographic approach to traditional culture such qualities of national culture as communication with archaic culture and an accessory to determined social group are more its was accent. Settl enough representation about folklore as about national country spiritual culture, method of functioning and which translation are oral tradition, now are consider by many researchers. Today those signs of folklore – namely an accessory of country tradition and oral character of translation, which still in classical works of V.J.Propp [3] consider as it invariable, patrimonial qualities, today was perceiv as depriv this category of universality, without allow to consider as folklore, in essence, a prevail part of modern national culture [2].

The national culture in the historical past appreciably coincided with ethnic, then found the express social, national component, are clos with subcultural formations and even elements of ideology, as, for example, in Soviet period.

The national culture admitted the special form of culture. In the philosophical dictionary determination of concept of national traditional culture as [avtokhtonny culture of a traditional society](#), and also [national culture](#) where the traditional culture represented the steady, not dynamical culture which prominent feature are processes of slow changes of rather collective consciousness when preserving spiritually - moral, ethical and aesthetic values [4] are ma. Unlike elite culture, the national culture are creat by the anonymous creators which do not have vocational training, and authors of national creations was unknown.

National culture also named collective. It included myths, legends, legends, eposes, fairy tales, songs and dances. On execution elements of national culture could be individual (solo execution of products of musical and not musical genres), group (execution of dance, a song, realisation of ceremonial action, etc.), mass (processions, celebratory actions, etc.). The folklore as display of national creativity in the field of the art, creat various levels of population, are localiz, т. е. it are connect with traditions of the g district, and it are democratic, as in it creation all interested persons could participate.

Folklore – the syncretic art form includes musical, choreographic and ethnographic components. At research of the phenomena of folklore it is necessary to consider all displays more fully. The majority of collections of traditional songs available now contain only song repertoire, without ethnography because of what it touches song patterns directly with traditional culture as a whole [1, p. 142].

The primary goal of studying of national traditions through folklore holidays is disclosing of value of folklore as means of activation of creative thinking. On it to a basis at children the understanding truly fine developed, there are a requirement of familiarising with values of a folk music, to history of the native land, to traditions and customs of the people, to a song heritage of ancestors. But, unfortunately, in modern children's educational practice acquaintance with folklore holidays usually occurred incidentally and are performed at the best through learning of songs and perception of music. Absence of systematic studying of cultural traditions of the people are at the bottom of that children do not test to them sufficient interest.

In familiarising of children with national culture national holidays and traditions should occupy the big place. Here the most thin supervision over prominent features of seasons, weather changes, behaviour of birds, insects, plants was focus. And, these supervisions were directly connected with labour and the various parties of public human life in all are more their integrity and variety.

For forming of interest at rising generation to national cultural values those holidays in whom children traditionally taken part had most great value. It, for example, a meeting of spring where to children it is assigned a part active participants – senders of ceremonies. Traditionally similar holidays children special wait, with them creative excitements at preparation jointly with adults of ritual dishes, a cognizance in the course of work of characteristic bases for a holiday of behavioural forms, development thus musical genres communicate. In the course of participation in traditional life reborn joining national culture, comprehending ethical and aesthetic behavioural standards, were socialized.

Subjects and the maintenance of Russian national holidays had a moral orientation, and the child thus tested positive emotions, therefore the great and

versatile influence of national holidays on forming of personal qualities of the child allowed to use them as the strong pedagogical means direct on forming of personal qualities of the citizen of the country.

Conclusion.

Modern holidays of a society despite a saturation amateur performances, sharply resisted to ancient traditional patterns. Such holidays had more likely entertaining character, and less all comprised educational function for rising generation.

Modern economic and social situation of the country had push a number of the problems connect with forming of activity of the conceiv citizen of Russia which determin qualities should become a broad outlook, tolerance, patriotism, feeling of national pride, honour, advantage. Such people possess national consciousness, was capable to revive a society and spirituality of the nation, to develop the idea of statehood turn to the person.

Therefore, for today there were actual a revival of truly national traditions, characteristic for the determined district, the region, the country since the professional, kompetentnostny approach in realisation of national values in life of a modern society will promote education in love children and respect for the true roots, culture, the Native land.

References:

1. Anishchenko N.S. Traditional's calendar holidays of the village Bottom Foams of the Rakityansky area of the Belgorod region. And 43 Actual researches in sphere of culture and arts (Young researchers in music, culture, a science): materiala of IV All-Russia student's scientifically - practical conference (Belgorod, on April 15, 2011) / Otv. Red. S.A. Kolchin, L.N. Sushkova. – Belgorod: IPTs "POLITERA", 2011. – 243 p.
2. Kostin A.V. Traditional culture: to a problem of determination of concept//Electronic magazine «Knowledge. Understanding. Ability». – 2009. – 2004- Cultural science
3. Propp V.J. Russian agrarian holidays. L., 1963.

4. Philosophical dictionary. <http://dic.academic.ru/dic.nsf/ruwiki/15854>

J11305-070

Graschenko A.G., Sushkova L.N.

**CONTINUITY OF EDUCATIONAL PROCESS IN ETHNOCULTURAL
SPACE OF THE BELGOROD REGION**

Belgorod state institute of arts and culture Belgorod, Korolyova 7, 308033

In the report the basic directions of modernisation of modern music ethnocultural education in average professional educational institutions in the Belgorod region was considered.

Keywords: ethnopedagogical education, curriculums, mezhdistsiplinarnost, poliprofessionalnost, methods of training, competitiveness.

Entering.

Today, during an epoch of unknown rates of development of a civilisation, mankind it are very earlier excit with a condition of a planet, global problems of ecology of the nature and the person. The judgement of the develop ecological situation reduced to an one rod problem – necessities of recovery of spirituality. Reflect on eternal values, about the future of descendants, we inevitably addressed to progressive thought of the past, to life experience of all times and generations, to a basis of bases – national philosophy, wisdom of traditional outlook. The people not kn stories and cultures of ancestors, was doom to spiritual degeneration. This true well familiar to us sounded today with new force. For this reason we marked a severe need of judgement of bases of traditional national culture, thousand-year experience of development of cultural space, than mechanisms of transfer are more its to the future generations, revival of national Russian character.

Throughout centuries folklore as the type of culture and art enduring natural transformations, logical change of economic and social conditions. For today, national culture, rather strong implant in the past, now looked dim enough, nontight

for the most different directions of modern rather multilayered culture. Therefore circulation to authentic musical folklore and research are more its than possibilities in forming of modern culture are one of actual problems. Certainly, the traditional country outlook a basis for existence in tradition, are far from today's attitude, after all the modern child developed near to the technological progress far from protogenic creativity.

Outstanding teachers of the past J. A. Komenskij, G. Pestalozzi a lot of attention g to studying of pedagogical views of the people and are more its than pedagogical experience. Teachers classics believ that the national pedagogics enriched a science about education, formed it a support and a basis. K. D. Ushinskij national pedagogics considering one of the major factors under the influence of whom there were a domestic pedagogical science. «Ethnopedagogics – a science about empirical experience of ethnic groups in education and formation of children, about morally - ethical and aesthetic views on primordial values of a family, a sort, a tribe, a nationality, the nation» [1.p.3]

At the present stage actualisation of a problem of preserving of ethnic and national consciousness in sphere of culture and art are possible through educational institutions. Quite naturally in this direction the pedagogical thought becoming more active. Schools tried on efficiency various ways of the decision of obrazovatelno-educational tasks on the g problematics. Of priorities designing of national school are one, mean continuity in formation and education throughout many years of formation of the high-grade person in system of multi-level teaching and educational process.

Children's music schools was, a part of model of educational system of educational institutions and are more its the main task of a national policy should to concern. Familiarising of children and parents with traditional culture, and in particular to song folklore of Belgorod region, are a necessary element in system of elementary music education.

Development of creative qualities of pupils are closely connect with growth and development of creative possibilities of the most teacher. Often studying are musical - educational activity of collectives of folklore departments was connect with

the folklore improvisation included search of game and dancing movements, creation of variants of execution of melodies and game on tools accessible to children within the limits of the cho stylistic zone. Training had the live, informal character, allow to create atmosphere in whom popular wisdom deeply got into consciousness and habits of the child, became a part of his life.

For complex studying of national culture at music schools the folklore departments which primary goal are reflexion of traditional folklore of concrete area, the area or the village now was open. During training children passed a rate of the disciplines, allow to address to sources of national culture, are more its to knowledge of conditions of the modern world and assum studying of folklore in uniform system.

In sphere of culture and arts, the teacher not only able to sing, play and dance are required to modern additional prevocational training, but also capable to active judgement of the activity, possess in rich creative potential, are intellectual - moral freedom in joint personal growth most itself and those whom trained. The chang conditions of activity of educational institutions in the field of art dictated new requirements to curriculums, the structure and which maintenance was guided by modern kinds of educational activity of music school.

The continuity in system of ethnopedagogical education developed of provision of interrelation between children's schools of arts and secondary vocational training. Music ethnocultural education are a part of educational process and actively joined in the decision of the new pedagogical tasks connect with forming of professional kompetentnost of teachers, as implementers of principles of the humanistic formation development of the person became which basic sense.

One of the basic directions of development of modern formation reorientation to a mezhdistsiplinarnost and a poliprofessionalnost as became more its than that environment in which there are a graduate, and the most educational space which maintenance are guided by the practical knowledge receiv as a result of connection of the theory and practice more and more.

In musical colleges of the Belgorod region there preconditions and conditions for preparation of teachers specialists in folklore. Tens research folklore expeditions

to areas of area, multidimensional studying and development of national traditions of the edge, kontsertno-educational activity underlay preparation of specialists for music schools of area. Studying of each subject are significant in system of vocational training of students, especially training to traditional folk art who attached them to a rich heritage of national traditions, brought up art taste, developed imagination, are art - creative potential, promoted recovery of communications between generations, to development of the creative person.

In the course of training the creative potential are consider not only as prirodno-caus, and, first of all, as the fill resources direct by the most person according to objects in view, including focus on progressive personal development.

Process of preparation of the qualif ethnoteachers began with the first course, and it efficiency depended on the maximum realisation of creative tasks of training, not only direct on reception of extensive and strong knowledge, but also on systematic development and education of the person of the student. «In modern educational process of the Belgorod region application of the interdisciplinary approach in knowledge of traditional national culture are represented rather actual. Purposeful installation perform at the interdisciplinary approach on disclosing of continuous communication of music with social history, natural opening, achievements in the field of humanitarian knowledge and as synthesis with the literature and other art forms, gave the chance to attach in a complex students to scientifically reasonable art and philosophical generalisation, learnt to open the intrinsic nature of product» [2,p.6].

The changes occur now in a science, in social life had caus of development of new approaches to system of training and education. With that end in view in the Belgorod colleges, new curricula was creat, methods and forms of the organisation of training was improv. It are provid, first of all, with continuity of all structural elements of system on the basis of the confirm uniform educational standards, vzaimodopolneny of various types and modes of study. Process of influence of multi-level formation on formation and development of the person during all periods of her

life it are connect with principles of the continuity, allow to keep all valuable that were in the past.

Conclusion.

Thus, according to the state educational standard of secondary vocational training the discipline of "Expert" are the obligatory part of special preparation of the student develop professional thinking of the student in conditions, approach to the future activity. The systematic, well organiz practical work of students at children's music schools allowed to solve psikhologo-pedagogical, are musical - educational, and, of course, the educational tasks develop in didactics and a technique of teaching of a lesson.

Educational process at this level provided use of various forms of activity: traditional and nonconventional kinds of the employment, the integrat lessons. Probationers learnt to distinguish an age originality of discipline, methodical features depending on objects in view, to see communication between the purpose of a lesson, are more its technology and structure, to notice it educational value, a professional orientation, to use acceptances and methods of activization of uchebno-informative activity of pupils at a lesson. All that the end in itself, and preparation and development of very important qualities of the modern person became at a lesson not: independence, competitiveness and enterprise which is so necessary now.

References:

1. Volkov G.N. Ethnopedagogics: Studies. for stud. environments. and vyssh. Ped. studies. institutions. - M.: Publishing centre "Academy", 1999. - 168 p.
2. Shitkova R. I. Innovative technologies in teaching of history of modern domestic music//Musicus.-2008.-№2.

UDC 378.147:514.18

J11305-071

**Savkin A.N., Prikhodkov K.V., Krokhaliev A.V.,
Avdeuk O.A., Ryazanova T.N., Prikhodkova I.V.**

**APPLICATION OF MODERN INFORMATION TECHNOLOGY
STUDENT KNOWLEDGE INTERIM CERTIFICATION UNSEPARATED
FORMS OF TRAINING**

Volgograd State Technical University,

Introduction. In the task of improving the quality and efficiency of educational process important place belongs not only learning, but also the control of knowledge. When developing a new course control subsystem is designed in such a way that each topic was pedagogically and methodologically complete, ie, the student has gone through a complete cycle of the assimilation process - from initial perception to secure content and application of learned information in models of real-world [1]. At faculty training engineers (FTE) control of the educational process is conducted through a combination of contact and non-contact activities: independent work (reference work, abstract, etc.) are mostly without direct contact of the student and the teacher, interim certification is carried out exclusively in the contact phase. According to these assumptions on FTE to 2009 as an experiment performed an interim certification in certain disciplines as computer-based testing [3].

When tested at the following: - an objective assessment of students' knowledge - to identify the structure of learning students - the fullness of learning (zeros detected in the tests and therefore fills a gap in knowledge) - Evaluation of the effectiveness of the department, teaching her to read articles and etc. Tasks designed to test employees VolgSTU conducting lessons not only from external students, but also with full-time students (Department of Computer Science, philosophy, strength of materials, thermal and hydraulic). In drafting tasks included the following test criteria: -differentiating ability (knowing the material students need to do the job, not knowing he was not able to do it) - a local independence (the job is not dependent on

the result of other forms of work) - informational tasks (each task executes the informational function). In accordance with these requirements, we used the following design questions to test students - closed form - open form - job match - set to establish the correct sequence. In all these matters for the possibility of using not only textual information, but also graphics (including mathematical formulas).

Testing was conducted among the students of 1-3 courses correspondence courses. Analysis of test results conducted using standard shell program. [2] Statistical analysis showed that the distribution obtained from the first attempt scores (Fig. 1) to humanities and natural sciences are essentially different. Thus, while for humanities approaches a normal distribution, then the natural sciences - to exponential. The average score for the Humanities is about 75, and the natural sciences - 55.

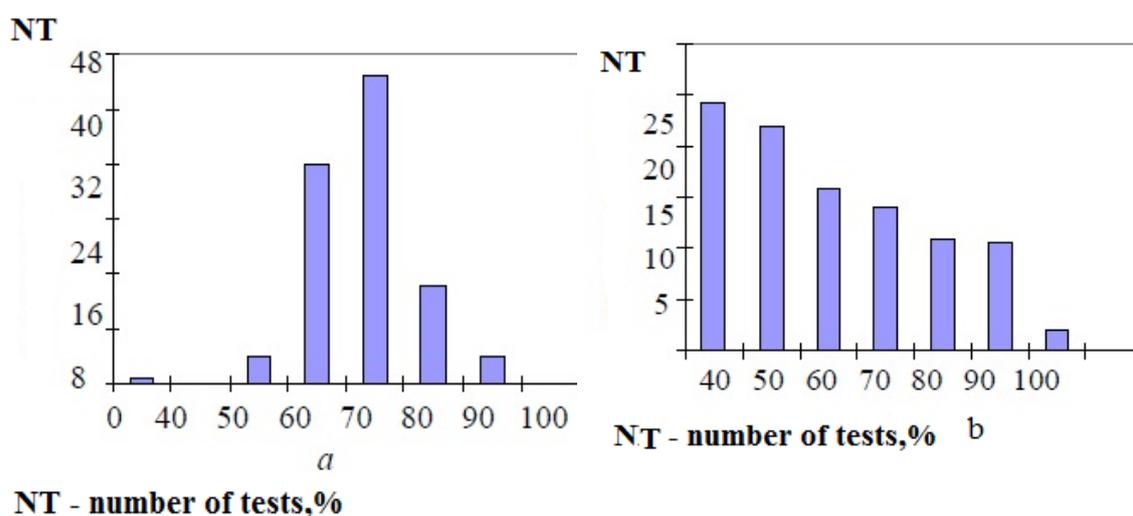


Fig. 1. The distribution of points obtained in the testing:

a - for Humanitarian block; b - in the exact unit

Normally, such a character performance due to the greater complexity of the studied material. In our opinion, one of the reasons may be a feature compilation of test questions for this cycle disciplines, consisting in more special character graphics. To determine the effect of this cause, we can consider the index of differentiation issues. This parameter is a rough indicator of the ability of a particular test task to separate the more successful from less successful examinees. This is calculated as

follows. According to the general results of testing on all tasks subjects are divided into three groups: well-trained, middle, and ill-prepared, each comprising one-third of the total number (N) of the subjects. The mathematical expression for the index of differentiation (ID) task is:

$$ID = 3 * (X_{sil} - X_{slab}) / N,$$

where $X_{sil} = \Sigma (Y_{sil} / X_{max})$ - the sum of the relative values of the scores obtained in the quest, one-third of the subjects who received the highest scores for the test as a whole (in this group); $X_{slab} = \Sigma (Y_{slab} / X_{max})$ - analog sum for points received one third of the subjects with the lowest scores for the whole test (weak group). This parameter can take values between 1 (all subjects of a strong group answered correctly, incorrectly and weak) and 1 (all subjects from a strong group answered correctly, and weak, in contrast, is correct).

The negative value of the index indicates that the weak subjects respond to this question better than strong. These test curves tasks must be rejected. The analysis showed that the average ID test questions for humanitarian unit is 0.9, and for the natural - 0.7 in the absence of negative values in both tests. However, as seen in Fig. 2, humanities issues are framed in such a way that most of them (60%) have IDs greater than 0.9.

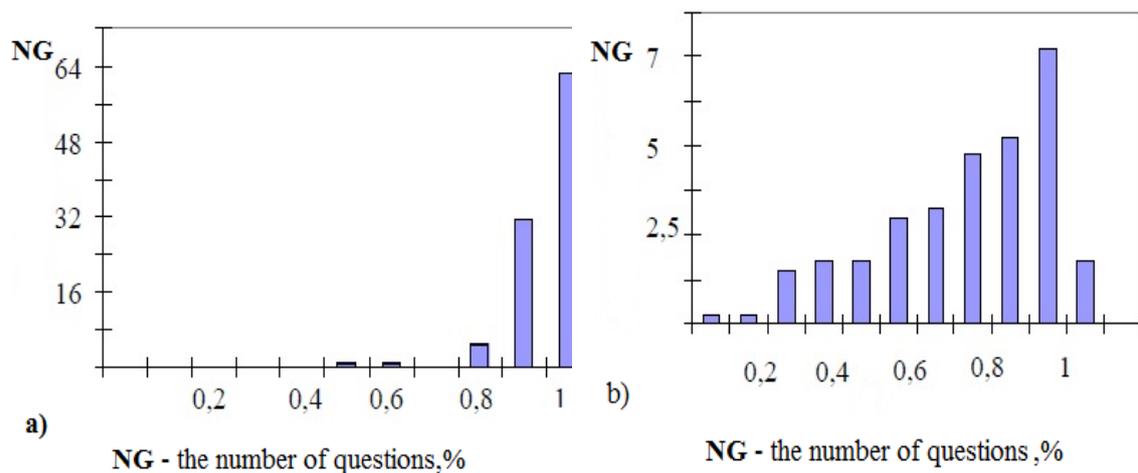


Fig. 2. Index differentiating test questions:

a – humanities; b - natural sciences

Based on this we can say that the structure of the test for the Humanities helps more accurately identify and academically underachieving students. Another measure of the ability of subjects to share a specific task on the strengths and weaknesses of a factor of differentiation. Factor of differentiation (FD) - the correlation coefficient between the set of values of responses received subjects at the item, and the results of the performance of the test in general. It is calculated by the following formula:

$$FD = \frac{\sum (x * y)}{N * s_x * s_y},$$

where x - deviation from the mean of the set of points obtained by the subjects in response to a specific task, y - the deviation from the mean of the set of points obtained by the subjects in the whole quiz, N - the number of responses given to this task, s_x - the standard deviation of scores received by subjects in response to this case study, s_y - the standard deviation of points obtained for the test subjects in general. This parameter can take values between +1 and -1. Positive values correspond to jobs that do share a well and poorly prepared students, while a negative coefficient indicates that poorly prepared students are responsible for this task in the average, better than well prepared. In Fig. 3 shows the distribution of the FD in the humanities and natural sciences.

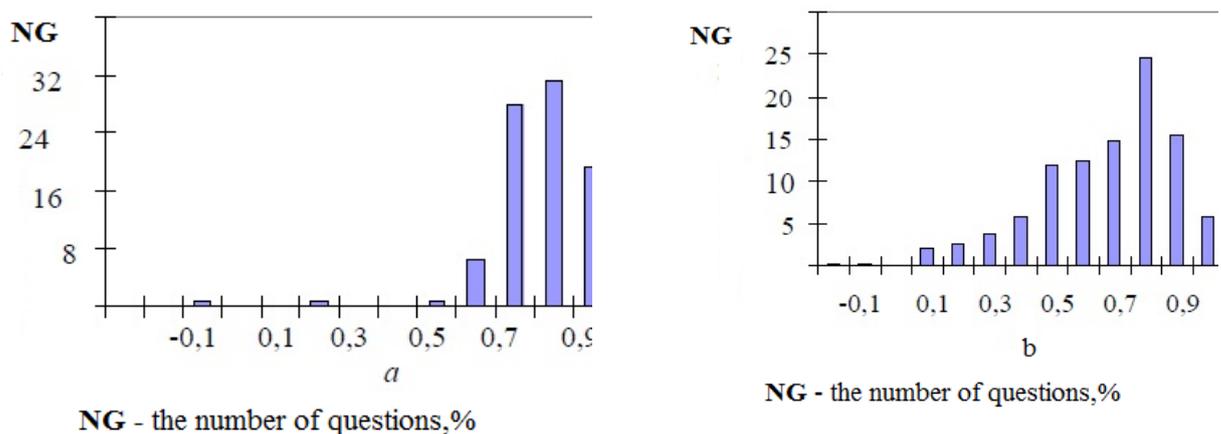


Fig. 3. Differentiation coefficient of test questions:

a – humanities; b - natural sciences

It is evident that with this rate test in the humanities in general, more objective. However, in both cases there are issues that have a FD is less than 0. These tasks with

a negative test FD are not because they do not meet the requirements of the test tasks to assess the level of preparedness of the subjects. Such tasks should be avoided.

Conclusions. The analysis revealed that despite the fact that the tests in the disciplines of natural science block require some work, this type of interim certification, compared with traditional methods of helping more objectively assess the knowledge of students.

References:

1. Avdeuk, O. A. Problems of distance learning and their solutions / O.A. Avdeuk, E. N. Aseyeva // International Journal of Experimental Education. - 2011. - № 3. - S. 146-147.

2. Prihodkova, I.V. Automation control knowledge extramural students in the discipline "Hydraulics" with the help of «Moodle» / I.V. Prihodkova, K.V. Prihodkov, S.G. Telica // News VolgGTU: Intercollege. Sat scientific. Art. / VolgGTU. - Volgograd, 2010. - № 8. -C. 160-162. (Series New educational systems and technology education at the university. Vol. 7).

3. Savkin, A.N. Features of computer-based testing in the humanities and the natural sciences in the form of training unseparated / A.N. Savkin, K.V. Prihodkov, A.V. Krokhaliev, T.N. Ryazanova // Proceedings of the Volgograd State Technical University. A series of "New educational systems and technology training in high school," Issue 8, Vol.10, № 6, 2011. - S. 118-121.

UDC 378

J11305-073

Prytkova N.I.

**MECHANISM OF SOCIAL AUDITING IN THE SPHERE OF
EDUCATION**

Samara state university

Social auditing is often considered as an auditing of an enterprise or a firm forgetting about the sphere of education

Key words: social auditing, education

Social audit is a new phenomenon in modern social studies and social practice of the world market economy precondition which are the important structural changes in social and economic system of the market economy in the second half of XX-th century.

For the first time the word combination «social audit» was used in the 40th by Teodor Z. Kreps, the professor of economy of Stanford business school. In 1953 an American researcher H.R. Bouen devoted about ten pages to social audit in one of the books. But still bigger merit in the formation of social audit belongs to Z. Umbl who published his work «Social audit on the service of the management of survival» where the problems allowing the auditor to estimate the value of the human factor for the organization are covered. Later on the idea and practice of social audit came to the countries of Western Europe. For example, in France, Kando II, as Peretti Z.M., Lande At were recognized as researchers in this area.

Nowadays, social audit has turned into a steady system with its characteristic features, procedures, technologies, and also with its specific methods of analysis.

One of an obligatory and the most important preparatory activities is social audit planning when optimal strategy and tactics are worked out according to the specific features of each object of the social audit.

This planning is aimed at:

- defining the amount of the social audit, including time for evaluation and analysis;
- defining the strategy and tactics of social audit;
- defining the information which the object should present for introduce the possibility of application of different methods.

The purpose of social audit is to get the objective information about the character of the socio-economic relationships in the chosen area of research (i.e. the evaluation of the ability of the organization to solve social problems which arise inside and behind its limits and to operate those, which influence persons` working activities).

The subject of social audit is authentic and objective information coming from all levels of research of socio-economic relationship via the analysis of the existing standards of laws (laws, decrees, agreements, contracts, orders, regulations, instructions and other statutory acts), and also via field researches, interrogations, interview, monitoring, the statistical data and others.

The object of social audit become socio-economic relationships in a context of working out, passing and realization of three – and bilateral agreements and collective contracts, plans and the programs of social development in force at all levels of social partnership system and management of social and economic sphere (i.e. on all directions of activity connected with formation its corporate image, maintenance of professional growth of workers, creation a favorable socially-psychological climate, safe working conditions etc. for them).

Let's consider the essence of social audit in an education sphere.

In a general sense, the teaching of the person is possible to understand the subject as an education, by means of different approaches, methods and modes of teaching .

If you accent social audit, the education sphere can be considered as a control system of human resources.

Control system audit of human resources in education sphere is a process of reception of the objective facts on using and development of personnel in educational institution, and interaction among themselves at various levels:

- A management – teaching staff;
- The teacher – students; and also a little isolated level, such as education in a whole – the market of educational services.

The essence of social audit mechanism can be considered as the form of some scheme block diagram where on an entrance is the central block called «Mechanism of social audit», there are the resources necessary for activity of all mechanism, and there is the result actually necessary for us on an exit.

The resources of social audit used for fulfillment of any concrete actions and necessary for valuable functioning its mechanism can be divided conditionally for:

- Working (the collective, both a management of educational institution or teaching staff);
- Material (the necessary scientific and technical bases is used as well in the process of audit in an education sphere, as directly in the organization of educational institution);
- Financial (includes the sources of financing of all process of the social audit).

When the mechanism of social audit functions at its different stages, it is necessary to define also the mission of this audit, the most common and accurately expressed reason of existence, sense and necessity of social audit in an education sphere. In this sense the mission and the common aim of audit in the education sphere call to each other and show the necessity of transformations in given sphere.

When the mission of audit is defined, it is necessary to consider the strategy of events` development, the necessity of which arises as a result of an exhaustion of the existing resources. So the problem of a strategy is the effective using of available resources for achievement of the main aim, which is defined in the beginning of social audit mechanism activity.

It is necessary to choose the concept for defining strategy of the further actions, i.e. the basic, supervising idea for acceptance of any decisions, the system of a specific target, methods according to which the mechanism of social audit will operate.

After definition of mission, strategy and the concept of the social audit in an education sphere, it is necessary to specify the audit tools. Actually, there can be a lot of tools , and a choice of these depends on sphere of the problems which command of auditors, solve the influence of external factors, a staff of auditors and adherence to this or that methodological approach. But it is possible to pick out the basic tools anyhow used practically in all kinds of researches: poll, questioning, conducting internal statistics, experiment etc.

When the mission, strategy and the concept of auditor is defined, it is necessary to consider the main objects, problems and directions of social audit of check in an education sphere:

The goal is the diagnostics of the social and economical efficiency of an educational management system of the educational institution personnel, an estimation of its conformity to the international requirements, the Russian legislation and a substantiation of the ways its perfection.

The principal goals of an audit control system by human resources, in turn, are subdivided into technical, actually-social and diagnostic.

An estimation of a conformity planned personnel number in educational institution of the production program, the analysis of teachers` stabile employment of, the analysis of conformity methods and selection of the personnel to the legislation of the Russian Federation and many other things are technical resources.

An estimation of teaching staff` and students` motivation system, the analysis of payment, the realization of the social and stimulating functions, the analysis of formation of a favorable moral and psychological climate in collective is the social resource.

The diagnostic resource carry out an auxiliary role and consequently it is possible to replace them with a technical social problem of audit.

The directions of the social audit in an education sphere can be divided conditionally for:

- An estimation of conformity system to requirements of the legislation of the Russian Federation, the international requirements and the Charter educational institution;

- An estimation of the social and economic efficiency of system in educational institution.

Now it is necessary to consider such important question, as technology of carrying out the social audit in an education sphere.

The technology of carrying out the social audit represents set of methods of gathering, studying, analysis, processing of the received information, directed on following purposes achievement:

- To diagnose the reasons of the problems occurrence at investigated object, an estimation of its importance and the subsequent decision of problems;

- The estimation of object ability is to resolve problems, to expect some of them, to predict the further succession of events;

- Carrying out the detailed analysis of managers work investigated in the field of increase of efficiency of labor activity, decrease in turnover of staff, and many other things.

Working out, designing of technology of carrying out some stages of social audit:

- The theoretical: the definition of purpose and object, division of the object into components and revealing internal and external relations;

- The methodological: a choice of methods and means of the information reception, its processing and the analysis;

- The procedural: organization of the practical activities (includes also division of the social process into phases, stages, the periods, operations etc.).

The social audit technologies can be shown in various forms. It depends on the problems of the social audit and the level of its carrying out, some other conditions. So, one of the basic forms of these technologies can be designated as monitoring of social and labor sphere. The social and labor form in the course of monitoring is considered as specific area of communications and relations developing from reproduction of teachers` labor potential, and also concerning of their possibilities and abilities use in the course of work.

All methods of gathering information during the social audit in an education sphere can be divided on two big groups: quantitative and qualitative. [1]

Quantitative methods of gathering information differ from qualitative so, that on the basis of the received results it is possible to build the events` development, we can speak about social development of this or that object of social audit. The primary goal of quantitative methods is to explain the reasons of any phenomenon on the basis of its measurement parameters, an establishment of interrelation between separate parameters with using the basic ways of the analysis:

- Classifications by an identification of cases;

-By the statistical ways;

- By ordering.

The given researches are represented in the form of statistical distributions, scale indicators, indexes, diagrams etc.

The quantitative methods of the social audit :

- The semi formalized interview (a combination formalized and free);
- Expert interviews;
- Experiment;
- Questioning;
- The content-analysis (gathering and the analysis of the information about the object of social audit from the opened sources).

Differ from quantitative methods, qualitative methods are intended for reception by means of the special technologies, the so-called "deep" information. They call them "interpretative" as they allow to receive the answer for a question «why?», i.e. it is the subject's answer about the reasons of his action in the concrete conditions.

Qualitative methods include gathering, the analysis, interpretation of results by supervision over the actions of educational institution workers in concrete conditions.

Conditionally they can be divided into the basic subgroups:

- Focus group (focus group discussions) is a small group of the people over which activity the social auditor directs. The purpose is the reception of the information necessary for carrying out of the social audit in which the received information has the spontaneous not structured character supervises.

- Deep interviews is the consecutive task the qualified social auditor to the respondent of the group of probing questions. The goal is to understand the reason because of which members of group behave definitely.

- Expert estimations is an operative reception of the information about possible developments of this or that event, revealing its positive and negative moments of influence on a situation as a whole, an estimation of efficiency of the spent actions by the person, who is competent of this question or a situation.

- Supervision is a method of gathering of the primary information on studied object by supervision over a concrete situation, by a group of persons, and also their actions.

- Mass interrogation is the most labor-consuming and expensive way of information reception on the concrete object, but also it is the most exact, owing to its scale and validity in preparation and ordering of results.

- The method of publicistic forecasting is more independent from other methods owing to it frequently leans against other qualitative methods. The essence of the given method consists in promoting creation of complete representation about time where there is a past, the present and the future. The social auditor, using the given method in the work, aspires to expect dynamics of development of those or other social phenomena and events. The expert polls often use in practice. They are representing a specific kind of polls, have not mass character, but playing an important role in empirical sociology are especially. [2]

Well, and at last, after realization of all mechanism of carrying out of the social audit in an education sphere as it was already told in the beginning of research, on an exit we receive the result from the block of well known diagrams – the better interaction: a management – teaching staff and the teacher – the students, accordingly improved indicators on the basic characteristics in the organization of the work in educational institution and finally it is an improvement of quality of education as a whole.

In the conclusion it is necessary to add that social audit in modern Russia both theoretically, and practically endures a formation stage though many steps are already made both in one and in other directions. The social audit in an education sphere as the special case of social audit in general, also is at a formation stage owing to what it is often consider as enterprise or firm audit, forgetting about certain specificity of an education sphere. But at the same time, it is necessary to notice that all applied methods and forms in audit of the various organizations and the enterprises as a whole have something common with an audit of educational institutions, leaving a

certain mark only interaction of administration and teaching staff with student's community.

Social audit in an education sphere often carries recommendatory (i.e. unessential) character owing to what action of conclusions and results of the audit is inevitably reduced because of this and all action, i.e. the social audit loses its value. But it is necessary to notice that recently, along with introduction of the social audit everywhere, in an education sphere the understanding of the social effect from detailed consideration of relations in educational institution between administration, teaching structure and students also starts to arise.

The literature:

1. Social audit. / A.A. Shulus, U.N. Priests. – M: the Publishing house «ATISO», 2008.
2. Shulus A.A. Social audit as the management of human resources / A.A.Shulus, U.N. Priests//narodonaselenie. - 2007. - №3.

UDC 378.147:514.1

J11305-074

Aseyeva E.N., Avdeuk O.A.,

Tarasova I. A., Krokhaev A.V.

**USE IS MODERN CONDITIONS NEW APPROACHES IN TEACHING
STUDENTS OF JUNIOR COURSES**

Volgograd State Technical University,

Introduction. Priority for the modern concept of Russian state policy in the field of education is the active integration of the national high school to the world educational space. At present, the technical colleges have developed a system of higher education with the law laid down in three stages: bachelor, master and graduate (engineer). Moreover, training of engineers has declined sharply and maintained by single disciplines. The transition to a two-tier training Bachelor-Master (4 years plus 2 years), required the development of the Federal State Educational

Standard (GEF). In connection with the transition to the GEF (the so-called third-generation standard), educators are faced with the problem of a significant reduction in class hours of disciplines, while maintaining generally the same level of educational material. This is due to the fact that the preparation of an engineer always conducted within 5 years (by specialties and more), and in today's realities should prepare a technical specialist - Bachelor 4 years. This led to the fact that much of the training material was brought to self-study. Such an approach to the planning of the educational process can negatively affect the quality and effectiveness of the training undergraduates, as the school they used a significant amount of study material to learn in the classroom under the supervision of a teacher. The learning process is also complicated by the fact that the first year students are faced with the problem of social adjustment to college [1,2,3]. In this connection, it is necessary to introduce new approaches for the organization of classes and self-study.

To successfully meet these challenges requires a radical restructuring of the educational process on the basis of a complete overhaul of curricula and programs, new textbooks and teaching materials, development of educational materials, provides a reduction in mandatory training and a controlled increase students' independent work, extensive use of computer assisted learning.

Essential role in this process of restructuring is given lectures [4]. Despite the fact that there are now enemies of the lecture presentation, as we in our experience - this type of training with proper organization is the lead. The main disadvantage of the lecture - it is passive listeners the opportunity to be in thoughtless state. Need to activate the lecture and get the listener to overcome the "laziness" of the mind that the resulting lecture listeners can think for themselves. Important to obtain information during the lecture, students expand horizons, stimulating the ability to quickly accept new ideas and quickly apply them. The teacher should help students to develop the ability to think creatively, develop agility and sharpness of mind. Therefore, you need all the material under study is divided into blocks (eg, topics, sections subject), in each of which the material should be distributed in the following way: the development of knowledge in the class time (mandatory part of the block) and

independent work. In lectures appropriate to devote more time mandatory part of the block (for example, basic definitions, terms, theorems), but also to give the overview of self-learning. This is made possible by combining different kinds of lectures involving multimedia.

It is known that there is a traditional form of (input, review, current, summarizing, etc.) and non-traditional forms of lectures (binary or lecture-discussions, problem, lectures, conferences, visualization). [7] At the stage of introducing the audience to a new section, topic, discipline, along with the standard of review lectures can use a lecture-visualization. The preparation of this lecture instructor is to change, reverse instructional information on the lecture classes in visual form for presentation to students in technical training or manual (diagrams, drawings, blueprints, etc.). Lecturing is reduced to the communications, deployed commenting teacher prepared visuals, fully reveals the theme of this lecture. Lecture - visualization helps create a problematic situation, which creates a psychological setting to study the material, skills, visual information in other types of learning. For independent of the unit can be used problem lecture, which begins with the issues of the problem with that in the study of the material to be solved, it is constructed in such a way that the knowledge of the listener closer to the search, research. This kind of lectures activates learning and cognitive activity of students, their self-curricular and extracurricular work, learning, and their application in practice.

An integral part of learning any subject are seminars, workshops, laboratory work. [8] This type of training is aimed at realization of communication study of theory and practice, often serves to illustrate the lecture, is the link between the independent theoretical development of student discipline and the application of its provisions in practice, in part a self-research and analysis with the literature and the subsequent active discussion of the problem under the guidance of a teacher. Practical units must comply with the lecture, but to allow a different division of the material on the classroom and independent parts. For example, more attention to the material that the lecture was not considered in detail. In these classes must not only control the independent work of students (theoretical and practical), but also specifically to

manage this process through the clear language so specify the primary and secondary literature sources, questions and exercises for self-mined material, individually dismantle complex tasks.

Particular attention should be paid to the development of educational materials, which is designed to facilitate and organize the independent work of students, offsetting a limited amount of time to communicate with the teacher. Guidelines for implementation of semester work must contain step by step instructions and the maximum number of illustrations.

Conclusions. Thus, the organization of the educational process for younger students require special approaches for lectures, workshops, organization of independent work. Reducing the number of classroom hours devoted to the study of the subject, with the transfer of them to the independent work of students and improve the role of lectures, practical and laboratory classes, and at the same time raises the responsibility of teachers to prepare for them. The approach described above to improve the methods of teaching disciplines, help develop quality training courses that will enable students to continue to apply their knowledge in practice, exercise creativity, independence and individuality, the skills of data analysis and decision-making.

References:

1. Avdeuk, O.A. The problem of adaptation in high school students part-time training / O.A. Avdeuk, E.N. Aseyeva, A.V. Krokhaliev, K.V. Prihodkov, A.N. Savkin // *Sociosphere*. - 2011. - № 2 - P.65-68.
2. Avdeuk, O.A. The problem of adaptation to the conditions of high school students and help teachers in decision / O. A. Avdeuk, E.N. Aseyeva, I.A. Tarasova / / *In the world of scientific discoveries, Series Social Sciences and Humanities*. - 2011. - № 4.1 (16) - S. 405 - 408.
3. Avdeuk, O.A. The role of the teacher in the process of adapting to the conditions of university students / O.A. Avdeuk, E.N. Aseyeva // *Proceedings of the Volgograd State Technical University. A series of "New educational systems and technology training in high school," Issue 8, Vol.10, № 6, 2011. - S. 11-13.*

4. Avdeuk, O.A. The role of information technology in the education of students unseparated tuition / OA Avdeuk, A.V. Krokhaliev, K.V. Prikhodkov, A.N. Savkin // International Journal of Experimental Education, № 4, 2011. - P. 48-49.

5. Avdeuk, O.A. Improving the forms and methods of teaching disciplines first-year students in the transition to the new standards of education / O.A. Avdeuk, E.N. Aseyeva, A.V. Krokhaliev // The young scientist, № 5, 2012. - S. 387-389.

6. Avdeuk, O.A. Common approaches to improve the forms and methods of teaching technical subjects in the transition to the new standards of education / O. A. Avdeuk, E.N. Aseyeva // Proceedings of the Volgograd State Technical University. A series of "New educational systems and technology training in high school," T.11, № 9, 2012. - S. 18-21.

7. Lecture - the main organizational form of the university. [Mode of access: <http://www.kantiana.ru/medicinal/opk/umk/chast04.doc>]. Date of circulation: 13.01.2012.

8. Organizational forms of education. [Mode of access: <http://didaktica.ru/osnovy-obshhej-didaktiki/172-organizacionnye-formy-obucheniya.html>]. Date of treatment: 13.01.2012.

UDC 519.68.2

J11305-075

Musatkina B.V., Medvedeva I.L.

**INTERNAL AUDIT OF QUALITY MANAGEMENT SYSTEM
OF EDUCATIONAL WORK IN HIGHER EDUCATION INSTITUTION**

Omsk State Transport University Omsk, Marx av., 35, 644046

In this work the analysis of compatibility and adequacy of elements of traditional system of educational work in higher education institution with ISO 9000:2001 international standard requirements is made. Results of researches of dynamics of estimated indicators of quality of educational and extracurricular activities are presented.

Keywords: quality management system, educational and extracurricular activities.

Introduction.

The quality management system of Omsk state transport university (OSTU) is constructed on the basis of process approach. Management of process of education and extracurricular activities with students in higher education institution assumes creation, an assessment and improvement of conditions for harmonious education of the student, development of its creative abilities and opportunities. The policy in the field of quality of management of process by educational and extracurricular activities with students assumes continuous improvement of good breeding and development of the personality in all directions, estimated on their positive gain.

Materials of researches.

For the purpose of monitoring of quantitative and qualitative characteristics of process of educational work and elaboration of correcting and warning influences in 2009-2011 in OSTU authors carried out questioned poll of students of technical specialties (being trained on the budgetary places, in a commercial form with a full recovery of expenses, and also in the target directions of the railroads) and the teachers which results were processed by statistical methods.

The formulation of questions promoted identification of intrasystem communications between progress, motivation, public activity, social adaptedness of each student. This questioning allowed to fill up information on process of education and extracurricular activities with students at internal audit of processes of quality management system in OSTU.

In 2009 students of 1 course of electromechanical faculty (EMF) showed average and high degree of an assessment and the importance of the social adaptation. In two years in 2011 control poll (questioning) in the same groups is carried out and level of satisfaction of consumers (students) by process of educational and extracurricular activities in OSTU is defined.

The maximum importance of social adaptation is given by the students who are training in a commercial form (40 %), on the budgetary places – 25%, in the target

direction of the railroads – 19%. Those who money pays for training, make the maximum efforts for adaptation in new conditions that will effectively affect results of their study at university. In 2011 to one third of the contingent of students estimated the social adaptation in higher education institution of the lowest, not meeting expectations, and, at the same time, the unimportant.

In 2009 of 40% of students who are training on the budgetary places gave small importance to material resources of university and estimated it as not corresponding to their requirements. In 2011 their assessment of compliance of material resources of university and their importance radically changed towards an appreciation. In 2009 social adaptations of students differed for advanced and poor students (average level) a little. In 2011 at poor students indicators of low social adaptation sharply grew: to 45% of poorly advanced students consider itself socially not adapted in staff of higher education institution.

The assessment of compliance of extracurricular activities sharply grew (to 70 %) at students-zadolzhnikov that can testify to active work of dean's offices and the teaching and educational commissions of OMGUPSA. In 2011 the assessment of material resources of university towards an appreciation at all interrogated students increased. The importance assessment students of EMF of personal participation in nonlearning work practically didn't change during supervision from 2009 to 2011 (average level). It can be caused developed by the time of receipt in higher education institution by psychoemotional types of activity of the identity of students which are a little subject to changes in training process.

In 2011 it is interviewed students – trade-union activists (different courses and faculties) by OSTU. Indicators of a self-assessment of social adaptation at trade-union activists are similar to similar indicators at the students 3 courses EMF who have already passed process of adaptation in higher education institution, and sharply differ from indicators of first-year students of EMF in 2009. It can be explained to that vigorous, sociable students who don't have communicative problems become trade-union activists, with the active living position, differing high motivation to

personal development and seeking to occupy higher social step in structure of modern society.

The vast majority of students from among a trade-union asset highly appreciates level of the organization of extracurricular activities at university and its importance. By sight authors, it is connected with that this group of students (trade-union activists) purposefully and actively participates in various nonlearning actions and the sections organized by heads of educational and extracurricular activities of OSTU. In an assessment of material resources of university and their importance the part of trade-union activists has low points. The following reasons of emergence of such estimates are possible:

- first, among trade-union activists there are students of 1 course who can be not fully informed on level of material resources of higher education institution, especially in comparison with other educational institutions;

- secondly, at trade-union activists increased requirements to security of extracurricular activities (cultural and mass, political, sports) the material resources meeting their expectations.

The analysis of results of an assessment trade-union activists of importance of participation in extracurricular work showed that the students who are training on a commercial basis and on a target set, give great importance to this sphere of the activity, than students state employees.

In 2011 questioning of the teachers conducting occupations on EMF, including questions of an assessment of level of satisfaction with the organization of extracurricular and educational work in OMGUPSE was carried out. Groups of the interrogated teachers were ranged on signs "age of the teacher" and "an experience of teaching activity".

It should be noted that with increase in age and length of service of the interrogated teachers increased and the estimates (points) of level of satisfaction given by them the organization of extracurricular and educational work in higher education institution. The unanimous highest assessment was given by teachers to material resources of university.

Conclusion:

As a result of the conducted researches:

- the analysis of compatibility and adequacy of elements of traditional system of educational work in higher education institution with ISO 9000:2001 international standard requirements is carried out;
- elements of a control system by quality educational and extracurricular activities within model of the general control system of higher education institution are identified;
- approach to formation of indicators of quality of objects and management of educational and extracurricular activities on the basis of structurization of the coordinated requirements of interested parties and the created purposes of activity of higher education institution is offered, possibility of their use for measurement and the analysis of objects of quality management system according to standards ISO 9000:2001 requirements is shown.

References:

1. Abdulina O.A. Lichnost studenta v processe professionalnoy podgotovky // The higher education in Russia. 1993. № 3. P.11-14.
2. Basovsky L.E., Protasiev V.B. Upravlenye kachestvom. – M.: Infra-M, 2011. – P. 211.
3. GOST ISO 9000-2008. Quality management system. Basic principles and dictionary. – M., 2008.
4. GOST ISO 9001-2008. Quality management system: Recommendations about activity improvement. – M., 2008.
5. GOST ISO 9001-2008. Quality management system: Requirements. – M., 2008.
6. Kalinina S.V. Sistema menedjmenta kachestva obrazovatelnykh uslug vuza: Monography. – M.: Educational and methodical center by training on railway transport, 2010. – P. 228.

7. Panchenko L.L. Adaptazya k vusu, stress y zdorovye studentov y kursantov // Vospitanye uchacheysya molodejy. – Vladivostok: Publishing house of Dalnevostochny university, 2002. – P. 153.

8. Recommendations about the organization of educational process in higher education institution. Letter of the Ministry of Education of Russia of 20.03.2002 No. 30-55-181/16.

9. Recommendations about the organization of educational process in higher education institution. Letter of the Ministry of Education of Russia of 22.02.2006 No. 06-197.

10. Recommendations about development of student's self-government in higher education institutions. The order of the Ministry of Education of Russia of 21.06.2002 No. 2329

UDK 378.14: 51

J11305-076

Nakonechnaya T.V.

**MODERNIZATION OF HANDBOOKS ON HIGHER MATHEMATICS
USING ICT'S**

*Regional Communal Higher Educational Institution “Strategy” the Institute for
Entrepreneurship, Zholtye Vody, Gagarina 38, 52201*

An important part of educational activities is updating of textbooks and handbooks, in particular, on Higher Mathematics. Taking into account the modular credit system of education, chapters are compiled according to modules. The materials include basic notions, facts, formulas and theorems and are supplemented by examples of solving mathematical problems both on paper and with the help of MathCAD, MatLab or Excel. The increase in students' work efficiency, as well as visuality and convenience of studying process using a modernized handbook, are reached with the help of informational and communicative technologies (ICT).

Key words: informational and communicative technologies, handbook, modernization, studying process efficiency.

Introduction. Work on higher education modernization caused by integration into the global educational community, in particular, the European one, is being carried on in Ukraine. Changes in educational system demand improvement of mathematical and, in general, basic education. In particular, Mathematics, Informatics and IT are tools which facilitate studies of other basic sciences and special subjects. Therefore, high-quality education calls for high-quality studies of Mathematics, Informatics and related subjects.

An important constituent of educational activities is improvement of scientific and methodological provision, in particular, writing textbooks and handbooks, both electronic and paper [1]. A textbook or handbook is the main component of educational and methodological complex. It identifies the content of studies and the system of students' work, acts as a teacher's work organizer in accordance to the academic discipline. In particular, Higher Mathematics course modernization is considered. Changes, new goals and tasks of Mathematics studies under conditions of competent and personality-oriented studies are reflected in corresponding methodical systems of mathematical education, in new textbooks and handbooks on Higher Mathematics.

Problem definition. There is a number of requirements towards a textbook or handbook on Mathematics. The aim of mastering the scientific and cultural heritage of humanity imposes didactic requirements as well as demands towards methodical provision which are to be met.

“General understanding of the problem of professional-to-be training improvement in higher educational establishments demands the analysis of their professional competence essence in terms of professional activity efficiency. Introducing competent approach into modernization of higher education content requires selection of the disciplines' content, which can provide the formation of the competencies, and development of the control system over their formation” [2].

But nowadays teachers work under conditions when, firstly, the amount of information which should be assimilated by students is growing all the time, secondly, class session duration is actually being reduced and the amount of students' individual studies is increasing. This contradiction can be eliminated with the help of intensive teaching technologies such as Information and Communication Technology (ICT) and new or updated textbooks and handbooks which meet modern requirements. Integration of Higher and Computer Mathematics studies provides additional opportunities for mathematical education intensification. These exact tasks define the ways of writing textbooks, handbooks and other teaching aids.

In order to improve their quality and eliminate drawbacks, one should be guided by methodical recommendations of Ministry of Education and Science of Ukraine [3] and one should use one's own research which is a generalization of gained experience and which received positive reviews.

Main results. Textbook (handbook) structure should comply with methodical recommendations scheme [3] shown on fig.1.

Harmonizing the ratio of visual and verbal components in the process of education is carried out taking into consideration psychological and physiological aspects of cognition.

The main way to transfer educational information during theoretical teaching is the verbal and logical one which let the essence of knowledge be expressed in general and move on to its direct usage.

In planning and carrying out the educational process the part of a natural limiter is played by different capacity of human analyzers. It is known that the capacity of visual analyzers is 100 times higher than that of auditory ones. That means that the role of eyesight is of high priority when the quantity of information increases in the process of studying. It is not by chance that psychologists consider visual process to be the most important of all perception processes. It is known that 90% of all the information about environment people get by eyesight, 9% - by hearing, 1% - by touch. That is why visualization of educational information is chosen as the leading direction.

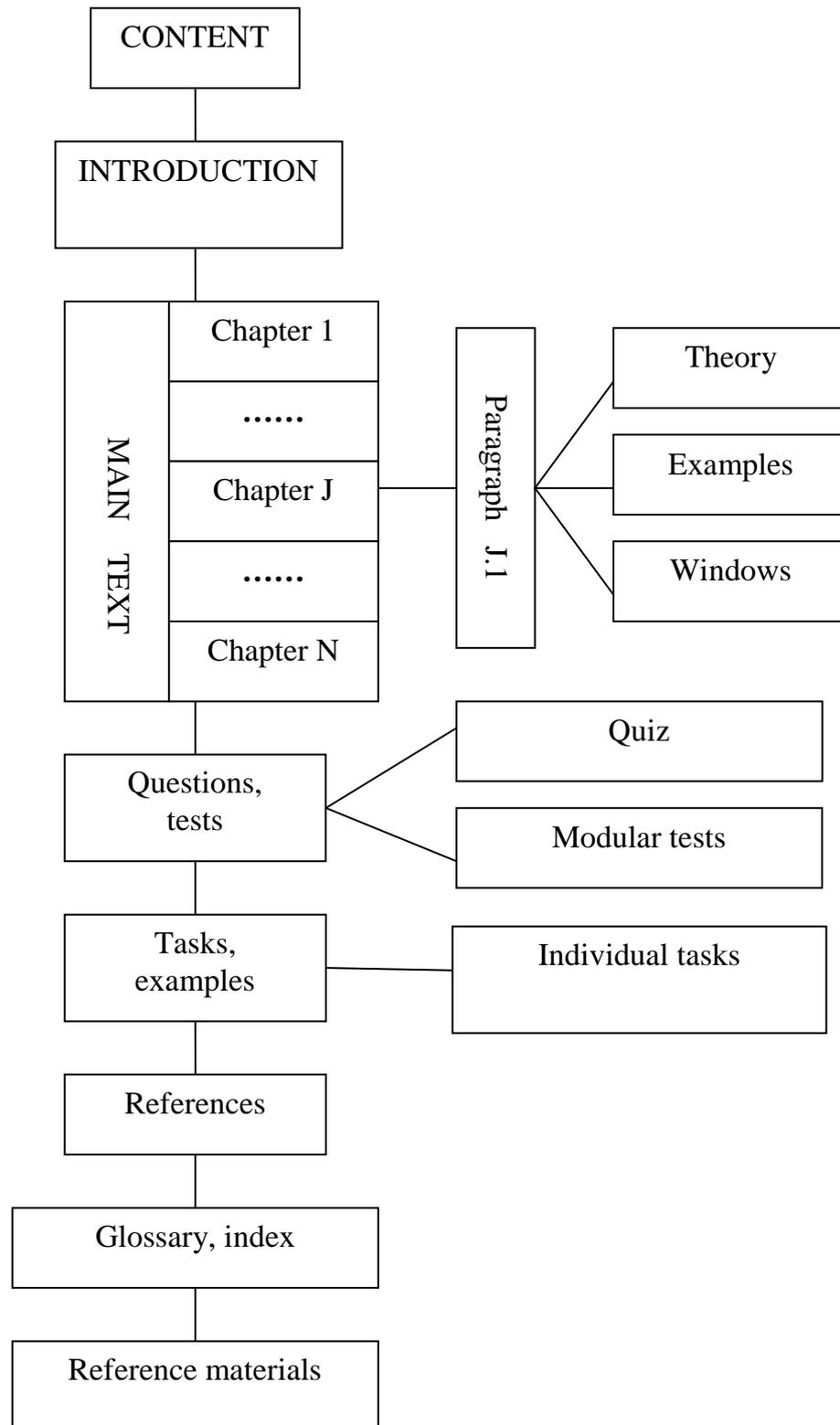


Fig.1. Handbook Structure

Widespread adoption and usage of training equipment is the most important element in increasing the quality of higher education. Nowadays informational and communicative technologies are preferable. In order to use them in textbooks, it is

suggested to insert appropriate fragments of different tasks solved with the help of mathematical systems.

It is natural to suggest some methodical requirements for selecting and using the fragments:

- fragments should only accompany the text;
- each chosen fragment should not only illustrate this or that statement but also be a source of additional or developmental information;
- the quantity of the fragments should be thoroughly regulated but the strict norms as to the number of the fragments is pointless because they are identified by the topic, its complexity, etc;
- from the methodical viewpoint it is proper and effective to insert the fragments in the course of handbook because in that case direct integration of visual and logical components is kept which ensures the greatest effect in education.

Taking into account the modular credit system of education, chapters should be purposefully compiled according to modules. For example, Higher Mathematics course (taking into account Probability Theory and Mathematical Statistics) has six modules and in addition a module of special chapters, i.e. the handbook is naturally divided into six or seven chapters.

For the development of abilities and skills for solving mathematical problems, development of mathematical competencies of professionals-to-be, text material includes basic concepts, facts and formulas, theorems, and is supplemented by solutions examples of corresponding problems in each paragraph.

One of the most important universal competencies of the modern professional is the competence in informational technologies in which connection are required proficiencies and skills oriented towards chosen sphere of the chosen field.

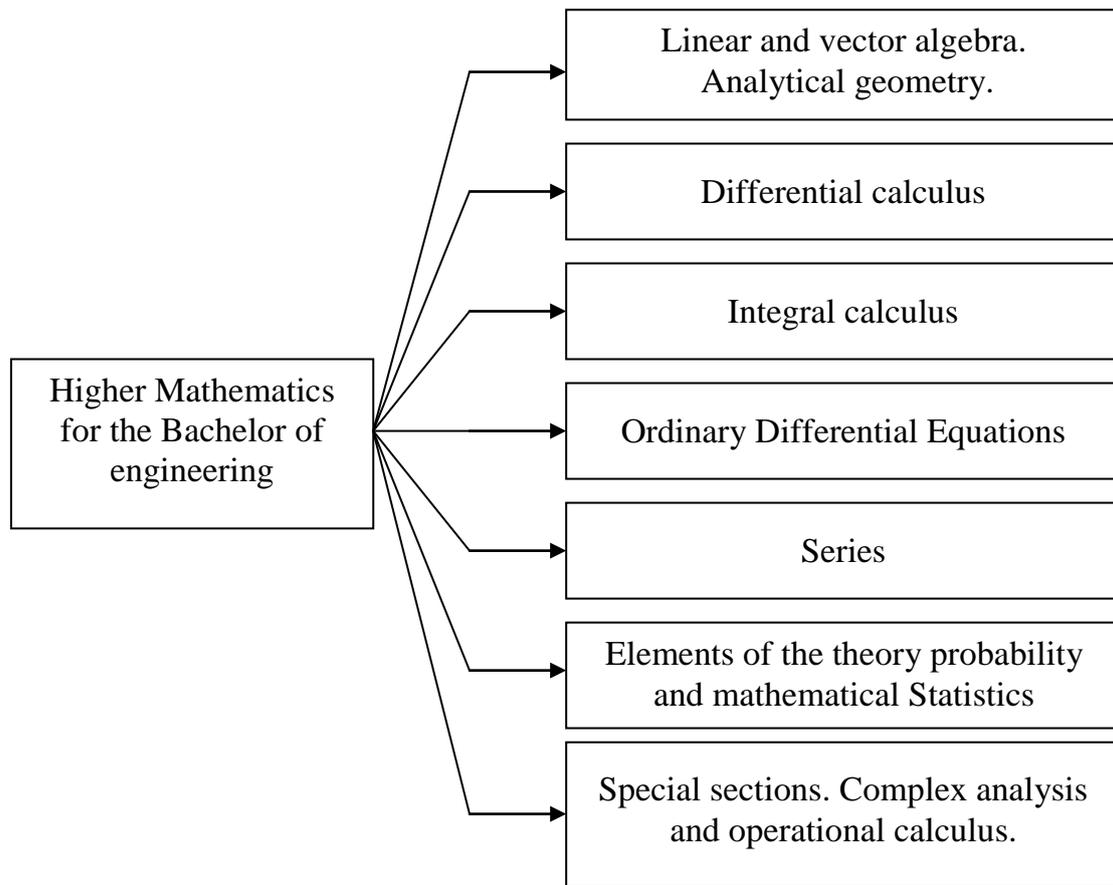


Fig. 2. Scheme of division higher mathematics course into modules

In such approach the activation of education is reached as a result of concurrent solving processes both with and without the use of a computer. (fig. 3).

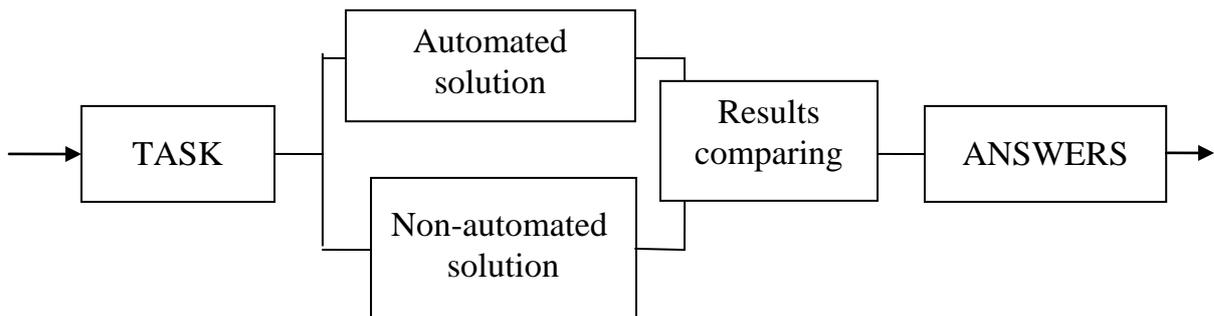


Fig.3. Scheme for problem solving using the integration of Computer and Higher Mathematics methods

As a result, probability of getting errors in answers significantly reduces due to thorough analysis and comparison solutions of the same problem using different methods (in terms of implementation). Abilities are formed and developed faster, analytical and calculating skills of students are surely consolidated.

Besides, automating calculations reduces the complicity of educational tasks adaptation and gets them closer to the practical conditions. It is natural, for example, to move from integer coefficients of equations to fractional ones etc. Examples of problem solutions made both with and without the use of a computer and limited to the tasks of Higher Mathematics course are given in chapters. That is why materials (prints) of working windows of problem solutions with the help of MathCAD, MatLab, Maple or Excel are added to the sections.

As an example, statistical hypothesis testing using the Kolmogorov-Smirnov test is given.

It is known that after Pearson's criterion one of the most used in practice tests is the Kolmogorov-Smirnov test. This test can optionally verify that the real distribution of the random variable correspond to normal, uniform, exponential distribution and the Poisson distribution. Of course, the most common type of test is to verify the presence of a normal distribution-being. To perform the Kolmogorov-Smirnov test is used in the package MatLab function

`kstest:`

`H = kstest(X, cdf, alpha)`

`[H, P, KSSTAT, CV] = kstest(X, cdf, alpha).`

Input parameters: X – initial vector data; cdf – is given as a matrix of size $m \times 2$, where m – number of specified values of the random variable X . The first column of matrix cdf corresponds to the given values of the random variable X . The second column of matrix cdf calculated on the cumulative theoretical distribution function in the points X . Assignment the functions cdf in this form is recommended. If $cdf = []$, then as a theoretical distribution will use a standard normal law $N(0,1)$;

$alpha$ – allows you to set the level of significance to test the null hypothesis.

Output parameters of the function are:

H – result of the test of the null hypothesis for a given significance level;

P – significance level, which corresponds to the sample values of Kolmogorov-Smirnov statistics;

KSSTAT – value of the sample Kolmogorov-Smirnov statistics;

CV – critical value of Kolmogorov-Smirnov statistics. CV value is used to test the null hypothesis. If $KSSTAT < CV$, the null hypothesis can be accepted, otherwise it is rejected.

Task. For the sample X by the Kolmogorov-Smirnov criterion test the hypothesis H_0 of a normal distribution of the random variable X. Parameters of the normal distribution take such as $a = 2,5; \sigma = 0,1$.

```
>> X=[2.2 2.7 2.2 2.5 2.5 2.2 2.2 2.6 2.5 2.5 2.6 2.1
2.6 2.5 2.6 2.4 ...
2.7 2.6 2.4 2.5 2.3 2.5 2.4 2.5 2.5 2.4 2.5 2.6 2.4
2.6];
>> alpha=0.05;
>> G = normcdf(X, 2.5, 0.1);
>> cdf = [X',G'];
>> [H, P, KSSTAT, CV] = kstest(X, cdf, alpha)
H =      0
P =    0.1303
KSSTAT =    0.2080
CV =    0.2417
```

Since the condition $KSSTAT < CV$ performed, the hypothesis of the proximity of the distribution X to a normal distribution with parameters $a = 2,5, \sigma = 0,1$ accepted. This is confirmed by histogram and function density distribution graphs (fig.4).

```
>> histfit(X,7)
```

An opportunity arises to expand calculation practice significantly with the help of increase in quantity of problems solved by the students using computer without significant increase or even with some reduction of general duration of practical seminars in each of the modules with an appropriate redistribution of classes and types of control. Creation and implementation of each student's personal curriculum provides an opportunity of individual choice of the topic modules following the sequence of their studying [4]. Personal tasks differentiated by levels of complexity provide organization of individual students' work. Firstly, on the level of replication individual work is oriented towards using quizzes and first-level tests.

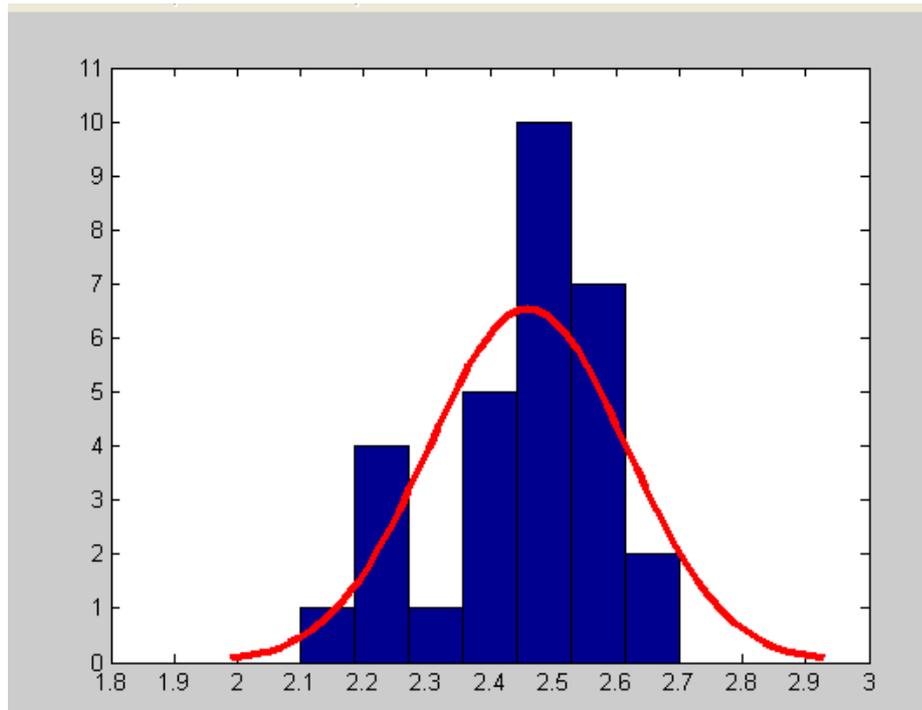


Fig.4. Histogram and function density distribution graphs

To acquire productive level mathematic skills, the variants of individual assignments, modular tests of the second and third levels are exemplified.

Module № 6

Probability theory and statistics

Test № 1

First level. In tasks 1-6 choose one faithful on your opinion answer.

1. Bernoulli's formula looks like

a	b	c	d
$P_n(k) = p^k q^{n-k}$	$P_n(k) = A_n^k p^k q^{n-k}$	$P_n(k) = C_n^k p^k q^{n-k}$	$P_n(k) = C_n^k q^k p^{n-k}$

2. Number of combinations $C_n^k = \binom{n}{k}$ is calculating by formula

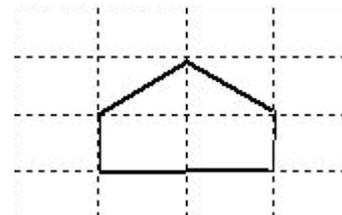
a	b	c	d
$\frac{n!}{(n-k)!}$	$\frac{k!}{(n-k)!}$	$\frac{n!}{k!(n-k)!}$	$\frac{(n-k)!}{n!}$

3. Let's consider families that have two children. An experiment consists in that at random one chooses family and fix the sex of child. Result *BG* means that a senior

child is a *boy*, junior is a *girl* et cetera. Describe an event A – among two children there are at least one boy.

a	b	c	d
$A = \{GG, BG\}$	$A = \{BB, GB, BG\}$	$A = \{BB, GB\}$	$A = \{BB, GG\}$

4. Shooter made one shot on a target that has form of square with side 4 cells. Find probability of that he has got to the led round part of a square.



a	b	c	d
1/2	1	3/16	0

5. Theoretical part of course consists three sections. In each of them there are 10 questions. A student knows 5 questions from the first section, 6 questions from the second and 8 questions from the third section. Teacher gives a student at random on one question from every section. Find probability of that the student knows answers for all of three questions.

a	b	c	d
0,24	0,18	0,76	0,48

6. Throughout 6 days water temperature in Black sea at 6 o'clock in the morning was such 18° , 20° , 16° , 19° , 18° , 17° . Find 1) mean value of sample, 2) mode and 3) median.

	a	b	c	d
Mean value	16	17	18	19
Mode	18	16	19	17
Median	17	16	20	18

Solutions of tasks 7 - 10 it must have a ground. Write down successive logical actions and explanations. If it is needed illustrate the solution of tasks charts, graphs and tables.

Second level

7. Two thirds of made details are made on the first of machine-tools, the others on the second. Probability of making of defective detail on the first machine-tool is equal 0,25 and on second – 0,1. With what probability the detail taken at random will be high-quality?

8. Probability p of that the proprietor of apartment does not owe on payment for the use of electric power (event A) is equal 0,4. What is the probability of that from 3500 proprietors of apartments 1400 persons do not have the adopted debt?

9. Statistics testify that 20% families have cable television. At random choose three families. Write a binomial (as a Bernoulli’s formula) distribution of random variable X – numbers of families which have cable television from three at random chosen and calculate probability of event A – no more than one family from three has cable television

Third level

10. On an external evaluation from mathematics pupils got such estimates

Number of pupil	1	2	3	4	5	6	7	8	9	10	11	12
Quantity of points	7	5	6	5	5	8	6	7	5	7	6	5

Make a frequency table; build a polygon and histogram of frequencies. Find the mean value of sample and corrected standard deviation — $s(X)$.

To create conditions for advanced studying of the course and to make the work more efficient recommended references and bibliography are placed at the end of the book. Index facilitates the usage of the handbook.

Here is a fragment of the index:

В

Варіаційний ряд, 206	Вариационный ряд	Variational series
Взаємно протилежні події, 112	Взаимно противоположные события	Converse events
Вибірка, 205	Выборка	Sample
Вибіркова дисперсія, 210	Выборочная дисперсия	Sample variance
Вибіркове середнє, 210	Выборочное среднее	Sample mean (average)
Вибірковий	Выборочный	Sample

коефіцієнт	коэффициент	coefficient of
кореляції, 225	корреляции	correlation
Випадкова величина	Случайная величина	Random variable
(ВВ), 138	(СВ)	(RV)
- дискретна, 138	- дискретная	Discrete variable
- неперервна, 139	- непрерывная	Continuous variable
Відносна частота	Относительная	Relative
події, 114	частота события	frequency of event

Appendixes are added to the book to make calculations easier.

Above mentioned recommendations are used in handbook writing [5, 6] approved by the Ministry of Education and Science of Ukraine. It differs from a number of known analogues in that materials in chapters are placed in accordance with curriculum of the course which implements modular/credit system for studying Higher Mathematics. In comparison with printed handbooks where information is presented consecutively, electronic handbooks have natural opportunity of branching and give a student direct access to the necessary chapter or chosen task. That is why electronic handbook is written during the next stage under condition of its direct usage in the process of studying.

Conclusions. The ways of training aids are united into one complex which is based on a textbook or handbook that replaces it. Changes in the system of higher education, in particular mathematical disciplines, demand modernization or writing of new handbooks. Usage of textbooks and handbooks of the new generation leads to the changes in educational technology. Nowadays mathematical education activation of professionals-to-be is based on usage of educational informational and communications technologies.

Computers give an opportunity to study individually in terms of amount as well as pace, to keep mobile control of knowledge assimilation and gaining of corresponding competencies. To increase students' individual work efficiency, as well as visibility and convenience of studying process at "teacher-student" level, we consider that it is necessary to use modernized printed, electronic handbooks and informational and communications technologies in general. Further research and

development of the educational processes calls for the elaboration or improvement of conceptual approaches in accordance with chosen specialty of professional education using ICT. Availability of modern technologies in the educational processes gives professionals-to-be ample opportunities for work with information not only in their professional field but also in other spheres of social life.

References:

1. Gurevich R.S, Kademiya M.Y. Information and communication technology in education and scientific research. – K.: Education of Ukraine. – 2006. – 390 p.
2. Drach I.I. Competence approach as a means of modernizing the content of higher education // Problems of education: Nauk. sb. – K., 2008. – Issue 57, 44 – 48.
3. Guidelines on the structure, content and scope of textbooks and teaching aids for higher education. – MON of Ukraine, order № 1/9-398 from August 1, 2005.
4. Bilan L.L. The introduction of credit-modular system of educational process in higher education in Ukraine // Problems of education: Nauk. sb. – K., 2009. – Issue 60, 127 – 130.
5. Higher Mathematics for Bachelor of Engineering: textbook in three parts / Ogurtsov A.P., Nakonechnaya T.V., Nikulin A.V. In general editorship of Ogurtsov A.P. – Dniprodzerzhinsk: DDTU. – 2008.
6. Higher Mathematics for Bachelor of Engineering: textbook in three parts (special sections) / Ogurtsov A.P., Nakonechnaya T.V., Nikulin A.V. In general editorship of Ogurtsov A.P. – Dnipropetrovs'k: Belaya E.O. – 2010. – 154 p.

UDC: 37.013.42

J11305-077

E.V.Kopeykina

The problem of Child Alcoholism in the family upbringing

Murom Institute (branch) of Federal Institution of Higher Education “Vladimir State University named after Alexander Grigoryevich and Nickolay Grigoryevich Stoletovs”

The article says about the impact of family education on the formation of the children of alcohol dependence; reveals the factors because of which is formed dependence; provides statistics on child alcoholism in Russia for the year 2011

Key words: children's alcoholism, family education, alcoholization, and social problems.

Unfortunately in today's world there are more and more families, in which one and sometimes even both parents are alcohol-addicts. As a rule, in the families where the alcoholism exists, the process of upbringing of the child's personality is going in a complicated manner. Quite often the destruction of the psychological connection between parents and their child can lead to the suicidal evidences of children, to their unstable psychic mood, to leaving home. And sometimes this parents' pathology start appearing in the kid.

Also the problem of appearing of the alcoholic addiction in children can be caused by the upbringing in dysfunctional families, which experience the time and means shortage for the upbringing and development of the kids. In this connection their socialization mostly takes place not at home, but in the conditions of the social power, in informal peer groups. More often this happens because of the tense and pretty challenging job of the parents.

Above all, children alcoholization may occur as a result of some family events or circumstances that make the children involuntary participants of them. These events as a rule have psycho-traumatic character. They include: living with a stepfather or a stepmother, family disruption, living in a conflict family and so on. All this quite negatively influences the educational potential of the families and the socialization process of children.

As the practice shows, children are placed in the power of this or that ailment a lot faster than the adult people. At present times the alcoholism penetrates our children's life more and more often. And the most awful here is that it happens even earlier than before. Today, on the average, the age of young alcoholics constitutes 12-14 years. According to the Official Russian Statistics data in 2011 there were registered more than 11.5 thousand children diagnosed with alcoholism. And these

are only official data! But how many such kids can be met in our yards and streets?!? The problem is that quite often they consume the alcohol hoping to solve their troubles in that way, so to say, to “pour down” their grief.

Nobody doubts that the adolescent age is very hard for a teenager. There are some factors, that can lead a child to the alcoholic addiction:

- Social (economical) ill-being;
- Often resettlements, what is a very important factor;
- Adverse conditions and environment;
- Family propensity;
- Alcohol accessibility;
- Advertising.

There can be picked out the following reasons, which cause the children drinking: nothing to do, drinking parents, problems in the family, desire to be noticed, the impact of the common society culture and others.

All mentioned above is a kind of a push for all parents. Because the fundamentals of the psychic and social well-being of a child are laid exactly in the family. Just ponder over how long ago you spoke to your child? How long ago did you ask about his or her problems and interests? Of course, many can say: “Yesterday, why?” However turn over and think if it really was a conversation. Or the talk between two of you was in the form of a monologue, when you told another pi-jaw to your child? And as a result he just snarled at you and left home out...If it occurs directly the same (or a kind of that), thus this is a real reason to ponder over whether it's the right time to save your kid. That's why it's extremely important to talk to children as much as possible, to help them in solving their problems, that may seem trivial for you at first sight. For example, his favorite toy is broken, then try to share his sorrow and help to the kid in his grief. Don't think that the talk while going home or during the break between the two series will be enough for your child. Instead of it he or she needs your permanent attention. In case your kid is going to tell you something that happened to him during the day, just try not to interrupt him, but on the contrary listen to him carefully. And

nowise there should be said “That couldn’t happen”. Because pretty often in the stories of children and teenagers there may be some fantasy elements. And of course you shouldn’t forget about your behavior, since children in many cases imitate the situations in their lives which they see at home.

That’s why if loving parents would like to avoid such awful disease as children alcoholic addiction, they should responsibly and promptly come to the upbringing and personality forming of their child. Because the family is the basis of everything in today’s world. And there’s no more value than strong and trustful family relationships.

Literature:

1. Rabinovich O. T. Culture of a person cogitation in conscious reflection. High Education today. N3. Editor group “Logos”, 2010. – P.56-59.

UDC: 37.013.42

J11305-078

Kalenova A.V.

TO THE EDUCATION COMMUNITY ABOUT KLEPTOMANIA

*Murom Institute (branch), «Vladimir State University named after Alexander Grigoryevich and Nickolay Grigoryevich Stoletovs»
602204, Orlovskaya str., 23, Murom, Vladimirsky region*

This article presents the socio-pedagogical problem of appearing of kleptomaniacs in today's society, reveals the peculiarities of the kleptomania performance, and attracts the attention of the social sphere specialists to the prevention of such addictions.

Keywords: Kleptomania, theft, pleasure, psycho-patho-like condition, destroying form of behavior, gender aspect of kleptomania.

*Introduction: Kleptomania is a form of addictive behavior. Kleptomania (from Greek *klepto – I steal, kidnap and *mania - madness) - is an instinctive, unreasoned desire to steal. Meanwhile the stealing is not done for profit, but in order to get*

pleasure from the process of deception and its own dexterity. As a rule, kleptomaniacs are brought up in wealthy families, where there is no need to use theft for living. We can assume that the most important element in this pattern of behavior is a kind of gambling and the need for testing the strong feelings. In order to narrow the limits of this socio-addictive phenomenon of the modern society, it is necessary to study the characteristics of its display and prepare the educational community to prevent kleptomania.

Lots of the authors consider kleptomania as a form of malfunction of the inclination. They talk about the existence of some "propensity to steal," and attribute it to the presence of the psychopathy or psycho-patho-like state.

The difference between the ordinary thief and the kleptomaniac is that the common thief, who deliberately chose this activity, feels very comfortable around the criminal environment and is very proud of the fact that he is a thief. Thieves are experiencing feelings of anxiety only in the time of the theft, or after it, when they take possession of the idea that they can be captured and detected.

Whereas kleptomaniacs, after a very brief euphoria or buzz, feel the frustration, anxiety, remorse, suffer quite a lot, because they are really the honest people who are far from the underworld. Besides they cannot but steal.

Typically, kleptomaniacs have very low self-esteem, as well as loneliness and unconscious desire of satisfaction that they are so bad. When in the life there appear various problems, for instance, such as: anger at a loved one or a serious loss (work, family, surgeries, a loved one), the organism tries to defend itself and as soon as possible to compensate for this. Different people have various solutions to these problems, many of them find consolation in drinking, others find solace in their job, some get the pleasure in eating. And only few people choose a healthy way, for example, go to the gym or play sports. Whereas the kleptomaniacs in order to get rid of the deepest stress, can enjoy a dessert, make a major purchase in the store or steal. Kleptomaniac, being in the heat of passion, cannot always control it's emotional state, and while stealing his adrenaline is released, and then the stealing can give him much fun. This state is fixed in his subconsciousness and it can lead to the fact that

the next time he may again resort to stealing. Moreover kleptomaniac remembers the moment of stealing in details.

The rest time the people suffering from kleptomania are ordinary, law-abiding citizens. Naturally psychiatrists do not require that the trial treat them harshly. In any case, the problem of legal responsibility must be addressed individually.

Kleptomania is a destructive form of behavior, which is very dangerous for a person who is under this dependence. Since recently people became quite often liable to the deep stress and depression. Kleptomaniacs know their propensity towards stealing, they are ashamed of it, they have got a complex of guilt and thus they are in constant depression. In addition, they are afraid of the punishment for the theft. Depression may cause: sleep disorders, obsessive fears. Other than that, kleptomaniacs may have a split of personality; as well as there appear internal, soul conflict and the person cannot share its problem with anyone. In some cases, people who have similar problems can solve them quite well. For example, a pyromaniac with his passion to the fire can go to the firefighters. Among the people with a dulled sense of danger there are a lot of who become rescue workers and great stunt. These people are finding ways to compensate for itself. A kleptomaniac is deprived of this opportunity.

Kleptomania is often seen with collectors because they do not always have the opportunity to legally purchase the item. Very often kleptomania is observed among the male collectors, as they have got the passion for collecting since their birth, so that they are interested in trinkets: ashtrays, glasses, etc. Besides the fear of exposure makes the men more interested in kleptomania. And if the "plunder" has some exclusive sign, kleptomaniac-collector is much more happy!

Women who suffer from kleptomania are under a great influence of instincts, they start stealing everything from matches, cosmetics, and finishing equipment. Moreover, if a danger of being caught red-handed while stealing exists, a woman will not do it, because she will be afraid to commit an illegal act. But if a woman has already committed a theft, She will never recognize that these expensive glasses or a new dress appeared in not naturally way for them.

When the kleptomaniac does not steal for a long time, he has a sense of discomfort, suffering from conscience, anxiety, and fear of punishment. But the next time he will do the same.

Conclusion: Kleptomania is characterized by a hidden state. Neither the tutor nor the teacher or other professional specialists in the social sphere "Person-Person" will not be able to immediately detect addiction in the behavior of the subject of interaction. Therefore for the educational community it is important to keep in social groups the systematic informationally-educational work to prevent such phenomena.

Literature:

1. Rabinovich O. T. Culture of a person cogitation in conscious reflection. High Education today. N3. Editor group "Logos", 2010. – P.56-59.

UDC 159.9.075

J11305-079

Volkova L.O.

**THE STUDY OF GROUP NORMS OF INFORMAL YOUTH
ASSOCIATIONS USING THE METHOD OF TEXT DOCUMENTS
ANALYSIS**

Institute of social and political psychology

National Academy of Education of Ukraine, Kiev, Andreevska st., 15, 04070

Summary. This article discusses the analysis of text documents as one of the alternative research methods of group norms. The article contains results of the study of text documents of informal youth associations such as Emo, Goths, Skinheads, Football fans, Creative movement of role-playing games, Anime.

Key words: informal youth groups, group norms, analysis of text documents.

Introduction

Research topic's actuality is conditioned, *firstly*, by the fact that today the issue of determining the group norms is considered in details in the theoretical sources (Bobneva M.I. [2], Obozov N.N. [16], Hassan B.I. and Tyumeneva Y.A.

[22], Petrovsky A.V. [17] et al), but still there is no diagnostic tool for studying of this phenomenon; **secondly**, there is small number of researchers using the method of text documents analysis today. This issue has been studied by Voznesenskaya O.L. [4] (political text analysis), Shemenkov P.S. [25] (he proposed neuronet method for analyzing text documents), Mykolaeva I.V. [14] (she studied text documents in information and communications environment), Volkova V.V. [5] (she studied text documents using fuzzy clustering methods).

The method of text documents analysis, as the main research method, was used in the social psychology for the first time by Thomas W. and Znanetsky F. [20] during the study of the social attitude phenomenon. Zhinkin M. [10] and Novikov O. [15] were engaged in a psychological study of texts using the predicative and "denotative" method of their analysis. Ushakova T. [21] has developed the intent-analysis of the text. Dridze T. [9] has proposed psychosocial-linguistic approach for texts analysis ("textual activity") with allocation of the motivational component.

Today there is a certain tradition of studying informal youth associations: as illegal communities (Kosaretska S.V., Kosaretsky S.G., Sinyagin N.Y., [12] Bashkatov I.P. [1]), as carrier of subcultural traditions and symbols (Schepanska T.B. [26]), as youth arenas of masculinity / femininity development (Salagaev A.L. [18], Costerina I.V. [13], Gromov D.V. [7]). The study of social and psychological characteristics of participants involved in IYA was carried out by Shabanov L.V. [23]. Such studies were carried out using the observation methods, questionnaire methods, interviews and psychological techniques. However, currently there are no researchers engaged in studying of printed text documents in informal youth associations. This is explained by the fact that, in our point of view, a new phase of research, focusing primarily on the study of intra-group processes and separated from the traditional approach of study of deviant behavior, begins in IYA studying.

We distinguish several methods of group norms' studying: questionnaire method in order to clarify the rules established in the group (this approach was used in studies of Gulyakin V.V. [8] Bykov S.V. [3]); the study of the text documents as codified group norms (approach was considered by the author of the article); the study of

group values as such that may become group norms (values, which are imposed sanctions become group norms), this approach was considered by Shane E.H. [24] within the organizational culture.

In this report we will make attempt to consider the analysis of text documents of informal youth associations (hereinafter IYA) as one of the alternative methods of group norms studying.

The study of codified text documents of IYA's representatives was carried out as part of the dissertation research "Features of group norms of masculinity in informal youth associations", conducted during the period of 2009-2012. The author's profile "Social and psychological specific of IYA", in-depth interview and observation of Internet resources were used to study the text documents. The respondents were asked to answer the following question of the questionnaire: "Are there any general written rules for association members in your association?", "Are there any penalties for violating of such rules?"

455 respondents aged from 12 to 28 years – members of IYA of Goths, Emo, Anime, Creative movement of role-playing games, Football fans, Skinheads – were attended in questioning.

Using questionnaire we have found the presence of codified rules of each study group and the application of appropriate sanctions for their non-compliance.

Such IYA as Skinheads (58%), Creative movement of role-playing games (38%) and Football fans (53%) have written rules in the following forms: Codes, rules, laws, Constitution and Charters.

We shall consider in our study the following written rules: IYA of Skinheads "Code of honor of race rescuer" [49], "Rules for campaign conducting. Instructions for skinheads" [50], "44 rules of Ukrainian nationalist" [51]; IYA of Creative movement of role-playing games "The charter of Kherson club of role modeling and historical fencing "Telkontar" [52], "The charter of Zhytomyr Military history club "Golden Spur" [53], "The constitution of role-playing games center "Mordor" [54], "Murphy's laws for combats" [55], "101 rule of Tolkienist" [56]; IYA of Football

hooligans "Code of honor of football fan of PFC "Sumy" [57], "Code of honor of football hooligans" [58].

The existence of other written rules is specified in IYA of Goths (7%), Emo (11%) and Anime (7%). In our study we will consider the following written rules: IYA of Goths "50 rules of Goth [40]", "69 rules of Goth [31], IYA of Emo "Some rules of Emo kid [34]", "10 commandments on how to become a true emo" [59], "9 "golden" rules of emo" [60], "Rules of emo" [61], "43 rules of emo" [62], IYA of Anime "The charter of Lugansk anime and manga fan club "Asa no Tsuyu" [63], "Rules of the Lviv anime club" [64], "50 rules of anime fan" [65] "Rules of anime fans in my understanding" [66], "33 rules of thru anime fan" [67].

An interesting fact was that the most participants of IYA of Goths (93%), Emo (89%), Anime (93%) denied the existence of any written rules, commenting on the fact that they use only universally recognized "human", "moral" principles and norms. However, this notwithstanding, more than 30% of the participants of all these groups said that there are certain sanctions for non-compliance of certain rules of the group. Most popular sanction was heart-to-heart conversations.

Conclusion

According to the study results, we have found that there are codified group norms in the form of written rules in informal youth associations of Goths, Anime, Emo, Skinheads, Creative movement of role-playing games, Football fans.

Written rules of associations with the prevailing male composition (Football fans, Skinheads, Creative movement of role-playing games) are in the form of Codes, rules, laws, Constitutions and Charters. Such rules primarily regulate the rules of conduct of association's members; they have clear instruction on carrying out of specific measures; they include requirements about what a real man should be and about status hierarchy in the association. The rules have a military character (oriented to obedience and performance of duties).

Written rules of associations with prevailing female composition (Goths, Emo, Anime) are mainly in the form of "joke" in the Internet. The main purpose of such

rules is to define the real (true) and false (posers) members of associations. Such rules prescribe requirements for the participants' appearance and slang.

Except informal associations such IYA as Anime and Creative movement of role-playing games have official clubs and organizations with their own Charters. However, they regulate only organizational matters of clubs and are not appropriate for studying of associations' group norms.

References:

1. Bashkatov I.P. Psihologiya neformalnih podrostkovo-molodezhnyih grupp. – M.: – «Informpechat», – 2000. – 336.
2. Bobneva M.I. Sotsialnyie normyi i regulyatsiya povedeniya. – M.: – «Nauka», – 1978. – 310.
3. Byikov S.V. Gruppyvyye normyi kak faktor regulyatsii trudovoy distsipliny v proizvodstvennyih gruppah / dis. kand. psihol. nauk: – M.: – 2003.
4. Voznesenska O.L. Politichniy tekst i elektoralna povedinka naseleण्या // Sotsialna psihologiya. – 2004. – # 5 (7). – p.79-89.
5. Volkova V.V. Metodi nechitkoyi klasterizatsiyi politematichnih tekstovih dokumentiv / dis. kand. tehn. nauk: – Harkiv: – 2010.
6. Volkova L.O. Doslidzhennya grupovih norm maskulinnosti u neformalnih molodizhnyih ob'ednannyaх za dopomogoyu metodu analizu hudozhnoyi literaturi / “Integratsiyi mozhlivosti suchasnoyi psihologiyi ta shlyahi yiyi rozvitku”. Materiali Mizhnarodnoyi naukovopraktichnoyi konferentsiyi: – Zaporizhzhya: – 2012. – 196 p.
7. Gromov D.V., Stivenson S.A. Patsanskie pravila: normirovanie povedeniya v ulichnyih gruppirovkah // Molodyie moskvichi. Krosskulturnyye issledovaniya: – M.: – RUDN, – 2008. – p. 427-457.
8. Gulyakina V.V. Gruppyvyye normyi i tsennosti kak faktoryi samoopredeleniya lichnosti starsheklassnikov / dis kand psih nauk: – M.: – 2002.
9. Dridze T. M. Tekstovaya deyatelnost v strukture sotsialnoy kommunikatsii. – M.: – «Nauka» – 1984. – 268 p.

10. Zhinkin N.I. *Mehanizmyi rechi.* – M.: – Izd-vo APN RSFSR– 1958. – 276 p.
11. Korolev N. *Bibliya skinheda. Novyy Zavet.* – M.: – 2008. – 200 p.
12. Kosaretskaya S.V., Kosaretskiy S.G., Sinyagina N.Y. *Neformalnyie obedineniya molodezhi: Profilaktika asotsialnogo povedeniya.* – SPb.: «KARO», – 2006. – 400 p.
13. Kosterina I.V. *Praktika maskulinnosti v molodezhnyih gruppah // Sotsiologicheskie issledovaniya / – 2010 – # 1 – p. 116-126.*
14. Nikolaeva I.V. *Avtomatizatsiya analiza massivov tekstovyih dokumentov v informatsionno-kommunikatsionnyih seredah / dis kand. filolog. nauk: – M.: – 2007.*
15. Novikov A. I. *Semantika teksta i ee formalizatsiya.* – M.: – 1983. – 215 p.
16. Obozov N.N. *Psihologiya malyih grupp i kollektivov.* – L.: – «Sotsialnaya psihologiya» – 1979. – 156 p.
17. Petrovskiy A.V. *Lichnost. Deyatel'nost. Kollektiv.* – M.: – Politizdat – 1982. – 255 p.
18. Salagaev A.L. *Nasilie v molodezhnyih gruppirovkah kak sposob konstruirovaniya maskulinnosti // Zhurnal sotsiologii i sotsialnoy antropologii. – 2002. – T. 5. – #1. – p. 151-160.*
19. *Sotsialnaya psihologiya. / pod red. Zhuravleva A.L. – M.: – «PER SE», – 2002. – 351 p.*
20. Tomas U., Znanetskiy. F. *Metodologicheskie zametki // Amerikanskaya sotsiologicheskaya myisl. – M.: – 1994.*
21. Ushakova T.N., Latyinov V.V., Pavlova A.A., Pavlova N.D. *Vedenie politicheskikh diskussiy. – M.: – 1995.*
22. Hasan B.L., Tyumeneva Yu A *Osobennosti prisvoeniya sotsialnyih norm detmi raznogo pola // Vopr. psihol. – 1997. – # 3. – p.32-39.*
23. Shabanov L.V. *Sotsialno-psihologicheskie harakteristiki molodezhnyih subkultur: sotsialnyiy protest ili vyinuzhdennaya marginalnost? – Tomsk, – 2005 – 399 p.*

24. Sheyn E.H. Organizatsionnaya kultura i liderstvo. — SPb.: — «Piter», — 2002. — 336 p.
25. Shemenkov P.S. Razrabotka i issledovanie modeli neyrosetevogo metoda analiza tekstovyih dokumentov / dis kand. tehn. nauk – SPb – 2009.
26. Schepanskaya T.B. Monografiya: Sistema: tekstyi i traditsii subkulturyi. – M.: – O.G.I., – 2004. – 288 p.
27. <http://accords.com.ua/topic/742/>
28. <http://aeterna.qip.ru/blogs/post/861/>
29. <http://anime4you.mybb.ru/viewtopic.php?id=1951>
30. <http://brestgothic.3bb.ru/viewtopic.php?id=24>
31. <http://cherttoffka.beon.ru/4491-977-69-pravil-gota.zhtml>
32. <http://dnevnik.bigmir.net/article/399687>
33. <http://emofemale.ayola.ru/archive/art88.htm>
34. <http://emokid.org.ua/rules.html>
35. <http://faqlife.ru/advice/8099>
36. http://fashist.io.ua/s20578/44_pravila_ukraenskogo_nacionalista
37. <http://fc.sumy.ua/publ/1-1-0-16>
38. <http://gothic-black-ankh.narod.ru/50pravil.html>
39. <http://gothic-black-ankh.narod.ru/50pravil.html>
40. <http://mordor.kiev.ua/ru/constitutionofmordor/>
41. <http://pride.at.ua/publ/1-1-0-6>
42. http://www.animesector.ru/2006/12/14/50_pravil_animeshnika.html
43. http://www.animesector.ru/2006/12/14/page,1,3,50_pravil_animeshnika.html#comment
44. <http://www.freewebs.com/propovidi/>
45. <http://www.oleshye.com.ua/ru/com/>
46. <http://www.shpora.org.ua/club/collective.html>
47. <http://www.shpora.org.ua/club/generals.html>
48. <http://www.shpora.org.ua/club/regulation.html>
49. <http://city.brovary.net/portal/journal.php?user=1960>

50. <http://humanlibrary.ru/>
51. http://oun-upa.org.ua/documents/ukr_04.html
52. <http://telkontar.ks.ua/content/be4e455a17591c9b140bc67d9bf6a9bd.php>
53. <http://www.shpora.org.ua/>
54. <http://www.mordor.kiev.ua/ru/constitutionofmordor/>
55. <http://www.mordor.kiev.ua/ru/merfiforwar/>
56. http://www.mordor.kiev.ua/ru/101_pravilo_tolkienista/
57. <http://fc.sumy.ua>
58. <http://www.sitepalace.com/trenerle/sjm/kodeks-chesti-5n.html>
59. <http://in-format.lviv.ua/yak-buty-spravzhnim-emo/10-zapovidej-pro-te-yak-staty-tru-emo/>
60. <http://dnevnik.bigmir.net/article/399687>
61. <http://emofemale.ayola.ru/archive/art88.htm>
62. <http://aeterna.qip.ru/blogs/post/861/>
63. http://asanotsuyu.ucoz.ru/index/ustav_kluba/0-5
64. <http://anime.lviv.ua>
65. <http://uanime.org.ua/forum/viewtopic.php?f=2&t=1167>
66. <http://forum.anime.org.ua>
67. <http://prostoforum.magicbb.ru/viewtopic.php?id=104>

UDC 378.147

J11305-080

Kabanov A.M., Ruban G.A.

**METHODICAL ASPECTS OF THE COMBINATION OF STUDIES IN A
TECHNICAL COLLEGE WITH EXCURSIONS ON INDUSTRIAL
ENTERPRISES**

In this report we describe the organization of an excursion on the industrial enterprise to train students. Tasks, given during the excursion are done with help of Tablet PC.

Key words: excursion, Tablet PC, training tasks, studying subject integration.

Traditionally, the main method of training at the university are lectures and hands-on training. But not less important are excursions on industrial enterprises. They are especially useful for training of students of technical universities, where for a full development of the subject, students should imagine the production process as a whole. The excursions give students possibility to learn the working process of equipment in real conditions and to care a technological chain as a whole, which cannot be modeled in the laboratory of the university. This is vital for the future specialist.

The basic principle of the organization of excursions is their connection with the learnt material. Therefore excursions may be better done after the theoretical study of the course, when the basic principles of the equipment operation used for a given process technology will already be known to students. However preliminary excursions can give good results. This aspect allows students to subsequently more fully and accurately learn theoretical material, comparing theory with its practical application. Photos and videos having made during excursions support better memorization. There is another aspect which makes excursions helpful: an excursion to the modern enterprise can motivate students' interest in the chosen specialty.

Most excursions should be organized jointly with the trainers of related disciplines in order to study the integrative educational material. These excursions have several advantages, as they allow more and better learn the material simultaneously in two or more disciplines.

When planning excursions it is necessary to consider the industrial base, located in the region. Before it is necessary to solve the following organizational aspects:

1. Make up a plan for the excursion.
2. Get the permission from the administration on visiting, as well as organizing photos and video.
3. Arranged with the enterprise administration on the accompanying specialist in accordance with the plan and purpose of the excursion (if the goal is to

study the operation of the equipment, you need a specialist on mechanic, etc.)

4. Solve the transport problem for delivery of students to the enterprise and back.
5. Conduct a safety briefing before the excursion started and additional instructions on the enterprise.
6. Provide students with the necessary personal protective equipment (helmets, respirators, etc.).

Excursion to train is not just the contemplation of the production process, it is the active learning of theoretical material obtained on lectures. So, performing such activities it is necessary to prepare the tasks that are performed during the excursion.

Modern technology in the world can help the trainer and students to organize task doing directly during the excursion. The best solution is the use of the Tablet PC. They have a number of advantages:

- They are of lightweight and mobile devices.
- They can hold a large amount of information.
- To take pictures and shoot video is possible with their help.
- You can make notes, write down something.
- You can work comfortably in virtually any light conditions.
- They can connect to WiFi networks, enabling mobile network setting.
- They are connected to a stationary PC, which allows you to quickly load and unload information on the trainer's PC.

For excursions organization it is necessary:

1. Tablet PCs for all participants of the excursion.
2. Tablet PCs for a trainer which can work as a mobile access point WiFi.

Before the excursion a trainer of a special discipline prepares:

1. Theoretical and reference material needed during the excursion, loaded electronically into tablet PC memory.

2. Route around the industrial enterprise in the electronic.
3. Tasks and test questions, which are pre-informed on lectures.

Here are examples of tasks for excursions to the processing plant for the subject "Ore dressing":

Task 1.

Mine or pit

To learn the method of production (open, closed, well, underwater) and applied technologies. Ask the guide the following questions:

1. Reserves (at the moment) of the developing fields in tons.
2. Productivity of mining plant Q_p (tons / day).
3. Mode of operation of mining plant t (days / year).
4. Nominal (maximum) size of mined ore D_H (mm).
5. Dissemination (grain size valuable component) of ore d_H (mm).

Calculations:

1. The period during which the deposit can be used T (years).

$$T = \frac{M}{Q_p \cdot t}$$

2. Necessary degree of fragmentation (grinding) i .

$$i = \frac{D_H}{d_H}$$

The calculations require the knowledge of theoretical material.

Task 2.

Grinding

To learn the diagram on the crushing plant. Ask the guide the following questions:

1. Types of used crushers and screens.
2. Amount of ore coming into each crushing stage Q_r (tonnes per hour).
3. The nominal size of the grains of ore supplied to each crushing stage D_H (mm).

4. The size of the holes in the sieve surface screens each crushing stage, where screens are used, a (mm).

5. Contents in the crushed product grains less than the grain size sieve screening at each stage, where verification screening is applicable β - a (%).

6. Number of undersize verification screening product in each cleavage stage Q_{-a} (tonnes per hour).

7. Number of oversize verification screening at each stage crushing Q_{+a} (tonnes per hour).

Do the following task:

1. Draw the general scheme of crushing using accepted dresser marks.
2. Draw Detailed scheme of each stage crushing circuit, indicating the equipment and process parameters.
3. Search on the Internet and write down specifications of the equipment indicating the site where information is taken. For example: The riddle of heavy inertial type HIT-61 (<http://www.vgm21.info/>)

Calculations:

1. Circulating strain of each mill operating in closed circuit with a span crash

$$C = \frac{Q_{+a}}{Q_P}$$

2. The effectiveness of screening at each stage

$$E = \frac{Q_P \cdot \beta^{-a}}{100 \cdot Q_{-a}}$$

3. The degree of fragmentation in each stage

$$i = \frac{D_H}{d_H}$$

4. Overall degree of fragmentation

$$i_{\text{общ. др}} = i_{\text{кр}} \cdot i_{\text{ср}} \cdot i_{\text{мел}}$$

To do the calculations it is required the knowledge of theoretical material.

During this excursion trainers of related disciplines in order to study the integrative learning material can offer students a parallel task on their subjects. For example, a trainer on chemistry may be challenged for the Study of flotation reagents

and their mechanism of action, a trainer on machine parts can give tasks on to study the basic units existing processing equipment, a trainer on automation can organize the study of process control scheme for the enterprise. Especially great opportunities presented by these excursions this is the integrative study a special subject and a foreign language. Here students may be offered a wide range of tasks, from text descriptions of processes to work with the sites of foreign companies operating in the field of enrichment.

J11305-081

Kolinichenko I.A.

**THE MAIN TRENDS IN RESEARCH OF MORAL DEVELOPMENT IN
RUSSIAN PSYCHOLOGY**

Pyatigorsk

Pyatigorsk State Linguistic University National Maritime University,

Pyatigorsk, 9 Kalinin Ave, 357532

The article presents a comparative analysis of Russian scientists' ideas on the issue of development of morality, showing their continuity with foreign researchers' ideas.

Key words: cognitive approach, psychology of morality, development of moral reasoning, dilemma method, sociomoral reflection measure, cross-cultural comparison method.

The studies of moral development of an individual are interdisciplinary in many spheres of human activities such as Psychology, Education, Management, Business, etc.; they do not lose their value. However, the problems associated with a moral choice, need a further careful scientific analysis, because, in spite of the numerous studies, there is no uniform theory yet that can be fully recognized in the world science. Analyzing the psychology of a moral choice, the Russian scientists still refer to a quite well-known theory of moral development formulated by the American scientist L. Kohlberg, under the influence of the Swiss scholar Jean Piaget.

As it is known, L. Kohlberg identified six stages of moral development and grouped them into three levels: pre-conventional, conventional, and post-conventional.

Let us consider rather interesting research works on a moral choice both in terms of relevance and methodological solutions. We regard our scientists as L. Kohlberg's successors and followers, because they have not developed any new theories and tested the already established ones on the Russian sample of respondents.

One of the tendencies is the use of alternative methods of moral development elaborated by western psychologists, which differ from the dilemma method. In this regard, it's worth mentioning the following methods: the sociomoral reflection measure (J. Gibbs, etc.), the cross-cultural comparison method (J. Tapp), the theory of the morality of caring proposed by K. Gilligan, and the *psychosemantic method* (Charles Osgood).

However, these methods of studying moral development are the exception rather than the rule in a number of Russian psychological studies. In general there is a tendency of borrowing L. Kohlberg's dilemma method either in its original form, or with some changes in the content of dilemmas which according to the scientists can reflect the most pressing issues of our time. Despite the differences between these two tendencies, it is possible, in our opinion, to complement the theory of moral development, which has evolved within the cognitive areas. The content and structure of moral dilemmas presented in the works of L. Kohlberg's followers can quite differ in the domestic science from the originally proposed ones due to the specificity of the Russian mentality and cultural characteristics of the Russians.

Thus, S.A. Vikhorev borrowed the idea of creating a dilemma according to L. Kohlberg's concept. The results of the study, concerning the factors that determine a moral choice and also the dependence of the choice in situations of a moral dilemma on value orientations, attitudes to uncertainty and gender differences, are shown on the sample of the students [2; 233].

Despite the fact that the idea of the issue study was initially conceived as a solution of a moral dilemma, S.A. Vikhorev after its description proposed an issue

and only two alternative options of its solution - for and against. But L. Kohlberg's dilemmas offered a consistent understanding of the situation in its dynamics, using for this purpose questions to help consider the dilemma from different angles [1].

If only the modified dilemmas were used in the previous study, V.V Znakov used only one L. Kohlberg's original dilemma concerning telling lies. The scientist conducted the study of sexual, gender, and individual differences in the understanding of the situation of a moral choice [5; 48].

S. Molchanov developed original moral dilemma techniques by which showed the following - when solving moral dilemmas Russian teenagers prefer the values of equity, freedom of choice and decision making, courage in pursuing their interests, communication, education, diligence; young people from Kazakhstan express their willingness to self-sacrifice and value of care preferences; U.S. teens are focused on the principle of equity. As in the above-mentioned Russian scientific works, the developed complex was supplemented by the author's method of moral reasoning "Justice-Care"[7].

As it has been noted above, the next trend is to study the development of consciousness and human behavior in the situation of a moral choice without the use of L. Kohlberg's dilemma method. These are the studies of the development of morality using the sociomoral reflection measure (J. Gibbs, etc.), the cross-cultural comparison method (J. Tapp), and the *psychosemantic method* (Charles Osgood). Despite the different attitudes to the statement and solution of the problem under discussion, each of these authors refers to the well-known L. Kohlberg's theory, as his ideas undoubtedly gave ample material for thought in the development of the alternative concepts.

The sociomoral reflection measure was developed by J. Gibbs, K. Basinger and D. Fuller in 1991, and it is generally based on L. Kohlberg's theory of moral reasoning. However, this model was associated with another stage evaluation method of moral reasoning different from L. Kohlberg's one - without dilemmas; and substantiated tendency stages of moral judgment, with the maturity stage being the highest [11]. J. Gibbs and his co-authors state that the highest level, according to

L. Kohlberg, is not the best one and is not even the highest element in the translational change of moral development stages. Moreover, the authors proposed not to explain the moral development of an individual using L. Kohlberg's terminology, limit oneself to four stages instead of six, and consider two levels of moral development instead of the three: the immature level, including the 1st and the 2nd stages and the mature level including the 3rd and the 4th stages [8].

Research hypotheses

The analysis of the moral development studies enables us to formulate the following hypotheses:

1. The assessment of urgent problems of our time is associated with morality, is caused by gender characteristics of the respondents and can significantly differ according to the masculine or feminine models of consciousness;
2. Entrepreneurs' masculine type model of consciousness determines a peculiar attitude to morality associated with the type of activity, depends on striving for changes and the desirability of gender identity.

The sample and research methods

The study involved 42 people (men and women). The samples were equalized according to the type of activity (business), the number of the respondents in each group (21 women and 21 men), and the average age (females - 40 years, males - 38 years).

The gender characteristics assessment was carried out with the help of S. Bam's modified method. According to this method the respondents were presented a list of qualities and were asked to assess themselves according to the following characteristics: 1) the intensity degree of each of these qualities, and 2) the possibility of a random change of these qualities, and 3) the desirability of these qualities. A 5-point scale was used for assessing.

The study of moral distinctions was carried out with the help of L. Kohlberg's dilemma method in the author's modification. The first dilemma was not modified - it was borrowed from L. Kohlberg in its original form. All the dilemmas were well structured, another "Why?" question was put after each question, the answer, as we

assumed, could explain the opinion expressed by the respondents and as a result identify the specific stage of moral development according to L. Kohlberg's classification.

The respondents were sequentially presented 5 dilemmas, they had to read each of them and after that answer the questions in writing. The topics considered in problem situations concerned their attitude to theft (L. Kohlberg's original dilemma); environmental pollution as a result of the construction of an entertainment complex; drug addiction of an airport employee; need / no need for "extra" people in the commercial organization during the economic crisis; psychiatrist's professional ethics.

Depending on what kind of justification of moral behavior the respondents gave, we referred their answers to one of the six stages of moral development.

Results

Data processing included the calculation of mean values of all the answers to the questions, each of which was assigned to the corresponding stage of moral development.

The results of the statistical analysis were performed with the Statistica Base for Windows 8. To detect statistically significant differences between the mean values of these groups of the respondents we applied a nonparametric Mann-Whitney test. The results of the statistical calculations are presented in the table.

Table

Assessment of gender differences in relation to the morality of men and women entrepreneurs

The psychological analysis of the answers to the questions testifies the specifics of dilemma understanding by the respondents; it depended on their gender peculiarities (masculinity, the ability to change it and the desirability for oneself). Both men and women showed significant differences in masculine traits, possible variability of masculinity and the desirability of masculinity. Women have less expressed presence of masculine traits ($U = 81, 0$ $p = 0,001$), however, they consider the possibility of changes more significantly than men do ($U = 135, 5$, $p = 0,032$),

men have a more significant desirability coefficient of masculinity than women do ($U = 93,5, p = 0,001$).

	Intensity of the rank		Intergroup differences	
	male	female	U	p
masculine qualities	591,0	312,0	81,0	0,001
variability of masculinity	366,5	536,5	135,5	0,032
desirability of masculinity	578,5	324,5	93,5	0,001
dilemma 1 (theft)	450,0	453,0	219,0	0,969
dilemma 2 (ecology)	357,5	545,5	126,5	0,018
dilemma 3 (drugs)	331,0	572,0	100,0	0,002
dilemma 4 (business)	443,0	460,0	212,0	0,830
dilemma 5 (psychiatrist's ethic)	316,0	587,0	85,0	0,001

The results are attributed to the influence of gender stereotypes of their occupation, since there is still a conviction that there are "female" and "male" occupations in the society. Obviously, entrepreneurship is seen as a "male" sphere of professional activity that is why women, who are carrying out activities in this sphere, should have masculine traits in order to remain successful.

Therefore, even when assessing the dilemmas female entrepreneurs show marked masculine traits being certainly different from male entrepreneurs in the notion that they can be changed (in other words, it would be good to change them to be engaged successfully in this activity). Another thing is how desirable it seems to women because men have more significant masculinity desirability coefficient. There is a certain contradiction between the desire for the variability of masculinity and not very strong desire to do it. In comparison: the average possibility of changes of masculinity in the male group is not so manifested, because they fix the presence of masculine traits and it is more than desirable for them. Despite the scientific data (in particular by A.V. Labunskaya) about less exposure to the division of activity spheres into "female" or "male" [6], Business determines the splitting of female

entrepreneurs' moral consciousness: they start thinking, analyzing the behavior through the prism of masculinity.

The masculine type model of consciousness determines the peculiar attitude to morality. Men and women's activities have an impact on the perception of the dilemmas from the perspective of masculinity rather than femininity. Thus, we see differences in relation to ecology ($U = 126,5$, $p = 0,018$), in relation to drugs ($U = 100,0$, $p = 0,002$), in relation to psychiatrist's ethics ($U = 85,0$, $p = 0.001$), in all three cases, women express a higher level of morality.

Findings

The hypothesis has been partially confirmed because we have not found any significant differences on indicators of femininity among groups of entrepreneurs of both sexes. Perhaps the masculine model of moral consciousness in business is generally recognized as the most successful one by the respondents. Business activities cause analysis of morality through the adoption of masculinity, longing for variability and desirability of this model. The intensity of masculine traits is higher among men, but significantly lower than the recognition of possible changes, while masculinity is more desirable for them than for women. Female entrepreneurs strive to change masculinity which is still less desirable for them than for male entrepreneurs, they show a much less marked presence of masculine traits.

The dilemma analysis is refracted through the prism of masculine ideas and allows revealing significant differences in relation to environmental issues, drug abuse and a psychiatrist's professional ethics. The specificity of the dilemma understanding depends on the respondents' sex. Women show a higher moral level than men in relation to the environmental issues, attitude to drug addiction and business. It should be noted that their opinions about these three dilemmas were identified as the most significant ones. However, the perception of moral dilemmas arising in business reveals no differences according to the respondents' sex. This is probably connected with our respondents' common activities, regardless of sex.

We hope that our study will help to clarify the understanding of morality by business representatives, to understand the manifestation of gender peculiarities with regard to actual problems of our time.

References

1. Antsyferova L.I. Connection of moral consciousness with the moral behavior of a person (based on the research of Lawrence Kohlberg and his school) // Psychological Journal. 1999. T. 20, № 3. 5-17.
2. Vikhorev S.A. Value orientations of students as factors of moral choice in the context of tolerance towards uncertainty // Philosophy of Education. № 3, 2010.
3. Gibbs, D., Basinger, K., Fuller, D. Moral maturity: Diagnosis of socio-moral reflection // Personality Development. 1998. № 2. 109-126.
4. Dubov I.G., Khvostov A.A., Moral determination of behavior in the everyday consciousness of various population groups // Questions of psychology. 2000. Number 5. 81-99.
5. Znakov V.V. Sex, gender and personality differences in the understanding of moral dilemma // Psychological Reports, 2004, V. 25, № 1. 41-51.
6. Social psychology in questions and answers: a manual / Ed. prof. Labunskaya V.A. Moscow Gaydariki, 1999. - 397.
7. Molchanov S. Development of the personality moral value system as a function of the social situation of development in adolescence and youth: thesis... candidate of psychological sciences: 2005. 234.
8. Gibbs J. C., Basinger K.S., Grine R.L., Snarey J.R. Moral judgment development across cultures revisiting Kohlbergs universality claims / Developmental Review. Volume 27 Issue 4, December 2007. 443-500.

J11305-082

K.E. Shchukina

**MANIFESTATION PECULIARITIES OF NON-VERBAL PATTERNS
OF THE SAKHA PEOPLE**

North-Eastern Federal University, Yakutsk, Belinskogo str., 58 677000

This article discusses manifestation peculiarities of non-verbal patterns of the Sakha people. Facial expressions, gestures, body movements and eye contact are considered as an integral part of all communication of the people. The method of empirical research is substantiated, the results are presented and summarized.

Key words: non-verbal communication, non-verbal patterns, kinemas.

Ethnopsychology in contemporary world has occupied a stable position as a science that studies the characteristics of large ethnic groups and their individual members. Culturally determined features of the studied ethnic group's expressive movements are the basic foundation of all national cultures. N.M. Lebedeva stresses the fact that non-verbal communication and the choice of means for the transfer of information reflect the values of the culture [1].

The complexity of the problem of non-verbal patterns empirical study, as E.N. Reznikov supposes, lies in the fact that it, on the other hand, refers to the ethnic communication. It is possible that perceptual aspect involves the perception by the ethnophors of non-verbal means of the communication partners, communicative aspect involves the transmission and receipt of information through non-verbal communication; regulatory aspect deals with the use of facial expressions, gestures, body language and eye contact as standard characteristics of the ethnic community which the ethnophor belongs to. Taking into account this judgment, in general the complexity and unresolved classification of non-verbal means of communication in terms of certain level of the ethnic group's psychological aspect is visible [3,4]. The systematic regulation of the problem is required.

For the structuring of kinemas which are prevalent in the ethnic communities, it is advisable to proceed from ideas of B.F.Lomov concerning the systematic approach to psychic phenomena [2].

Two-level (social-psychological and general psychological) construct that we propose contains three groups of kinemas manifested in the ethnic lifestyle of the Russians and organized in a certain way. Socio-psychological level of non-verbal means of communication contains two groups of kinemas. The first group (communicative kinema) appears in the perceptual and communicative aspects of intercourse. The second group of kinemas expresses people's attitude towards the world. The third group of kinemas expressing different mental states of ethnophors belongs to the general psychological level of the theoretical construct.

Within the theoretical construct each level of kinemas can be considered as a subsystem, including the components that are in some way interconnected. Each component, in turn, includes functional combinations of kinemas consisting of smaller structural units (subscales). In turn, the subscales may include fractional elements (variables or attributes).

Methodology of studying the non-verbal means of communication

In the study of non-verbal communication features of the Sakha people the methodology developed by E.N.Reznikov was used [3]. The methodology of the study is an advanced, supplemented and systematized version of the methodology of N.I. Smirnova [5].

Conceptual basis of the methodology is formed by the results of researches in the fields of social, ethnic and cross-cultural psychology, cultural anthropology and psychological anthropology, psycholinguistics and ethnopsycholinguistics.

The inquiry form in the systematic way includes three groups of kinemas (see Table 1).

Kinemas of all three groups may accompany the oral speech of the people making contact with each other, and sometimes may be used independently (replace verbal statements). In total, the methodology examines 216 positions of facial

expressions, gestures, body movements and eye contact, used in the non-verbal communication of the Yakuts.

Table 1

**Non-verbal means of communication
(facial expressions, gestures, body movements and eye contact)**

1. Communicative kinemas of intercourse	2. Kinemas expressing attitude to the reality	3. Kinemas expressing mental states and eye contact
1.1. Greeting and farewell kinemas;	2.1. Kinemas expressing a positive attitude to reality;	3.1. Kinemas of gladness;
1.2. Kinemas of attracting attention and farewell;	2.2. Kinemas expressing a negative attitude to reality;	3.2. Kinemas of surprise;
1.3. Prohibiting kinemas;	2.3. Offensive kinemas;	3.3. Kinemas of fear (fright);
1.4. Kinemas which are widespread among the children;	2.4. Kinemas of threat;	3.4. Kinemas of anger;
1.5. Interrogative and affirmative kinemas;		3.5. Kinemas of neglect and contempt (disgust);
1.6. Pointing kinemas;		3.6. Kinemas of sadness (sorrow) and distress (suffering);
1.7. Kinemas-requests, kinemas-offers and answers to them;		3.7. Kinemas conveying the desire to recall something, reflection and attention;

<p>1.8. Kinemas encountered in various situations of interpersonal communication;</p>		<p>3.8. Kinemas of difficulties in self-expression;</p>
<p>1.9. Kinemas demonstrating the dimensions;</p>		<p>3.9. Kinemas of embarrassment (shyness) and guilt (shame);</p>
<p>1.10. Kinemas expressing approval (consent) and distrust in the perception of information;</p>		<p>3.10. Eye contact;</p>

To the advantages of this methodology, we assume, can be attributed its use not only in the study of one ethnic group, but also in the comparative study of several ethnic groups. In this case the purpose of the study, which is indicated in the instructions for the respondents, changes. In theoretical perspective, the identification of non-verbal means communication of a people allows filling the regulatory standards of interaction of ethnophors in ethnic and interethnic communication with specific content. The practical application of the results of non-verbal patterns study in interethnic communication is very broad.

Let's consider the most interesting and informative results. Before the name of the kinema the number of each subscale indicated in the inquiry form is provided in brackets. The results of ranking are given in brackets after each kinema. The following sources and ways were used for the collection of information: questionnaire of E.N.Reznikov, the method of interview, participant observation, content-analysis and the analysis of ethnographic studies. For the analysis of the obtained data the methods of mathematical processing were used: ranking, Mann - Whitney criteria and factor analysis. For the processing of the data mathematical and statistical software Statistika 6 was used.

Features of the kinemas of the Sakha in the communicative group of kinemas

In the group "Communicative kinemas of intercourse" reliable differences ($p < 0.05$) among the urban and rural residents were detected in 43 positions out of 96 presented kinemas. 35 positions are reliable ($p < 0.05$) for urban residents and 8 positions - for rural residents.

It can be argued that the rural residents more often than urban residents use in their communication the smile as a facial expression of approval and appreciation (1.10.1.3. 4,8 points, $p = 0.01$) and slight head nods as an expression of respect and empathy (1.10.2.2. 4.2 points, $p = 0.02$) from the subgroup 1.10. Kinemas expressing approval (consent) and distrust in the perception of information. It can be assumed that the rural residents are more friendly and positive than urban residents.

In the interpretation, kinema 1.1.7: Kiss as a form of greeting is meaningful - it is usually done with lips on one cheek. This gesture is more typical for urban residents (3.4 points), and it is almost never encountered among the rural residents (2.3 points) ($p < 0.05$). Most probably it's a gesture borrowed from the Russian culture. It is established that a kiss on the cheek as an expression of greeting is almost never encountered among the Yakuts. Sakha do the kiss not with the lips but with the nose - a person inhales the smell (sniffs) of another person. This kinema expresses love, sympathy, compassion, and is more often used with respect to the children and the elderly people. It has been discovered that in the subgroup of kinemas of greeting and farewell (1.1) a kiss on the cheek as a form of greeting is more common for the urban women than for the rural women. Rural women use this kinema less often. Men of Sakha hardly use this gesture, or, at least, avoid using it.

Rural women more often than urban women use kinemas expressing approval (consent) in the perception of information (1.10). The largest difference was found in the kinemas 1.10.1.2. Smile as an approval, a positive evaluation. Urban women - 4.3, rural women - 4.8, $p = 0.01$; and in the kinema 1.10.1.3. Slight head nods, sometimes accompanied by tilting the body forward, the city - 4.4; village - 4.8, $p = 0.00$. The obtained results allow us assuming that rural women use positive kinemas more often than urban women.

It turned out that the discovered reliable differences among men 7 differences are reliable ($p < 0.05$) for urban men, and only one kinema for rural men. It has been established that rural men more often than urban men use kinemas from the subgroup 1.2. Gestures of attracting attention and invitation.

Thus, we can assume that urban men use the non-verbal patterns in communication as the perception of information more often than rural men. This phenomenon can be explained by the fact that the urban population undergoes a greater influence of Russian culture, in which the non-verbal means of communication are used relatively more often. Rural men are more reserved in the expression of kinemas than urban men.

Features of the kinemas of the Sakha expressing attitude to reality

In the group of kinemas expressing attitude to reality, significant differences between the responses of urban and rural residents were obtained in 16 positions. 14 of them are the kinemas that have received a high statistical value ($p < 0.05$) and a high score in the rankings, which means that they the most often used non-verbal means of communication. They are all characteristic of urban residents, and only two rural kinemas were established.

The discovered reliable differences of urban residents are kinemas of the subgroup of kinemas expressing negative attitude to reality. These include such positions as a threat, a gesture of repulsion; a man sitting in a conversation with a woman; talking to the person, put your feet up on the table; talking to a woman with a cigarette in the mouth and so on. Rural people (especially men) have more difficulties in the differentiation of offensive kinemas encountered in the conversation with women.

The significant difference between the responses of rural and urban women in offensive subgroups 2.3. and 2.2 - negative attitude to reality - determines that urban women are more sensitive to the negative positions than rural women.

It has been established that rural women most frequently use the positions that express a positive attitude (subgroup 2.1. Kinemas expressing a positive attitude to

reality), such as: a smile 2.1.2. city - 4.2 village - 4.8, $p = 0.00$; kinema 2.16. Light pat on the shoulder at on the shoulder, city - 4.0; village - 4.5; $p = 0.01$; kinema 2.1.1.

It has been found that in the group of kinemas expressing attitude to reality, urban residents more often than rural residents use non-verbal means of communication of the subgroup 2.3. Offensive gestures and facial expressions, and of the subgroup 2.2. Kinemas expressing negative attitude. It can be concluded that rural residents more often than urban residents use kinemas expressing a positive attitude to reality, while urban residents are more sensitive to offensive kinemas.

Features of the kinemas of the Sakha expressing mental processes, states and eye contact

In the group of kinemas, expressing different mental states, reliable differences ($p < 0.05$) between rural and urban residents were obtained in 6 replies.

If in the other two groups (communicative kinemas of intercourse and kinemas expressing attitude to reality) urban women more often marked, i.e. used non-verbal means of communication, in the group of kinemas expressing mental states, most of the positions were marked by rural women. It turned out that of the revealed reliable differences ($p < 0.05$) between rural and urban women, urban women more often use the positions expressing the kinemas of fear and fright.

Rural women tend in most cases, in the expression of embarrassment (shyness) and guilt (shame), to avoid eye contact (3.9.1, 3.9.2.). They more often prefer to turn away from the interlocutor in case of neglect and contempt (3.5.6.). Rural women also find that the duration of the look at each other among the close people is longer than among the strangers (3.10.2.). This result can be explained by the fact that sex-role restrictions, which have survived from the time when the woman had a lower social standing than the man, are still effective in the villages. These restrictions, in particular, included the taboo on the eye contact. It is assumed that the desire to avoid the look or gaze points to the difficulties in the process of communication when dealing with other ethnic groups.

The ranking has allowed us identifying the most and least frequently used kinemas of the Sakha people (see Table 2).

Table 2

Kinemas	Average
1. Communicative group of kinemas	
Handshaking	4,8
A smile usually accompanies all forms of greeting mentioned above	4,5
Jumping on the place as children's expression of joy	4,8
Affirmative kinema: "nod from the top down"	4,8
Interrogative gesture "right hand points to the left wrist, where the watch is worn"	4,7
Indicating kinema "hand pointing forward or towards an object or direction"	4,7
Slight nods when expressing approval	4,7
Teaser "the tongue put out forward"	4,6
Slight pat on the shoulder when expressing approval	4,6
Gesture of request for silence, the index finger of the right hand is brought to the cloistered and stretched lips	4,6
Prohibiting kinema - slight sharp turns from side to side	4,6
Expression of a negative attitude - a gesture showing that people do not get along with each other - the index fingers of both hands, turned by the back of the hand forward, are closed at the chest level	2,6
Expression of negative attitude - the palms of both hands are put in front at chest level; fingers make scratching movements	2,3
Kinema of greeting - The men join their hands in a handshake	2,2
2. Group of kinemas expressing the attitude to reality	

Handshaking	4,7
Slight nods in case of positive attitude	4,7
A smile as an expression of positive attitude	4,6
Gesture indicating "union", "friendship" - the index fingers of both hands are joined together; the left palm is turned up, and the right palm is turned to the person	2,6
3. Group of kinemas, expressing different mental states and eye contact	
Kinema of gladness - smile	4,8
Jumping on the place as children's expression of gladness	4,8
A smile accompanies all kinemas of gladness	4,8
Kinema conveying the desire to recall something - wrinkles appear on the forehead	4,7
Kinema of embarrassment, shyness - a man avoids eye contact	4,6
Kinema of difficulty in self-expression - hands are clenched in fists, both hands are pressed to the chest	2,9

For the group *communicative kinemas of intercourse* it has been found that the Yakuts most frequently use the kinemas greeting "handshake" (4.8), as well as the kinema "smile", which accompanies all forms of greeting (4,5). More often they use the affirmative kinema "nod from the top down" (4.8); questioning gesture: "right hand points to his left wrist, where the watch is usually worn" (4.7); and more often a pointing kinema "hand pointing forward or towards an object or direction"(4.7) is used. Children are more likely to use jumping on the place as the expression of joy (4.8) and teaser "tongue put out forward" (4,6). It has been found that during the communication process Yakuts are increasingly using kinemas expressing approval (consent). These are such kinemas as "smile" (4.7), "light tap on the shoulder" (4.6) and "slight nods" (4.7). It has been discovered that the Yakuts in the perception of

information tend to use kinemas expressing a positive attitude. The ranking results show that the Yakuts least frequently use kinemas expressing a negative attitude to communication partner - a gesture that people do not get along with each other: "the index fingers of both hands, turned by the back side of the palm forward, are closed at the chest level (set against each other)" (2,6), "palms of both hands are put forward at the chest level, fingers make scratching movements; the meaning is to repulse" (2,3). It has been found that the Yakuts during the communication process least frequently use the kinema of greeting - "men join hands on the chest in the "handshake", the women put the hands on the chest" (2,2).

For the group of kinemas expressing attitude to reality it has been found that out of all the positions presented the Yakuts most often use the kinemas expressing a positive attitude - "handshake" (4,7); and the gesture "slight nods, sometimes accompanied by tilting the body forward" (4,7); the kinema "smile" as an expression of a positive attitude (4,6) is also used most frequently. It has been discovered that out of this group the Yakuts least frequently use the gesture indicating "union", "friendship" - "index fingers of both hands are joined together, the left hand turned up, and the right to the person" (2,6).

For the group of kinemas expressing mental processes, states and eye contact it has been found that the Yakuts most frequently use kinemas of joy - "smile" (4,8); children often jump expressing their joy (4,8). It has been established that the Yakuts more often use the kinemas conveying the desire to recall something - "wrinkles appear on the forehead" (4,7), and "shrug" (4,6) in case of difficulty of self-expression. The highest score was received by the position "smile", which accompanies all gestures of joy (4,8 points). It turned out that of the group of kinemas expressing different mental states, the Yakuts *least frequently* use the kinema of difficulty in self-expression - "hands clenched in fists, hands pressed against the chest," (2,9).

Thus, it can be argued that the kinema "smile" is most frequently used among all three groups of kinemas and thus it is the most frequently used kinema in all non-verbal communication of the Yakuts. Yakuts more often use in the group of communicative kinemas of intercourse the non-verbal means of communication,

expressing a positive attitude than the kinemas expressing a negative attitude. Out of all three groups of kinemas, the Yakuts most often use kinemas of the communicative group of kinemas of intercourse.

We have also noted the proxemic features of the Sakha people. Distance between communicating people depends on the situation, environment and familiarity. Yakuts in most cases keep social and community proxemic zones. The distance between them in the communication process is longer than between the Europeans. Perhaps the culture of the Sakha people, like the most cultures of the Far East, can be reckoned among the low-contact cultures. It has been recorded that in the city the proxemic distance is slightly increased in comparison with the countryside. This result can be explained by the fact that in rural areas, people know each other well and interpersonal relationships are more intimate and stronger than in the city.

The research has also revealed the tactile characteristics - women more often, than men, touch other. Men much more rarely touch the interlocutor in dialogue - the culture of the Sakha does not encourage the men to touch each other. It has been established that in different cultures different meaning and significance is attached to the tactile interaction. In the low-contact groups tactile contact is used less, than in the high-contact groups. Perhaps the culture of the Sakha may be classified as a low-contact one. It has been discovered that the restriction on the use of tactile interaction in the collectivist cultures, to which, obviously, the culture of the Sakha belongs, is influenced by the norms and the maintenance of public "reputation" (of the person himself/herself and his/her interlocutor), mentioned by N.M. Lebedeva [1].

Thus, the conducted research of non-verbal patterns of the Sakha people has allowed revealing in a systematic way the kinemas in the ethnic group under investigation, as well as allowed us considering peculiarities of manifestation of expressive motions depending upon residence (town-village).

The conducted ethnopsychological study of non-verbal patterns of the Sakha people gave the possibility to formulate the problem field for the further theoretic and empirical research in the field of non-verbal communication as a whole. The study of

the relation between verbal and non-verbal language as psycholinguistic constituents is deemed to be urgent; it is also interesting to study the problem of ethno-specific features of decoding the visual information; the polysensory nature of non-verbal communication of the Sakha people also needs to be studied.

Literature

2. Lebedeva N.M., Luneva O.V., Stefanenko T.G., Martynova M.Y. Intercultural dialogue. Training of ethnocultural competence. Moscow, 2003.

2. Lomov B.F. Methodological and theoretical problems of psychology. Moscow, 1984.

3. Reznikov E.N. Theoretical and methodological problems of ethnic psychology. Minsk, 2004.

4. Reznikov E.N. Psychology of ethnic communication. Institute of Psychology of the Russian Academy of Sciences, Moscow, 2007.

5. Smirnova N.I. A contrastive description of the elements of Russian and English kinesic communication // The national-cultural specificity of speech behavior. Moscow, 1977. P.219-247.

UDK 159.9.316.6

J11305-084

Makarova A.P.

MORAL PRINCIPLES AND VALUES OF THE REPRESENTATIVES OF SAKHA ETHNOS

*North-Eastern Federal University named after M.K.Ammosov, Republic of
Sakha (Yakutia), Yakutsk*

Annotation. The article presents the results of the research of the attitude towards the universal moral principles and values of the representatives of Sakha ethnos. The categories of moral principles are identified and their links with values are determined. The results are examined taking into account age and gender peculiarities.

Key words: moral views, moral principles and values, age and gender peculiarities, value orientations.

Moral views are formed through the prism of moral concepts, moral standards that get their ideological expression in the general fixed ideas about how to behave in different situations. One of the oldest moral views of humanity is the "golden rule" principle, which states: "And as you wish that others would do to you, do so to them." Out of the many interweavings of social community of people, Sakha single out such verbal-logical formula: "kihilii syhyan" («киһилии сыһыан», "truly human relationship"). Regardless of sex, age, and social differences, each member of the society, as "aiyy kihite" («айыы киһитэ», people originating from the light gods "aiyy" («айыы»)), was obliged to closely observe such moral standards as: "Don't envy", "don't steal", "protect your "kut-sur" («кут-сүр»), "don't kill" and other. [5]

This paper examines the peculiarities of the attitude of the representatives of Sakha ethnos towards universal moral principles, categories of moral principles are identified. An attempt is made to establish the relationship between the categories of moral principles which have been singled out and specific values. A total number of 220 people have participated in the research: young people from 18 to 35 years and people of mature age from 36 to 65 years. The method of A.A.Khvostov "The attitude to universal moral values," method of V.N.Kunitsyna "Value orientations - 36" have been used in the research. Statistical analysis of the obtained results was carried out according to the Fisher's method of angular transformation (criterion ϕ^*) and Spearman rank correlation.

The coefficient of correlation between the ordered lists of moral principles in the selected groups is quite high. Views of men and women ($r_s=0,917$), young people and middle-aged persons ($r_s=0,898$) in the ranking of moral principles are the same, i.e. existing set of "significant" and "non-significant" principles is basically the same.

Analysis of the selected samples demonstrates that most women of Sakha have expressed their agreement with such statements as "human dignity is determined primarily by decency"; "in the actions you should always consider the interests and rights of others", "society without moral standards necessarily degrades". And men,

in contrast, believe that the other principles are also important in life, such as: "it depends on the situation, the good often turns into evil, and vice versa," "the people should be treated like they treat me; good for good, "eye for an eye." Perhaps this difference is due to the existing gender stereotypes that the morals of participation and care are more characteristic of women, while the morals of justice and power are more characteristic of men, which is highlighted in the theory of K. Gilligan [6] and is found in a number of studies [2], [3].

It can be stated that gender peculiarities of attitude towards significant moral principles become apparent with age ($\chi^2=1,842$, with $p \leq 0,05$), whereas in the young age male and female views on morality are the same. In a study of A.A.Khvostov it has been also found that gender differences rather increase with age, and such principles as "end justifies", "fight against evil by its means" etc. are more characteristic of men than of women [2].

The largest differences in the moral principles that are important for the human being have been identified in the comparison of two age groups ($\chi^2=2,676$, with $p \leq 0,01$). It was found that the views of women of different generations were the most different ($\chi^2=3,683$, with $p \leq 0,01$), though there are differences in views between the men as well ($\chi^2=2,727$, with $p \leq 0,01$). Young women more than women of mature age express their agreement with such statements as: "man is born free and he is responsible for his actions only to himself" "good often becomes evil, and vice versa." Whereas for women of mature age the most important principles are: "dignity of man is determined primarily by decency; "in the actions you should always consider the interests and rights of others".

Young men of Sakha, in contrast to men of mature age of Sakha, believe that "morality is a matter of faith, everyone has the right to follow his religion," "good appears only through evil, without it life would not be harmonious," "good attitude is unprofitable because it is often mistaken for weakness and the reaction is evil", people consider moral, above all, those things which are to their advantage ($\chi^2=2,625$, with $p \leq 0,01$).

Age differences in assessing the moral principles and values seem to be associated with different socio-economic conditions of socialization, departure from the traditional views of morality, especially among women of Sakha. In the traditional culture of the ethnic group of the Sakha, the programs of the life track of boys and girls had their own characteristics. For a boy it envisaged prosperity and good fortune in business affairs, he should become the successor of the kin, advocate and support for his family. For a girl as the future mistress of the hearth, the main requirements were to become a caring mother and a good housekeeper [1], [4]. Studies of the recent years show the dynamics of a hierarchy of values that influence the choice of slightly different moral principles which are important from the point of view of today's youth. [3]

Investigating the structure of the moral consciousness, A.A.Khvostov concludes that the moral values and principles, on the one hand, and the immorality, on the other hand, do not form two opposite poles. Each of them creates its own direction, functioning independently. Immorality and moral principles coexist or are psychologically compatible. [2] In the study, using the method of expert judgements, we have identified five categories of moral principles. The first category includes principles that reflect the values and norms of humaneness ("following the morals"); the second category includes the principles indicating that all of the generally accepted norms of behavior and attitudes are seen as relative ("anarchism"); the third category includes the principles expressing the need in the life of the values of adaptation and survival, i.e. "might makes right" ("adaptation"); the fourth category is composed of the principles that deny and consider as optional all accepted norms of behavior and attitudes ("pragmatism"); the fifth category includes the principles, indicating that the decision-making should focus on short-term emotions ("situationism").

For the majority of subjects the category of "following the morals" occupies the first place. Categories of immorality' manifestation occupy only a minor place, the most important of them being the category of "situationism", then follow "pragmatism" and "immorality", while "adaptation" occupies the last place. The

largest percentage in the category "observing the morals" was detected in the sample of the people of mature age and women. Next in importance is the category of "situationism" which, to a large extent, is chosen by the people of mature age and men. Category of "anarchism" of moral principles is most widely spread in the sample of men and young people, while the people of mature age don't choose this category. Principles of the category of "pragmatism" guide mostly the youth. Category of "adaptation" is most often chosen by people of mature age and women.

Results of the research have demonstrated that the range of guiding moral principles is wider among the young respondents and men. Also the young women of Sakha, in contrast to middle-aged women, are willing to be guided by the principles of "anarchism" ($\varphi_s=3,418$, with $p\leq 0,01$), «pragmatism» ($\varphi_s=1,968$, with $p\leq 0,01$) and «situationism» ($\varphi_s=1,672$, with $p\leq 0,01$), while the middle-aged women in most cases are guided by the principle «observing the morals» ($\varphi_s=1,887$, with $p\leq 0,01$).

In the course of the study, we have investigated the value orientations of the representatives of the ethnic group of Sakha using the method of V.N.Kunitsyna "CO-36" («ЦО-36»). As it is known, the values determine the process of cognition by the man of the social world and at the same time carry out mental regulation of human behavior in a social environment. Correlation analysis showed that the identified categories of moral principles are linked to certain values.

Thus, the basis of moral choice of our respondents is constituted by such values as independence in choosing, utility, respect for elders, courage, courtesy, responsibility and tolerance. In general, moral values are universal for the representatives of all social groups: ethnic, gender, age. Most of the subjects in their lives are guided by the principles that reflect the values and norms of humaneness. The range of permissibility of moral principles in case of youth and men is wider due to age peculiarities and existing gender stereotypes.

Literature:

1. Vinokurova U.A. Tale about the Sakha people. Yakutsk, 1994.

2. Dubov I.G., Khvostov A.A. Moral determination of behavior in the everyday consciousness of large groups of populations // *Issues of psychology*. 2000. №5. P. 87-99.

3. Novikova L.M. Gender peculiarities of the moral consciousness of the youth: Summary of the thesis of the Candidate of pedagogical sciences. Moscow, 2007.

4. Popov B.N. Family culture of the peoples of the North-East of Russia: Traditions and innovations. Novosibirsk, 1993.

5. Romanova E., Sleptsov P., Kolodeznikov S. Yakuts' life circle // *Ilin*, 1992. №1. P. 64-73.

6. Gilligan C. In a different voice: Psychological theory and woman's development. Cambridge, 1982.

UDC 378.147

J11305-085

Kabanov A.M., Korovkina T.V.

**TRAINING SKILLS IN READING OF ENGLISH PROFESSIONAL
AUTHENTIC TEXTS**

*Ural Federal University named after the first President of Russia B.N. Yeltsin
Yekaterinburg, Mira 19*

Ural State College named after I.I. Polzunov Yekaterinburg, Lenin 28

The article describes the principal basis of training reading of authentic texts in English for students of non-language specialties.

Increasing international cooperation in science, technology, culture and arts requires specialists knowing foreign language on high level, the practical use of which will be determined by the ability of a technician, a musician, an artist, an art historian and others to take information from foreign sources. So, the language knowledge should support the expansion of general educational outlook of a specialist and enhance professional skills, as well.

In connection with this aspect, there is the task to train the future specialists reading and understanding authentic foreign texts. To limit the linguistic material which students should learn, and do the task real and useful for the development of future profession, it is necessary to offer texts useful not only in plan of grammar and vocabulary, but professionally-oriented. This aspect will be the stimulus for learning language, and for the need of obtaining the necessary information for the development of future specialty.

Since the skills of reading and translating are not only widening of vocabulary, but it is a number of specific skills. So, special attention should be paid to the development of reading skills with understanding the whole content and reading with the elements of analysis. Therefore, texts and exercise systems for reading skills development and understanding of authentic texts must be selected with attention to these skills.

The texts are based on a certain minimum of grammar: Indefinite Tenses (Active), modal verbs, degrees of comparison of adjectives, plural of nouns, indefinite pronouns, etc. Students' knowledge of these grammar rules should be taken into account.

For reading comprehension students are offered different levels of texts and tasks (different levels of difficulties). The decision to choose the level of difficulties should be made on the basis of the students' familiarity with the types of reading. In this regard, students need to be familiar with the following types of reading:

- **Scanning reading.** Students are supposed to find specific information, keywords (time, hours of operation, names, titles, etc.), given part of the text. Reading of the text is optional.

- **Looking-through reading.** The text is read fluently to determine whether it contains useful information, needed for the further comprehension of the general idea.

- **Skim reading.** The text is read as quickly as possible in order to understand the main content and structure. Students are supposed to understand 70% of the content of the text, ignoring unknown words, considering the meaning of key words from the context.

- **Reading for detailed comprehension.** Students should focus on all the major and minor facts of the text, comprehend and memorize them. They are supposed to be able to make a conclusion from reading and understand the logical links within the text.

To develop the ability to read with a total understanding of a content (which is the basic and the most important aspect of reading of professional texts) students are trained the general strategy of mastering reading skills. As a result, they must apply these strategies in reading and understanding of the authentic texts.

The general strategy of reading skills mastering:

- The title usually helps to see the main idea of the text. The subtitle sums up the general idea of it. Working with the text, select the part of text that contains the information matching the question you are considering. To answer the question, focus on the right paragraph. You will not have to concentrate on the whole text to find the answer you need, but just on that paragraph.

- The opening sentence of each paragraph summarizes the main idea of the paragraph and helps to follow the author's line of reasoning. Remember to always read the entire text to get the idea of what it is about. Please note that the information you need may be of different form and length:

- single word;
- a sentence;
- a larger part of the text.

- Quickly consider what type of text you are going to read and its characteristic features. Try to establish its type and predict its structure. Each type of text has a very predictable structure. If the text refers to well-known phenomena and problem you

should not let your knowledge of the world affect the way you understand the general idea.

- Pay attention to the type of examination tasks:
 1. **Multiple matching task.** (You need to match given elements to various short texts or paragraphs).
 2. **Gap filling task** (You have a text with some parts missing from it. You need to fill the gaps).
 3. **Multiple choice task.** (You need to rule out three incorrect answers and choose one correct answer). Pay special attention to the fact that information in the text is given by means of vocabulary or grammar paraphrases. Typical vocabulary paraphrases are synonyms and antonyms. Typical grammar paraphrases are tenses, comparatives conditional sentences.
 - o Grace gave a clever answer = Grace gave a brilliant answer (synonyms)
 - o The car we decided to buy wasn't very expensive = The car we decided to buy was very cheap (antonyms).

When she came home, everybody had already eaten dinner. = They eat dinner before she came home (tenses).

If you can see unknown words or expressions the language guess should be used. If the meaning of the words is not clear from the context, you should not focus on them, as it can block the entire process of understanding the main idea. Please note that the main task is to find the necessary information in the text (not to understand the meaning of all the words in the text).

However, if you still need to define the meaning of unknown words, you can use one of the following methods.

- establish what part of speech the word is;
- consider the meaning of the words according to the context (e.g., general meaning: "ginger bread" means some kind of bread);

- consider the meaning of the word, using word-formation elements (suffixes, prefixes);
- consider the meaning of the words. Given words are often similar to words in your own language. (pay special attention to "false friends");
- consider the meaning of the words or expressions, using their position or role in the text: e.g. words like: "First / Second ..." show the sequence of information; "On the one hand / On the other hand / However ..." show contrasting ideas.
- consider the meaning of the words or expressions, using your general knowledge of cultural.

To develop the ability to complete various types of tasks which test reading comprehension, students need to know strategies of doing these types of tasks, paying attention to the above mentioned types of reading.

J11305-086

Holynskaya V. Y.

IMPACT OF VOCAL AND CHORAL TRAINING ON FORMATION OF THE AESTHETIC NEEDS OF THE FUTURE TEACHERS OF MUSIC

Berdyansk State Pedagogical University

The article deals with a variety of theoretical approaches to the problem of the formation and development of aesthetic needs with the help of vocal and choral art. The role of vocal and choral training in the development of the aesthetic needs of future teachers of music is examined.

Key words: training of music teachers, aesthetic needs, vocal and choral training.

The questions of formation and development of aesthetic needs are particularly relevant and necessary in higher educational school, as essential for students-musicians and are forming a "common culture, higher human sensitivity, cultural

senses, without which there is no and can be no knowledge or understanding of truth, goodness, beauty, justice and strengthening them in life” [6, p.9].

Improving the efficiency of teachers of higher education requires the full use of the reserves contained in the characteristics of an individual, especially, in the need-motivational sphere.

A lot of current researches are dedicated to: the problems of formation of aesthetic culture (O. Apraksina, V. Butenko, B. Likhachev, L. Pechko, V. Shatska, G. Shevchenko, L. Poberezhna, Y. Sopina etc.), aesthetic feelings and interests (G. Vashchenko, I. Kuzava, N. Tavrovetska, S. Yakymenko, T. Shmeleva et al.), aesthetic tastes (M. Kahan, M. Kiyashchenko, O. Burov, L. Levchuk, M. Leyzerov, O. Losev, L. Goncharenko, V. Razumnyy), issues of aesthetic development of school children (I. Nazarenko, S. Sandukova, O. Litvinova, O. Lytvynenko, A. Khachikyan, O. Dorozhkina), students of industrial and power technical schools (O. Holovizin), young workers in club facilities (O. Kobin) and others. Almost there are no researches regarding a high school teacher, first of all, there are no studies on the formation of aesthetic needs of future teachers of music in the process of vocal and choral training.

Communication with the music, the experience and the understanding of it forms an individual, his or her worldview, aesthetic and ethical ideals, tastes, will, character, expands the range of knowledge of the world and helps to learn the values of spiritual culture, promotes the development of communication skills, gives an opportunity to gain the necessary skills of social behavior.

Even in aesthetic concepts of thinkers of antiquity Pythagoras, Aristotle, Plato and many others there are the first attempts of identifying the problem of formation of personality by means of music. Even then it was believed that music can have influence on the moral side of the soul, to form a person's character [3, p. 292].

An interesting opinion about the impact of music on the listener was expressed by A. Sohor. As the music first of all is directed at the world of emotions and is inherently an expressive art, then more positive images than negative ones dominate in it [5, p.153]. Tendency to disclosure and underline the lightest, the best in a person

amplifies the importance of music as a spokesman of humanistic principles and a keeper of moral and educational function. We can assume that the direct effect of powerful positive energy will affect a recipient and “infect” him or her with positive emotions that develop aesthetic attitudes, feelings and needs.

The peculiarity of music is in the ability to influence physiological and mental state of a person, his or her spiritual world. Physiological response of a listener is in growth of cardiac activity, violation of rate and amplitude of respiration (as in excitement of a person). According to the ideas of the psychologists (L. Vygotsky, V. Petrushin, B. Teplov and others), such a reaction of a person depends on the nature of music and is determined by the contents and by the stylistic features of works of art [4, p.5].

Physiologists I. Dogiel and I. Tarkhanov in the experimental study of the effects of music on the human body found that musical sequence (melody) heard by a person makes a much greater impact on him or her than isolated, individual sounds. This means that the reaction of human body to the music to a much larger extent is determined by its mental, emotional impact than by a direct physiological one.

According to the national teacher-scholar G. Dashak, the highest degree of expression of human senses is realized through voice. The impact of vocal voice on a listener depends not only on the level of performance skills (vocal technique), but primarily on the spiritual level of a performer, on his or her “personal spiritual evolution”. Sometimes voices are “refined” by the professional skill, ignoring the spiritual aspect of the voice. With sufficient technical and musical level of a performer, he or she makes no impression on a listener, “because there is no magnetism in the voice, no high spiritual vibrations” [2, p.53].

In the training of teachers of music an important thing for the students is obtaining of vocal and performing skills. “To teach others to sing, according to L.V. Shamina, you must personally have a singer’s voice, continually improve your own skills, be fit as a singer, be able at any moment to show with your voice a particular feature, nuance, technique” [5, p.34].

In the training of future specialists different kinds of singing activities are used: solo, choral, ensemble singing, performing various parts in the choral works with conducting, partly singing at the lessons of musical and theoretical training (solfeggio and music history), and in the process of choir practice. All these kinds of singer's activity form the basis of vocal and choral training of students.

Besides purely professional skills in the process of vocal and choral training aesthetic needs, aesthetic attitude to music creations, the overall aesthetic orientation are formed. Vocal and choral art, affecting the mind, emotions, feelings, moods of a person appeals to all his or her life experience. With the objective severity of music and its subjective refraction by a personality the aesthetic attitude to the world, aesthetic interests, ideals and tastes of a person are actualized. Aesthetic experience that occurs as a reaction to the impact of vocal music is much bigger, because human voice is the most natural and delicate instrument that reflects the spiritual and emotional nature of a person, and also because vocal music contains a word that facilitates the process of communication. Vocal music activates the processes of learning, assessment, communication, becomes a kind of stimulus of the individual's activity [1, p.189].

Of all subjects of the vocal and choral cycle (the choral class, the ensemble, voice training) the discipline "Voice training" is critical to identity disclosure of the future teacher, since the subject is held in individual form and has a high spiritual and aesthetic potential.

A future teacher of music must not only play the instrument well, have conducting skills, possess the knowledge of music theory, methods of musical education, organizational and communication skills, but also be able to charm his or her students with his or her singing, awake craving for beauty with own performing professionalism, awake the desire to acquire the knowledge of music in the students, take part in artistic and aesthetic activity. The teacher of music should be a creative person with high aesthetic requirements, general and vocal culture. And it is in the process of vocal and choral training, especially in the classroom of voice training, that he or she becomes such a person: learning to overcome the shortcomings of own

performance; getting acquainted with the world of human emotions, various situations depicted in the works, different musical cultures, styles of performance; learning to control the behavior during concert performances – so he or she trains the will, intelligence, emotional sensitivity, becoming a more mature person, spiritually enriched. Vocal and choral training not only forms vocal and technical skills of future teachers, but also promotes the acquisition of new personality traits necessary for spiritual growth and learning.

In the summary, we can conclude: vocal and choral art contains powerful reserves for the development of cognitive, emotional and volitional personality; vocal and choral training of future teachers of music is a factor of a positive impact on the aesthetic development of students.

REFERENCES

1. Grebenuk N. Y. Vocal and Performance Work : Psychological, Pedagogical and Art Aspects : monograph // N. Y. Grebenuk. – Kyiv: P. I. Tchaikovsky NSAU., 1999. – 269 p.
2. Dashak G.Y. Divine Nature of Sound: Teaching Guide for Students of High Education Institutions of Culture and Arts. / G.Y. Dashak. – Lviv : “Svit”, 2003. – 102 p.
3. Kiyashchenko N.I. Aesthetics – Philosophical Science / N.I. Kiyashchenko. – Moscow : “Villyas”, 2005. – 592 p.
4. Nazarenko I. M. Formation of Aesthetic Needs of Senior School Children in their Free Time (Based on the Music Material): author's thesis for a scientific degree of candidate of pedagogic sciences after specialty 13.00.02 – “Methods of Teaching of Music and Methods of Music Education” / I. M. Nazarenko. – Kyiv, 1995. – 17 p.
5. Rudnytska O.P. Music and Culture of Personality: Problems of Modern Education: teaching manual. / O.P. Rudnytska. – K. : IITE, 1998. – 248 p.
6. Sopina Y.V. Formation of Aesthetic Culture of Students of Musical Education Faculties: author's thesis for a scientific degree of candidate of pedagogic

sciences after specialty 13.00.04 – “Theory and Methods of Professional Education” /
Y.V. Sopina. – Kyiv, 2002. – 19 p.

UDC 316.74:378.011.32.035.6

J11305-087

Krechetova V.A.

**NEW UNDERSTANDING OF THE “POLITICAL NATION”
PHENOMENON**

Kharkiv University of Humanities “People’s Ukrainian Academy”

In this report the phenomenon of political nation and the new approach to its scientific understanding is observed.

Key words: nation, political nation, systematic approach, included systematic levels.

Phenomenon of political nation is used now for defining the certain level of big social group development, usually consisting of countries population. Different views of it include separate aspects of society’s identities, which accents influence the defining of a certain term. That’s why it’s actual to systematize the understanding of such phenomenon for which it’s necessary to use the principle of systematical levels inclusion and view certain political nation as a multi-leveled creation.

So, “political nation” can be viewed as one of the understandings of such phenomena as a nation, or like a certain aspect of it; like a certain stage of the evolution of a “nation” phenomenon itself and it’s attribute, obligatory inherent for a modern state.

In the modern ages nation has become a powerful symbol and a basis of identity in the international system of national states. It signifies relations among states and their citizens, as well as between the states themselves; it somewhat of an ideological construct, that plays an important role in defining subjects position both in the fields of the modern state and the fields of international order.

Nations may have a deciding impact for defining the method of state's connection with its citizens including the use of identity mechanisms, which varies them from other countries citizens and influences its foreign environment.

Five main methods can be defined in studying nations as real societies. They're the psychological, cultural-scientific, social-economical, ethical and political concepts of a nation. In the moment of creation every of those struggled to have a full understanding and defining of what the nation is.

So, we can state that they have a leftovers of a dated view of a phenomenon and its defining – it's confirmed with some standard which contradicts the position with the rest of views and so leads if not to discussions, then to lists of approaches, from which the later researcher must choose the most adequate for his object.

But nowadays it's necessary to use methodological purchases of modernity to analyses of every of those and synthesizing the complete view of nation as a scientific subject. So, renewed approach must get the systematical features, where the information layer of every existent basic approaches should be placed on its adequate place in the complete system of knowledge on an object, which therefore will be viewed as a systematical.

So, above-stated methods should be placed, for a start, in a certain order: ethnical, psychological, cultural-scientific, social-economical and political.

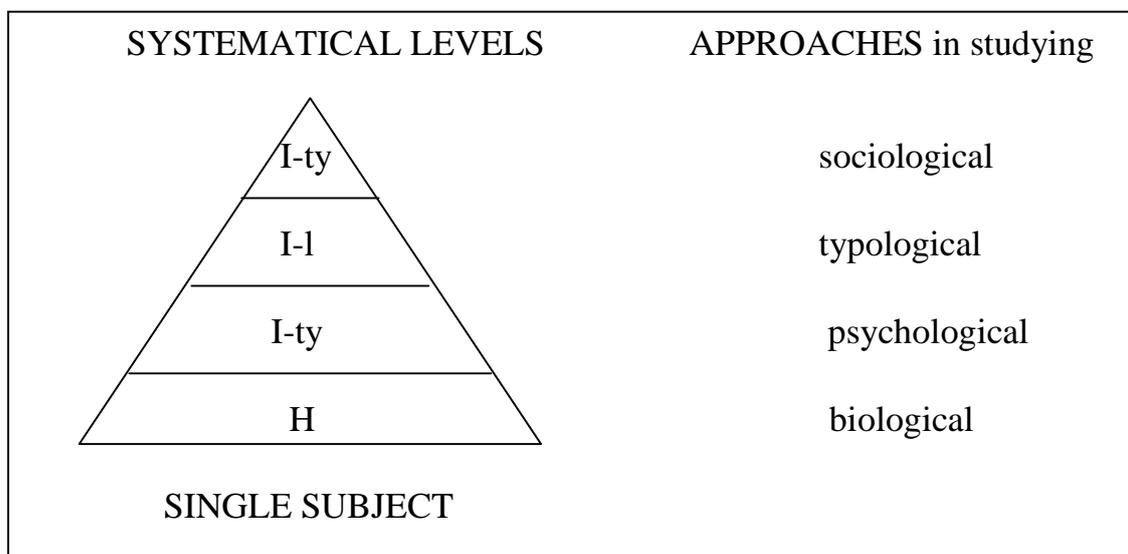
Such order is somewhat similar to systematical levels of the individual subject which are respectful to their approaches – biological, psychological, typological and sociological...

Idea if I. Litvinenko [3] about such levels in the single subject can be productive in understanding the phenomena of a political nation which may appear from such an approach as a systematical creation consisting of four levels.

Attempt to build such a construction were made in a construct suggested by I.Yu. Litvinenko, where included systematical levels in the single subject appear as a certain chain (in the order of decreasing the generality) as well as with conformity of mono-discipline approaches that can be illustrated as a scheme (ill. 1) [3]:

- human (all-general level) – biological approach;

- identity (general level) – psychological approach;
- individual (certain level) – typological approach;
- individuality (single level) – sociological approach;



III. 1 Subject and approaches for its study after I. Litvinenko

There should be another bit added about that became the reason to struggle in understanding of a political nation and appears as a parity of static and dynamical aspects.

The result of a historical process known as a “resettlement of the people”, seems to be almost finished in a form of wanted creation of the above-national, above-ethnic social groups. It’s essential defining feature is in the fact that mono-ethnic groups in the context of historical processes loose their solidity, beginning to include the fragments of other ethnic groups which resulted in creation of such terms as diffusion and assimilation in anthropology and cultural science.

Above-stated theoretical and real collisions in the foreshortening of opposition of ethnical and non-ethnical (political, citizenly, stately, corporative etc.) is a consequence of such a process, and all-in-all seem to be a values conflict: “what is more valuable every time – ethnical unity or group interests based on other criteria?”. That means that, ethnical and political stand as if they’re the last poles in the complete phenomena of a political nation and its theoretical understanding in different approaches and displays in social practices.

So in the complete phenomenon we first of all need to say about the base – **biological** likeness of ethnos representatives. As it was stated already, racial, genetic and other anthropometric approaches are trying to outline or to find these biological criteria and establish subjects accessory to ethnos if they are exist.

It's also possible to confirm that belonging to ethnos as a certain society may be important criterion of identification in some single cases and it's defined by the valuable orientations. Numerous nationalistic groups think of that criterion as a decisive in the field of national identification. It's also the place where alien/fellow division works, so all-in-all absolutization of biological level in national identity is a certain narrow-mindedness, as it didn't consider other levels built above it.

Such above-building occurs not only theoretically, as a static picture of phenomenon – it seems that in dynamic aspect, in historical views it occurred in reality, when ethnic societies were achieving the features of understanding their unity and belonging of the group members to generality - meaning, first of all, in individual mental reflection and more or less notable informational unity, known as “people's soul”, “mentality”, “corporative culture”, etc.

If we try to concretize psychological and typological levels, we can suggest this.

It is expedient to put **psychological** level in compliance with the term “nation”, and define, first of all, shared language, when members of that group understand each other, as a defining characteristic of a nation. That level can be viewed as some kind of a foreshortening of a previous level – biological, as nearly always ethnos has its language. So this real unity achieves theoretical differentiation. In dynamic aspect it is possible to ask whether in the historical landscape exist any period, when society, related by biological principle has no language at all? So, can it be called an ethnos, is it possible to name society a people on such a level of development, when language is not completely formed in a human sense? It seems that development of some ethnos's language can be viewed as a moment of nation's creation.

It's also possible to suggest the use of a term “nationality” on this very level, if we understand it not as a *feature*, but as a *thing* (in the field of ontological categories). Therefore it will be natural to view it as a certain level of ethnos

development, which combines biological and psychological aspects in itself – in full conformity to the idea of included hierarchical systematic ranks. Psychological level, that way, must mark that ethnos not just communicate in its language in the modern situation but also understands its culture and history. That's why it's expedient also to talk about cultural science concept.

In dynamical aspect it can be viewed as a pre-conditions for a new stage – establishment of a new big social society with stable (carved in the collective subconscious) defining features, and respectively – next level in the system of the political nation. **Typological** level, therefore, should mark that ethnos is not only formed in sufficiently stable social formation, but also has some defining features, that are typical for it.

It's expedient to outline it, to use informational-typological approach, in which features, characterizing the difficult exchange (metabolism), viewed as inherent to individual as well as non-random social group. Those, I. Kaganets very fortunately defines necessity to use such approach in studying nations and gives typological characteristics of Ukraine, stating that “Collective soul is the main factor, that defines peoples behavior, their capabilities and perspectives. It's best explored by outstanding French psychologist, historian and culture scientist Gustav Le Bon. His famous work “The Crowd: A Study of a Popular Mind” (original title – “Psychologie de Foules”) deserves for a special attention. Based on study of history and culture of various people and races Le Bon came to a conclusion that “every people have soul as strong as their anatomic features, and that's where their feelings, their thoughts, their faith and their art come from” [2].

So, studying the soul of a people, as I. Kaganets thinks, we need to separate two of its components – constant and shift. Constant component is a stable core, which is hidden deep in a people subconscious, ruling the great inertia. “That stable component of a human soul has a parameter which is constant since the birth of people, - it's a type of informational metabolism” [1].

He also confirms thesis about the fact that study of national characters had shown that the people's soul is subject to the same sixteen-type classification, that the individual mentality does.

Thinking about the highest level – **social** – it's important that existence of national societies that didn't have their statehood is more of an exception. Today it's known that long period in a history of Ukraine shows exactly the same condition in the development of a political nation. National consciousness – “we're Ukrainians” – already was but appropriate state weren't able to be built and stable.

So, on that level it's expedient to talk about social-economic and political concepts, which also use valuable means, when the right to be the full state, after all, respected group subject of the world order, has only the society that achieved social-economic unity and features of political self-management, usually - democratic.

Because of integrative nature of a highest (social) level in complete phenomenon of political nation we will use the term to define the society, where all of the outlined equalities are present. At last, we'll put the stress on the fact that the general tendency consists of the fact that with the development of the higher, social level, loses its importance the lowest, biological, which also can lose integrity and solidity in reality. At least, when it has the undisputable value in society, special and essential efforts are leaded to withhold the ethnical homogeneity.

Therefore, the phenomenon and the term of “political nation” were viewed here in its genesis and difficult structure, using the principles of systematic approach. In the phenomenon of political nation that systemacity was conceptually fixed such way:

- biological level is equal to ethnical component in the political nation;
- psychological level is equal to history, culture and language and their understanding by the nation representatives;
- typological level – to stable national features of nation (that can be viewed in terms of informational exchange);
- social level – political nation itself, which integrates all of the previous levels, building above them and having the statehood as a distinctive feature.

References:

1. Kaganets, I.V. Arian standard: Ukrainian idea of the age of the Great Transition. – Kyiv: A.S.K, 2004., p.384.
2. Le Bon G. The Crowd: A Study of a Popular Mind // On-line: http://www.gumer.info/bibliotek_Buks/Psihol/Lebon_PsNar/_Index.php
3. Litvinenko I.Yu. Solving the problems of a single subject in sociology using the systematic approach// Zbirnyk naukovykh pratz DonDDU. Modern Society Problems through the view of Management Sociology. Vol. XI, No. 179, “Sociology” series. – Donetsk: DonDDU, 2010, p. 238-248.

UDC 378.036.5

J11305-088

Skorokhodova L.A.,

Накарякова VI.

**FORMATION OF CREATIVE POTENTIAL OF A MODERN SPECIALIST
IN EDUCATIONAL INSTITUTION**

*«The Ural Federal University of a name of the first President of Russia B.N. Yeltsin»
Federal state Autonomous educational institution of higher professional education
«The Russian state vocational and pedagogical University»*

In this report, is considered one of the methods of formation of creative potential of a modern specialist in educational institution

Key words: "economy of knowledge"; and the generation of new ideas, knowledge and information; formation of the production process of new knowledge, the corresponding actual management in its initial stage - in an educational institution.

Leading engine of the process of origination and development of branches of non-material sphere have become knowledge - and intellectual industry, involving

investment in human capital and, accordingly, the accelerated development and use of intangible assets and non-material environment of the activity of managing subjects of the market. This has led to the emergence of a new type of economy, the «economy of knowledge», when the production, accumulation, distribution, exchange, consumption and generation of new ideas, knowledge and information are becoming the most valuable resource of the individual, the organization and society as a whole.

Russia has important advantages in the sphere of high technologies, a fairly high level of professional education, the rich scientific and cultural potential. She is among five leading countries in oil and gas production, production of steel and electricity, production of sawn timber, mineral fertilizers and cotton fabrics. Known successes of our country in the exploration of outer space, the production of the missile, aircraft and military equipment. Formation of high-tech industries would require broader participation of the engineering and scientific staff, rationalizers and inventors. Today, says academician of RAS E. Primakov, there is the underestimation of the role of Russia in the modern world. Even after the collapse of the USSR Russia has, no doubt, high intellectual potential. Finally, on nuclear weapons and the possibility of its delivery to Russia is comparable with the United States [5]. However, there are problems in the activity on the creation of new knowledge. Experts researching the negative dynamics of the number of employed in science, noted the lack of motivation of work of our scientists. Conducted sociological research shows that the motivation to engage in research activities is constrained by the decline in the prestige of the profession of a scientist in our reality. Assessment of the respondents show a dominance of negative evaluations of the prestige of work in the field of science and new technologies, which are of 67.5%, while in developed countries the share of negative evaluations is only 1.8% [8].

As a whole expenses for a science per researcher are in higher educational institutions of 15500\$, that approximately corresponds to the indicators of Slovakia - 17500\$, but inferior to Romania - 26300\$. In Germany this value is 154500\$, in France - 116000\$ [2].

Increase the attractiveness of the scientific-research work for young professionals, who have higher education, in many respects depends on a change of attitude towards the sphere of scientific researches and developments in the Russian society. Among the required measures according to their degree of priority, according to To. Kovtun, are: increase of the state expenses on the development of science - 67,4%; high wages by the standards of developed countries – 47,7%; creation of a modern material and technical base - 43,8% [3].

The emergence of a new type of economy, based on knowledge, causes necessity of formation of adequate real management of the production process of new knowledge at the initial stage - in an educational institution.

The aim of the research is formation of a method of the development of new knowledge in the conditions of educational institution. For achievement of the specified targets have been met, the following stages of the research:

- conducted a clear separation of categories of «information» and «knowledge». The information is structured collection of data on those or other phenomena. Knowledge is information, adopted by the person and does not exist outside of his consciousness.
- assessment of the risk profile of the application of mini economy institutions of the production of new knowledge. Determined that the greatest value of the reach of risks identification of similar innovations in the world literature, receiving negative applied and the result of non-competitiveness of the process of knowledge production.

- completed the preliminary assessment of the capacities of the production of new knowledge command method in an educational institution. The obtained data confirmed the hypothesis about the significant decrease in the marginal cost of production of new knowledge and the increase in the number of students participating in the joint innovative activity.

- a procedure is described for the formation of new knowledge through the use of active teaching methods (interviews, discussions, seminars, round tables, case-studies), as well as methods of development of creative thinking of students.

The tasks related to the methodology include the following:

- determine the relevance of creative activity. In the conditions of innovative economy at the enterprises of all much value is created on the basis of the use of intellectual resources and creative activity. For such companies the concept of «competitiveness» is inextricably linked with the notion of creativity, with a high proportion of non-manual labour and the novelty of the obtained useful effect. Therefore, at the present time increases the importance of talented people, who can not only generate ideas, but also to bring them to life;
- identify the nature of the concept of «creativity», which in General can be represented as follows: - the search for innovative solutions in the most different fields of human activity. Although innovations are born thanks to the extraordinary ability, however, it is tedious, purposeful, hard-work;
- understand the difference between creative thinking from rational thinking. Creative thinking generates new knowledge, is oriented towards as on the unique interpretation of the situation, as well as on new steps in it. The opening of the new knowledge, new products, trends or merging fragments of knowledge and trends in a single whole - this is a manifestation of the creative potential [4]. Creative thinking, and how rational is the process that takes place in two stages: the perception of reality and coding reality in words, numbers, graphs, images, maps, etc. and evaluation of what we perceive or understand judgment. For creative thinking is the most important first stage, where it helps us to develop and transform our perception. Thinking of the second stage depends directly on the ability of a person think well at first. How we perceive and call reality, determines that, as we estimate, and as on the basis of this then we will act. We perceive through the feeling (through our five senses) and intuition (through the unconscious or through the «sixth» sense). Our ability to judge and evaluate the ideas is fairly well developed. However, should develop the ability to generate ideas [2];
- characterize the personality types, which are interesting from the point of view of their value for the enterprise;

- identify the role of the members in a highly efficient team to develop new knowledge [6]: the generator of ideas, creative, gifted with imagination, perverse; analyst - critical, inclined to the thought-provoking, insightful; the coordinator is able to get the other to achieve a common purpose; motivator is a dynamic leader who encourages others to act; the researcher resource - oriented relations, curious, sociable; sellers - methodical, disciplined, practical; a finaliter - oriented to the task in time finishes; specialist - dedicated expert;
- to develop skills of innovative teams. This command distinguishes the dual ability to cooperate and inherent to the members of the extraordinary importance of knowledge and attitudes, as well as the following qualities: members should share the enthusiasm for the task : each one should be treated with respect for the knowledge and opinions of others;
- analyse the implications of the development of creative activity in the educational process. Develop the necessary skills to create an innovative product on the basis of the list of questions forming of new ideas;
- to present the best of the ideas for contests.

Thus, the application of the method for the formation of new knowledge in the educational institutions of the higher school will allow students to gain the skills of creative activity, and in the future of their activities should become a factor of development of innovation economy of Russia.

References:

1. Gokhberg, L. Kitova, G., Kuznetsova, T. Strategija integrativnykh processov v nauke i obrazovanii //Voprosy ehkonomiki, 2008, No. 7. S.2-128.
2. De Bono, Edward. Lateral Thinking for Management. Penguin Books, 1990. PAGE 152.
3. Kovtun, S. Formirovanie i ispolqzovanie intellektualqnykh resursov// Ehkonomist. – 2009 . – No. 10. – S.18-25.
4. Milner B. Organizacija tvorcheskoj dejatelqnosti. Onovnye principy i celi // Problemy teorii i praktiki upravlenija, 2012, No. 7. S.8-20.

5. Popov, E.V. Vlasov, M. V. Instituty proizvodstva znanij. Materialy konferencii «Novye tendencii v ehkonomie i upravlenii organizaciej» sb.nauchnyx trudov VI Mezhdunarodnoj nauchno-prakticheskoi konferencii. 25-27 aprelja 2007 g. g. Ekaterinburg Ou Vpo UGTU-UPI, 2007. S.195-196.
6. Primakov, E. Mir bez Rossii? // Rossojskaja gazeta, 21 janvarja 2009 g. S. 9.
7. Prixach, A. Aktivnaja innovacionnaja dejatelqnostq personala kak konkurentnoe preimuwestvo // Upravlenie personalom. 2005. № 1-2.
8. Sostojanie i razvitie nauki v Rossii: Informacionno-analiticheskoe izdanie - M; GU "CENTR ISSLEDOVANIJ I STATISTIKI NAUKI", 2009.

J11305-089

Dyachenko O.F.

CONTROL IN BOLOGNA EDUCATION SYSTEM

Mariupol State University, 87500 Mariupol, pr. Budyvel'nykiv 129a

This report considers modern state of the problem of control of educational activities of students. Common difficulties of the modern system of control of knowledge and capabilities of students of institutes of higher education and methods of their overcoming are established.

Keywords: knowledge control, Bologna education system

At the stage of Ukraine's acceptance to the Bologna process modernization and standardization of higher education is necessary. These activities require a re-examination of training content and its structure. Therefore, the present reform of higher education in Ukraine necessitates large-scale improvement of the methods of student's educational achievements control, and the organization monitoring of the students training results needs a new scientific review.

Actuality of this problem calling forth fundamental changes in the system of evaluation of the results of student's teaching and learning activities in the implementation of module-rating control. Particularly acute this problem becomes

due to the gradual reduction of classroom hours and increase the amount of educational material being studied by students themselves.

Control, as part of the educational process HEI provides diagnostic results of the educational activities of subject of the educational process in higher education school. It improves the students' work, the formation of their personality, revealing the real academic achievements. Teachers who control can perform analysis, evaluation and adjustment of the learning process.

Theoretical and methodological aspects of monitoring teaching and learning activity of subjects covered in the psycho-pedagogical concepts of A. Aleksyuk, S. Arhanhelskoho, Yu. Babanskoho, V. Bezpalka, I. Lerner, O. Onyschuka, I. Pidlasoho, M. Skatkina, N. Talyzinoyi and others.

Modern approaches of organization of control are reflected in the writings V. Bocharnikovoyi, I. Bulah, L. Dobrovskoyi, V. Lozovoyi, E. Luzik, F. Muhamedzyanovoyi, I. Romanyuka, V. Polyuka, H. Tsehmistrovoyi and others.

One way of improving of the methodological system of control student's knowledge and skills in the learning process, we believe it has to be build on the principles of competence, personally oriented and systematic approach to monitor educational progress of future specialists.

The purpose of this article is to disclose control potential at every stage of the learning process in a credit-transfer learning system.

Generally, learning like a duplex process involves the activities of all its subjects. In high school it is organized by the interaction of the teacher and the students to master the future trainers leading professional competence bases of social experience in different fields of science as well as personal development, training needs for self-education and self-education. I.F. Harlamov considers learning as a process of personal development of the individual. The researcher identified the main structural components of the learning process: target, motivational, informative, operational and active, emotionally-volitional, control and regulating, estimate-effective. Taking them as a basis, we can uncover opportunities of module-rating control when making teaching and learning activities of students.

The national four-point evaluation system of student's learning in the university fails to satisfy the subjects of the learning process, since during the semester systematic creative work of students was not stimulated well, and weak accountability for learning outcomes is not conducive to preparing students to make independent decisions, which is unacceptable in a professional competition.

Required fundamental changes in the evaluation of educational outcomes of students held by the introduction of a rating system of learning and evaluation of its results. Pedagogical purposeful module-rating training focused on comprehensive disclosure instincts and abilities of students, significantly decreased psychological stress during final module control of learned subjects, increased objective testing of knowledge.

Based on research of V.I. Lozova and G.V. Trotsko we can note that the organization of creative teaching and learning activity of students requires purposeful activity of all subjects of the learning process. Based on the author's identified stages of the learning process, we can to uncover control opportunities of the educational and cognitive activity of students in higher education school.

At the stage of designing by the teacher didactic learning process of students (for example, the development of a detailed syllabus of the subjects) we need to determine the purpose and objectives of the training activities, which has not only informative character, but also includes elements of creativity. This should not only specify the content of educational material, but also to plan methods, tools and forms of learning that will help to the manifestation of student's creative abilities as well as the ways and forms of control over their creative teaching and learning activities. So, at this stage we plan not only methods of the final validation of student learning, but also types of monitoring to each classification and semantic modules. Thus, the control performs primarily administrative (prognostic methods) function, because it can determine the status of student achievement, change the method of teaching, improve learning activities of students.

Formation of needs and motives of learning involves understanding by students of learning goals and objectives, as well as establish a special mood for successful

learning. Feedback between students and teachers is provided by the method of observation. Thus, the control has a stimulating, motivational and educational functions, as stimulated by the desire of students to improve their results fulfill the creative teaching and learning activities, but also brought positive motivation.

Stage of creative teaching and learning activities involves, above all, the organization of material perception, his understanding and memorizing key provisions, the application of knowledge, providing emotional and positive nature of the actions of students. Thus, in the course of listening to lectures or independent reading educational material, reasonable form of control is observation, so far attention, student's diligence, their response to the question of the teacher's own answers, wanting to take part in the work on the addition, the nature of questions lecturer, general interest in cognitive activity has taken into account. In addition, verbal as a method of control is carried out in the course of seminars, practical and laboratory classes, lectures, consultations, individual classes etc. Thus, the creative nature issues help to the application of knowledge and skills in a significantly altered, abnormal conditions, the transfer of learned ways of action to perform more complex tasks. Thus, verbal interviews promotes the learning of logical thinking, and the development of skills to argue intelligently express their thoughts, figuratively, emotionally, to defend their own opinion.

Feasibility of using a certain method of control is determined by the teacher based on the content of teaching material, possibilities of its practical use, the number of students during classes, their individual abilities and level of training. At the same time test of knowledge must first give the teacher information about the progress of cognitive activity of students, how the process of learning, to identify opportunities for further advancement in the mastery of the content of education. Testing is also a means of identifying effective methods and techniques of training used by the teacher. The student learns to think critically, to analyze the response of fellow students, their knowledge, and the teacher reveals the difficulties that arise in the students' learning, gaps in knowledge and skills, identifies specific ways to correct

deficiencies. Thus, the control does not only control function, but also educational, diagnostic and administering and developing.

Effectiveness of creative teaching and learning activity of students can be assessed by holding module and final control with the necessary self-organization on the part of students, correcting their activities and self-assessment of its results. It should be noted that the implementation of modular control helps to ensure smooth operation of students forming the ability to clearly analyze his work, allows the teacher to promptly identify lagging and help them organize individual creative sessions for well-prepared students. Information to get through the intersession teacher modular control not only adjusts the teaching process, but also motivates students to learn, even if the motivation at the beginning of the study subjects was insufficient for some students. Thus there is increasing interest in students for teaching and learning activities, which is creative in nature. In addition, mastering self-control methods and self-conscious of its own activity promotes creative quest in learning, forming motifs follow-up and self-realization in the educational process of higher education school.

J11305-090

M. Yeseyeva, N. Anarbek

**THE EUROPEAN EXPERIENCE ON IDENTIFICATION OF THE
EDUCATIONAL PROGRAMS: TUNING**

*Kazakh State Women's Pedagogical University, 99 Aiteke bi St.,
Almaty, 0500010*

The main provisions of the international project “Tuning Educational Structures in Europe” which involves about 200 universities from different countries are set forth in this report. The main goal of this project is the development and completion of the Bologna Process: development of appropriate and comparable curricula, ensuring the openness of the education system, building of trust between universities, etc. The report also describes the main achievements of the higher education system in the Republic of Kazakhstan within the framework of joining the Bologna Process.

Keywords: higher education system, the Bologna Process, identification of the educational programs, credit system of education, competence, three-tier system of higher education.

The Bologna ideas have been nurtured in European higher education for decades. Many of its parameters existing at present appeared in the national systems of higher education in Europe long before the signing of the documents taken as the basis of the Bologna Process. In some European countries there were the independent levels of higher education leading to bachelor's and master's degrees. Various types of academic credits were also used for decades. The mobility of students and mobility of teachers were becoming more and more popular.

The international project "Tuning Educational Structures in Europe" involving about 200 universities from different countries [1] has been implemented for harmonization of educational programs since the year 2000 within the framework of the Bologna Process. The main goal of this project is the development and completion of the Bologna Process. The project does not consider the education system, but its structure and content. While the education systems are the responsibility of the state, the structure and content are the responsibility of the universities and professors.

A new methodology has been created within the framework of the project "Tuning", which enables the development of curricula, making them comparable. Five approaches have been pointed out:

- 1) General academic competences;
- 2) Specific competences for a particular sphere;
- 3) The role of the European Credit Transfer System as an accumulation system;
- 4) Approaches to teaching, learning and assessment;
- 5) The role of quality improvement in the education system.

Let's reveal shortly the essence of each approach.

1) The competences, which a graduate should have, were divided into *the general* and *subject*, or *subject-oriented* ones. **30 general competences** (that are

meaningfully divided into *the instrumental, interpersonal and systemic*) were pointed out.

1. *The instrumental competences* mean the ability to understand the environment and manage it; the ability to organize and plan; basic computer skills and linguistic skills.

2. *The interpersonal competences* mean the individual abilities such as the social skills, teamwork and cooperation.

3. *The system-based competences* mean a combination of understanding, attitude and knowledge which allows to perceive how the parts of a whole relate to each other and to evaluate the position of each component in the system.

2) **Special parameters-descriptors** should be worked out by the relevant professional communities. The special competences on the basis of seven professional fields: the business administration, management, pedagogy, geology, history, mathematics, physics have been developed within the framework of the international project “Tuning Educational Structures in Europe”.

Consideration of competences includes five areas or aspects: *knowledge and understanding, application of knowledge and understanding, judgment, information interaction, study skills* (Table 1).

- A graduate is awarded the qualification on the basis of the obtained competencies. The concept of **qualification** has narrow and wide interpretation. [2] The narrow qualification is almost equal to the level and degree. When it is referred to a wide interpretation, *a level* is only the part of qualification, and the qualification is generally defined by a set of the following characteristics:

- *Load* is understood as the total number of “earned” credits;

- *Level*: the adoption of three levels (cycles) of higher education (bachelor, master, doctor) by all countries is emphasized in all the basic documents of the Bologna Process;

- *Acquired results* are the definitions of what a learner should know, understand and demonstrate after completion of the learning process. They can relate to the

course or module, and any period of the learning process. The learning outcomes indicate the requirements of credits. They are formed by the academic teaching staff;

- *Competence* is a dynamic combination of world-view, knowledge and skills.

The development of such competence is the problem of educational programs. The competence is formed in various disciplines and at different stages of learning. Distinguishing of the acquired results and competencies is somewhat artificial as the competences are the results. The main characteristic of the program is, first of all, the planned results (learning outcomes), i.e. actually the competences plus the amount of credits. Students receive the competences.

The learning outcomes are expressed in terms of competences. The competences may be higher than the desired learning outcomes;

- Profile is developed by teachers of an institution and approved by the relevant government authorities; is as a kind of response to a specific need that society recognizes as a current.

The use of the learning outcomes as a key principle of building of the educational programs represents a conceptual shift from an educational model focused on the teacher to a model focused on the educational activities of a student. The acquisition and transfer of knowledge have been focused in the traditional paradigm of education. The European model focused on the student means that exactly the student is in the center of the educational process. Change of the educational paradigm involves not only the change in the role of teacher and teaching process organization, but also the focus on how the educational program is mastered by a student, how his individual learning path can be structured, what should be the study load and how it should be calculated, what ways of teaching should be chosen and how to evaluate their usefulness in terms of the learning outcomes and competences formed by a student. The learning outcomes determined on the basis of social and economic needs of the society determine in many ways the competitiveness of educational programs.

Cycle	Knowledge and understanding	Applying of knowledge and understanding	Judgment	Information interaction	Study skills
The first cycle: Bachelor	Provision with the enhanced study textbooks, including the elements of the most advanced knowledge in the area of study.	[Through] working out and justifying arguments.	[Includes] the collection and interpretation of information (usually within the study area).	Exchange of information, ideas, problems and solutions.	Acquisition of the skills necessary to continue education with a high degree of independence
The second cycle: Master	The basis or the possibility for the unique development or applying ideas, often in the context of scientific research.	[Through] problem solving in new or unfamiliar situations and contexts within the broader (or multidisciplinary) areas.	[Shows] the ability to integrate knowledge, cope with the complexities and make judgments based on incomplete information.	Informing specialists and non-specialists about own findings and basic knowledge	Studying in a greater or lesser degree independently or fully independently.
The third cycle: Doctor	[Include] the systematic understanding of study area, mastery of skills and research techniques used in a specific area.	[Demonstrates abilities] to plan, develop, implement and update a comprehensive process of research with academic integrity. [In the context of] the ability to make contribution with own original research to expansion of the frontiers of knowledge, some of which may merit publication in a national or international level.	[The need for] the skill to critically analyze, evaluate, and synthesize new and complex ideas.	Informing the colleagues, scientific community and the general public about own knowledge and achievements in a general context (dialogue) of study areas (wide range).	The specialist should promote the technological, social and cultural development in the academic or professional context.

Table 1. Characteristics of Competences on Areas and Cycles

The structure of the educational programs in the framework of the “TUNING” methodology is formed with due consideration of the units of equal size – **the modules** allowing to distribute optimally the study load of students in different phases of studying. A limited number of credits in the standardized (for the program or series of programs) multiple numbers is assigned to each module (e.g. 5, 10, 15 or 3, 6, 12 and so on; the countdown is 60 credits per year). Mastering of each module completes by evaluation of its results. A similar principle of the equality (equal amounts) of the modules makes it easy to relate different educational programs to each other and readopt the modules mastered by the students during the process of academic mobility. The module may include the academic subjects in whole or certain branches of the disciplines. The term “course units” is used to denote them.

European Credit Transfer System (ECTS) is one of the most important means facilitating the mobility of students and comparability of educational programs. ECTS was developed by the European Commission in 1997 on the basis of a comparability of the complexity of the study load provided for a) each subject; b) the total complexity of the study load per a semester; c) the total complexity of the study load per an academic year; d) for the entire period of study. A student’s study load (i.e. the amount of time (in-class learning, self-study, practice, etc.) needed to achieve certain learning outcomes) is taken into consideration in the ECTS credits. Credits are awarded in the case of successful mastering of a certain part of the program by a student (module or course unit) and do not depend on the assigned grades or the degree of importance of the course for professional qualification. One credit is equal to 25-30 hours of study time. Work efforts of a student during one academic year may not exceed 60 credits.

According to available data, the European Credit Transfer System (ECTS) is most widely used in five European countries: France, Spain, Germany, Italy and the UK. The ECTS system facilitates the recognition of students’ achievements in the study through the recognized measures: credits and gradations; it also provides the means of interpreting the national systems of higher education. The system is based on three core elements: information (on the study programs and student’s progress),

mutual agreement (between the partner institutions and a student) and the use of credits (to indicate the workload/performance capability of a student.)

Gradations. Examination and assessment of results are usually expressed in gradations. However, many different gradation systems co-exist in Europe. In addition, the area of transfers increased with the concern of the majority of students participating in ECTS, as well as of the mobile students in general:

a) On the one hand, the interpretation of gradation varies considerably in respect of one or more subjects in different states and universities;

b) On the other hand, the failure to establish a correspondence between the gradations could have serious consequences for a mobile student.

As a result, the European Commission established an expert working group to identify the problem. Information, comments and statistics provided by eighty universities participating in the ECTS and eighty four universities not participating in the ECTS at that time were taken into account in drawing up the so-called gradation scale of the ECTS. All subject research groups agreed to use the gradation scale of the ECTS to verify its effectiveness [3].

Thus, the gradation scale of the ECTS has been developed to help universities to transfer the credits awarded by the host universities to the students of the ECTS. It provides additional information about the student's knowledge to the existing gradations of a university; it does not replace the local graduations. Universities are free to decide how to apply the gradation scale of the ECTS to their own systems.

Kazakhstan's accession to the Bologna Process on 12 March 2010 consolidated the desire for mobility and improvement of quality of the education system of Kazakhstan. Kazakhstan became the 47-th country having signed the Bologna Declaration. In connection with the accession to the Bologna Process we must comply with the European Credit Transfer System ECTS. At present the Kazakhstani Credit Transfer System (KCTS) is being developed.

Let's consider the main achievements of the higher education system in the framework of the accession to the Bologna Process [4]. Implementation of the basic principles of the Bologna Declaration in Kazakhstan at the state level:

- since 1998 – creation of the National System of Education Quality Assessment (NSEQA);

- since 2005 – the guidelines on the implementation of the standard model intramural system of quality assurance; change of the procedure and accreditation criteria; establishment of the National Center of Educational Quality Assessment, the National Accreditation Center, the National Center of Qualification Validation and Certification;

- since 2003 – the experiment to introduce the credit system;

- since 2004 – development of a new generation of state standards (competence-based approach, credits);

- since 2004 – adoption of the three-tier system of education;

- 2007 – Law of the Republic of Kazakhstan “On Education”, which provides for the three-tier system of higher education; the Master's degree program is involved by the post-graduate education phase, etc.;

- 2010 – Law of the Republic of Kazakhstan “On Science”;

- 2010 – Kazakhstan's accession to the Bologna Process, etc.

Implementation of the basic principles of the Bologna Declaration in Kazakhstan at **the institutional level**:

- since 2003 – the leading universities of Kazakhstan signed the Great Charter;

- development and implementation of joint international programs; development of programs in foreign languages; modular design of educational programs; international accreditation of programs; quality system certification; rating system; participation in international consortia, networks and programs.

Introduction of a cyclical system in Kazakhstan makes it necessary to review all the existing study programs that are not associated with the cycle. In practice, such programs should be “redrawn”, because in the cyclical system each cycle should be

considered as a whole. The first two cycles should give a student not only access to the next cycle, but also the right to enter the labor market. This also concerns the so-called “short cycles of study”.

In England, Diploma of Higher Education has been introduced since the early 70-s. It is issued at the end of a 2-year study cycle. The intermediate degrees awarded after completion of a 2-year study program have different names in different countries: the associates in the U.S., a university wide training diploma in France, a document on the successful completion of the basic training phase in Germany. Introduction of the associated bachelor’s degree with the issuance of certificates is planned in the modern Kazakhstani education by 2012-2014.

In conclusion, we wish to emphasize that the Bologna Process does not cover the whole variety of directions of development of higher education in European countries and is not a synonym for the “reform of higher education in Kazakhstan”.

Bibliography:

1. “Educational Structures Tuning in Europe” // <http://www.bolognakg.net/doc/Tuning%20Universities.pdf>
2. A. Mynbayeva “Educational Structures Tuning: the European Experience and Prospects for Kazakhstan” // “Educational Programs of Universities of Foreign Countries Participating in the Bologna Process: Specificity and Identification Problems in Kazakhstan”. Almaty, Kazakh Universiteti, 2009, p. 101-107.
3. “Objectives and Methodology of the Tuning Project” // www.bolognakg.net/.../Tuning_Objectives_and_Methofology_Tuning2.doc
4. N. Anarbek “Variability of Higher Education under the Era of Globalization: Monograph”. Almaty, 2009, p. 244.

**REFLECTIONS ON APPROACHES TO STUDYING CURRENT
LANGUAGE EDUCATION POLICIES OF THE NORDIC COUNTRIES**

*Northern (Arctic) Federal University named after M.V. Lomonosov,
Arkhangelsk, Russian Federation*

In this article we describe different approaches to studying language education policies of the Nordic countries over the last two decades. These approaches cover such points as aims, priorities and levels of language education policy as well as content of language education in the Nordic countries.

Key words: language education policy, education area, system approach, parametric approach, culturological approach, the Nordic countries.

Nowadays all spheres of social life are inspired with the idea of globalization. Problems of globalization, the main world socio-economic and cultural tendencies of the modern society development influence education system.

Education as a social institution becomes more and more open for international cooperation. And since the role of knowledge in the post-industrial society increases education turns into an element of the world policy [8].

The role of language education also increases. The term of “language education policy” is widely used both in educational science and practice. It has equivalents in different languages; it is used in the European Union documents and becomes an object of research.

The Council of Europe language education policy is carried out within the framework of article 2 of the European Cultural Convention which commits the contracting parties to promote teaching and learning languages [13].

The main ideas of the Council of Europe language education policy are plurilingualism, linguistic diversity, mutual understanding, democratic citizenship and social cohesion.

The Council of Europe pays special attention to plurilingualism and lifelong studying languages and language varieties at different levels of proficiency [12].

The Nordic countries, i.e. Finland, Sweden, Norway, Denmark and Iceland, develop their plurilingual education in accordance with the Council of Europe aims.

The present article aims to describe different approaches to studying language education policies of the Nordic countries over the last two decades.

In our research language education policy being a constituent part of education policy on the whole and that of language policy means purposeful activities of a country or its region in teaching and learning languages at school and higher education institutions.

When studying language education policy we should take into consideration the level of it. Russian educational science distinguishes several levels of language education policy. They are the levels of world, Europe, state, region, municipality, school or university [3; 4].

The abovementioned levels of language education policy relate to corresponding levels of education area. According to E. Samerkhanova there exist global, regional interstate, state, regional national and local education areas [10].

Our research focuses on regional interstate education area, i.e. the European education area and that of the Nordic countries, and state education area or that of a particular Nordic country.

In addition to the level approach, we also use several methodological approaches, namely the system, the parametric and the culturological approaches.

The *system approach* is supposed to give us the right view of a system with a complex hierarchical organization so the system is studied in three aspects: the structural aspect, the functional aspect and the historical aspect.

The historical aspect is subdivided into genetic and prognostic ones. The prognostic aspect is to help us research tendencies of the system development [6]. So it is relevant to the tasks of our research.

We also take into account the type of systems called “structures”. “Structures” constitute another type of systems – linkage systems. It means that their elements do

not just relate to each other but are also interconnected. In such systems the whole changes due to any variations of its elements [11]. It is this type of system that we study in our research of language education policies of the Nordic countries.

The elements of state policy in language education include aims, principles, priorities, content of language education. So it is logical to suppose that a variation of any mentioned element will entail the whole system change.

To do a qualitative research of language education policies of the Nordic countries it is also possible to use the *parametric approach*.

The set of parameters suggested by I. Lugovskaya allows us to use both qualitative and quantitative analysis. They are aim and value parameter, content and organization parameter, as well as assessment and result parameter [9]. The parameters mentioned make it possible to study the main elements of language education policy we specified before.

Besides, we can use policy issues for “language planning in education” discussed by G. Ferguson:

“1. The choice of medium of instruction for various levels of the education system – primary, secondary, tertiary

2. The role of the home language (or “mother tongue”) in the educational process

3. The choice of second/foreign languages as curricular subjects of instruction, along with associated decisions on:

when these languages will be introduced into the curriculum

whether foreign language study will be made compulsory, for whom and for how long

what proportions of the school population will be exposed to second/foreign language instruction

4. In the case of English and a few other pluricentric languages, what variety of the language will serve as a model (or norm) for teaching purposes” [14: 34 - 35].

However the parametric approach considers mainly the current condition of education systems and it does not always allow seeing tendencies [9]. That is why in our research we also use the system approach with its prognostic aspect.

In addition to the parametric approach we can study language education policies of the Nordic countries in another way. We adapt to our research the stages of university language education policy formation discussed by M. Druzhinina. They are: awareness, agreement and arrangement [5]. We consider them to be a kind of parameters showing the stage of language education policy formation in the Nordic region.

Finally, our educational research is based on the *culturological approach*, which enables us to take into consideration such notions as culture, values, mentality, national culture, norms, traditions, etc. [2].

Since one of the most important ideas in the modern society is “dialogue of cultures” [1] language education system should be comprehensive whole when a mother tongue is the language of national unity, the official language is the language of interethnic communication and a foreign language is the language of international unity [7].

This idea is of interest to our research as in the Nordic countries there live indigenous peoples. So language education policies in these countries should aim at creating their language education systems as comprehensive whole.

Therefore our research is based on three methodological approaches which are interacting and complementary. It allows us to give a comprehensive characteristic of the current language education policies in the Nordic countries.

References:

1. Bibler, V.S. Kultura. Dialog kultur (Opyt opredeleniya)//Voprosy filosofii. – 1989. - № 6. – S. 31 – 42.
2. Brazhnik, Ye.I. Osobennosti metodologii sravnitelnyh pedagogicheskikh issledovaniy/Elektronniy nauchno-pedagogicheskiy zhurnal “Pisma v emissia.offline». – 2005. – ART 975. URL: <http://www.emissia.org/offline/2005/975.htm>.

3. Galskova, N.D. Teoreticheskie osnovy obrazovatelnoy politiki v oblasti podgotovki uchashchihsya po inostrannym yazykam (sistema shkolnogo obrazovaniya). – diss. ...doktora ped. nauk: 13.00.02. – Mosk. Gos. Lingv. Un-t. – M., 1999. – 477 s.

4. Druzhinina, M.V. Formirovaniye yazykovoy obrazovatelnoy politiki universiteta kak faktora obespecheniya kachestva professionalnoy podgotovki sovremennyh spetsialistov: M.V. Druzhinina; Pomorsky gos. un-t im. M.V. Lomonosova. – Arkhangelsk, Pomorsky universitet, 2007. – 471 s.

5. Druzhinina, M.V. Formirovaniye yazykovoy obrazovatelnoy politiki universiteta kak faktora obespecheniya kachestva professionalnogo obrazovaniya: avtoreferat...doktora ped. nauk: 13.00.08. – Sankt-Peterburg, 2009. -40 s.

6. Kagan, M.S. Sistemniy podhod i gumanitarnoye znanie: Izbranniye statji. – L.: Izd-vo Leningradskogo un-ta, 1991. – 384 s.

7. Lezina, V.V. Natsionalno-yazykovaya obrazovatel'naya politika v polikulturnom obshchestve Severnogo Kavkaza: diss.... doktora ped. nauk: 13.00.01. – M., 2004. – 437 s.

8. Liferov, A.P. Integratsionnie tendentsii v mirovom obrazovanii//Pedagogika. – 2009. - № 6. – S. 3 – 10.

9. Lugovskaya, I.R. Parametricheskiy podhod k analizu sistem shkolnogo obrazovaniya raznih stran: diss.. ... doktora ped. nauk: 13.00.01. – Sankt-Peterburg, 2004. – 393 s.

10. Samerkhanova, E.K. Yedinoye obrazovatelnoye prostranstvo: idei, realnost, perspektivy: Monografiya. – N. Novgorod: VGIPU, 2008. – 125 s.

11. Shchedrovitskiy, G.P. Izbranniye trudy. – M.: Shkola kulturnoy politiki, 1995. – 800 s.

12. Council of Europe language education policy. – URL: http://www.coe.int/t/dg4/linguistic/Division_EN.asp.

13. European Cultural Convention (ETS № 18) (Paris 19.XII. 1954). – URL: <http://conventions.coe.int/Treaty/EN/Treaties/Html/018.htm>.

14. Ferguson G. Language Planning and Education. – Edinburgh University Press, 2006. – 243p.

UDC 159.9:373.2.011.3-051

J11305-095

Koltunovych T.A.

Professional burnout determinants of preschool teachers

Yuriy Fedkovych Chernivtsi National University

Introduction

The problem of professional burnout has recently become large resonance.

The term «professional burnout» isn't a new one, it is not «the creation» of present-day social and economical condition, which are complicated by global crisis and the transition to the market economy and unstable social and political situation of the country. But now we are talking about the growing number of specialists, who have «professional burnout» and about regularity and typicality of this syndrome.

Austrian psychotherapist A. Längle (2008) explains this situation by the pragmatism of the time in which everything aims on achieving maximum performance, it is characterized by haste, a variety of opportunities for activities, it focuses on achieving and optionality [1, p. 16].

Nowadays burnout has become the typical phenomenon for members of any professional (educational, medical and social staff, prison staff, law enforcement, military, pilots, athletes, actors and singers, heads of agencies and organizations, clergy, etc) and nonprofessional (meaning burnout of the unemployed, in marriage and family) groups. The studies' results of H. Abramovoyi, O. Asmakovets', V. Boyko, T. Bol'shakovoyi, N. Vodop'yanovoyi, O. Hnezdilovoyi, O. Hryn', O. Krapivinoyi, V. Luk'yanova, S. Maksymenka & O. Khaustovoyi, M. Nadezhynoyi, V. Orla, O. Rudakovoyi, N. Savinoyi, N. Samykinoyi & V. Sulyts'koho, T. Fokinoyi, Yu. Yudchyts, L. Yur'yevoyi, M. Baerwald, A. Bakker & W. Schaufeli, S. Ginsburg, A. Dworkin, P. Gill-Monte, E. Iwanicki, C. Kyriacou,

C. Maslach & S. Jackson, S. Muse & E. Chase, G. Roberts, J. Hakanena, C. Cherniss, R. Schwab etc. are evidence of this.

This study focuses on preschool teachers. They have an important mission - to take care of the children's life and health. Preschool teachers must have responsibilities which are as important as the parents' responsibilities. Preschool teacher is a close and accessible role model, a standard for comparison, because their daily professional activities (continuing work on self-improvement) require outstanding amount of energy and time. Professional responsibilities include actual teaching, during which preschool teachers have to decide and implement these pedagogical decisions, bear responsibility for the consequences. They always have to exercise self-control, be prepared for social evaluation of their actions, unusual situations and instant response to them, etc. In addition, in modern world preschool teachers are required to be more competitive, mobile, flexible, and creative, they must have good basic education, general training, high cultural and technical level, and the ability to survive in competitive atmosphere, quickly update and enrich knowledge, etc. As a result, the preschool teacher spends less time with their family, friends, gives up hobbies, neglects personal needs, etc. Typically, because of these sacrifices they do not reach the expected results, because success is much lower than the effort, while the preschool teacher feels tired, fatigued, there is a decrease in performance and job satisfaction, shrinking circle of friends, an increasing number of complaints of psychosomatic nature and others. Idealism, labour enthusiasm, inspiration are converted into their exact opposite and create the preconditions for the formation of professional burnout.

Professional burnout is dangerous because of presence of a wide range of neurotic and psychosomatic symptoms, which determine the origin factors and require differentiated approaches for the prevention and also for the psychological adjustment syndrome.

The three burnout approaches

There are three approaches to explanation of the determinants of the formation and development of burnout in modern psychological science:

1) *interpersonal* (social-psychological) *approach* (B. P. Buunk, W. B. Schaufeli, C. Maslach etc.) holds the position, in which the main determinants of burnout are the asymmetry of the relationship in continuum «professional-active individual», specificity of the work in the social sphere, characterised by plenty of overloading psyche contacts with different people [7, p. 149].

C. Maslach (1998) devotes the dominant role in the formation of professional burnout to corporate factors, which include institutional, organizational, social and status and role. In her opinion, the organizational causes, nature and condition of carry greater potential risk of burnout than personal characteristics of workers. In addition, a complex relationship with the administration and the negative psychological climate in the team can provoke professional burnout of any employee, and often the whole unit [5, p. 551, 553].

C. Maslach and M. P. Liether (1997, 1999) identified six key areas of work-life in which mismatch «Profession - Person» is the predictor of burnout: clearly set load; the feeling of choice, control, recognition, reward, sense of community, honesty, respect and fairness; significant and professional values [7, p. 149].

B. P. Buunk i W. B. Schaufeli (1993) identified the social comparison and symptoms of infection as two aspects of social interactions that lead to burnout. However, sensitivity to burnout, in their opinion, depends on a number of personality characteristics and motivational factors [3, p. 164-167];

2) *individual* (individual psychological intra-personality) *approach* (L. Hallsten, S. E. Hobfoll, J. Freedy, A. Pines, W. Paine etc.) as the main determinants of burnout identifies features of emotional and motivational personality, in particular, the discrepancy between the very high expectations of work and the reality with which specialists have to deal;

3) *organizational* (organizational and psychological) *approach* (L. Benett, RJ Berk, I. Winnubst etc.) determines factors of professional environment (especially the organizational structure, mode of activity, management style, lack of support and autonomy, role conflict, inadequate or insufficient return relationship management, etc.) as a cause of burnout.

Unfortunately, the suggested approaches do not reflect the full picture of the determinants of burnout and are quite contradictory: they vary from author to author both by qualitative content, and by quantitative content. The analysis of the available scientific literature shows small amount of data on the problem of determinants of burnout of pre-school teachers (K. A. Dubinits'kaya, 2011; A. A. Rukavishnikov, 2001; L. I. Tyshchuk, 2008; B. Akman etc., 2010; D. A. Cazares, 2009; Y. Wang & J. Qin, 2011), compared to the other members of the teaching profession (teachers, professors, head teachers).

Aim and method of the study

The aim of the study is to identify the factors in the formation and development of professional burnout of preschool teachers with different levels of formation syndrome.

It was elaborated in the following areas:

- 1) identifying the characteristics of professional burnout of preschool teachers;
- 2) identifying the determining of its formation and development factors of preschool teachers with different levels of formation syndrome.

Instruments

The characteristics of preschool teachers burnout were measured by using the V. V. Boyko's method of diagnostics of the emotional burnout level, which allows to explore the syndrome as a dynamic model within the procedural approach and reveal the full picture of the professional burnout in three phases and twelve symptoms and provides an opportunity to examine the depth of the syndrome [4, p. 161-169]; and author's questionnaire «Features of preschool teachers burnout» to identify the determined factors of professional burnout in preschool teachers.

Descriptive statistics such as mean, percentages and standard deviation; Mann-Whitney U. and Kruskal-Wallis one-way analysis of variance were used in analyzing the data.

Participants

The research covered 180 preschool teachers (including 60 preschool teachers with a high level of professional burnout, 60 – with a medium level and 60 with low

level). The mean age of the respondents is 32.16 years, the working experience – from 1 month to 48 years.

Results

According to the «total indicator of burnout», defined by V. V. Boyko’s method of diagnostics of the emotional burnout level, a sample was divided into three groups: the group of respondents with high burnout level (HBL) (M=209.3), medium level (MBL) (M=140.82) and low level (LBL) (M=78.61) (tab. 1).

Table 1 shows that there is a general tendency: the mean scores of the all components of burnout are significantly higher in respondents with a HLB then in respondents with MLB and LBL; the same result is between respondents with MLB and LBL.

Table 1

The mean values of the scales of V. V. Boyko’s method of diagnostics of the emotional burnout level for the three groups of respondents

Scales	Burnout Level	High	Medium	Low
		Mean	Mean	Mean
Experiencing stressful circumstances		20	12.28	5.26
Dissatisfaction with themselves		9.83	7.10	3.57
Reach an empasse		14.13	8.08	4.35
Anxiety and depression		17.17	12.62	4.78
Phase Intension		61.28	40.08	17.96
Inadequate selective emotional response		19.78	16.38	12.48
Emotional and moral disorientation		16.87	13.21	9.96
Expansion of scope emotional savings		17.91	13.13	5.48
Reduction of professional liability		20.57	16.90	11.61
Phase Resistance		75.11	59.87	39.52
Emotional deficit		16.52	10.41	5.74
Emotional alienation		16.57	12.18	7.61
Personal alienation		20.22	8.33	3.26
Psychosomatic and psycho-vegetative disorders		19.61	9.21	4.52
Phase «Exhaustion»		72.91	40.10	21.13
Total indicator of burnout		209.3	140.82	78.61

The mean values of final rate of burnout forming is also 1.5 times higher in respondents with HBL (M=209.3), compared to the group of respondents with MBL (M=140.82) and 2.7 times compared to the group of respondents with LBL

(M=78.61), and in the group of MBL was 2.3 times higher compared to the group of respondents with LBL. The three groups according to the middle mean predominant the «exhaustion» phase, but in the group of respondents with HBL we talk about its formation and in the group with MBL and LBL it is in the formative stage. Medium-phases «exhaustion» and «tension» shows their formation in the group of respondents from HDB and phase formation - in the group of respondents with MDB formation and not in the group of respondents with LBL.

In the group of respondents with HBL the highest mean values were defined by the symptoms of «reduction of professional liability» (M=20.57); «personal alienation» (M=20.22), «experiencing stressful circumstances» (M=20), «inadequate selective emotional response» (M=19.78), the lowest – by symptoms of «dissatisfaction with themselves» (M=9.83), «reach an impasse» (M=14.13), «emotional deficit» (M=16.52) and «emotional alienation» (M=16.57). In the group of respondents with MBL the highest mean values were defined by symptoms of «reduction of professional liability» (M=16.19), «inadequate selective emotional response» (M=16,38), «emotional and moral disorientation» (M=13,21) and «expansion of scope emotional savings» (M=13.13), the lowest – by symptoms of «dissatisfaction with themselves» (M=7.10); «reach an impasse» (M=8.08), «personal alienation» (M=8.33) and «psychosomatic and psycho-vegetative disorders» (M=9.21).

The highest mean values of respondents with LBL were defined by symptoms of «inadequate selective emotional response» (M=12.48), «reduction of professional liability» (M=11.6), «emotional and moral disorientation» (M=9.96) and «emotional alienation» (M=7.61), the lowest mean values were defined by symptoms of «personal alienation» (M=3.26), «dissatisfaction with themselves» (M=3.57), «reach an impasse» (M=4.35), «psychosomatic and psycho-vegetative disorders» (M=4.52). As you can see, the symptoms «reduction of professional liability» and «inadequate selective emotional response» are high mean values of the respondents in the three groups, but the performance level of their formation in each group are different: in groups of respondents with HBL and MBL these symptoms are formed, and the

group of LBL they are at the stage of formation.

Averages defined by symptom «emotional and moral disorientation», showing the formation of symptoms in the group of respondents with MBL and formation of the group of respondents with LBL. In addition to these symptoms, the group of respondents of HBL has high medium values, indicating that the formation of symptoms is determined by the scale «personal alienation» and «experiencing stressful circumstances», in the group of respondents with MBL – by symptom «expansion of scope emotional savings», which is in its formative stage, the group of respondents with LBL – by symptom «emotional alienation», but it is not formed. The lowest average for symptoms «dissatisfaction with themselves» and «reach an impasse» are defined in three groups, but the group of respondents with HBL average value indicates the beginning of their formation, whereas in the other two groups are not formed. Obviously, teachers do not tend to adequately assess their own shortcomings in the work and their performance, which makes their professional self-esteem often inflated, confirming studies of N. V. Nazaruk [2, p. 94].

Low values for medium symptoms «psychosomatic and psycho-vegetative disorders» and «personal alienation», found in groups of respondents with MBL and LBL, shows they are not formed. Besides common to the three groups of symptoms, the lowest average was determined by the symptom of emotional deficit and emotional alienation and the group of respondents with HBL, shows that they are formed.

Application of Kruskal-Wallis's one-way analysis of variance also indicates significant differences between the three groups of respondents on the level of statistical significance $p \leq 0.01$ for all components of burnout.

Summary results of the author's questionnaire «Features of preschool teachers Burnout» are shown in graphical form in fig. 1.

Comparing average, we found the prevalence of individual burnout factors for respondents of three groups. While professional burnout factors are more common for respondents with MBL.

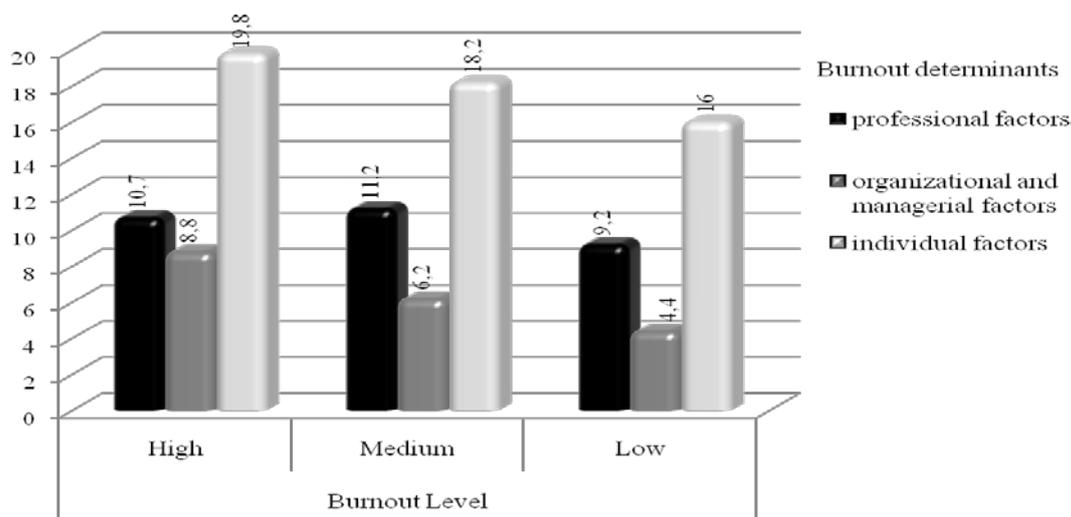


Fig. 1. The mean values of Burnout determinants in respondents with different level of its formation

The results received in the Kruskal-Wallis’s one-way analysis of variance are shown in the tab. 2, analysis of which indicates a statistically significant difference ($p \leq 0.01$) between groups of respondents with HBL and LBL by organizational management and individual factors, professional factors predominate in the group of respondents with MBL.

Table 2

Statistically significant differences between groups of respondents by burnout determinants (by the Kruskal-Wallis’s one-way analysis of variance)

Burnout determinants	The groups between which significant differences are identified	Kruskal-Wallis H	P
professional factors	2 > 3	10.672	0.0048
organizational and managerial factors	1 > 3	18.968	0.0001
individual factors	1 > 3	13.887	0.0010

Key: * – $p \leq 0.05$; ** – $p \leq 0.01$; 1 – group of respondents with HBL, 2 – group of respondents with MBL, 3 – group of respondents with LBL.

It means, that working conditions, their content, working load and overload, inadequate leadership style and individual factors that include personal estates, properties, quality, socio-demographics and others, largely determine the development of burnout in the later stages of its formation. However, professional

factors (lack of pedagogical skills, tact, saturation workday communication, cognitive complex situation interaction, high demands competence, self-development, etc.). increasingly determine its formation in the early stages.

Based on the results of the applied methodology and the questionnaire we also found that preschool teachers who do not work in the specialty, have predominant symptom «dissatisfaction with themselves» ($U = 9494.5, p \leq 0.05$), whereas preschool teachers who have basic preschool education ($U = 9425.5, p \leq 0.05$), are characterized by schematization, minimization of duties that require emotional costs («reduction of professional liability»).

Preschool teachers who work in kindergartens of the usual type, compared to educators who work in kindergartens of compensatory and spa types are characterised by higher levels of development of burnout in general ($U = 6725, p \leq 0.01$), its two phases («exhaustion» ($U = 6352.5, p \leq 0.01$) and «intension» ($U = 6508.5, p \leq 0.01$)) and four symptoms («experiencing stressful circumstances» ($U = 6789, p \leq 0.01$), «anxiety and depression» ($U = 6179.5, p \leq 0.01$), «emotional deficit» ($U = 6533, p \leq 0.01$), «personal alienation» ($U = 7154.5, p \leq 0.05$) and «emotional alienation» ($U = 7501.5, p \leq 0.05$)). Obviously, these results can be explained by the presence of better sanitary conditions in kindergartens of compensatory or spa types, logistics, and less stress (a small number of children in groups, less working hours, but longer vacations, higher wages, etc.) .

It was also found that preschool teachers who work in rural areas, have higher burnout rates than preschool teachers who work in urban areas, apparently caused by working conditions, inadequate logistics, work in different age groups and so on. Specifically: burnout in general ($U = 11228.5, p \leq 0.01$), phases «intension» ($U = 11335.5, p \leq 0.01$) and «exhaustion» ($U = 11552.5, p \leq 0.01$), symptoms «anxiety and depression» ($U = 10,942, p \leq 0.01$), «psychosomatic and psycho-vegetative disorders» ($U = 11907.5, p \leq 0.05$), «experiencing stressful circumstances» ($U = 11613.5, p \leq 0.05$), «emotional deficit» ($U = 11456, p \leq 0.05$).

Noteworthy is the fact that for 81.4% of HBL preschool teachers with HBL and for 66% preschool teachers with MBL characterised by low satisfaction of job and

allocation of time, effort and attention between work and personal (private) life. While in the group of respondents with LBL this figure is peculiar only to 37.96% of preschool teachers. In that time in the group of respondents with LBL this index characteristic for only 37.96% of educators.

The study found connection between burnout and its components and selecting profession by preschool teachers. Thus, for preschool teachers the profession of its own motion, characterised by lower rates for symptom «reach an empassé», than preschool teachers, for whom the choice of profession was a coincidence ($H = 12.148$, $p \leq 0.01$); and symptoms of «inadequate selective emotional response» ($H = 7.642$, $p \leq 0.05$), emotional and moral disorientation (« $H = 8.161$, $p = p \leq 0.05$ »), emotional deficit (« $H = 9.813$, $p \leq 0.05$), phase» intension (« $H = 7.678$, $p \leq 0.05$) and «final rate of professional burnout forming» ($H = 9.662$, $p \leq 0.05$), than the preschool teachers, for whom the choice of profession was a necessary measure. We also found that symptom «anxiety and depression» is more typical for preschool teachers, for whom the choice of profession was a necessary measure, than for preschool teachers of the profession by accident ($H = 10.375$, $p \leq 0.05$). These values suggest that unrealized desires, unfulfilled expectations, a profession chosen not according to human abilities are the factors that contribute to the formation of professional burnout.

Symptoms of «anxiety and depression», «reduction of professional liability» are more characteristic to those preschool teachers who are working and those who get degree extramural than preschool teachers with higher education ($N = 9.916$, $p \leq 0.05$ and $H = 8.2347$, $p \leq 0.05$, respectively); symptoms of «inadequate selective emotional response» and «emotional deficit» is more peculiar for the group of respondents with secondary special education compared to groups with higher and incomplete higher education ($H = 7.655$, $p \leq 0.05$ and $H = 8.09$, $p \leq 0.05$).

Reliably significant differences in the levels of formation of individual symptoms scores burnout are found in different age groups. Thus, preschool teachers who are 20-29 years old have the level of formation symptom «anxiety and depression» higher than preschool teachers who are 40-49 and 50-59 years old ($H =$

13.32964, $p \leq 0.05$). «Emotional and moral disorientation» is more formed among the respondents who are 30-39 years old, 40-49 and 50-59 years old, than in the group of preschool teachers who are less than 20 years old ($H = 12.772$, $p \leq 0.05$). Expansion of emotional largely typical of preschool teachers who are 30-39 years old than for all other age groups ($H = 10.637$, $p \leq 0.05$), whereas the reduction of professional duties among more educators is formed in 20-29, 30-39 and 40-49 than preschool teachers, aged over 60 years ($H = 13.152$, $p \leq 0.05$). «Personal alienation» is less characteristic for respondents who are less than 20 years old in comparison to them, it was higher for preschool teachers who are 20-29 and 30-39 years old ($H = 16.247$, $p \leq 0.05$), a difference in the formation of this symptom and between groups of respondents 20-29, in which it is no longer formed, and 40-49 years ($U = 3201$, $p \leq 0.05$). Symptom of «psychosomatic and psycho-vegetative disorders» has greater formation among preschool teachers who are 20-29, 30-39, 40-49 years old ($H = 14.282$, $p \leq 0.05$) compared to preschool teachers who are less than 20 years old ($U = 1949$, $p \leq 0.05$; $U = 822$, $p \leq 0.01$ and $U = 542.5$, $p \leq 0.01$).

Reliably significant differences between groups of preschool teachers of all ages are also found in the levels of formed phases burnout. Thus, the level of formation of «resistance» is higher for preschool teachers who are 20-29, 30-39, 40-49, 50-59 years old compared to preschool teachers who are less than 20 years old ($H = 19.392$, $p \leq 0.01$). It should be noted that the level of formation of «resistance» is higher for preschool teachers who are 30-39 years old compared to a group of preschool teachers who are 50-59 years old ($U = 1711.5$, $p \leq 0.05$). The level of the phase formation of «exhaustion» also prevails in groups of preschool teachers who are 20-29 and 30-39 years old ($H = 14.282$, $p \leq 0.05$), compared to preschool teachers who are less than 20 years old. This phase is more formed among preschool teachers who are 30-39 years old compared to preschool teachers who are 40-49 years old ($U = 1711.5$, $p \leq 0.05$).

The rate of the level of burnout formation in general also differs in different age groups ($H = 16.207$, $p \leq 0.01$): it is higher in the group of preschool teachers who are 20-29 years old ($U = 1659$, $p \leq 0.01$), 30-39 years old ($U = 786$, $p \leq 0.01$) compared

to a group of preschool teachers who are less than 20 years old. Apparently the cause of professional burnout early and decline in professional preschool teachers after 10-15 years of work may be changing motives and goals of its activity with age, means of implementation, the emergence of so-called «educational crisis» (Yu. L. L'vova, 1988) or «professional aging» (A.K. Markova, 1996) related to the mismatch of expected and actual results, the lack of feedback from students, giving preference to certain «favourite» tricks of the appearance and feeling that something must change, feeling loneliness, lack of confidence in their own strength, stress, resulting from lack of support from colleagues and administration and lead to isolation of preschool teachers collective desire to keep up with the time and tangibility of time and opportunities for its implementation; professional fatigue, monotony etc.

In practice, most teachers cope with the crisis, but often it can become one of the causes of professional burnout [6]. Thus, with the increasing level of formation of professional burnout, indicators of symptoms phase «resistance»: inadequate selective emotional reactions, reduction of professional achievement, expansion of emotions, experiences stressful circumstances grow.

Conclusions

Analysis of the results of empirical research revealed key factors, which are shaping professional burnout at different stages of its genesis (professional factors at an early stage, more mature - organizational, managerial and individual, including socio-demographic and psychological), and the relationship of professional burnout, some of its phases and symptoms of age, education, type of institution, which employs tutors, terrain, satisfaction allocation of time, effort and attention between work and personal life. Statistically significant differences between groups of preschool teachers with different levels of formation of professional burnout by experience, motivation, choice of profession, the number of children in the groups were found.

The identified and described main factors of preschool teachers burnout can be used as a basis for a differential approach in conducting psycho measures aimed at reducing the syndrome and its prevention.

References:

1. Lenge A. Emotsional'noye vygoraniye s pozitsii ekzistentsial'nogo analiza / Alfred Längle // *Voprosy psikhologii*. – 2008. – № 2. – S. 3–16.
2. Nazaruk N. V. Psychological means of prophylactic measures of «professional burnout» of the teacher : dis. ... kand. psikhol. nauk : 19.00.07 / Nataliya Volodymyrivna Nazaruk. – Ivano-Frankivs'k, 2007. – 320 s.
3. Orel V. Ye. Issledovaniye vliyaniya faktorov rabochey sredy na fenomen psikhicheskogo vygoraniya v professiyakh sotsial'noy sfery / V. Ye. Orel, A. A. Rukavishnikov // *Sotsial'naya psikhologiya KHKHÍ vek*. – 1999. – T. 2. – S. 164–167.
4. *Psikhologiya zdorov'ya : uchebnik [dlya vuzov] / [red. G. S. Nikiforov]*. – SPb. : Piter, 2006. – 607 s. – (Uchebnik dlya vuzov).
5. *Prakticheskaya psikhodiagnostika. Metodiki i testy : uchebnoye posobiye / [redaktor-sostavitel' D. Ya. Raygorodskiy]*. – Samara : Izdatel'skiy dom «BAKHRAKH», 2001. – 672 s.
6. Rukavishnikov A. A. Lichnostnyye determinanty i organizatsionnyye faktory genezisa psikhicheskogo vygoraniya u pedagogov : diss. ... na soiskaniye uchenoy stepeni kand. psikhol. nauk : 19.00.03 ; 19.00.05 / Rukavishnikov Aleksey Aleksandrovich. – Yaroslavl', 2001 – 173 s.
7. Maslach C. The truth about burnout : How organization cause personal stress and what to do about it / Christina Maslach, Michael P. Leiter. – San Francisco, CA : Jossey-Bass, 1997. – 186 p.

UDC 378

J11305-097

Popov Yu.S., Popov A.Yu., Tumandeeva T.V.

**TECHNOLOGY AND ORGANIZATION OF INDIVIDUAL WORK BY
PROGRAMS OF QUALIFICATION IMPROVEMENT**

Kemerovo State University

The necessity of individual counseling sessions in the qualification improvement of scientific and academic staff of universities in IT-sphere is justified in article. Significance and effectiveness of individual work are noted. Organizational approaches during the consultations are described. Technological aspects of the distance communication of the teacher with student the example of department information technologies in education of Kemerovo State University are given in article.

Key words: qualification improvement, distance learning, individual work, consultation, IT-technologies.

Under the global informatization of modern society, information and communication technologies (ICT) advancement, the pace of science and educational technologies is accelerating [3]. This requires continuous improvement, learning of IT-technologies from academic staff of higher professional education institutions. The most reasonable way of gaining new knowledge, skills, and competence is qualification improvement including in IT-sphere.

When organizing educational process, group of listeners has to encounter many features of qualification improvement system in ICT sphere: listeners are of different age, listeners have different level of initial computer competence, motivation to gaining new knowledge and skills differs. Some listeners perceive the provided material in different ways: for some people it is enough to read a text and they understand everything, others need visualization and discussion of all stages of work, the rest need individual consultations with the educator.

Hence, it is rather complicated to form a group that would have almost the same level of material perception. In its turn, these factors lead to psychological discomfort when the educating is changed to the educated, to fear of computers among those listeners who only start to work with them etc. That is why for the listeners who have problems with classroom-based group work we can offer individual consultations that as a rule are practically orientated. For this purpose, the educator should correct work plan taking into account skills and features of the particular listener. Besides, individual trainings can be organized under a flexible schedule that would satisfy both the listener, and the educator.

The individual work with listeners of qualification improvement courses in IT-sphere can be separated to class-room based and extracurricular. The class-room based consultations are similar to traditional class-room training sessions by material presentation form: the listener works with his/her personal computer, the educator gives advices, manipulates with the PC, gives tasks and control theirs fulfillment, points at mistakes.

The extracurricular individual work may be organized using distance education technologies [1, 2] and actually is a remote support: the educator and listener are situated remotely and interact by different Internet-services.

For this purpose, the PC of the educator and listener should have: necessary operation configuration, necessary software, relatively fast access to the Internet (as a rule, 1 Mbit/sec data channel is enough for a full and comfortable interaction), also microphone, webcam, acoustic system, earphones.

Depending on the form of support that the listener needs, it is essential to choose different format of interaction with the educator. On department information technologies in education of KemSU we use following technologies for extracurricular work with listeners of qualification improvement courses.

Direct on-line exchange of information in the “question-answer” mode can be easily made by Instant Messaging services, like ICQ. Using of electronic mail is the best way for methodological support of the listener (e-learning materials sending). In case of continuous communication of the listener and educator, for example

consultation, it is necessary to use interactive voice response system. There are many programs and services for this purpose; we use the most widespread program – Skype, by which, also video communication can be established.

Quite often, when the educator explains conceptual material or some action that should be done on the computer, the listener becomes lost in the information and cannot quickly comprehend what is going on and what is required from him/her. This comes from the fact that the educator is situated far away and does not have the opportunity to demonstrate visually the explained material; moreover, video communication through the webcam is inefficient. This is the main disadvantage of distance consultations and of distance education in whole.

In this case, the remote desktop technology can be used: when the educator connects the listener's PC and intercepts the control of it. But the listener observes the actions on the screen, that the educator takes, and has an opportunity to take control back and to show on the screen what is not clear.

Remote Desktop and Remote Assistance, integrated to operating system Microsoft Windows, have several disadvantages. If Remote Desktop is used, the control of the remote computer is intercepted and blocked that makes impossible to observe actions made by the educator. Remote Assistance allows to avoid it but to start working the listener should create file-invitation, send it to the educator and wait when the latter connects; this can be inconvenient to both participants of interaction. As both Remote Desktop and Remote Assistance use IP-address of the remote computer for connection, problems with connection of the listener's PC through the Internet can appear unlike local network. For example, the reason for these problems can be NAT-addressing or prohibition on network routers (the real user usually cannot customize port forwarding and resolution for RDP-protocol).

Nowadays there are many other software for the remote computer control but the majority of them are either commercial or consume too much network traffic during the work that overloads Internet-channel. Herewith, many of them are to be tuned for the Internet connection.

We use program TeamViewer for our distance training sessions and consultations. To get accessed to the computer through TeamViewer, the program should be installed or started on the listener's computer. After start, the program connects to the centralized server and the computer gets the unique ID. Then the listener tells the educator this ID and generated password by ICQ, for instance. Afterwards the educator starts the program on his/her own PC and connects the listener's PC, herewith the listener's remote computer IP-address is not needed for the educator. Thus, possible problems of connection to remote computer through Internet, described above, can be avoided.

In case the Internet-channel is not fast enough and there are delays in pictures changing, it is possible to tune colour quality in TeamViewer. Also the program has the opportunity to organize audio-video connection that saves from starting additional applications.

On department of information technologies in education of KemSU we use the following technologies for distance communication during the consultations: direct on-line exchange of information by instant messaging services; methodological support through e-mail; audio-video consultations through Skype; desktop control through TeamViewer. This technologies allows realize qualification improvement by choosing of individual educational path for every listener more efficiently.

Note that using consultations and continuous individual work during qualification improvement are an important part of the educational process. This allow higher-education teaching staff to meet the modern requirements of information and communication competence as well as to use gained knowledge and skills of IT in professional activities.

References:

1. Afanasiev K.E., Gudov A.M., Popov Yu.S. Struktura sistemy distancionnogo obuchenija regional'nogo universitetskogo kompleksa (System structure of distance education in the regional university complex) // *Open and distance education*. 2010, № 40, pp. 43-49.

2. Popov Yu.S., Popov A.Yu., Tumandeeva T.V. Experience of distance learning by program qualification improvement in KemSU // *Sbornik nauchnyh trudov SWorld*. Proceedings of the international scientific-practical conference "Scientific researches and their practical application. Modern state and ways of development, '2012". Issue 3. Volume 16. Odessa: KUPRIENKO, 2012, pp. 39-41.

3. Smirnov S. B. Vozmozhnosti setevogo sotrudnichestva vuzov v povyshenii kvalifikacii professorsko-prepodavatel'skogo sostava // *Vestnik Gercenovskogo universiteta*. 2010, № 7, pp. 3-5.

UDC 378

J11305-098

Luzgareva O.I., Tumandeeva T.V.

**INFLUENCE OF DIFFERENT FORMS OF TRAINING SESSIONS ON
STUDENTS EDUCATION MOTIVATION IN HIGHER EDUCATION
INSTITUTIONS**

Kemerovo State University

This article considers the way how different forms of training sessions in higher education institutions influence on increasing of students' motivation on the example of particular disciplines.

Key words: students education motivation, forms of training sessions, electronic educational resources.

Recent years due to the number growth of students learning on contract basis, decrease of interest to education is observed: senior students are trying to make money to pay for education and for own needs. Herewith, their jobs are not always connected to their future professions but wipe out a lot of time, physical and moral forces that negatively influence on education motivation of such students.

We believe that the problem of motivation is one of the most serious problems that are addressed by sociologists, educators, psychologists, economists. Its

significance is subject to studying of impelling forces determining behavior of an individual, in our case – of a student.

As a special type of motivation that represents special complex system of student's goal-directed behavior in the form of needs, commitment, academic motivation determines his/her educational and future professional activities [1]. By motive we understand one of the forms of impelling forces, goal achievement program; motive fills work with personal meaning, unites it by general idea. Educational motives are formed during lectures, seminars, practical and laboratory trainings as well as during independent work and traineeship.

The main external factors having influence on shaping of positive motivation to education, to our opinion, are – training material content (the information given in classes should evoke emotional reaction, activate cognitive processes), communication style between student and educator (demonstration of trust to abilities and skills of a student, motivation to expression of the own opinion etc). Internal factors of education are cognitive need, need for achievement that in this case means the student's urge for improvement of his/her education results. Satisfaction of education depends on the level of meeting these needs: they make students concentrate more on the education and at the same time increase students social activity.

Among general problems of academic motivation, during communication with students, we pointed out the following: not all educators are able and willing to make students interested with the material of the discipline that leads to absenteeism, absence of respect and interest; knowledge control system differs from one educator to another, it is necessary to create uniform and strict control system for all educators; increase of the stature of the University in whole, and of every faculty and every course in particular; connect theory and practice to a greater degree, give more interesting seminars and practical trainings, workshops, business games; invite managers of different levels, specialists of studied issues, experts from different spheres of economy, sociology etc.

For reinforcement of students' education motivation, in our opinion, first of all it is necessary to give attention to connection of theory and practice in education process and raising the students' interest to training sessions. Here helps using of different forms of sessions, especially with the application of multimedia electronic education resources. Thus, slide-lectures allow not only emphasize main topics, issues, key moments in the material, but also graphically illustrate different schemes, drawings, models. Animation of schemes and models gives opportunity to make lecturer's report more interesting; video clips visually reflect the content of the material and are better borne in students' memory regardless of the initial knowledge level.

Training sessions in the form of roundtable conferences, discussions, brainstorming, when all students are involved in educational process, help them to learn to express their thoughts, views, to form their own opinion on the studied problem.

When students give independent lectures, they not only practice public speaking but are made to thoughtfully consider the material: choose the main issues, prepare presentations, and illustrate text with video materials. Herewith, after presentation listeners are to ask him/her questions and answer the questions of the speaker or educator, whose role in this particular case is a "sinektor". This factor makes students listen to their class-mates very attentively, "penetrate" deeply into educational material, respect the work of an educator. To our opinion, independent sessions given by the students, who are working as economists, HR-managers, accounting managers etc., are even more useful because they can make examples from their practice, share the experience. Besides, it disciplines students, helps them to understand better how to use gained theoretical knowledge on practice.

Using of interactive modules of training exercise on practical trainings allows not only make the session more interesting but also more accurately control knowledge gained by the students.

As an independent work, every student gets creative task, for example, to collect information necessary for the study using one of the sociological methods –

interview, questionnaire survey, or sociological examination. Beforehand, groups of 3-4 students prepare program, methodology, research tools. All surveys and sociological examinations are shot on camera; on following training sessions the results are discussed as well as the behavior rules of the survey taker, interviewer, and examiner. With the consent of the students, educator can use the best materials for learning next courses of students in future.

Conducting of content-analysis of Russian folktales, position descriptions of different employers' categories teaches students correctly, thoughtfully, and thoroughly analyze documents of different levels of complexity and significance.

There are many examples. It should be noted that using of different multimedia resources during educational process over several years (in particular, for such disciplines as "Information resources in management", "Development of managerial decisions") significantly heightened students' interest and motivation to studied disciplines that led to better understanding of the material as well as to higher percentage of residual knowledge among senior students who studied these disciplines one-two years ago.

The preparation of the multimedia electronic resource is rather labour-intensive process. During its development, it is necessary to take into account different levels of computer and informational competence of students of full-time and part-time education, listeners of off-campus and other form of education. Educator should get into student's shoes and think over every task, business case, management game etc. in order to avoid spending the training session in vein and to teach students and to self-learn new knowledge, skills. Besides, researchers noted that using electronic educational resources allows students choose the right tempo of studying, for example, if a student wants, during self-study or at home he/she has an opportunity to repeat exercises as many times as he/she needs for skill fixation [2].

Thus, we are sure that using of different forms of lectures and seminars, using of multimedia, electronic text-to-graphical materials and practice courses have direct positive influence on students' education motivation and enable them to systematize their knowledge.

References:

1. Proshkin B. G. Motivacija truda: Upravlencheskij aspekt / B. G. Proshkin; otv. red. I. P. Povarich; M-vo obrazovanija i nauki RF, Federal'noe agentstvo po obrazovaniju, Kemerovskij gosudarstvennyj universitet. Novosibirsk: Izd-vo SO RAN, 2008. 380 s. (S. 22).

2. Popov Yu.S., Tumandeeva T.V. Problemy sozdaniya jelektronnyh obrazovatel'nyh resursov dlja povyshenija kvalifikacii PPS vuzov v oblasti informacionnyh tehnologij (The problems of creation of electronic educational resources for qualification improvement lecturers of universities in the field of information technology) // Sbornik nauchnyh trudov SWorld. Proceedings of the international scientific-practical conference "Future innovations in science, education, manufacturing and transport, '2012". Issue 2. Volume 13. Odessa: KUPRIENKO, 2012, pp. 68-70.

Article / Pedagogics, psychology, sociology, is general and preschool pedagogics

Potapiuk L. M.

PROBLEM OF MULTICULTURAL SOCIETY EDUCATION

Lutsk National Technical University, Lutsk, st. Lvivska, 75, 43018

UDC 371. 132

Lutsk National Technical University, 43018, Ukraine, Lutsk, st. Lvovskaia, 75

Annotation. The analysis of multicultural society education is carried out in the article, the specific of activity of Westukrainian in culturally-elucidative associations is substantiated, and developing potential of national education is revealed.

Keywords: multicultural education, national education, national culture, national consciousness, culturally-elucidative associations.

Entry. The process of independent democratic Ukraine formation with its aspiration to become the full-fledged member of European community envisages an all-round statement in public and individual existence of the civilized norms of life on

the basis of common to all mankind values and spiritual, moral and cultural principles of Ukrainian people life. Therefore the aim of modern educational space is not only a problem of necessary competences forming, grant of thorough knowledge from different objects but also forming of citizen, patriot, intellectually developed; spiritually and morally mature personality, who is ready to resist to the society's globalization calls.

On the modern stage the world concord actively works on development of such new educational strategy in the field of cultural and educational, as multicultural education. Therefore the aim of our work is research of multicultural society education problems.

The analysis of scientific sources shows that multicultural education is a new educational strategy or direction in pedagogics, which determines structurally-substantial organization of educational-educator process, character of educational disciplines teaching and methodology of educator work on the basis of principles of humanism, democracy, cultural dialogue, accounting of culturally-psychical factors of personality development [1, p. 23]. The primary purpose of multicultural education consists in forming personality, who will be free of negative ethnocultural stereotypes, that owns the advanced sense of other cultures understanding and respect to them, ables to live in accordance with the people of different nationalities and religions, and thus, is ready to the creative vital functions in multicultural society. It follows to perceive multicultural education as adding to education of everybody, to examine as advantage, but not as problem.

It should be noted that main pre-condition of development of any education is a favourable social climate in society, that depends on the state's socio-economic situation, in particular "general level of stability or tension of relations in society, employment of population, social structure and social stratification, character of nationally-ethnic relations, queries of different task forces of population" [5, p. 421].

Important pre-condition of multicultural education in Ukraine is becoming and development of civil democratic society, where chauvinism, racism, ethnic egoism are absent, and at the same time this society is open in attitude toward other countries,

people and cultures, that propagandizes education in a spirit the world and mutual understanding.

The major condition of realization of multicultural education tasks is organization of educational-educator process on the basis of dialogue approach, that it follows to understand as totality of studies and educations methods, forms and facilities, that assist realization of many-sided nature of the world, relativity of own interests and values and their concordance with necessities, other's discipling . It is impossibility to concentrate only on the serve of knowledge in cross-cultural education that conduces to the revaluation of different hierarchies of importance, destruction of stereotypes and confrontation with a cultural difference. Therefore the best decision will be usage of methods that anymore are base on emotional reactions, than on a rational analysis.

In the marked context the social climate on the Westukrainian land of XIX - beginning XX century was not favourable to development of universal national education first of all that is why ethnic inequality of population, that affected on its social status. So, the greatest ethnic and thus social status had the Austrians and the Germans; more subzero – the Poles, the magyars and the Romanians; most subzero – the Ukrainians. The Poles mainly dominated in East Galychina, the Romanians, the Poles and the Germans – in Bukovyna, the magyars – in Transcarpathian Ukraine. The Poles losing its statehood, violently obtained in 1866 the law about introduction Polish into folk and middle schools of Galychina and creation of School-board with a basic center in Lviv. Thus both laws gave education in the Polish hands. Regardless of all school departmental and education teaching was exceptionally in the Ukrainian hands and conducted for Ukrainian material facilities, Polish school power rendered any resistance and did all possible, to stick the Polish educator ideal to Ukrainian schools. So the Poles fully took control above Ukrainian schooling in Galychina and began planning his elimination. The requests-requirements of the Ukrainian ambassadors I. Naumovich, T. Pavlikova, C. Kachaly had appeared ineffectual in the case in relation to the improvement of situation in behalf on Ukrainian schooling [9].

It costs to mark that educational reforms that conducted Russia, Austria (afterwards Austria-Hungary) were sent to the general normative organizationally-administrative state of schooling, avoiding the problems of national existence development of the enslaved Ukrainian people. The methodological principles produced in the Russian empire grounded the simplified interpretation of the Ukrainian culture and its ethnic social processes, examining Ukraine in official state science and education only from one side "physical", ethnographic, with the complete exception of fundamental and socially sharp problems: ethnic- and national development, ethnic history and national consciousness. The Ukrainian people were delivered political elite, basic cultural tradition, independent economy and national community.

Without regard to critical position in the education on Western Ukraine, change on improvement in the public mind woke up mental and moral forces of patriotic young people, that began unite round a general idea, only interests of serving to the Ukrainian people. Association of young well-educated and erudite people, who was full of desire to distribute education in people, to bring its culture, to make its acquisition of wide public, accumulated and at the same time distributed new looks to the studies and education, searched and asserted the effective forms of educational work of different layers and groups of population. We consider, that just in such a manner, the realization of dialectical unity national and common for all mankind principle, that gave an opportunity to the progressive young people deeply to feel belonging to the native people, to realize itself a citizen and subject of world civilization are occurred, and its fact became a push to the revival of its consciousness.

By then on defence of national school illegal groups, associations, societies, public organizations, that assisted the spiritual increase of nation, forming of its intellectual elite, advocated extraordinarily actively. Public societies counted distribution of knowledge among people awakening its national consciousness the major tasks, and they were convinced, that exactly education will bring its consciousness and culture on the higher stage, and that is why put it on pedagogical basis [6, p. 9].

We interpret national consciousness as man's feeling of own pride for belonging to the nation, ability to think on the basis of national culture characters, perception of the surrounding world through the prism of national interests, orientation of the actions and acts in accordance with national interests. We consider that its spiritual bases is own cultural heritage of every nation as root of it further development; spiritual values of the world people as source of enriching of the first; cultural exchange between nations and nationalities as a factor of forming and development of national cultures; satisfaction of spiritual queries of nations and nationalities; ideology of national liberation as ideological basis of world view of nation forming.

The mainly spiritual inheritance of people does not harden and limit. The increase of its role in activity of people takes place not only through the natural process of height of social reasons that stipulate the acceleration of public progress rates. These processes are interdependent: the more its activity in this direction, the more value cultural heritage obtains for them. And, vice versa, the active mastering of cultural heritage makes cultural work of the folk masses more direct by the nature, more scale on a volume and more ponderable by value.

It is necessary also to take into account that fact that cultural heritage of people includes for itself national traditions that arise up in the spheres of national life, peculiar to the national features, mentality, psychology of that or other nation. On the basis of national traditions and customs there is forming of personality internalss of man from early age. Mastering of these traditions has world view character, through them necessities, moral ideals, persuasions, visions of the world, that come forward as the most important components of world view, are formed. The proof orientation of these components on sense of life assists maintenance of not only physical but also psychical health and helps to dip out new backlogs for continuation of life-span. At the same time on the basis of traditions the individual reaches the first lessons of morality, standards of behavior in the amily and society, produces the certain manners of the behavior.

In forming of national culture a ponderable place occupies experience of activity of such pedagogical-elucidative societies, such as " Prosvita ", "Russian

conversation", Russian pedagogical society "Native school", "Russian school", Skovoroda Society "Teaching society", "Mutual aid of Ukrainian Teaching" and other. All of them played a positive role in consolidation of the Ukrainian teaching, in forming of its national consciousness, in bringing in to the fight for school with the mother tongue of studies. Societies actively united intelligentsia of different ideological and pedagogical directions – from democratic to liberally bourgeois and clerical, that insistingly approached knowledge to the simple people, revived and developed Ukrainian schooling. It follows to establish, that forming of national consciousness of front-rank young people came true under act of wide spectrum of both objective and subjective factors and envisaged mastering of the ethnic community young people, national values, liking for development of the national state system, patriotism; understanding of involvement to the national liberation fight, its place and role in it.

So, founded by populists Ukrainian public society "Prosvita" published works of the Ukrainian writers, school textbooks, popular scientific almanacs, and annual "Folk calendar", in other words a lot of attention spared exactly to distribution of education and forming of national consciousness. On its initiative were created the printed organ of populists "Act ", first political organization "Folk power", association of "Sich", "Falcon" and other. Society had allukrainian character, about that testified its products, and also participating, in his activity of the known figures, namely: V. Doroshenka, I. Krip'yakevicha, I. Rakovskogo, S. Rudnitskogo and other. [8, p.92]

Basic in activity of "Prosvita" was distribution of education and revival of national consciousness among the Ukrainian people by printing of books, magazines, reading of lectures, opening of courses from Ukrainian studies and Ukrainian, realization of cultural and economic measures, to what the best scientists, publicmen, are brought over. Using the various forms of work, the members of "Prosvita" always cared of spiritual and moral health of nation, were the explorers of ideas of the Ukrainian state system, cared of maintenance of everlasting values of people, added large effort the Ukraine became the independent and democratic state. The professors

of the Ukrainian gymnasia I. Verkhratskiy, A. Vakhnyanin, O. Savitskiy, O. Ogonovskiy, O. Partitskiy concluded the own Ukrainian textbooks from different disciplines, created native language scientific terminology, worked on the correction of the Ukrainian spelling in phonetic direction. By efforts of "Prosvita" in 1871-1876 are published 17 Ukrainian textbooks for the Lviv academic gymnasium general drawing 12 300 copies [7, p. 122]. V. Ilnitskiy, M. Polyanskiy, A. Vakhnyanin, O. Deynitskiy made the most efforts to translation of the German textbooks.

After 1890 "Prosvita" concentrated the attention on development of the structurally organizational network (subsidiary, reading halls). Such first cell appeared in 1875 in the village Bornyky near Khodorova, and afterwards - in other cities, villages. From 1877 the printed organ "Letter from Prosvita" reported to the people new ideas, and school textbooks filled a blank in national schooling. Activity of "Prosvita" directed on the national spiritual revival of the Ukrainian people and on claim of Ukrainian as one of major factors in becoming of Ukrainian nation, consolidation of society, strengthening of the state system and welfare [3, p.23].

The analysis of adapted scientific sources testifies that as in terms of socio-economic, ethnic political, world view principles of the Ukrainian state development, becoming of modern democratic relations, and search of optimal models of transformation of Ukrainian society, the special value mentally-psychological, world view, valued-normative and other spiritual pre-conditions of it functioning, then unifying them basis is a culture of interethnic communication. Exactly it provides indissolubility of national traditions, organic functioning of the valued orientations; creates the atmosphere of tolerance and tolerance; assists harmonization of mutual relations between ethnic communities, consolidations of nation and opens the prospect of her self-realization. Therefore importance of forming of culture of interethnic communication is conditioned by such factors:

1. By a requirement in providing of public stability, concordance of interests of plenty of various in ethnic, cultural, language and religious relations associations.
2. By expediency of claim of consolidating factors of Ukrainian society, as mass

disorientation, loss of solidarity and consent, divide of sociocultural space still remain the signs of transitional, transformation character of our state.

Today in the process of globalization the factor of cultures interference can not be left out of eyesight those, who are brought over to work with a rising generation. So, the Council of Europe begins a few projects related to the question of sociocultural variety. It is "Politics and practice of teaching in the conditions of sociocultural variety", "Cross-cultural education", "Education for a linguistic and cultural variety"(Program Pestalotstsi).

In particular, the main purpose of Program Pestalotstsi project – to find the positive factors of influence of one culture on the personality-transmitter of other culture. The special attention must be convolute on that, how everybody are enriched as a result of co-operating with the representatives of other cultures, that exactly helps people to coexist in European and world space.

Conclusions. State policy of nationally-ethnic relations intensifying, permanent oppressions and limitations from the side of ruling circles and power, the low level of form of population on Westukrainian land in the investigated period not enough assisted to development of the system of national community. And, thus, many questions in relation to its improvement are not decided for lack of favourable social and political terms. The societies that overcoming numerous difficulties, became one of progressive by then pedagogical-elucidative organizations of Western Ukraine appeared in such in such heavy, unfavorable terms. Their members were incorporated by the only national Ukrainian idea on democratic soil, only desire to serve of revival ideas, development of Ukrainian schooling, and the faith in Ukrainian independence.

Literature:

1. Agadullin R.R. Multicultural education: methodologically-theoretical aspect / R.R. Agadullin // Pedagogics and psychology. - 2004. - №3(44). - p.8-30.
2. Arbjenina V.L. Ethnic sociology: textbook / V.L. Arbjenina - Second edition, supplement and reprocess. - CH.: CHNU named after V.N. Karazina, 2007. - 316 p.

3. Drs of Svyatomir M.Fostun. The 130year of society "Prosvita" // The Liberation way. - 1999. - № 1, p. 23.

4. Martinyuk I.V. National education: Theory and methodology: Method. textbook / I.V. Martinyuk - K.: ICDO, 1995. - 160 p.

5. Mocherniy S. V. Social politics / S. V. Mocherniy// The Economic encyclopaedia. - K.: Academy, 2002. - T. 3. - p. 421.

6. Penishkevich D. Society "Ukrainian school" and development of folk education on the Bukovyna (the second half of XIX - the beginning of XX century) / D. Penishkevich // Native school. - 1996. - № 9. - p. 9-10.

7. Persian S. Popular history of society "Prosvita" with illustrations / S. Persian. - Lviv, 1932. - p. 122.

8. Potapiuk L.M. Role of cultural and educational societies in education of Ukrainian national consciousness of young people / L.M. Potapyuk // Materials of the International research and practice conference. [Improvement of forms and methods of preparation professionally of competent workers of education] (Tcherkasy, on April, 19 - 20, 2011). - Tcherkasy.: Publishing department of TchNU named after B.Khmelnitskogo. - 2011. - p. 91 - 92.

9. Potapiuk L.M. Becoming and development of Russian Pedagogical Society is "Native school": Historically pedagogical aspect / L.M. Potapyuk // Announcer SevNTU: Collection of sciences. - Producing 127/2012. - Series: Pedagogics Sevastopol, 2012. - p. 150 - 156.

UDC 371.31: 004.9:51

J11305-0100

Besova O.G.

ENVIRONMENT USING MOODLE IN TEACHING MATHEMATICS

Melitopol State Pedagogical University named after Bogdan Khmelnytsky

In this article To the technique of distance learning courses among MOODLE. Teaching mathematics through distance course "History of Mathematics".

Keywords: checking knowledge, distance learning, distance learning course, the environment MOODLE.

Level didactic possibilities of modern information technology and computerization of schools indicating the presence of objective conditions for a wide application of computer teaching tools, including distance learning courses in education. However, in practice the didactic potential of information technology is not used completely. Existing computer training do not meet the needs of middle and high school, there is a shortage of quality computer distance learning courses that meet modern educational concepts.

Training in distance form - is the transfer of educational materials (training content) through mass awareness [2]. The concept of distance learning has changed its meaning with the advent of the Internet world. Any e-learning course - it is a complete learning process. As for the virtual school, here means creating well-structured information and educational space or environment, which contains all the courses, the curriculum or program of study, a library of courses, laboratory and practical work, additional materials. This assumes, and the use of various educational and ICT to organize joint activities of students in small groups collaboration at various stages of training, contacts with teachers, discussions within newsgroups, forums, organizing joint projects, etc.. In the network model of distance learning using electronic network or on CD-ROM multimedia electronic textbooks or manuals. [3] In any network version of distance learning is an important part of the administrative unit (registration of the course, monitoring their learning, personal affairs, etc.).

This model of training can completely replace the present form of education and be self-sufficient for quality education provided its competent organization. Information and educational environment is a holistic educational school system (differentiation) or of a university specialty with a complete set of educational

resources necessary and sufficient to achieve the objectives of training in this educational system.

Exterior differentiation of courses

1. The purpose, objectives
2. Course Content
3. The students (group formation Cooperation)
4. Number of references to the primary and secondary reference material, including the Internet
5. Number of multimedia objects in the course
6. The level of difficulty and practical design problems

In most learning situations the main purpose of using e-learning system MOODLE is spreading, not to replace education system courses may characterize short phrase - "always be on hand in case of need."

Pedagogically is correct if the distance course: includes full plan, a calendar of educational process, facilitates self-government and self-education students, provides instant access to electronic support materials, allow constant electronic communication. Selecting specific topics used in electronic form shall undertake teacher in thoughtful and flexible way.

Today it is assumed that every teacher, regardless of subject, which he teaches, must have competence in the use of their professional pedagogical activity tools and information and computer technology. Distance learning system may in some sense be a meta-tool, provides a unique opportunity not only to integrate tools and various materials from different sources, but primarily as transparently coordinate various aspects of traditional, e-learning [1].

Here is an example of the course "History of Mathematics", which illustrates the main features of Moodle to create courses and their use in distance learning. The course is a set of teaching materials, designed in a special way as objects in e-learning server. The course meets one subject. Usually, all available courses can be placed in the same general category. But in practice, the number of e-courses, which are located on the same server can be quite large. In this case it is recommended to

place electronic courses by category. For ease of orientation in a large number of courses created in Moodle provides structuring them into categories and subcategories. Therefore, when creating a course should indicate which category will treat this course if a suitable category does not exist - create it.

Here is an example of guidance on creating distance course "History of Mathematics"

You must be logged in Moodle as an administrator.

1. In the Administration block select "Courses - Add / edit courses"

2. In the page that opens, "Course categories" lists all available categories, the default Moodle created only one category - "Miscellaneous".

If you create a sub-category, then click the "Add category"

3. In the page that opens, "Add Category", enter the category name in the field "Category Name".

If you create a subcategory, you should specify the name of the parent category (parent category) - select from the dropdown list, categories. You can (but not necessarily) a brief description of the category in the text editor. Clicking on the "Save" completes the process of creating a category. Further using the tools located in the column "Edit" on the page "Course categories" can modify, delete, rename categories, making them subcategories other categories, category move above / below the list of categories, making category name invisible to students.

Creating a course.

1. In the Administration block select "Courses - Add / edit courses."

2. In the page that opens, "Course categories" select category, which is expected to create a course.

3. Click on the "Add Course"

4. On the "Edit course settings" fill in the required fields ("The full name of the course" and "short name of the course") and select appropriate settings for your course. After editing course has the form (Fig. 1).

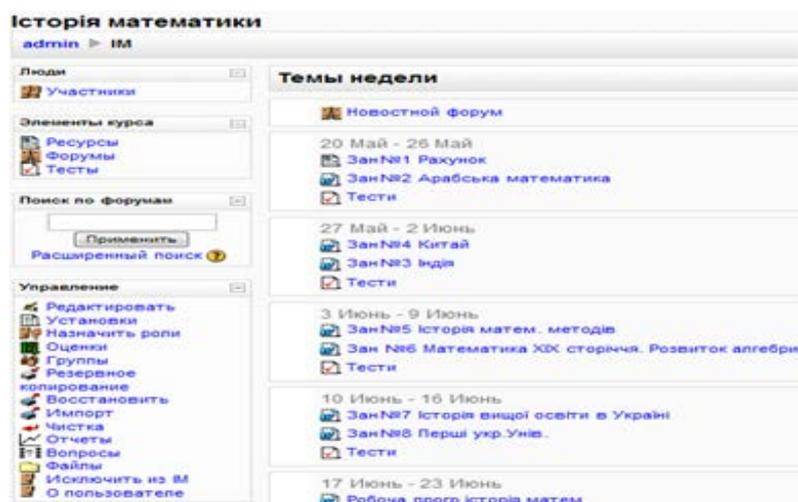


Рис. 1 Дистанційний курс «Історія математики»

Test your knowledge of students going through the block testing. Teacher prepares tests, which contain questions that require specifying one or more correct answers. Following the publication in distance courses each registered student has the opportunity to test the theoretical knowledge by answering the relevant tasks test. Instead, the teacher receives information not only about the quality of student learning, as well as the time spent on response and number of attempts to pass the test. Later the teacher encourages students to work out the theoretical material that caused difficulty in testing (negative evaluation). In preparing the final module on the subject "History of Mathematics" teacher is able to take into account the psychological features of the user, increasing (reducing) the time of testing. In preparing the final test, we verified that the optimal ratio is "two to one" between the issues that were offered for the first time and have caused difficulties. Comparison of the performance of the experimental and control groups who listened to traditional course and the experimental group, which used to work independently distance course showed a significant difference, which was proven by statistical methods.

The introduction course on the subject "History of Mathematics" promotes independent work of students and effective organization test their knowledge of the teacher.

References:

1. Kukhareno VM Distance learning: conditions of use. Distance Course: Manual. 2 is a view. / VM Kukhareno, O. Rybalko NG Syrotenko / Ed. VM Kukhareno - Kharkiv: NTU "HPG," Torsing ", 2002. - 320 p.
2. Krasilnikova VA Information and communication technology in education [text]: a manual / VA Krasilnikova. - Orenburg - SEI OSU, 2006. - 235 p.
3. Patarakin ED social services Web 2.0 to help the teacher / ED Patarakin - 2nd ed., Rev. - M: Intuit.ru, 2007. - 64. : Ill.

UDC 62(075)

J11305-0101

Holubieva H.

**USE OF SOCIAL INFORMATICS FOR ENSURING INFORMATION
SECURITY OF UKRAINE**

*Naval Academy named after P.S. Nakhimov, Ukraine, Sevastopol, Dybenka str.
1A, 99035*

In article are considered influences of processes of informatization on a condition of the personality, society and the country. Value of social informatics for ensuring information security.

Keywords: *social informatics, informatization, national security, national interests, safety threats.*

Now problems of development of informatics gain more and more pronounced social character that is connected with global process of informatization of society and education. In process of society informatization information becomes the main product in production, research and other kinds of activity.

Subject of studying of social informatics as sciences are processes of informatization of society, and also their impact on social processes, including - on development and position of the person in society, on change of social structures of society under the influence of informatization [1].

The social informatics is the science studying a complex of problems, the information processes connected with passing in society. This interdisciplinary scientific direction studying social consequences of informatization of society.

This new scientific direction arose on a joint of such disciplines as informatics, sociology, psychology, philosophy.

The social informatics is the integral component of national security of the country as allows to supervise and consider informatization processes in society [2].

National security of Ukraine - set of favorable factors for ensuring stable development of the personality, the Ukrainian society and the country.

The national security of Ukraine is reached by carrying out the weighed country policy according to the received doctrines, strategy, concepts and programs in such spheres, as political, economic, social, military, ecological, scientific and technological, information, etc.

Safety threats - available and potentially possible phenomena and factors which create danger to the vital national interests of Ukraine.

National interests - vital material, intellectual and cultural wealth of the Ukrainian people as carrier of the sovereignty and only source of the power in Ukraine, defining requirements of society and the state, which realization are guaranteed by the state sovereignty of Ukraine and its progressive development.

Threats to national interests and to national security of Ukraine in the information sphere [3]:

- manifestations of restriction of a freedom of speech and access of citizens to information;
- distributions by mass media of a cult of violence, cruelty, pornography;
- computer crime and computer terrorism;
- disclosure of information, component state and another, provided by the law, secret and as confidential information which is property of the state or it is directed on ensuring requirements and interests of society and the country;
- attempts to manipulate public consciousness, in particular, a way to distribution of unreliable, incomplete or prejudiced information.

The main directions of the country policy of national security of Ukraine in the information sphere:

- providing information sovereignty of Ukraine;
- improvement of country regulation of development of the information sphere, by creation of standard and legal and economic preconditions for development of national information infrastructure and resources, introduction of the latest technologies in this sphere, fillings of internal and world information space by reliable information about Ukraine;
- active attraction of mass media to the warning and corruption counteractions, abuse of official position, to other phenomena, menacing to national security of Ukraine;
- ensuring strict observance of a constitutional law of citizens on a freedom of speech, access to information, prevention of illegal intervention of public authorities, local governments, their officials in activity of mass media, discrimination in the information sphere and prosecutions of journalists for political positions;
- acceptances of complex actions for a defense of national information space and counteraction of monopolization of the information sphere of Ukraine.

Informatization has considerable impact on modern life of people, practically in all its aspects therefore studying of its processes is an actual task. Informatization gives new opportunities for improvement composed a way of life:

- political activity. Finds new depth with use of interactive television (television with feedback).
- educational activity. Actively developing pedagogical informatics takes up the problems of creation and implementation of the concept of education of people who should live in information society.
- household activity. Household computers are intended for mass use in house conditions at the solution of computing, training, directory, game and other tasks.
- welfare activity. Development of multimedia technologies and increase in the place taken by them in life of the modern person, was parried, of course, not only on science and game, but also on art.

- leisure activity. In the world the accurate tendency of development of info-entertainments is fixed.

From the point of view of social informatics and mathematical processes, the problem definition of research consists in mathematical modeling of social information processes. Such models include also the economic component, allowing to estimate negative effect of influence of informatization not only on people, but also economy of the enterprise, the branch which has been separately taken the territory or the country as a whole. Therefore the problem of development of new models and methods of social informatics and mathematical modeling and their integration into the information sphere is actual and needs further complex research.

References:

- 1 . Britkov B. V., Davidov A.A. Social informatics// "Editorial URSS" Moscow 2003, page 212.
- 2 . Lapin N. I. Social informatics: Bases, methods, prospects// Publishing house: Book house of "LIBROKOM" 2010, page 216.
- 3 . The law of Ukraine "About bases of national security of Ukraine", 2003.

UDC 681.518.2:159.9

J11305-0103

Dmitrieva I.A.

**RESEARCHES OF THE REFLEXIVE ASSESSMENT OF POTENTIAL
INDIVIDUAL VICTIMOLOGY OF STUDENTS OF HIGHER EDUCATION**

South Federal University

In this article we describe the actuality of designing and development of diagnostic system "Reflexive estimation of student's potential individual victimity" and reflexive estimation potential individual victimity methodology were considered. The main results were described.

Key words: Victimology, potential individual victimity, victimological

prevention, reflexivity, reflexive estimation

For determination of relevance of this work we conducted research about a victimity of students (50 girls and 50 young men aged from 18 - 20 years), being trained at the Southern federal university on day form of education. By results of research it was revealed that students very often become victims of various situations.

Considering that for many victims circumstance to fall a victim of any situation, isn't casual, and it is prepared by their behavior, personal features (including connected with age), that is, it is determined by existence of certain preconditions of a victimity [4, 6]. In this regard there is actual a consideration of potential level of a victimity of students. However, detection of such preconditions is very difficult that the nature of a victimity and, in particular, psychological aspects of an individual victimity are investigated a little and fragmentary. Signs of the individual who has already fallen a victim of any situation are generally analyzed, and preventive measures are directed on assistance to already taken place victims. In the modern world a great number of people represent "potential victims", shows the increased victimity qualities. During research the theoretical analysis of the content of concept of a victimity on the basis of what it was developed (was carried out by the doctor of psychological sciences Kibalchenko I.A. and candidate of pedagogical sciences Dmitrieva I.A.) technique of an assessment of a potential individual victimity of students of higher education. The formation of a reflexive assessment causes self-knowledge, the introspection, an adequate self-assessment, all that it would be possible to call "thinking about thinking". Using the developed technique [1,2,3] and a technique of reflexivity of A.V.Karpov [5], research among students of higher education was conducted. For diagnostics the special information and diagnostic system "Reflexive assessment of a Potential Individual Victimity of Students" allowing quickly and qualitatively to receive necessary information was developed and approved. As a result degree of an individual victimity and reflexivity of students was defined. 100 people took part in research (50 girls, 50 young men, age of 18-20 years). The average level of reflexivity and the average level of a victimity that corresponds to an acceptable condition of the person showed the majority of students

(56%). 29% - showed low level of reflexivity and the average level of a victimity; 9% - showed high level of reflexivity and the average level of a victimity, 3% - showed the average level of reflexivity and high level of a victimity, 1% - showed the average level of reflexivity and low level of a victimity; 1% - showed low level of reflexivity and high level of a victimity; 1% - showed high level of reflexivity and high level of a victimity. It should be noted that young men more often appeared victims of motor transportation incidents, were exposed to causing little and average harm to health whereas girls became more often victims of fraud and hooliganism, family violence, rape. It is theoretically proved that an ideal combination of the qualities reducing threat for life of students – high (not ultraboundary) level of reflexivity and low level of a victimity. However, unfortunately, any person who is taking part in research, didn't show such result that emphasizes relevance of the put problem and need of monitoring of a potential individual victimity of students.

References:

1. Dmitrieva, I.A. Kibalchenko, I.A. Reflexive aspect of viktimological prevention within the framework of the course "safety of vital activity". //Materials of the Scientific Conference "combating the ideology of extremism and terrorism within the framework of the implementation of State youth policy" Rostov-na-Donu, 12-14 October 2009, [electronic resource]. Is The Electron. Text, graph., sv. dan. and applied, prog. (22 MB). – M.: "credo", 2009. – 211-216.

2. Belyan, D.M. Kibalchenko, I.A. Dmitrieva, I.A. Reflective score potential of individual victimity students. Collection of scientific works of Taganrog Technological Institute of Psychology and Pedagogics ". — Taganrog: Taganrog Technological Institute Publishing House, 2010. – 63-77.

3. Dmitrieva, I.A. Kibalchenko I.A. Reflective self-evaluation of students personal potential victimity. News Of SFU. Engineering Sciences. Theme issue "integrated safety of complex systems". — Taganrog: Taganrog Technological Institute Publishing House, 2012. No. 4. – 114-121.

4. Polubinskiy, V.P. Victim in the context of victimology research//Criminology. – 2008. - №2. - 64.

5. Karpov, A.V. Reflexivity as a mental property and methods of diagnostics//Psychological Journal. 2003. – vol. 24. No. 5. – 45-57.

6. Rivman, D.V. Criminal victimology. – Spb.: Piter, 2002.

UDC 371:378.6

J11305-0104

Shlianchak S.A.

**APPLYING COMPUTER MATHEMATICS AS THE BASIS FOR THE
DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SPECIALISTS
IN THE AREA “SYSTEM SCIENCES AND CYBERNETICS”**

*Kirovograd State Pedagogical University named after Volodymyr Vynnychenko,
Kirovograd, 1 Shevchenko Street, 25000*

The author of the article gives the overview of approaches to the selection of means for forming professional competence of a specialist. The process of implementing the systems of computer mathematics in project activity of future specialists in the area “System Sciences and Cybernetics” is revised. Attention is paid to the technology of completing studying-professional projects by the future specialists, which influences the formation of personal-professional qualities of the specialist, which are the indivisible element in the formation of professional competence.

Key words: professional competence, approach, means of formation, systems of computer mathematics (SCM).

Creating favorable conditions for advanced development of the system of professional education and learning, as well as its resource provisioning is the vital factor for efficient training of specialists. The important issue is solving the problem of increasing the efficiency of educational establishments' activity aiming at the preparation of competitive specialists on the labor market and their productive employment.

The system of professional-pedagogical education presupposes training of future specialists, capable of solving a number of tasks, connected with professional development of a personality.

In pedagogical literature the issues of individuals' cooperation with the environment, in which the professional activity is carried out, the characteristics of efficient work in certain spheres, preparedness of a specialist for work at a certain level, are all connected with the notion of "specialist's professional competence".

In schools of higher learning they consider different approaches to education: systemic, structural, activity, complex, creative, subjective-subjective, differential, individual, personality-oriented etc. We will stick to the meaning of the notion "approach" suggested by V.M.Galuzynskii and M.B.Ievtukh. They define the notion "approach" as the combination of organizational-pedagogical, psychological-pedagogical and methodological impact on the student, the specific features of which provide the efficiency of his/her successful teaching, upbringing and development, and upon the whole – his training as a modern specialist and citizen [9, p.12].

Special importance in professional training of future specialists in the sphere of "System Sciences and Cybernetics" is accredited to higher mathematic education. Ukrainian scientist Iu.V.Trius remarks, that "with the development of civilization the importance of mathematics and its methods of studying the Universe is constantly growing, integration of math with other sciences is becoming deeper, mathematical methods nowadays are a powerful tool of solving complex tasks, which are set within different spheres of human activities, which means that there is a gradual transition of mathematicalisation of science and practices" [11, p.11].

The analysis of works of Ukrainian, Russian and Foreign scholars proves that improving mathematical progress of students is provided by the usage of complex, systemic, activity, research and other approaches in the process of teaching mathematical subjects in the institutions of higher learning.

Competence approach to education is closely related to the personality-oriented and activity approaches, as it is oriented towards the personality of a student and can be applied and tested only while students are performing a certain complex of

activities. We consider, that in the process of forming professional competence in future specialists certain emphasis should be put on the creative approach, as it is characterized by the orientation of students towards independent, creative, scientific and research activity. The approaches, mentioned above, stimulate the efficiency increase of mathematical training of future specialists.

Integrating informatics into the process of education sets the requirement of transfer from traditional to new pedagogical technologies and methods of teaching. That is why one of the tendencies of forming professional competence is the appliance of informational technologies in the sphere of education.

The abovementioned provisions point out the topicality of the approach, according to which computer system methods are used as the means of new informational education technologies. We position ourselves as the followers of this method and suggest extending the number of issues related to the appliance of the systems of computer math (SCM), particularly considering SCM as a means of the professional competence formation.

The analysis of approaches to forming professional competence in future specialist of technical specialization, engineers-pedagogs or even students of pedagogical universities SKM are treated as the basis of projecting by program means of teaching mathematic subjects. In particular, for the specialist of technical specialization appliance of SKM in professional activity presupposes such skills as engineering calculations. Future professional activity of the Math or Physics teacher is a pedagogical activity, hence their employing SKM will be characterized by computer skills in order to be able to support the process of studying and facilitate the studying-cognitive activity of the pupils. For the abovementioned specializations SKM are a means of improving educative efficiency, though pupils can be taught without SCM.

Foreign scholars claim, that for a professional mathematician it is really essential to be knowledgeable in the sphere of computer sciences [2; 3].

It should be stressed, that for the specialists in the sphere of “System Sciences and Cybernetics” the process of teaching basic disciplines is impossible without a

computer. We find grounds for this by the fact, that the content of computer math is the unifying of such scientific tendencies as mathematic modeling, information technologies, system analyses, expert systems, theory and methods of optimization. This way the process of specialists' training in the sphere of "System Sciences and Cybernetics" without SCM means, that "teaching is separated from professional activity". Also, SKM enables the specialist in the process of professional activity to renew the knowledge received in the institution of higher learning, and if required, to apply it in practice without routine calculations and conversions. Opposite to resource books, SCM give information on analytical ratio, which means that the results of the work of a specialist in the sphere of "System Sciences and Cybernetics" can be both the solving of professional tasks and the discovery of unknown regularities of studied phenomenon.

It is important to implement SCM in the spheres of cognitive activities, which are difficult for comprehension, particularly while studying classical mathematic courses aiming at automatization of routine work. Traditionally when doing the lineal applied sums numerical and average methods are used, it is difficult to receive accurate analytical solutions as because of the bulkiness of conversions, which require a lot of time. Ulrich, D., Brockbank, W. state, that if we free our specialists of doing routine work, this will open up opportunities for the potential of human resources [1; 4].

We offer you to look into the application of the approach, according to which SCM is viewed as means of forming professional competence of future specialists in the sphere of "System Sciences and Cybernetics". The aim of this article is to present versatile methods of implementing SCM to create professionally-oriented studying projects, as well to support the completion of research works by students in the sphere of "System Sciences and Cybernetics".

In the formation process of future specialists' professional competence in the sphere of "System Sciences and Cybernetics" we suggest to organize project activity of students with the appliance of SCM means. The cooperative work of teachers and students is carried out on planning, organizing the process of educating students.

Let's study one of the methods, which is not new in the world pedagogy, as it appeared in the 20-s of the last century in the USA, but recently this method has been regaining its popularity – a method of projects. It presupposes certain combination of educating-cognitive techniques, which allow us to solve any problem in the result of independent actions of the students with the compulsory presentation of these results. Project technology includes the combination of research, explorative, problem methods, creative by their nature [10, p.67]. Project method is oriented towards individual work of students, presupposes their independent solving certain problems. The development of professionally-oriented projects creates conditions for satisfying the needs of future specialists, their choice of means in studying activities with the compulsory following the principle of consciousness and activeness of teaching process, creative self-realization, which influences the formation of professional competence.

In our research we suggest the idea that the realization of professionally-oriented projects can be performed while writing term-papers, diploma papers, which encourages the increase of the professional competence level. Applying the project method in the studying process for future specialists in the sphere of “System Sciences and Cybernetics” with the usage of SCM guarantees stimulating the students to solve certain problems, forming their knowledge in different subjects, to combine knowledge in disciplines of natural-mathematical and professional cycles of training, development of critical thinking, forming professional position.

In the project's developing process the student's port folio is being formed, which can be used by future specialists during their studying practice and industrial practice. The means of SCM enable us to form our projects as a product, created in the environment of SCM, so that future specialists can introduce changes, improve the project both in the studying process and their further professional activities.

Most vividly, in our opinion, we can see the presentation and efficient projects realization of future specialists in the sphere of “System Science and Cybernetics” during their school practice. In particularly, future specialists can envision the perspectives of the effective organization of their work.

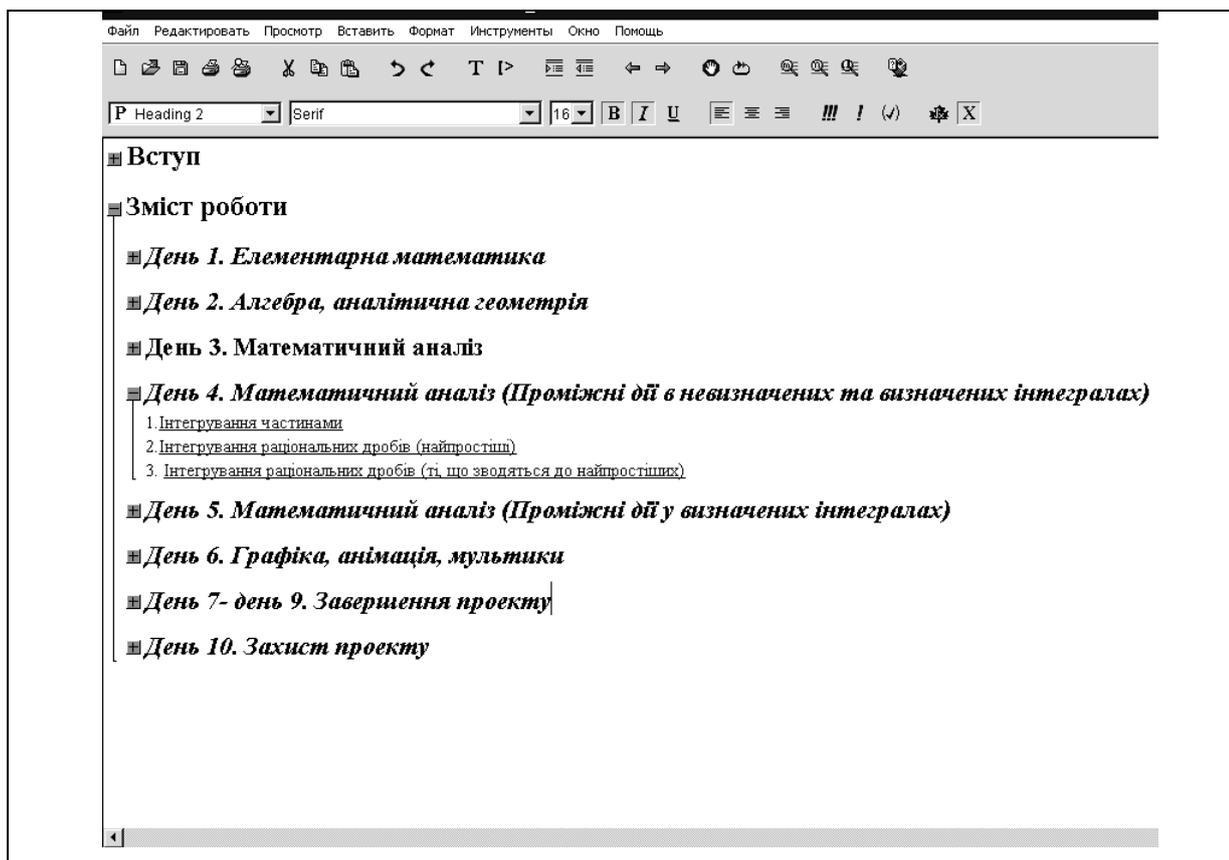
Having analyzed the material, studied by students within two years on elementary math, mathematical analysis, algebra and geometry, we've selected chapters and topics, which are included into practice. For each topic we've selected 30 variants of examples, so it means that each student from the group did his/her individual task. Methodical recommendations on doing the tasks by means of SCM and the variants of sums are stated in manuals [6; 7].

Here we give the general structure of practice. The introductory part: students are informed about the plan and the tasks; also they are demonstrated the basis of work in SCM. In suggested by us methodical recommendations "Methods of Applying New Informational Technologies in Teaching Mathematical Disciplines in Schools of Higher Learning" there is detailed description of abovementioned issues, the analysis of which challenges future specialists to develop independence while doing the tasks [5]. The main part of practice presupposes completing basic kinds of practical tasks by means of SCM, organizing them in the form of a project. Practice is held in the form of lessons at computers, including individual work in a computer lab and individual work with resource materials at home. The closing part of practice is presentation of a project.

Let's study the example of the project's fragment, created with the help of SCM Maple with sections and hyper references.

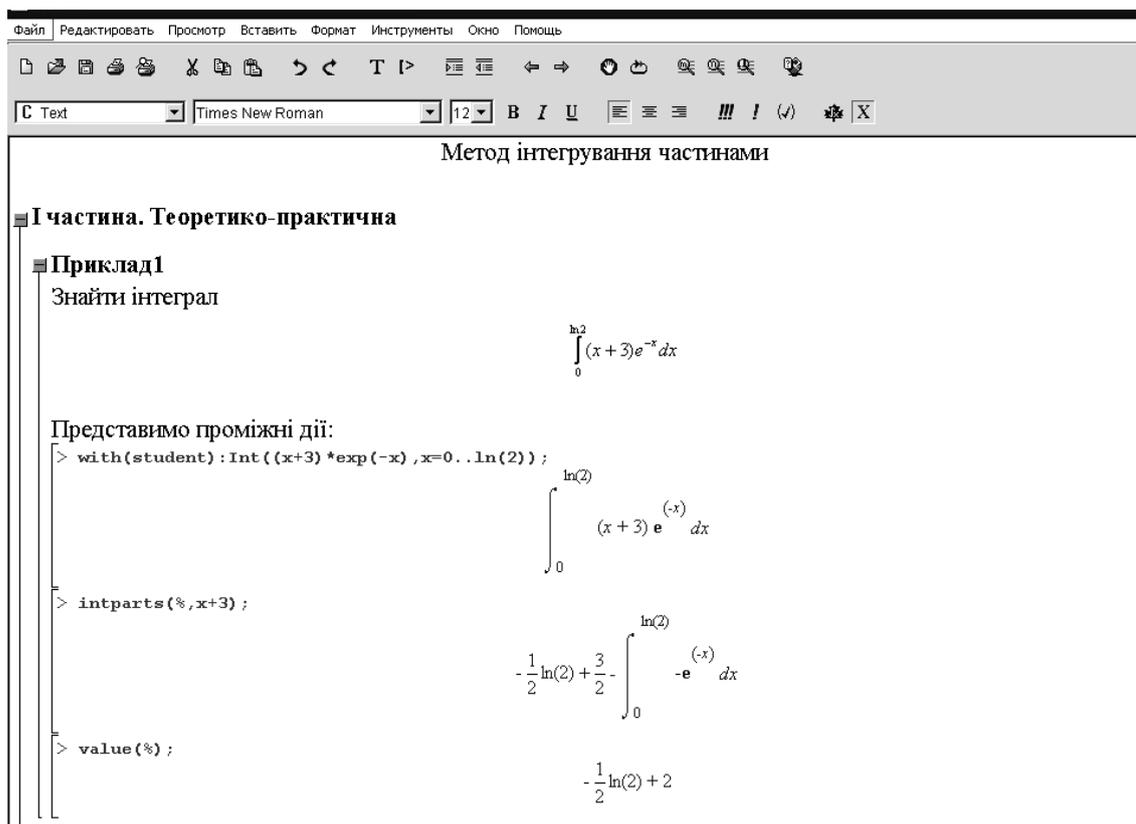
Picture 1:

<i>Introduction</i>
<i>Contents of Work,</i>
<i>Day 1. Elementary math.</i>
<i>Day 2. Algebra, analytical geometry,</i>
<i>Day 3. Mathematical analysis.</i>
<i>Day 4. Mathematical analysis (Medial actions in indefinite and definite integrals): 1. Integration of parts.</i>
<i>2. Integration of rational fractions (simplest). 3. Integration of rational fractions (brought to the simplest).</i>
<i>Day 5. Mathematical analysis (Medial actions in definite integrals).</i>
<i>Day 6. Graphics, animation, cartoons.</i>
<i>Day 7-9. Completing of the project.</i>
<i>Day 10. Defense of the project</i>



Pict. 1. An example of the project's fragment with sections and hyper references

In the beginning of practice we present a demonstration project with the examples of tasks and methodological instructions. Created by us project contains the work's themes, tasks to every work (30 variants), examples of their completion, methodological instructions and questions for self-control. Such product helps future specialists during their practice, as each of them can introduce changes into the instructor's project and analyze the result received. Such methodic product is called electronic practicum. Also for future specialists in the sphere of "System Sciences and Cybernetics" besides the electronic product we've developed printable versions of methodic instructions with sums, examples and more detailed theoretical questions [5; 7]. The fragment of electronic practicum, created by means of SCM Maple, is given on Pict. 1 and Pict. 2.



Pict. 2. An example of the project's fragment of electronic practicum

(Where **Метод інтегрування частинами** - Method of integrating the parts; **I частина. Теоретико-практична.** - I part.Theoretical-Practical; **Приклад 1.** **Знайти інтеграл** - Example 1, To find an integral, **Представимо проміжні дії** - Present medial actions).

Educational tasks, set by electronic practicum, accomplish such didactic functions as informational, stimulating, self-educating and others.

One of the tasks for project activity of specialists in the sphere of “Systemic Sciences and Cybernetics” is improving the skills of using SCM as a means of performing medial mathematical conversions.

S.Ia.Batyshev marks required elements for professional education to ensure independent learning of the material, such as methodic instructions and recommendations on completing certain technological operations and complex technological processes, clear and detailed commentaries on doing different exercises, resource charts, schemes, diagrams, etc. [8, p.376]. Following the suggested recommendations on organizing the studying materials will be helpful in self-education of future specialists.

Project activity of future specialists in the sphere of “System Sciences and Cybernetics” preconditioned by their correspondence to professional interests and appliance of SCM provides their preparedness for professional activity, stimulates the formation of personal qualities.

With the objective to define the place and the role of computer math in the process of forming specialists’ professional competence we’ve presented an overview of approaches to the selection of the means, aimed at the formation the abovementioned notion. The process of implementing SCM in project activity of future specialists in the sphere of “Systemic Sciences and Cybernetics” is examined; such organization of the teaching process improves the efficiency of the formation of professional competence. In particular, special attention is paid to the technology future specialists complete their studying and professional projects, which impacts the formation of personal and professional qualities: self-organization, systematism, striving for professional self-development, ability to self-control and other qualities, which are an inseparable element of professional competence formation.

RESOURCE MATERIALS:

1. Brockbank, W. (1999). If HR were really strategically proactive: Present and future directions in HR’s contribution to competitive advantage. *Human Resource Management*, 38, 337-352.

2. K. B. Bruce, R. L. S. Drysdale, C. Kelemen, and A. Tucker. Why Math? *Communications of the ACM*, 46(9):41–44, September 2003.

3. M. D. LeBlanc and R. Leibowitz. Discrete partnership – a case for a full year of Discrete Math. In *Proceedings of the SIGCSE Technical Symposium on Computer Science Education*, pages 313–317, 2006.

4. Ulrich, D., Brockbank, W., & Yeung, A. (1989). Beyond belief: A benchmark for human resources. *Human Resource Management*, 28, 311-335.

5. Avramenko O.V. *Methods of Applying New Informational Technologies in Teaching Mathematical Disciplines in Schools of Higher Learning* / O.V. Avramenko, S.O. Shlianchak. - Kirovograd: Avangard, 2008. – 206 p.

6. Avramenko O.V., Shlianchak S.O. Pedagogical Appropriateness of Informatization of Some Parts of Mathematical Analysis // Problems of modern pedagogical education. – Yalta: RVV RVNZ KSU. – 2006. – Issue 10. – P.254-262.

7. Avramenko O.V., Shlianchak S.O. Maple 9 and 1140 Integrals or Symbolic Calculations in Mathematical Analysis. Part 2. – Kirovograd: Avangard, 2007.–128p.

8. Batyshev S.Ia. Professional pedagogy / Edit. S. Ia. Batyshev. – [2nd edit., correct. and ammend.] – M.: Association “Professional education”, 1999. – 904 p.

9. Galuzynskii V.M., Ievtukh M.B. Basics of Pedagogy and Psychology in School of Higher Learning of Ukraine. Students’ Manual. – K.:INTEL, 1995.– 168 p.

10. New Pedagogical and Informational Technologies in the System of Education / [edit. Polat Ie.S.]. – M.: ACADEMIA, 2001. – 272 p.

11. Trius Iu.V. Computer-oriented Methods’ Systems of Teaching Mathematics: Monograph / Trius Iu.V. – Cherkassy: Brama-Ukraine, 2005. – 400 p.

UDC 378.4

J11305-0107

Romanova Y. S.

THE ADVANCED TRAINING OF PEDAGOGICAL STAFF

Saint Petersburg National Mineral Recourses University

In this report we describe the techniques of no-separated improvement of professional skill of high school teachers, because the retraining of teachers at the light of the global informatiation of our society - is a necessary condition of successful functioning of the entire education system.

Key words: the techniques of training teachers, the competence-oriented programs, e-learning, two-tier system of education.

The issue of training and retraining of teachers in higher education is always current, because the level of the teacher determines the level of training of students. The teacher's knowledge, training courses and methodical materials for them should be replenished and adjusted continuously in modern rapidly evolving technique and

information technology [1]. Moreover, the high school itself is going through a period of serious reform, due to the inclusion of Russian universities in the international educational space, the transition to a two-tier education system, the restructuring of the educational process due to the widespread introduction of information technology in it. Traditional methods of training teachers, aimed at studying the subject content and assimilation of finished methodological developments do not address the specifics of the changes in the activity of the modern higher education teacher.

In the transition to a two-tier system of education must be to re-develop curricula for highly qualified personnel, to move from an orientation to didactic units to the competence approach.

The Council of Europe has identified five groups of key competencies, which should have any representative of modern civilization:

- political and social (to take responsibility, to participate in joint decision-making);
- expertise on life in a multicultural society (understanding the differences, mutual respect, the ability to co-exist with people of other cultures, languages, religions);
- expertise on knowledge of oral and written communication skills, including knowledge of foreign languages;
- competencies related to the emergence of the Information Society (e-competence);
- the ability to learn throughout life as the basis for continuing education in professionally, as well as in private and public life.

One of the major competence is learning based on the use of electronic technologies (e-learning). The main characteristics of the modern world are informatization and globalization. Therefore, a necessary part of the changes required Bologna Process is- a new approach to learning, the purpose of which is the involvement of teachers and students in innovative scenarios. According to forecasts

of the UNESCO the full-time training will take 30 - 40% of the time, 40% will be set aside for remote training, the rest for self-supported e-learning in the XXI century.

Adapting to the new environment involves the conversion of professional teacher of high school, setting new goals and didactic pedagogical problems, modification of means and methods to achieve them. The direction of the reform of the educational process is so varied that each teacher training organization in all areas will require several years of hard work.

Therefore, most expedient to retrain teachers is to form individual learning paths, using a modular competence-oriented program of professional development courses; implementing a new approach to learning, the purpose of which - the involvement of teachers and students in innovative learning scenarios based on the use of electronic technologies (e-learning).

To ensure a continuous process of professional retraining teachers training conveniently effected in the form of the following individual modules from the each teacher study getting a certificate:

- methodical, didactic and technical foundations of modern information and communication technology training;
- didactics integrated information technology (development and use of teaching materials);
- pedagogy of distance learning;
- methodological and didactic basis for the creation of educational assessment of students' progress (development and use of measuring materials);
- basic knowledge for developing virtual labs.

As a result of the construction of the system of retraining each teacher provides individual learning paths, gets complex knowledge required for effective use of modern educational technology in their disciplines.

References:

1. Romanova, Y.S. Methodological aspects of creation the information training environment concrete // Sbornik nauchnyh trudov SWorld. Modern dirctions of

theoretical and applied researches '2012' - Volume 12.-Odessa: KUPRIENKO, 2012, 40-41.

UDC 378.147: 009

J11305-0108

Chizhikova O.V.

**IMITATIVE TECHNIQUES AS A MEANS OF CREATIVE ABILITIES'
DEVELOPMENT IN THE COURSE OF ENGLISH LEARNING**

*Kryvyi Rih National University" Teacher of Kryvyi Rih Institute of Economics of
State Higher Educational Establishment "Kryvyi Rih National University"*

In this report reveals the theoretical aspects of students' creative abilities' development in the course of English learning. Methods of imitative techniques as an effective means of creative skills' development are highlighted in the article.

Key words: creative abilities, imitative techniques, foreign language, methods of teaching languages.

Problem identification. One of the prior goals of the Ukrainian educational system, including Higher Education, is entering the European educational space, meeting European and international educational standards, herewith providing organic connection with the national traditions and culture. Implementation of these tasks needs modernization of the educational approaches, which must be focused on creative abilities' development, disclosure of the personal inner potential, promotion and encouragement of creativity in future profession.

Analysis of recent researches. The basic premises of the publication are scientific and methodical researches of psychological and pedagogical principles of creative personality formation. The necessity of creative abilities' development of future specialists is emphasized in the works of such researchers as N. Basova, H. Berehova, R. Gareev, J. Drach, V. Nagayev, A. Sologub. The problem of a creative personality has been studied by J. Guilford, C. Rogers, P. Torrance, G. Wallas. Imitative techniques as an effective means of creative skills' development are

highlighted by A. Balayev, J. Belchikov, M. Birshtein, V. Galushko, V. Kovalenko, M. Kryukov, G. Selevko, A. Smolkin, A. Shtepa, P. Scherban etc.

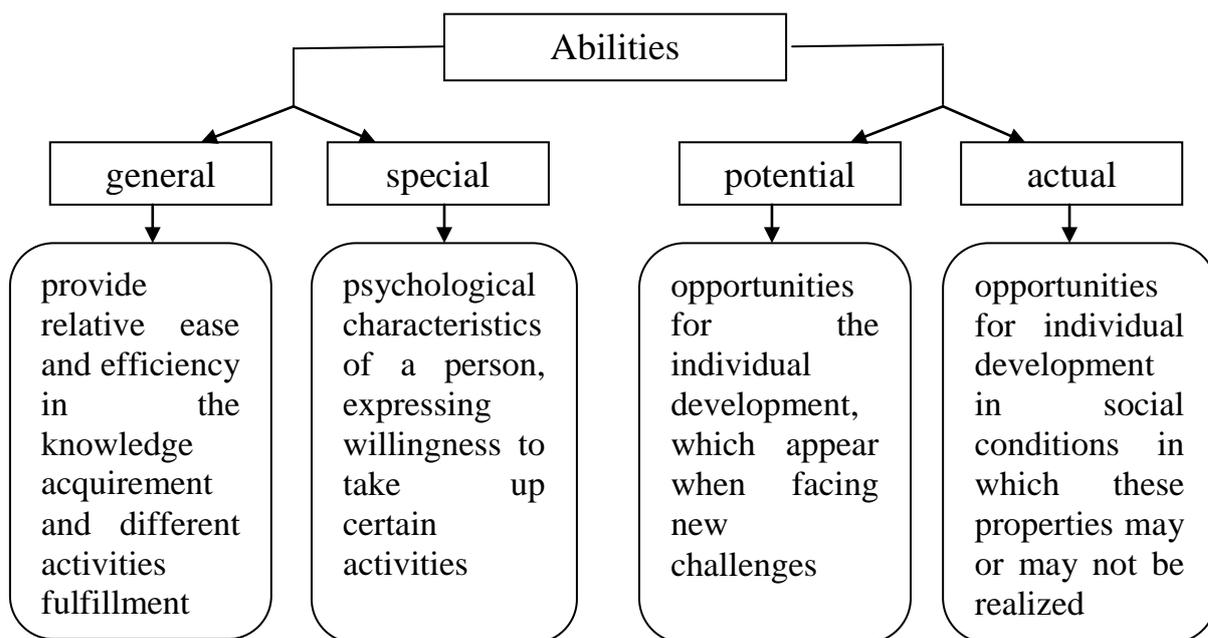
The objective of the article is to disclose the role of imitative techniques as an effective means of creative skills' development in the process of foreign language training.

The main material exposition. "Tell me, I forget. Show me, I remember. Involve me, I understand", says the ancient Chinese proverb [5]. Thus the main educational objective must be focused not on reproductive transferring the "ready given" knowledge from a teacher to students, but should stimulate students' creative abilities development, involvement and participation in cognitive activity.

Abilities are determined as individually psychological characteristics of a person, which express willingness to take up certain activities and their successful implementation. An integral component of abilities is motivation, which provides intensive and naturally organized activity, necessary for the development of abilities. Psychologists divide abilities into general and special ones. Special abilities comprise psychological characteristics of an individual, enabling the success in a particular activity [3, p. 154]. General abilities are displayed in all kinds of activity. According to another classification abilities are divided into actual and potential ones. It is stressed that potential ability is the possibility of personal development, which is revealed to solve a new problem or task. However, personal development depends not only on psychological properties, but also on social conditions in which these qualities may or may not be realized. In this case we speak about actual abilities. Consequently, actual ability is only a part of the potential one [1].

In the scientific literature reproductive and creative levels of abilities are distinguished. The first one is evinced in the ability to acquire knowledge, master the activity and fulfill it according to the model proposed. On the creative level of abilities a person creates something new, original [2, p. 126]. The classification of abilities is presented below:

Comparative characteristics of abilities



Thus creative abilities are not just a set of specific components but the whole system of ordered interconnected components which form a complex of knowledge and skills based on personal experience. This is a steady demand of a specialist to use his creative potential in future professional activity. Today scientists stress upon the necessity of creative abilities' development in the process of foreign language studying.

There are many methods of teaching languages. Some have had their heyday and have fallen into obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into generally accepted mix [4]. Among the most effective methods of creative thinking intensification must be mentioned brain-storming, role-playing, synectics, problem studying methods, debates, projects etc. Imitative techniques (role playing, discussions, problem solving, situation analyzing) are considered to be one of the effective means of creative skills' development. They are determined by the presence of a particular situation, team (or individual subgroups) development of ways for solving situations, public defense of the problem solution, summarizing results.

Communicative language teaching is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a

language. Despite a number of criticisms, it continues to be popular. In recent years, task-based language learning, also known as task-based-language teaching or task-based instruction, has grown steadily in popularity, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. Language immersion puts students in a situation where they must use a foreign language, whether or not they know it. This creates fluency, but not accuracy of usage [4].

It is also emphasized that students need to be given the opportunity to use oral and written language whenever possible. Some suggestions are given by the author: a. preference ranking; b. games; c. problem-solving; d. advertisements; e. group discussion; f. writing exercises (especially Language Experience Approach); g. culture etc. In general, the author classifies language acquisition activities into four types: a. content (culture, subject matter, new information, reading); b. affective-humanistic (student's own ideas, opinions, experience); c. games (focus on using language to participate in the game); d. problem-solving (focus on using language to locate information). It should be taken into account that dialogues are a very useful teaching technique once an initial set of vocabulary is understood. The purpose of using a dialogue is to present a situation of real language in which the student role plays in a safe environment before being met by the real thing. It is emphasized that by using role-playing dialogues, the students come to own the language - to internalize the phrases used so they become a part of their repertoire of English [5].

Taken into consideration all stated above we can present some examples of languages tasks to develop creative thinking and abilities:

1. Make up your own projects exploring the following problems: 1. Teenage marriage. 2. Marriage contracts and romantic love. 4. One-parent family. 5. A white wedding or no wedding. 6. Families with many children & families with one child. 7. The effect of divorce on children. 8. How to bridge the generation gap.

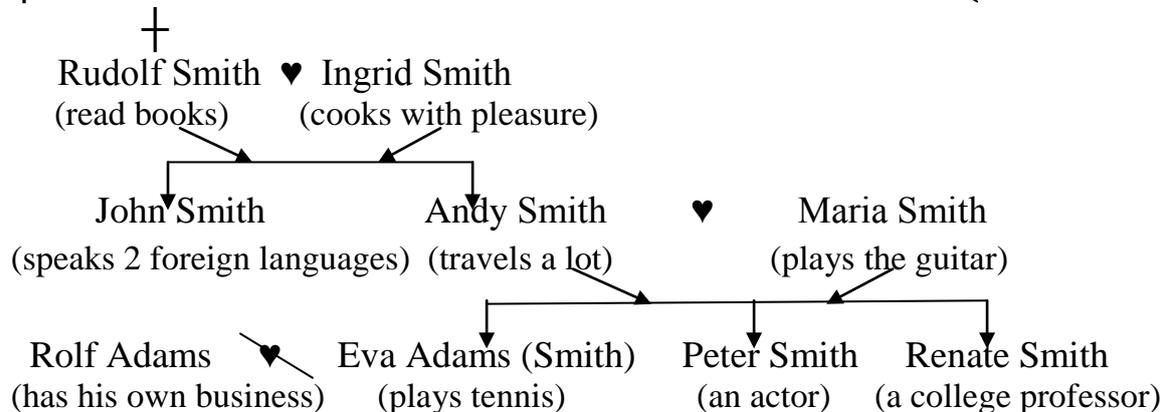
You may interview your family members and friends to disclose the theme of the project.

2. Look at a family tree and speak about the family.

† - has died

♥ - is married

♥ - is divorced



Make up your family tree and speak about your family. You may bring your family pictures and tell about the most memorable events in the life of your relatives.

3. Problem solving. Read the following articles and give your ideas how to solve the problem:

Situation 1: A famous singer is getting married to an ordinary man, a manager of a small building company. The woman has already got a son, a student of a very prestigious college. To be sure of a future husband's feelings she wants to draw up a marriage contract. Think over the items which should be included in the contract.

Situation 2: A 16 - year - old Ann is pregnant. Her boyfriend, a 19- year - old Daniel, is ready to marry her. Can he get arrested for corruption of minors? Do they need permission from Ann's parents (a valid parental consent)? Prove your opinion.

Situation 3: A very rich 65 - year - old businessman made a will in which he left his property to his young wife Felicia. They had been married for 9 months. After his death his son, who is 5 years older than Felicia, decided to challenge the will in the court. What will be the verdict? Give your arguments.

4. Role-playing. Read, analyze and role play the situation:

A Romanian woman demanded a divorce in 2005 because she couldn't stand having lunch with her mother-in-law every day. The 22-year-old woman, Elena T. from Focsani, said to a judge that the presence of her mother-in-law at the most important meal of the day with her teasing remarks had ruined her marriage. Elena tried to avoid meeting her mother-in-law so often and had lunch somewhere out, not

at home. Some months later she noticed that her husband changed and preferred to spend free time apart. Moreover, if they had problems he discussed them with his mother, not Elena. Some time later he suggested living separately.

What did Elena and her husband do wrong? How could they save the family? Imitate the dialogue among Elena and her husband in the court.

Conclusions. Study based on imitative techniques is effective means of creative abilities' development as it provides formation of knowledge and skills' complex needed for professional communication, implementation of adequate speech acts specific to intercultural communication. Furthermore, the effectiveness of this approach is determined by encouragement of active mental activity in the process of finding the optimal solution of problem tasks. It also develops creative thinking, the ability to make decisions, prove their own ideas and be responsible for actions taken.

References:

1. Варій М.Й. Психологія: Навч. посібник / Для студ. вищ. навч. закладів. - К: "Центр учбової літератури". - 2007. - 288 с.
2. Лозниця В.С. Психологія і педагогіка: основні положення: навч. посібник / В.С. Лозниця; М-во освіти і науки України.- Київ: ЕксОб, 1999.- 304с.
3. Шапар В.Б. Сучасний тлумачний психологічний словник / В.Б. Шапар. – Х.: Прапор, 2007. – 640 с.
4. English language teaching [Electronic recourse]. - available at: http://www.esljobproject.com/esl_info/methods-approaches.html
5. S. Iruio. Teaching techniques. [Electronic recourse] / New England Multifunctional Resource Center: Providence, R.I. - available at: <http://employees.oneonta.edu/thomasrl/YaTeachTech.pdf>

Kuleshova O. M.

THE IMPORTANCE OF STUDENTS' LEADERSHIP DEVELOPMENT

Institute of International Relations, NAU, 4 Vidradniy Avenue, Kyiv

This report highlights the topical issue of modern pedagogy which relates to boosting of students' leadership development by educators. On the one hand, it reveals business people expectations, on the other hand, shapes leadership current trends for educators in terms of their introduction into curricula and subsequent implementation.

Key words: leadership, leadership development, effective leadership, leadership behavior, leadership potential, strengths and weaknesses, curriculum, diversity, skills, life-long learner

To begin with, it is worthwhile mentioning that a dramatic change has occurred in the area of leadership in the aspect of education. Leadership education has experienced many theoretical reasoning and definitions that led to identification of seven major theories – “great man theory”, “trait theory”, “situational theory”, “behavior theory”, “contingency theory”, “excellence theory”, “group theory”. In contrast, the conditions of leadership potential development in Ukraine are determined by historical factors. The Sun Group investment company top executive says that, traditionally, leadership in Ukraine realized from senior positions and vertical structure is a typical feature of this process. Such hierarchical attitude to leadership was caused by the influence of command-administrative system and has been functioning for over the years. Despite the fact that the type of leadership dominating in Ukraine is controlled by owner of a business, currently situation is being changed by Procter and Gamble, Nestle and other companies entering the Ukrainian market.

According to Watt, the 20th century saw an ideological shift in higher education from the belief that it should serve as a tool of cultural transformation to a more contemporary belief that it should serve the needs and wants of students. This century

is characterized by challenges such as climate change, pollution, economic crises, diseases, population growth, business expansion and diversification, color revolutions, wars et al. To cope with these, Ukrainian students should be aware of effective leadership and to have appropriate skills developed. Logically, it may result in creating leadership development programs or tailor-made courses that prepare students to deal with the diverse world so they are able to handle constant challenges. It is critical for educators to act fast and considering developed countries experience elaborate curriculum which will be aimed at leadership studies that can become a driving force for boosting students leadership potential and make them competitive in a turbulent business environment as long as in other areas.

Obviously, before developing curricula focusing on leadership development it's essential to study businessmen and women, executives, senior management's viewpoint. How do they coin the term of leadership? "As you look at our growth projections over time, we're going to need more and more leaders. Leadership is the single biggest constraint to growth, and it is the most critical business we face," says the US Consumer Products Company CEO. The UK HR Vice-President of Consumer Products Company states "We need to find the right leaders who can manage change before the crisis hits; our problem is that we have no crisis"[3].

In order to deliver the right message of effective leadership for students it's necessary to consider its aspects and define what drives effective leadership. The first is people management. So a leader should clearly communicate expectations, evaluate the potential in others, hold people accountable, inspire others, persuade and encourage others to move in a desired direction, put the right people in the right roles at the right time, recognize and reward achievement, demonstrate strong commitment to diversity and staff development. The second issue is personal characteristics. It is expected that a leader accepts responsibility for success and failure, he or she is comfortable with ambiguity, honest, intelligent, original, open to new ideas, sensitive to the need of others also can negotiate effectively. The next point is process management. In terms of this aspect a leader should handle crises, breaks a project into manageable parts, create clear work plans and timetables, solve problems

creatively, encourage and manage budgets and timeline. The last one is strategic management. A leader adapts to changing circumstances, assess risks correctly, understands deeply markets, competitors, customers as well as identifies and articulates long-term vision for future, understands strengths and weaknesses of company[4]. As for leaders, they consider people management skills as the most important attributes of effective leadership, followed by strategic management skills, they distinguish effective leadership and effective management and others. Thus effective leadership education will need to prepare people who deal with the diverse reality. Leaders should be able to communicate productively. Leaders do need to understand human perception, physiology and social behavior. People need leaders who are skilled in critical thinking, communicating and effective leadership. So it is very important to understand the practical aspect of leadership. Leadership development deals with all forms of growth or stages of development in the life cycle that promotes a person's leadership potential. Wren identified 7 considerations in teaching leadership development. They include:

- students must be made to feel comfortable with the concept of leadership;
- students must be able to recognize the various elements of leadership;
- students need to know about the process of leadership;
- students ought to have an increased awareness of the practice of leadership;
- students should have a sense of the purposes of leadership;
- students should begin to develop an awareness of their individual strengths

and weaknesses as leaders;

- students need to enhance their skills of analysis along with improving oral

and communication skills.

Responding to the question created by applying Hosford's curriculum development model to the development of leadership studies courses and programs, several common goals evolved. To develop effective leadership behaviors students should develop written communication skills, oral communication skills, both listening and speaking, understand mental, physical, social, organizational and emotional factors affecting individuals, develop the use of strategies that promote

productive interaction between “leaders” and “followers”. Being a leader means to be life-long learner and continuously learn and develop leadership skills. That is why a curriculum that contains a leadership studies component or leaderology is better able to provide students with leadership skills. Students having such background are able to use their intellectual potential effectively and lead others much more effectively.

To conclude, it is vital for educators to understand and apply what they know about students’ levels of learning, understand the gist of leadership, leadership studies, programs should be philosophically grounded, the goals of any course or program of leadership education must be clearly understood by teacher and learner in order to create a relevant curriculum. In the context of Ukraine it becomes more and more important to focus on leadership development skills in the turbulent time of economic unrest. Therefore, leadership studies can assist to face any kind of challenges to deal with the diverse reality present in a pluralistic world.

References

1. Bell Daniel. *The Coming of Post-Industrial Society-A Venture in Social Forecasting*. New York: Basic Books, 1973.
2. *Journal of leadership Education*, vol. 4, issue3, 2009.
3. www.corporateleadershipcouncil.com
4. www.nclp.umd.edu

UDC 378.147:[62+004]

J11305-0112

Bardus I.A., Chuprina A.P.

**IMPROVEMENT OF METHODOLOGICAL TRAINING OF FUTURE
ENGINEER-PEDAGOGUES IN CONDITIONS OF COMPETENCE
APPROACH**

Berdyansk State Pedagogical University

Today, in an ever-evolving information technology there is a need for highly

qualified professionals in the field of computer technology, capable of self-development and improvement of their skills in an ever-changing economic conditions. This category of specialists is trained in higher and secondary vocational-technical schools, teachers of which are graduates of engineering and teaching specialties of computer profile.

Changed aims for vocational education are changing the requirements for the methodical preparation of engineering teacher, he can no longer remain just a translator of knowledge, skills and abilities. The new situation requires to act as an organizer of joint activities with the students, as a developer of educational projects, as the researcher. Therefore, the future engineer-pedagogues need to create professional competences, the main of which is the didactic one (according to L.Z. Tarkhan).

Analysis of the latest research and publications. The problem of formation of professional competences of teacher is reflected in the works of Russian and foreign scientists, such as E.V. Bondarevskaya, V.I. Bondar, D. Britela, A.L. Busygin, O.G. Grokholskaya, T.V. Dobudko, I.A. Zyazyun, E.E. Kovalenko, N.V. Kuzmina, N.V. Kukharev, A.K. Markova, A.M. Novikov, L.Z. Tarhan, R. V. Churbaev and others. Issues of methodological training of engineer-pedagogues are revealed in the works of N.A. Bryukhanova, R.M. Gorbatyuk, E.F. Zeer, E.E. Kovalenko, L.Z. Tarhan, etc. But the problem of methodological training of engineer-pedagogues in a competence-based approach is not enough studied.

The purpose of this paper: the analysis of the didactic competence of engineer-pedagogue of computer profile, and the means and forms of its formation.

By definition of M.P. Tyrina didactic competence of personality is an integrated quality, which is reflected in the theoretical and practical readiness of teacher to professional didactic activities aimed at solving problems of self-realization in the creative learning process [4]. The essence of didactic competence of teacher consists in a mobile knowledge of contemporary theories of learning, flexible learning technologies possession, developed innovative didactic thinking. Formed didactic competence can quickly, reasonably, carefully and accurately take didactic solutions,

find the shortest way to solve didactical problems, select methods, techniques and means of teaching, that are appropriate for certain conditions.

Didactic competence of engineer-pedagogue requires such qualities that would provide deep engineering and pedagogical knowledge and skills, production skills of working profession, extensive training in psychology, didactics and teaching methods, knowledge and skills in the theory and methodology of children education, age and educational psychology, basic psychological knowledge and diagnostic skills [1]. Competence of engineer-pedagogue has such structural elements as systems of engineering and pedagogical knowledge and skills (teaching, educational, diagnostic, etc.), individual experience and pedagogical skills. But the psychological basis of competence is a commitment to continuous improvement and professional development [1].

Didactic competence of student of engineering and pedagogical high school may not have the same symptoms as a mature engineering educators with professional and life experiences. The formation and development of didactic competence of engineer-pedagogue continues throughout a career. In didactic competence of student may only be the main elements.

By the formation and development of didactic competence it is appropriate to understand the creation of the pedagogical conditions in the educational institution that contribute to the process of self-improvement and self-realization of teacher [4]. Is fundamentally important the question about the sequence of new formations in the teacher activity, as it is related to the didactic competence. Formation of didactic competence of future engineer-pedagogues should focus on mastering the following new formations:

- knowledge and skills of program selection and training and methodological support of the educational process;
- the ability to conduct training sessions on the basis of advances in methodological, pedagogical and psychological science, age psychology, computer technologies;
- skills in planning and implementation of the educational process, oriented on

the student individual, his motives, cognitive interests and abilities;

- the ability to organize independent activities of students, including the design, including the elements of problem-based learning technology into the educational process;

- knowledge of the organization of the students who work in educational workshops with existing equipment and technical training facilities.

In connection with this, one of the main tasks of professional and practical training becomes the training of future engineer-pedagogues for designing their activities and those of educational processes, which they intended to organize in the future.

According to L.Z. Tarhan such forms of work contribute formation of didactic competence of students as information and communication technologies, training quality control and management of educational process, etc. Pedagogical practice is recognized as the primary method of forming a didactic competence of students, where mainly in the learning environment, in school conditions components of didactic activities of the students appear [3].

We agree with the view of L.Z. Tarhan about the priority of the project method in teaching practice in vocational and technical schools, as the principal method of forming the didactic qualities of a future engineer-pedagogue. However, in our opinion, the formation of a professional engineer-pedagogue competence should also be guaranteed in the study of special subjects of the curriculum.

The feature of the teacher's activity of special disciplines is its strong professional orientation. In other words, every training action of the teacher and students within professional teaching limits (regardless of the content of the material under study) is always aimed at solving a particular strategic goal - the formation of personality, owned the profession and finished in a professional manner to carry out certain activities, due to the labor division of the profession [2].

As a leading occupations of engineer-pedagogues as teachers of computer science in vocational schools and secondary schools is teaching, students must master the different techniques of training, depending on the specific subject area of teaching

material and age group of students.

In order to improve the methodical preparation and formation of didactic competence of future engineer-pedagogues of computer profile we entered into the learning process a new form of independent work of students during extracurricular time. The implementation of this form of independent work is carried out in the form of teaching in the study group of "Computer Science" for students in 9th-11th forms of secondary schools, which functions at the University.

Course topics of study group correspond the curriculum for 9th-11th forms of secondary schools and vocational schools, and include such topics as: "Testing and Diagnostics of PC and Peripherals", "Modern Operating Systems", "Information Security Software", "Technology of Digital Image Processing per Adobe Photoshop", "Fundamentals of Visual Programming", "Fundamentals of Web Design". Students learn the content of the training material of this topics in the course of special subjects in the series of practical vocational training. The practical application of relevant knowledge and skills that have been acquired, the students realize under the development of methodological support for classes with students. Preparation of students for each class in the study group coordinates and monitors teacher of discipline of chosen subjects. Controlling the activities of students, the teacher checks the developed content of classes to meet the level of training of students and makes recommendations regarding the choice of the forms, methods and means of training that are most appropriate for particular discipline and age group of students.

Such forms of academic work of students in special disciplines promote better learning, generalization and systematization of educational material, there is increased activity of cognitive activity. Students have increased interest in teaching, which is why the process of mastering knowledge and skills are more aware, and learning becomes personal and meaningful.

It should be noted that it is an independent cognitive activity, organized on the principles of systemic and succession helped to ensure the continuity of the conditions under which each student has an opportunity to implement individual teaching opportunities, skills, and to be best involved in the learning process.

Conclusions. Thus, the formation of didactic competence of the future engineer-pedagogue is implemented on independent work on special subjects by bringing students to the teaching in the study group. Such approach to individual work contributes to the acquisition of deep knowledge of special subjects and increases the methodical preparation of students, which generally leads to the development of professional competencies of engineer-pedagogue.

Prospects for further research we associate with the justification of self-study of students to improve their methodological training as future engineer-pedagogues.

References:

1. Zeer E.F. Professional growth engineer teachers / E.F. Zeer. - Sverdlovsk: in the Ural State University, 1988. - 120.
2. Kovalenko E.E. Technique training [tutorial for engineer-ped., Teacher. professor of special disciplines, those. and higher education. image]. / E.E. Kovalenko. - Kh.: "Shtrikh", 2003. - 480.
3. Tarhan L.Z. Didactic activities of the future engineers and educators in vocational training / L.Z. Tarhan // News natsionalnogo universitetu imeni Luhansk Taras Shevchenko [zbirnik]. - Luhansk: DZ "LNU imeni Taras Shevchenko", 2011. - Issue 20.- Volume 3. - Pp. 110-117.
4. Tyrina M.P. Didactic teacher competence - the requirement pedagogy XXI century [electronic resource] / M.P. Tyrina. Access mode: http://www.rusnauka.com/29_NIOXXI_2012/Pedagogica/2_115635.doc.htm.

UDC 371.21: 78.07

J11305-0113

Polevnikov I.A.

MUSICAL SCHOOL PUPIL'S SUBJECTIVITY

Children's Music School № 3, Kherson Kherson, Perekopskaya street, 164

The article focuses on the problem of contemporary music school pupil's subjectivity. The author's vision of the problem is presented; the specific definition of music school pupil's subjectivity is formulated. The features of education within the author's model of subjective approach are pointed out.

Keywords: subjectivity, educational process, personality-oriented education, functional polysystem.

The modern stage of development of the Ukrainian educational system, oriented towards progressive teaching practice and meant for entering the world educational space, sets conditions for fundamentally and conceptually grounded changes in the process of education.

A student as the centre of education and upbringing, human values, a new level of organization, a clear and well-defined structure, effectiveness of all the components are the main features of such an educational system.

The education, aimed at creating a harmonious environment, ensuring the child's potential self-actualization and encouraging the search for the meaning of the life activity, corresponds to the essence of personality-oriented upbringing and education which is based on the ideas of humanism and implies the perception of each pupil as a unique individual, as a subject of the educational process (I. Bech, V. Serikov, I. Yakimanskaya).

Thereupon, the functioning of the children's music school educational system has significant prospects of providing each student with an opportunity to fulfil themselves in learning and training activities considering their inclinations and interests, capacities and abilities, the system of values and subjective experience.

In their scientific works K.A. Abulkhanova, A.V. Brushlinskii, A.K. Osnitsky, V.A. Petrovsky, V.I. Slobodchikov and G.A. Zuckerman, V.A. Tatenko, A.U. Haras and others have created a precedent for the usage of the term “subjectivity” as a separate element of the modern educational systems and concepts understanding.

Using the term “subjectivity” in regard to the educational process in the music school, we assume the student’s essential qualities which fundamentally distinguish him/her from the others. This phenomenon is traditionally understood as the system of the subject’s properties and is manifested in the interaction of the subject with the different objects of reality [3].

S. Deryabo states that the term “subjectivity” is still quite a new one and has not any generally acknowledged categorical status yet. As well as K. Albuhanova-Slavskaja, he insists that authors are free to define concepts within their scientific fields and levels of philosophical thinking: one says about subject’s personal qualities, the other mentions the subjective qualities of a person, someone believes that a subject goes “immediately” before the individual, others consider that the notion individuality is wider than the subject (or visa versa).

Moreover, if in theory these qualities must be presented in the aggregate of all their criteria, in fact, some of them are absent or not clear or definite. “It is no coincidence that in our empirical investigations of the real Russian personalities (and their specific samples), we could find neither the initiative, which is theoretically considered a subject’s quality, nor the reflection (subject’s criterion – according to S.L. Rubinstein) nor the life prospect etc.” [1].

We agree with K. Albuhanova-Slavska that at the theoretical level it is desirable to minimize the uncertainty but at the level of psychological and social empirical researches the uncertainty is possible and necessary in order to enrich the theoretical model, provide some psychological support to real personalities showing the phenomenon of subjectivity.

Meanwhile the modern theoretical approach lacks for the fresh, vivid view on a particular person due to the dry sketchiness, levelness, etc. Therefore the statistical

methods of knowledge reveal their inferiority and do not answer the main question concerning the process of the personality development.

The fixation of the human behaviour without considering his inner world, values, motives, actions is one-sided. Subjective, “internal” in this case is often not only ignored, but also impedes the experimental researches of the objective orientation [8].

That is why the experimental psychology more and more refers to the study of the internal, spiritual personality organization. It is the subjective approach to the study of personality, which explores the human “from within” that solves this problem.

According to V. Chudnovskii, exactly under the subjective approach the individual’s characteristic and human behaviour highlight the role of the activity and creativity source. This behaviour internally defines the personality, who does not surrender to external circumstances, and helps a person to become the master of his own destiny [6].

The subjective-personal approach, developed by I. Yakimanskaya, is based on the treatment of a child as a unique, inimitable personality. Principles of integrity and appropriateness considering students’ interests, aptitudes and capabilities require the creation of a special educational environment favourable for revealing each student’s individuality [7].

I. Yakimanskaya states that the aim of the personality-oriented education is the creation of social and educational conditions for revealing and developing the individual and personal traits of a child, their conversion into socially significant forms of behaviour (relevant to sociocultural norms established in the society) [7].

Tandem essence – person, suggested by A. Orlov, is an interesting approach to the diagnosis of a complex multi-aspect creature – a human being. In this sense, the use of psychodiagnostic methods on the one hand and a multi-level statistical analysis (factor and cluster analyses) on the other hand enables to understand the subjective world of an individual and thus the manifestation of the subjectivity in his actions and behaviour.

The scientist emphasizes that in the humanistic tradition there is an attitude preventing partial definitions of a personality as the subject of an experiment, the patient, etc. “The person in this tradition is considered not only as one who carries out, reproduces and confirms certain psychological (and social) laws, but also the one who fulfils them freely and, therefore, as a creative one, capable of not only executing but also breaking these laws, developing and creating new laws” [5].

Thereupon, a personality in the system of society, activity, communication is determined by the ability to build his/her own system of interaction with the environment.

We do not forget that the personal interpretation of a piece of music, dissimilarity to patterns are valued above all in works of art (including student's ones). After all, the individual level of human existence as the most specific one is characterized by functional polisystem due to the diversity of its constituents. Therefore, the aim of a musical school is to develop a person capable of creating his/her own system of interaction with the environment, his/her creative model of perceiving and reproducing music.

Considering the information given above we offer a definition of the musical school pupil's subjectivity, which is regarded as a systematic process and the result of the formation of pupil's own socially significant life position and reveals in emotionally enriched creative interaction with reality through art.

We do not distinguish between teaching to play a musical instrument (or to sing) and the main task of the school – to educate a creative personality. In this case, the subjects taught at musical schools are the means of creative personality's education, which do not contradict the education of a musician-performer. Moreover, taking into consideration the primacy of the educational process in relation to the process of “teaching” we state that such a priority contributes to more effective and qualitative development of student's personality and individuality.

Today, there is a commitment to the “knowledge” component of education, a teacher considers a student an object of the educational process but not an individual.

The existing educational system creates few conditions to develop students as subjects of the training activities.

Thus, some contradictions can be observed in the process of musical school pupil's subjectivity formation: the need of the society for creative, active individuals and the dominance of reproductive methods of their education; general theoretical basis of the students' subjectivity formation and the lack of theoretically and experimentally based mechanism of the subjectivity formation in the system of out-of-school education.

Student's subjectivity is formed efficiently when considered in an integrative way. The process of subjectivity formation is the system property of the subject, the formation of subjective position takes place under conditions of a specially organized pedagogical interaction. The interaction is monitored and corrected in the process of developing a student as a subject of education; the subjectivity formation is realised according to the author's model in terms of subject-subject relations.

References:

1. Al'buhanova-Slavskaya K. A. Sub'ekt i lichnost' v psihologii samoregulyacii: Sbornik nauchnyh trudov / Pod red. V. I. Morosanovoi. — M. — Stavropol': Izdatel'stvo PI RAO, SevKavGTU, 2007. —431 s: Il. (Fundamental'nye issledovaniya v psihologii).
2. Bashkova T., Formirovanie sub'ektnosti mladshih shkol'nikov v usloviyah pedagogicheskogo vzaimodeistviya: dis. ... kand. psiholog. nauk: 13.00.01 / Moskovskii gosudarstvennyi gumanitarnyi universitet im. M.A.Sholohova – M., 2009. – 160 s.
3. Deryabo S.D. Lichnost': ot sub'ektivnosti k sub'ektnosti.
4. Konopkin O. A. Strukturno-funkcional'nyi i sodержatel'no-psihologicheskii aspekty osoznannoi samoregulyacii / O. A. Konopkin // Psihologiya. -VShE. - T. 2. -¹ 1. -2005.- S. 27-42.

5. Orlov A.B. Psihologiya lichnosti i sushnosti cheloveka: Paradigmy, proekcii, praktiki: Ucheb. posobie dlya stud. psihol. fak. vuzov. — M.: Izdatel'skii centr «Akademiya», 2002. — 272 s.

6. Chudnovskii V.E. Vospitanie sposobnostei i formirovanie lichnosti. M., 1986.- 80 s.

7. Yakimanskaya I.S. Lichnostno-orientirovannoe obuchenie v sovremennoi shkole. - M., 1996.-227 s.

8. <http://www.psi.lib.ru/statyi/sbornik/splich.htm>

UDC 372.31

J11305-0114

Polyevikova O.B.

**SUITABILITY OF CONDUCTING NONSTANDARD LESSONS TO
ENSURE WORDCENTRIC APPROACH TO LANGUAGE EDUCATION
AND CHILDREN'S SPEECH DEVELOPMENT**

Kherson State University, Kherson, 40 October, 27, 73000

The author proves the suitability of implementation non-standard lessons to ensure wordcentric approach to language education and children speech development. Terminological field of mentioned teaching forms is researched, the specifics of conducting non-standard lessons are explained, and the author's abstract of lesson-competition is given.

Keywords: wordcentric approach, language education and children's speech development; non-standard lessons of native language in primary school.

Setting a problem in general, its connection to important scientific and practical tasks. In order to fulfil the value and personal aspect of teaching primary school children the native language, to encourage self-learning and self-knowledge, to form students' positive attitude towards themselves and the environment, to develop cognition and creative abilities, actualized in contemporary curriculum for

1st-4th grades according to the revised State standard of primary education, we set a wordcentric trend of language education for 6 (7)-year-old children research.

Since significant changes in objectives and the content of school education affect the didactic and methodological aspects of the lesson, we should determine the appropriateness and terms of implementation of the wordcentric approach to children's speech development at non-standard Native language lessons.

Analysis of the basic studies and publications focusing on the issue under research. The problem of the lesson improving has always been in the highlight of researchers and practitioners. It became particularly acute and burning in the 80-90-ies of the last century. Academician O. Savchenko mentions a wide variety of lesson classifications: those of B. Yesypov, M. Danylov, I. Kazantsev, I. Ohorodnikov, I. Lerner, M. Mahmutov, V. Onyschuk, V. Dyachenko and others. Well-known lesson classification in the composite work edited by Y. Malovanyj was thoroughly analyzed. The authors give the definitions of various lesson types and subtypes comparing them to their main didactic objective. Depending on the leading method of students' training activities the following types of lessons are defined: a lesson-fairy tale, a lesson-competition, a lesson-dramatization, a lesson-game, a lesson-journey, a lesson- portfolio presentation (students' and class'), a lesson-project presentation, a lesson-investigation (problem solving tasks), a lesson of developing creative abilities, etc. [6, p. 336].

We agree that such definitions reflect only new forms of educational interaction but the didactic content of a lesson consists either in learning new or expanding, enriching, summing up or applying the obtained knowledge.

The typology, structure and technique of language lessons were studied by O. Tekuchov, S. Chavdarov, H. Chuyko, M. Tyschenko, O. Bilyayev, M. Vashulenko, K. Moskalenko, G. Petrovsky and others [3, p.17].

Outstanding aspects of the problem highlighted in the report. In practice, many primary school teachers are not ready to use non-standard forms of mother tongue teaching based on word-centrism.

We try to prove the appropriateness of non-standard lessons implementation for the purpose of ensuring the wordcentric approach to language education and children's speech skills development.

To achieve this goal one should solve the following tasks:

- 1) to examine the terminology field of the given forms of teaching;
- 2) to define the specific character of conducting non-standard lessons;
- 3) to work out the lesson notes (summary).

Investigation materials with grounded substantiation of the received scientific results. A lesson is a finished in a semantic, temporal and organizational sense segment (step, element) of a training process [5, p. 521]. Despite little time given, a lesson is a difficult and important stage of the teaching process – the overall quality of school education ultimately depends on the quality of a separate lesson. A modern lesson must satisfy the following requirements: the use of the latest outstanding achievements in science, progressive teaching practice; the composition of a lesson based on the objective laws of the educational and upbringing process; the realization of all the didactic principles and rules in their optimum correlation; the creation of the favourable conditions for productive students' cognitive activity with regard to their interests, abilities and needs; the establishment of the interdisciplinary connections; the connection with previously gained knowledge and skills; the record of the students' level of development; motivation and activation of all the areas of personality development; coherence and emotionality of all the educational activity stages; the effective use of pedagogical tools; connection with life, industrial activity, students' personal experiences; the development of practical skills, rational methods of thinking and activity; the formation of learning skills, the need for continuous enriching the amount of knowledge; thorough diagnosis, forecasting, planning and scheduling each lesson [5, p. 521–522].

The summarized list of the main lesson types in regard to the didactic purpose and place of a lesson in the overall educational system is as follows: 1) combined (mixed) lessons; 2) lessons of obtaining new knowledge; 3) lessons of new skills development; 4) lessons of generalization and systematization; 5) lessons of control

and correction of knowledge and skills; 6) lessons of knowledge and skills practical application (N. Volkova, M. Mahmutov, V. Onyschuk, N. Sorokin, H. Schukina and others).

The important statement is the one of O. Savchenko: “A lesson is an environment of subject-subject and polisubjective interactions based on collaboration of a teacher with students, their gaining not only informative but also social experience; the impact of substantive and informational environments [6, p. 337].” Thus, the dominance of student’s subjectivity is considered the main characteristic of a modern lesson.

O. Bilyayev, M. Uspenskyy and others state that language lessons can be divided into two groups – aspect lessons related to the study of some of its aspects (phonetics, vocabulary, word structure, etc.) and the lessons of coherent speech skills development aimed at forming the students’ communicative skills [1, p. 21].

We consider a lesson not only in terms of formal connection and consistency of its stages, but from the position of setting and achieving goals, effectiveness of pupils’ cognitive activity, assessing the appropriateness of various lesson types and structures by effectiveness of the educational process (the final result), but not by structural perfection and completeness of separate lessons.

The mass usage of non-standard lessons connected with the educational process quality improvement can be observed in the 80-ies of the last century.

The authors of the book edited by M. Vashulenko consider non-standard lessons as a new type or class of lessons with a flexible structure which are characterized by a special confidential atmosphere between the participants of the educational process. This creates the most favourable conditions for making students active subjects of this process. The essential features of a non-standard lesson are the flexibility of structural construction, the change of the teacher’s and students’ established functions, the active use of group work, the maximum realization of interdisciplinary connections [3, p. 25].

Such lessons still occupy a significant place in elementary school education. This is due to young pupils' age-related characteristics, game basis of these lessons, their originality.

At a demonstration lesson this form is always winning owing to not only the gaming moments, but also to the original material presentation, the students being busy not only during the lesson preparation, but also during the lessons through various forms of collective and group work.

The authors of the manual edited by M. Vashulenko state that there are about fifty non-standard forms of the educational process in the creative experience of teachers in Ukraine. However, there is no single non-standard lessons classification, but their selection is already quite diverse. There is an opinion on appropriateness of the following non-standard lessons grouping: binary lessons; integrated lessons; verse (rhyming) lessons; lesson-games which include lesson-discussions, lesson-researches, lesson-reports, lesson-contests; lesson-trips, lesson-story sketches [3, p. 26].

Testing the lingvodidactic system of the wordcentric approach to language education and children's speech skills development we also used the mentioned forms the educational process organization [7].

At the native language lessons the considerable attention was paid to word work. If we diversify such work techniques, the children's interest to this phase of the lesson will not weaken, and, as experimental studies prove, they will find pleasure in doing their home dictionary work.

For example, a teacher reads riddles (puzzles) and pupils try to guess. The answer to a riddle is a vocabulary word which the children write in their exercise-books underlining the letters denoting unstressed vowels, marking accents.

Game "Guess the Subject via its Description". A teacher gives a description and children name the subject – a vocabulary word and write it.

Game "Shut the Window". A teacher shows cards with ventilator windows (the letters to remember). Pupils say what letter to insert and then the window is "closed" and the right letter is put into its place.

Picture dictation. A teacher shows pictures of objects – vocabulary words. They can be grouped according to different topics (vegetables, fruit, school ...).

Guessing riddles, crossword puzzles composed by a teacher of vocabulary words: to interpret, to write words, to underline letters.

Different types of games: “Pick up a Mushroom, an Apple, a Berry, a Flower”. Vocabulary words with missing letters are written on the back side of things.

Game “Scattered Marbles”. Words with missing letters are written on the board and on the right there are coloured balls with letters written on them. Pupils come to the board, find the right ball and attach it to the word.

Grammar contest. Words with missing letters are written on the board in three columns. Students are divided into three teams, come to the board and insert the missing letter. The winner is the group who quickly cope with the problem making fewer mistakes.

Punched cards work. A teacher gives pupils cards with vocabulary words, which miss some letters. Children lay them on a clean sheet of paper and fill in the missing letters.

Vocabulary dictation. It can be an educational or control one. A teacher dictates vocabulary words, pupils write, underline letters, mark accents.

The vocabulary work in primary school should be scrupulous and systematic. It is the primary stage that forms children’s basic vocabulary, so they must correctly understand the meaning of words, learn it. The word should enter the pupil’s vocabulary and be used extensively in his/her speech.

The ultimate aim of the vocabulary work is the activation of the maximum number of words, the pupils’ ability to use them properly selecting the right word to express their thoughts.

Teachers, who carry out experiments, know from their own experience the effectiveness of non-standard lessons regarding the implementation of the wordcentric approach to language education and children’s speech skills development.

We offer a sample of our own lesson of teaching literacy (1st grade).

Theme: Learning words denoting object characteristics. Logic exercises developing skills to answer the questions: Who this is? What is it? The division of objects into groups.

Objective: to form the notion of words – object characteristics; to teach children to distinguish names of animate/inanimate objects; to develop logical thinking, ability to ask the right questions; to enrich children’s vocabulary with object characteristics; to bring up aesthetic feeling.

Equipment: exercise books, subject pictures, cards with tasks for team work, the table to determine the winners of contests.

Form: Non-standard lesson. The Club of Extremely Smart and Funny People.

Lesson Procedure

I. The beginning of the lesson. The information on the topic and objectives of the lesson.

Today we have an unusual lesson of teaching literacy. It’s a competition of smart and funny people.

Three teams will take part in the contest: “Funny”, “Smart” and “Intelligent”.

During these marry events we will learn new words, know how to divide objects into groups and continue to learn how to put questions to the words.

II. Warm-up.

1. Add a word to the sentence – the name of the action which answers the question *What to do?* (The team, that gives more words, gets 1 point.)

- 1) I want ...
- 2) I can ...
- 3) I dream ...

2. Game “An Odd Word”.

Listen to the words (2 words for each team), find the odd one, put a question to it and prove your answer.

- 1) a cow, a pig, a rabbit (who? – wild animal), sheep;
- 2) a plate, a bowl, a pot, a wardrobe (what? – furniture but not a dish);
- 3) a table, a sofa, a wardrobe, tea (what? – a beverage but not furniture), a bed;

- 4) a tram, a trolley, a bag (what? – not a vehicle), a car;
- 5) a sparrow, a quail, a cuckoo, a mosquito (who? – an insect not a bird);
- 6) a dress, a skirt, shoes (what? – footwear not outerwear), a gown.

3. Solving riddles.

Pupils answer to a riddle and say words that helped them to guess it, put questions to them.

1) In winter – white, in summer – gray,

With long ears and a short tail,

A coward under the bush. (hare)

Hare – white, gray.

Ears – long.

Tail – short.

Conclusion. The puzzle contained the words (characteristics of a hare) which helped us to imagine an animal and solve the riddle.

The teacher asks some more riddles describing animals.

- What do we call all the creatures? (Animals)
- What questions do the answers to the riddles answer? (What?)
- Why? (They are the names of living things: animals)

4. Game “Find Characteristics”.

The teacher gives the names of the objects and asks questions. The team, that gives more adjectives characterizing the object, gets 1 point.

A star – shiny, big, huge, hot, brilliant, small, yellow, green, gold, blue, crystal, small, tiny, twinkling, radiant, full, clear, ruby, light, silver, trembling, cold, red, clean, bright and clear.

A plait – lush, heavy, poor, smooth, thick, long, twisted, braided, short, curly, thin, tight, wavy, silk, white, blond, shiny, gold, brown, copper, gray, dark, black.

Autumn – purple, colourful, blond, dirty, windy, wet, smoky, rainy, yellow, gold, bloomy, crystal, cold, passionate, transparent, gray, dry, dark, warm, quiet, dull, cold, bright, clear.

The teacher compliments the children, names the winner of this contest and adds some adjectives to the given list.

The pupils come to the conclusion that there are a lot of adjectives characterizing an object, they enrich our language, specifying the idea of the subject. Such words make our speech more expressive and pleasant to perceive.

5. Physical exercises.

The teacher reads a poem showing some exercises for the pupils to repeat.

III. Competition “A Word Expert”.

1. Play “Guess the word by its characteristics (2 for each team).

(What?) New, big, beautiful, ribbed, coloured, thin ... a pencil.

(What?) Autumn, yellow, big, beautiful, small ... a leaf.

(What?) Odorous, spring, forest, bright, beautiful, little ... a flower.

(What?) Fast, beautiful, clear, deep, clean, wide ... a river.

(What?) Thick, pine, dark, spring ... a forest.

(What?) Kind, gentle, sweet, affectionate, hardworking, quiet ... mother.

2. A complicated task.

The pupils have to guess the word and ask questions about characteristics.

Raven black, gray ... – a wing.

Green, voracious ... – a crocodile;

Shiny, smooth ... – a mirror.

3. Game “Spread the sentence”.

The pupils should add words characterizing the object to the sentence. Those, who add more characteristics, get 1 point.

- 1) Children go to school.
- 2) We went to the forest.
- 3) A flower grows on a flowerbed.

Patterns of some sentences may be written on the board and in pupils' exercise-books.

The teacher summarizes the results of this stage of the children's work.

IV. Competition “Who More?” (activity with the ABC book).

1. Task 1.

According to the pictures the pupils select words (names of animate/inanimate objects) and attributes characterizing them.

2. Task 2.

The pupils make up sentences according to the patterns given in the book (1st team – about beets, 2nd team – about cucumbers, 3rd team – about tomatoes).

3. Task 3.

The pupils match attributes to vegetables: 1st team – according to their form; 2nd team – according to their colour; 3rd team – according to their taste.

4. Independent work. The pupils write the patterns of the sentences in their exercise-books.

1st team – The children gather berries.

2nd team – The mallows are flowering.

3rd team – Vegetables are useful for children.

5. Physical exercises.

V. Creative exercises.

1. Game “Say in a Word”.

a wardrobe, a sofa, a chair, a table – furniture;

a mosquito, a moth, a beetle, an ant – insects;

a periwinkle, a violet, a rose, a poppy – flowers;

a sparrow, a quail, a cuckoo, a siskin – birds;

a birch, a beech, an oak, a spruce – ... ;

an apple, a pear, a plum – ... ;

carrots, beets, potatoes – ... ;

a cat, a dog, a cow, a pig – ... ;

a trolley, a bus, a car – ...;

a plate, a tea pot, a cup – ... ;

a dress, a skirt, a coat – ... ;

boots, shoes, trainers – ... ;

a teacher, a hairdresser, a doctor –

2. Game “What to Bind with?”

Each team receives a chain of words connected by unexpected but undeniable links. The children are given only the first and the last words, their task is to restore the chain or to invent their own one. They are given an additional point for an original and coherent story.

Berry – Forest – Jam – Taste;

Vegetables – Garden – Harvest – Health;

Cucumber – Shape – Taste – Colour.

VI. Lesson results

The teacher explains to the children how to make a report on the lesson.

Imagine that our work in the classroom will be broadcast. What could we tell to the viewers?

Attention, attention, we begin reporting from the language lesson... Today the pupils were the members of an unusual lesson – competition of smart and funny people. The teams were struggling desperately. And as a result friendship has won. The most active were the following pupils ... We wish our pupils success on their way to knowledge and are looking forward to new reports. Thanks for your attention!

Conclusions and prospect of further research. There is no doubt that non-traditional structure of a lesson demands much time and effort, etc. Unfortunately, a teacher does not have enough time to prepare for the lesson, and not every lesson is to be constructed in the form of a game. Children should understand that at school they will be engaged not only in playing, but also in serious activity. There are many ways allowing a teacher to arouse children’s interest, prepare them for perceiving new material.

However, choosing this type of lessons we should keep in mind:

- a non-standard lesson is just one type of lessons; such lessons are conducted not very often;
- a new material to learn can not always be presented in a non-standard manner;

- these lessons should be prepared thoroughly not only by teachers but also by students; due to this fact the possibility of their conducting is somewhat limited;
- all the teaching material can not be represented through non-standard forms.

In our opinion, the proposed word-centrism will help to renew the approaches to language education and children's speech skills development; to make vocabulary work situational one when the word is learned as a functional unit; to provide conditions under which pupils will feel the need of using a word to express their thoughts and feelings.

Therefore, we face the necessity to create a lingvodidactic system which would allow younger pupils to perceive the word in the unity of all its meanings, in connection with other words in a phrase, a sentence or a text; to enlarge the sphere of its lexical and grammatical features; to realize the Ukrainian language beginner course objectives aimed at developing primary school children's communicative competence, their language skills essential in the process of communication, world cognition, vital problems solutions [4, p.10].

References:

1. Bilyaev O. Metodika movi yak nauka / O.Bilyaev // Divoslovo. – 2002. - №11. – S.20-24, 49-50.
2. Vashulenko M.S. Ukra yinska mova i movlennya v pochatkoviy shkoli: Metod.posib. / M.S.Vashulenko – K.: Osvita, 2006. – 268 s.
3. Metodika navchannya ukrayinskoyi movi v pochatkovoyi: navchalno-metodichniy posibnik dlya studentiv vischih navchalnih zakladiv / Za nauk.red. M.S.Vashulenko. – K: Litera LTD, 2011. – 364 s.
4. Navchalni programi dlya zagalnoosvitnih navch. zakl. Iz navchannyam ukrayinskoyu movoyu. 1 – 4 klasi. K. : Vidavnicхий dim «Osvita», 2011. – 392 s.
5. Podlasyiy I. Pedagogika. Novyyiy kurs: Uchebnyik dlya stud. ped. vuzov: V 2 kn./I.Podlasyiy. – M.: Gumanit. izd. tsentr VLADOS, 1999. – Kn. 1: Obschie osnovyi. Protsess obucheniya. – 576 s.

6. Savchenko O. ya. Didaktika pochatkovoYi osviti: pidruchn./O. ya.Savchenko. – K.: Gramota, 2012. – 504 s.

7. Usi uroki navchannya gramoti. 1 klas. I semestr. Za Bukvarem M.S.Vashulenko, N.F.Skripchenko / Uporyad. O.B. Polevikova. – H.: Vid. grupa «Osnova», 2011. – 571 s.

J11305-0117

Panina Svetlana Viktorovna

Cand. Sc.(Education), associated professor NEFU, Yakutsk

Zalusckaya Svetlana Yurievna

Cand. Sc.(Education), associated professor NEFU, Yakutsk

LANGUAGE PERSONALITY AND MULTICULTURAL EDUCATIONAL ENVIRONMENT OF NORTH EAST RUSSIA

The first quarter of the 21st century represents the new stage of a cultural revolution defined as enginery-intellectual and considerably different from the previous stages of civilization development by global dimensions and dynamism of changes in all areas of mankind living. That type of dynamism of modern society development demands reconsideration of modern education challenges. Personality development, his/her creative manner, enhancement and realization of students' essential forces are becoming the leading strategic trend of educational system. Social, economic, culture- historical, political and other circumstances have a great effect on a new pattern personality formation, that is on the environment in an extended sense.

The content analysis of scientific researches persuades that modern scientists realize the importance and urgency of the solution of general-theoretical problems of intercultural communication in the context of philosophical theories: dialogue and dialogue thinking (S. Kierkegor, S.L. Frank, F.V.Yi. Schelling, F. Rosenzweig, O. Rozenshtok-Hyussi, M. Boober, M. M. Bakhtin, V. S. Bibler), communication (K. Jaspers), dialogue hermeneutics (V. Diltey, H.G. Gadamer, E.Gusserl), etc.

Theoretical bases of personality formation in the multicultural educational environment rely on the researches devoted to the nature of pedagogical knowledge (V.V. Krayevsky), integrity of educational process (V. S. Ilyin), in their methodology they reflect a natural-science approach to education.

For understanding the essence of personality phenomenon being taught in multicultural environment S.M. Arutyunyan, E.A. Bagramova and Yu.V. Bromley's ethnological theories and conceptions have considerable importance. Studying of substantial and functional bases of multicultural education, presented in M. N. Kuzmin, V. V. Makayev, Z.A. Malkova and L.L. Suprunova's works, and also the problems of national pedagogics in K.Sh. Akhiyarova, G.N. Volkov, T.F. Kuzina and others scientific researchers are essential.

As valuable priorities of education in multicultural context researchers reveal the following:

- person's ability to live in harmony with people without deindividuation, the ability which reflect the organic unity of West individualism and East collectivism, «I-thinking and We-thinking»;
- interrelation of universal and national values in education;
- broad fundamental education and ways of creative operating by cultural heritage, orientation to personality inherent worth and creation of best conditions for self-development;
- education orientation on patriotism, democratism and humanity values;
- taking into account today's main keynote – education socializing to the person, society, world; education culture congruity according to geopolitical and socio-cultural factors of modern civilization;
- principle of social justice personification in educational system;
- humane orientation.

Hence, researches characterize multicultural educational environment as a combination of all conditions of vital activity in which integration of common cultural, social and personal source are carried out. This peculiar environment of a lifestyle of a community, living in a certain area, encompassing such forms of

organization as practiced by this community, the basic methods of production and household activities, interaction with nature, and various social institutions, language, religious beliefs, customs, habits and tradition, art, science, mythology, and distinctive features of mindset and self-expression, patterns of interpersonal behavior. A person, living in this environment, should be ready to adequate perception of proceeding changes, continuous renewal, innovations acceptance and producing, and also fruitful intercultural interaction in difficult conditions of modern civilization development.

At present Russia is the conglomerate of various cultures. According to the All-Russian 2011 census there are 128 ethnic groups in the structure of the population of Russia, 89 of them are indigenous. Local and structural features are specific for multicultural environment. Such heterogeneity especially appears within multiethnic settlement; therefore it is necessary to distinguish the general multicultural environment of the country as a whole and its options for specific residential districts (regions) in particular.

Apart from mentioned features there are a lot of peculiar, unique specificities inherited to every district/region. For example, the Republic of Sakha (Yakutia) is the multinational republic by ethnic structure, today it is one of the multiethnic regions of the Russian Federation, among them, the Sakha (Yakuts) - 47 %, Russians – 40.1%, Ukrainians – 3.6%, the Yukhagirs – 1.9%, the Evens – 1.2%, Tatars – 1.1%, Dolgans, Chukchis, Yukhagirs – 0.1%, other nationalities – 5.2%. According to the Law «On languages in the Republic of Sakha (Yakutia)» the state languages are Yakut and Russian, Evenk, Even, Yukagir, Dolgan and Chukchi have the status of official languages in the places of compact dwelling of these people. The native language which promotes ethnic health and nation spirituality, 44 % of the Even, 25 % of the Evenk, 70 % of the Yukagir, 82 % of the Chukchi children study at school. The most effective and perspective language of communication, considering the customary traditional ties and population mentality, for the people of Yakutia is Russian, its uniting source is immense, therefore the functional positions of Russian in the republic are steadily constant. For example, since November 19th, 2001, the birthday

of M.V. Lomonosov, the author of the First Russian grammar, has been declared as the Day of Russian language in Yakutia. The competence in Russian as means of interethnic, international communication is the possibility for development of a circumpolar civilization in the context of the world information globalization.

As one can see, in the multinational republic as the subject of Russian Federation the language policy is an integral part of the state policy and is directed to the development and interaction of languages in all spheres of society life, creating the conditions for harmonious interaction of Russian with other republic's languages. It is proved by the fact that in order to assist the development of the native language and writing of indigenous people of Yakutia by the Decree of the President of the Republic from February 9th, 1996, the 13th of February is declared as the Day of native language and writing. The Decree of the Republic Government from September 11th, 1998 «On introduction the state languages of the Republic of Sakha (Yakutia) in the paperwork of state authorities, enterprises, establishments, organizations» was accepted. Competent development of languages of indigenous people of the North in the status of official languages is guaranteed by the Constitution of the Republic of Sakha (Yakutia).

Today active centers of national ethnogeny the Russian Community, the Ukrainian Cultural Association "Krinitsa", the Buryat association "Baikal", the Union of Armenians, the Moldavian Association, the Finnish Cultural Community, the Kazakh Community "Ana Zer", the Tataro-Bashkir Community "Yaktas", the Azerbaijan community "Khazar", the Mongolian Community, the Korean Community, the Lithuanian Community "Gintaras", the Polish Public Association "Polonia" and others can tell about the development of cultures of the people living in the territory of the region. The region's multiethnicity is intensified by the existence of various concessions. Along with Christian beliefs, Orthodoxy which is specific for Russia, Catholicism, Muslim, Judaic, various east beliefs, are also developing in the republic. Historically developed that as a result of many decades peaceful co-existence of various ethnic groups the multicultural or mixed family has become the specific feature of the region.

The development of education in multicultural region assumes the formation of students' outlook on the basis of universal and national values; the correspondence of the education content to modern level of scientific and technical progress, political, social, economic realities, specific to the community at the level of ethnos, region, country and universe. It is necessary to form world culture, tolerance, active intercultural communication, spirit of the international cooperation, ability to cultures dialogue at youth, and on this basis – readiness for life and professional activity in the open multinational, multicultural society which is represented by people - carriers of different languages, traditions, customs, mentalities, religions.

Within the multiculturalism the education system functions and develops as the open multilevel and manifold culture corresponding process. " Multiculturalism " of educational environment assumes the formation of students' competence defining his or her readiness to perceive universal (panhuman), special (all-Russian) without personality's roots denial (ethnic national characteristic) and student's ability to operate according to acquired cultural values as sovereign representative of the world, Europe, Asia, Russia and region. The multicultural approach in education activates the community and personal variety potential and therefore serves as a factor of success of personality's educational activity, idea formation of many-sided nature, complex hierarchy, diversity and variety of world around, and then – his/her accelerated, favorably proceeding adaptation to changing living conditions and work.

At present the multicultural educational environment of the Republic of Sakha (Yakutia) is presented by structural components in macro, meso and micro levels. Macrolevel of multicultural educational environment is the personality's interaction with such factors, as higher education institutions, colleges, informal groups, mass media, and centers of national ethnogeny. Sports, music, art schools, formal children's associations, leisure centers, museums, law enforcement authorities, services of social and psychological support represent the mesolevel factors. Microlevel is represented by entourage: family, neighbors, friends, relatives, kindergarten, school, college where a personality's development is taking place. As

far as multicultural environment of educational institution is concerned, it is possible to present the interaction of several main components:

- multicultural multinational group of pupils;
- multicultural structure of teaching staff;
- crosscultural nature of pedagogical process.

Thus, multicultural environment of educational institution is not only cultures dialogue, networking between people's communities, but it is also communication, ability to react adequately to manifestation of other culture and, at the same time, development of one's own personal culture, beneficence of one's own spiritual world, each other, world, friendship's tolerant attitude.

The republican multicultural environment assumes responsibility on school, family and community to introduce culture, traditions and customs of the different nations through joint affairs, charity work, solution of social problems, mutual support. Within modern realities the multicultural educational environment of school, its diversity and multifunctionality opens a lot of various possibilities for person's self-realization and self-development, expand the environment for development the activity of students' personality.

Existing multilanguage situation within region's multiculturalism is presented by factors which influence the personality, society as a whole, relationships between ethnic groups, and, therefore, already creating a certain environment where conceptual approaches for solution of these or those problems of sociopolitical, psychological, moral, economic and educational order are approved. The multicultural (multilingual) educational environment becomes a basis for actualization the culturological sense of human knowledge, develops by educational processes and participates in the formation of new generation of the professionals demonstrating themselves as «linguistic identity».

Linguistic identity, acting as the most important component of multicultural educational environment, causes the necessity to form educational process on principles of humanistic pedagogics, «culture of personality dignity» (A.G. Asmolov, E.V. Bondarevskaya, A.B. Orlov, A.P. Petrovsky, V. V. Serikov).

The first reference to linguistic identity is connected with the name of German scientist I. Veysgerber. In Russian linguistics the first steps in this area were made by V. V. Vinogradov; A.A. Leontyev wrote about speaking identity. G.I. Bogin began to develop the concept of the linguistic identity, he created the model of the linguistic identity where the person is represented from the point of view of his readiness to make speech acts, create and accept speech.

It was Yu.N. Karaulov who introduced this concept into wide scientific use, he considers that linguistic identity is the person who has the ability to create and perceive text which differ by: « a) degree of structural and language complexity; b) depth and accuracy of reality reflection; c) certain goal». The linguistic identity, in his opinion, has three structural levels. The first level – the verbal- semantic (semantic-structural, invariant), reflects the level of everyday language proficiency. The second level – the cognitive where actualization and identification of relevant knowledge and representations inherited to society (linguistic identity) and creating collective and (or) individual cognitive environment are taking place. This level assumes reflection of language model of personality world, its thesaurus and culture. Finally, the third level – the highest level is the pragmatical. It includes identification, reasons and aims characteristics, motivating the development of linguistic identity [1].

Thus, the linguistic identity is the carrier of language consciousness, i.e. the person living in the concrete language space – in communication, in stereotypes of behavior fixed in the language, in values of linguistic units, texts contexts.

Experts include individual linguistic mentality, individual linguistic thesaurus and individual language status in the structure of the linguistic identity. So, the individual linguistic mentality is shown through associative person's thinking, through reflection of general and essential properties, relations, regularities, inclusion of his/her participation experience into various types and nature of activity. «External manifestation of linguistic mentality is speech, speech activity, personality's level of linguistic culture as a part of general culture» [2, p. 234]. The individual linguistic thesaurus represents the system of concepts, representations, views, cultural values

finding reflection in personality's language concepts. In its turn, the individual language status characterizes and forms personality's thematic repertoire, finds the reflection in person's communicative strategy. Developed in the course of multilanguage and polyphonic interaction of direct participants of communication, individual lingua-didactic strategies allow the person to be guided in multicultural environment on higher, creative, individually conscious level. They give an originality and uniqueness of linguistic identity.

There is the individual multilanguage sphere of concepts, characterizing the structure, coherence and integrity at the heart of personal multicultural environment. N.E. Bulanckina considers that the multilanguage sphere of concepts is « the complex of various language concepts assuming the formation of world outlook and attitude by means of lingua-didactic strategies (speech and communicative culture)» [3, p. 28]. However, psychological mechanisms of human activity development (mnemonic, speech-cognitive, motivational, self-control) form the basis of self-developing program of formation of personal multicultural environment.

In the variety and diversity of the elements of multicultural and multilanguage environment we see the future of a well-educated person. The solution of educational task of what and how to teach in this variety is done by taking into account the diversity of languages and within multicultural and educational space. Mastering expressive means and languages in order to form experiences, learn the wealth of cultural concepts, facts and realities of human activities, and enhance the semantic field of activity for the real language of communication is an important step towards the formation of personality in culture.

The personality of a teacher and his/her professional status are the leading factor in the integration of language and essence of multicultural educational environment, implementation of the strategic lines of creativity training through creative tasks aimed at formation of student's readiness to continuous development in a multicultural and multilanguage educational environment, improving individual language area of the students, and their personal multilanguage environment, forming their linguistic identity.

References

1. Karaulov Yu.N. Russian language & linguistic identity. Electronic book. LKI. Rusistika, 2010.– 264 p.
2. Ter-Minasova S.N. The Language & Intercultural communication. – M., 2000. – 624 p.
3. Bulankina N.E. Problems of effective cultural self-personality in the Multilanguage educational environment. – M., 2002. – 208 p.

J11305-0118

Shevchenko S. V., Zubarev V.A., Romanenko E.S., Germanova G. N.
HUMANITARIAN EDUCATIONAL ENVIRONMENT AS CONDITION AND
FACTOR OF DEVELOPMENT OF CIVIL CONSCIOUSNESS OF
STUDENTS

*North Caucasian social and humanitarian institute Stavropol state agrarian
university*

The education system is capable to play advancing role in development of the public relations, forming of civil consciousness. In scientific and pedagogical researches the concepts "conditions", "factor", "environment" are widely used. Goal setting of forming of the creative person, the competent specialist and the citizen requires the corresponding conditions, main of which – creation of the corresponding humanitarian environment. In such environment the personality is created, develops, enhanced, shows the active essence, reflecting itself in the world and the world in itself.

In a wide sense environment means around of the person public, material and spiritual conditions of its existence and activities. The main sign of the educational environment its humanitarian character. The humanitarian educational environment is the objective social reality representing set of socio cultural and social and psychological factors, directly interacting with the personality in the course of its education and having on it active impact. It is rather steady set of the material and

personal elements which are surrounding social subject and directly influencing process of its socialization and individualization. As for the higher education institution the number of material elements of the environment is: educational institution as a whole as socio cultural institute, a number of its divisions which directly carry out the corresponding functions (library, chairs). The humanitarian environment can be considered at the same time in two measurements: activity and communicative and social and psychological.

The first includes material elements of the environment and their functioning. The second assumes first of all determination of "spatial structure": territoriality, environment personalization (an opportunity to influence on environment and self confirm in it). In social and psychological and pedagogical aspects of the analysis of the humanitarian environment style of the relations, social well-being of collective, its civil orientation are important. All humanitarian educational environment must fill mutual respect, observance of ethical standards of communication . The cooperation is understood as interdependent spiritual joint activities in comfortable conditions for all participants. Indicators of the academic culture are competence, professionalism, initiative, politeness, world outlook and pedagogical pluralism, tolerance, the academic mobility, openness to innovations.

In recent years in a domestic education system there was a sharp increase of a role and value of universities. The charter of the European universities gives the following determination of essence of university: "the university is autonomous structure in the center of the societies having the different organization owing to geographical and historical heritage; its purpose – to reproduce, study, estimate, transfer culture by means of scientific researches and teaching. To meet the requirements of world around, researchers, teachers shall be morally and are intelligently free from any political and economic pressure". Factors are the basic reasons causing self-realization of creative potentials of students in the course of mastering by civil competences (high-quality structure of teachers), availability of specialists, figures which it is possible to follow an example.

What mechanisms (means, tasks) of pedagogical impact of the high school educational environment on the identity of the student?

From the point of view of N. V. Kuzmina, subjects of the educational environment implement the following tasks [1]:

1. By means of scientific and educational information to develop mental properties of the student, to promote his further development.

2. To cause a condition of creative readiness for perception, understanding information, to designing of prospect of self-development, own plans of self-realization on a course of life.

3. To cause requirement in students to communicate with teachers, to study at them, to deserve them attention, an assessment, encouragement.

4. To build with students the strategy of a goal-setting, to realize the dream, to confirm the purpose, providing an ascension to own tops.

5. To open the supreme cultural wealth before students.

The modern science offers the following:

- development jointly with students of projects of author's system of activities [1].

- creation of humanistically oriented situation providing unity of the substantial and procedural parties of training [2].

- inclusion in the social and humanitarian activities promoting forming of the valuable relations to studied reality [2].

- creation of a situation of success, presentation itself [3].

- updating of life experience of students [3].

The aspiration of students during study shall become result of these and other measures to seize not only bases of the academic culture, but also bases of civil activities, bases of achievement of success in society, in professional career. The major condition and factor of mastering by bases of civil culture, self-affirmation in society is availability at the graduate of higher education institution of civil consciousness.

The category of consciousness in science is considered at different levels of complexity, generalization. At philosophical level the consciousness is a form of reflection of social being of the people, fixing in itself historically changing social and moral relations [4]. Consciousness – a method of reflection of objective reality peculiar only to the person; the consciousness is created in activities which are based and goes in advance an effective objective which in turn, is created on the basis of knowledge of real opportunities of subjects and the phenomena of the object world.

At psychological level of scientific knowledge the consciousness is a highest level of mental reflection and the self-control, inherent only to the person as to a socio-historical being. Empirically the consciousness acts as continuously changing set of the sensual and intellectual images which are directly appearing at the subject in it "internal experience" and anticipating its practical activities. The consciousness is characterized by activity, a capability to a reflection, introspection, motivational and valuable nature. The consciousness of any individual is unique, but isn't any – it is caused external in relation to consciousness and factors independent of it – first of all by structures of that social system in which there is an individual [5].

As for the pedagogical theory and practice an existence of the person, which is always divided with other joint activity, determining his consciousness is important.

The civil culture of the personality is enshrined in the corresponding forms of consciousness of the personality [6].

The purposes of civil education can be classified (on the basis of impact on spheres of the personality) on three groups: the purposes of forming of civil consciousness of the personality – representations, views, belief, ideals; the purposes of forming of the emotional sphere – feelings, experiences, the relations; purposes of forming of behavior, relation and participation in activities.

1. The purposes of forming the civil consciousness of the personality is a philosophical and world outlook self-determination of the person, conviction in justice of the democratic device, the validity of democratic and humanistic values; readiness for social and professional self-determination, national consciousness;

awareness of need of care of environment, preserving and enhancement, national cultural historical values. This development of the free-thinking which is combining with belief in need of the personal liability and discipline, law and order celebration, independence and independence of thinking.

2. The purposes of forming of the emotional sphere of the citizen: the developed feeling of fidelity and commitment to the homeland, the house, a family, confidence of the state as the guarantor of observance of the democratic rights and freedoms, a sense of responsibility before the state, a debt, advantage, civil honor, social optimism; forming of an esthetic assessment of beautiful and ugly people in lives, societies.

3. The purposes of forming of civil behavior is an orientation on a healthy lifestyle, culture of leisure, achievement of vital success, law-abiding behavior, resistance to the evil, suppression of asocial instincts, nationalism, cruelty and vandalism. And also forming of social activity, business qualities, enterprise, skills of communicative communication, social mobility, diligence, readiness for service in armed forces.

Content of civil education constitutes connected to personal experiences, feelings specific knowledge (economic, political, legal, ethical, etc.), on the basis of which civil belief, the public ideal, determining nature of behavior, activities of the personality are under construction. General content of civil education, and also the components entering into a basic basis, it is possible to express through the concept "culture" which is also a measure of development of the person. One of the most important development tools of civil consciousness of the personality is youth education. Content of civil education is a set of connected among themselves economic, legal, political, ethical, ecological and other knowledge. Knowledge, reason allow the citizen to understand a difficult political, economic situation, to resist from temptations of use of simple and fast decisions in the circumstances requiring deep judgment, creative approach, patience and endurance, to establish right connection and the relations with society, the state, to develop a conscious civil stand, to perform the civil duty.

This knowledge shall be connected with feeling, is passed through individual experiences of the student. Only having turned into belief and ideals, the principles, knowledge can become determining in a choice of socially significant purposes and an activities orientation, to determine nature of personal behavior. Therefore the relation of the student to knowledge, work, responsibility for its results, awareness of need of self-education and self-education can be one of the most powerful criteria in an assessment of a level of development of civil consciousness of future specialist. In substantial aspect the civil consciousness of the personality includes the political, spiritual, professional consciousness finding the expression in the course of civil activities. With respect thereto the civil consciousness is closely connected with category of a free will as liberties of choice between the good and evil, as a capability of the person to independent action for which it bears the personal liability.

The political consciousness of the personality is its relation to type and forms of the organization of public life, to power institutes, to installations of specific social and state system, their legal organization. It ideas of the individual of own role in political life of society, responsibility for its results.

The economic consciousness of the personality is not only understanding of essence of economic events, but also forming of the active personal relation to them lying in their basis to regularities, understanding of own role in commercial ties, consciousness and satisfaction of the personal needs correlated to opportunities.

The legal consciousness of the personality is a set of belief in need of the strong legal base as bases of the democratic state, the relation to law-abidingness as the major social and moral value providing legal security of the personality, in need to be ready to active protection of the rights of the personality, to justice recovery by legal methods.

The moral consciousness of the personality is an assimilation of universal values, their correlation with individual interests, views, representations, ideals, regulations on the basis of which valuable regulating orientation is created, a choice between good a break, contradiction overcoming between moral freedom and a debt,

readiness independently to make moral acts, being guided thus by conscience, feelings of responsibility, advantage and honor.

An ekologo-etichesky consciousness of the personality is an understanding of the world of the nature as greatest value on which the destiny of mankind, its survival as species, understanding of as parts natural whole, an adequate assessment of own natural present, physical possibilities, conviction in need of reasonable restriction of material requirements, economy of natural resources depends. Understanding the communication of the crisis phenomena, processes in ecology with the economic, ethical, socio-political problems facing mankind, a conscious personal need in recovery, preserving and improvement of living conditions of environment.

Patriotic consciousness of the personality – its ethnic self-identification, awareness of national, ethnic, cultural interests of the people correlated to interests of the state as a whole as general and special, understanding of a contribution of the people in social progress, an active hard line to manifestations of chauvinism, national limitation, conviction in need of establishment of the moral relations between representatives of different nationalities.

The family consciousness of the personality is an understanding of a place and a family role in society life, in private life of the individual, assimilation of regulations, the rules regulating the relations in a family, the personal liability for preserving and continuation of family traditions, traditions some kind of.

The professional consciousness of the personality – is the relation to a profession as to a source of existence and ensuring welfare, conviction in the social importance and need of the profession, availability of responsibility and a professional duty is professional.

The most important conditions of development of civil consciousness of the personality, its civil culture is:

- first of all, the knowledge of teachers of social and humanitarian subjects on the purposes and tasks of civil education and education;
- secondly, updating of content of social and humanitarian disciplines according to state standards;

- thirdly, the development of adequate technologies of forming of civil consciousness of the students, corresponding program and methodical providing;

- fourthly, the development of acceptances, integration tools of the theory and practice, knowledge descriptions and knowledge tools, forming of system of civil competences.

Renovation of content the social and humanitarian disciplines assumes awareness on scientific-theoretical bases of understanding of essence of content of the principles of selection and its structuring.

In modern pedagogic under the content of education understand (I.Ya.Lerner, M. N. Skatkin) "pedagogically adapted system of knowledge, skills, abilities, experience of creative activities and experience of the emotional and strong-willed relation which assimilation it is urged to provide forming of comprehensively developed personality prepared for reproduction (preserving) and development of material and spiritual culture of society" [7].

Content of education includes such types of knowledge, as: main concepts and terms; facts; laws; concepts; theories; and also knowledge of activities methods, methods of receipt of knowledge [8].

The modern science developed the system of the principles and content selection criteria: principle of compliance of content to requirements of development of society; principle of the single substantial and procedural party of training; principle of humanitarization and democratization of content [7].

According to the idea of creation the humanitarian educational environment V.A. Kozyrev [9] in his research develops the technology of designing and selection of content of humanitarian knowledge which is noted by the following characteristics:

- universality – is the completeness of a set of humanitarian disciplines;
- fundamentality – scientific validity, high quality of basic all-humanitarian preparation;
- integrative – interdisciplinary cooperation of subject matters of common cultural and special and subject blocks;

- the dominance of humanitarian knowledge as backbone kernel of educational process;

- individual and personal focus of training, support to individual success in the solution of the purposes and tasks of civil education depends not only on content updating, but also on implementation of new methods and forms of the organization of educational process.

Among such technologies, new forms and methods it is necessary to call technology of dialogue of cultures and poly-cultural education, interactive training and supervising techniques. Among them – an active forms and training methods ("round tables", debates, social drams, role plays, lectures dialogues, binary lectures with involvement of leading experts, lectures with presentations). Such methods, as designing of author's style of activities [10], the analysis of conflict situations, work with regulating documents, primary sources are especially productive.

The objects of pedagogical integration as the method of the organization of pedagogical systems can become the knowledge of various scientific disciplines, different types of activities, knowledge, the theory, concept, elements of content of independent disciplines, the scientific directions, approaches, organizational forms.

Ensuring integrity of educational process assumes taking into account constantly changing external factors of a complex of organizational and methodical measures. Complex researches of a condition of pedagogical process, development of scientific and methodical recommendations about ensuring its integrity, efficiency are necessary for receipt of this knowledge taking into account conditions, higher education institution opportunities.

The purposes and tasks allowed to plan the main directions of work on scientific methodically providing UVP:

- the statement and research of actual didactic problems;
- studying of the best practices of implementation of pedagogical technologies;
- studying the problems of personal and professional development of participants of pedagogical process;

- the research of social and pedagogical problems, influences of the environment on personal and professional shape of future specialists.

Thus, content of scientific and methodical ensuring integrity of teaching and educational process in higher education institution first of all is connected with diagnostics and adjustment of educational process, its psychology-pedagogical analysis, identification of those forms and methods which most answer a multi-level educational paradigm.

Therefore, the main condition of achievement of success in forming of civil consciousness of students are selection and integration of civil knowledge in content of the social and humanitarian disciplines studied in higher education institution entering into a federal component; development of this knowledge with a support on individual experience of students; application of active forms and training methods, implementation of new educational technologies.

Literature:

1. Kuzmin N. V. Concept "pedagogical system" and criteria of its estimation // Methods of system pedagogical research. – L. : Publishing house I LIE 1980, - P. 93-137

2. Simonov V. M. Personal approach as the principle of humanitarization of natural-science education // Russian joint stock company News – 1999, - No. 3. – P. 57-67

3. Belkin A.S. Success situation: As to create everything. Book for the teacher. – M: Education 1991, - 176 p.

4. The short dictionary on sociology / Under the editorship of D. M. Gvishnani, Lapin. – M: Politizdat. 1989, - 478 p.

5. Psychology: The dictionary / Under a general edition of A.V.Petrovsky, M. G. Yaroshevsky. 2-nd prod. and additional – M: Politizdat. 1990, - 495 p.

6 . Romanenko E.S., Shevchenko S. V. The Personal oriented education of students as an akmeological problem. Achievement of high school: materials of the 7th international research. - practical conference. / Sofia, 2011. – P. 72-74.

7. Slastenin V.A. Isayev I.F. Mishchenko A.I. Shiyanov E.N. Pedagogics: Studies. the settlement – M: School – the Press. 1997, - 512 p.

8. Pedagogics: pedagogical theories, systems, technologies: Studies. the settlement for students / Under the editorship of Smirnov. – M: Academy. 1998, - 512 p.

9. Kozyrev V.A. Theoretical bases of development of the humanitarian educational environment of pedagogical university: Author. yew. Phd Dr. – SPb. 2000, - 36 p.

10. Kuzmin N. V. Akmeological approach to improvement of quality of training of specialists of education //Russian joint stock company News. – 2000, - No. 1. – P. 19-31.

J11305-0119

M.Zh. Yeskindirova

**FOUNDATION OF EDUCATIONAL CREDIT SYSTEM AND
MODERNIZATION OF HIGHER EDUCATION IN KAZAKHSTAN**

L.N. Gumilyov Eurasian National University

Introduction

Increasing interdependence of national states and the deepening of international cooperation, which cover practically all spheres of life, are characteristic features of international relations in XXI century. Educational aspect of cooperation is no exception. Being a dynamic and irreversible process of internationalization and international cooperation in the field of higher education is considered as the most effective ways to improve the competitiveness of the national higher education systems, their integration into the global educational system. [1]

As an independent and promising area of cooperation related to interstate level today with sphere of education, is insulated from political differences and contributes to create conditions that will smooth the political and economic differences between countries, and will bring them to a new level of cooperation.

Higher education is not perceived as a "public good or service," and is considered the most important "economic resources" of the state. This is a kind of response to the transformation of the world system under the influence of globalization, so-called "public is knowledge-based." Ubiquitous globalization processes pushed the states to the need to cooperate and interact in various fields. Some states have gone further, as synchronized educational system, developed a common course of development in the field of higher education, and have done with cooperation in education an integral part of interstate governmental integration policy.

Educational integration, originated by historical measures, more recently, occurs from the understanding that economic integration automatically involves the integration of personnel ensure of this process. It is this idea that lies at the basis of the success of the European Union, "a pioneer in the field of integration." Integration project in the field of education, known as the Bologna process, includes a number of countries outside the European Union and constitute a powerful economic and political bloc of the international community, as well as cooperation with the states of the adjacent regions. But the creation of a common educational space, as an aspect of integration is a key issue not only for the European continent. [2]

This study examined the provisions of the credit system of education, the theoretical material and the experience of higher education institutions of the Republic of Kazakhstan which introduced credit system of education in the country. Today republic teachers actively researching the features of the educational process based on the credit system of education (M.Zh. Zholdasbekov, S.A. Abdymanapov, S.M. Omirbaev, A.Y. Abylkasymova, B.S. Imandosova, G.K. Sugurbekov, A.N. Shynybekov, M.B.Ongarbaeva, O.A. Stycheva, N.N. Omarova, Zh. Arzymbetova, etc.).

Topicality of the research

In Kazakhstan the educational systems of the European countries were the subject of close attention. Integration into the world educational space is impossible without the use of international technology. This fact is explained by the introduction

of a national universities loan program. On the way to integration with the world educational space are trying to build the whole system of education in line with international requirements. The Strategic Plan of the Republic of Kazakhstan to 2015 includes as one of the priorities of "... to create an effective system of education, providing the general public with quality (globally) educational standards."

Aim of the research is to develop basic principles that define the main characteristics of credit system of modern classical university. The aim identified the following research objectives:

- To consider the theoretical assumptions of the development of credit system;
- To define the conceptual framework model of credit system in higher education;
- To consider the development of higher education in Kazakhstan in the context of the Bologna Process;
- To explore methods of implementing credit system in domestic universities.

The object of the research is modernization of higher education in the Republic of Kazakhstan.

Subject of the research

Methodological aspects of implementing credit system in higher education. One of the main objectives of introducing credit system is the reform of higher education in the republic, integration into the world educational space in accordance with the international standards. Generally accepted advantages of the system are credit line with international educational standards, harmonization of educational programs in the light of global trends, regularity and consistency of learning activities of students, academic freedom and variety of training programs.

Theoretical and methodological basis of the research:

- The idea of the modernization of higher education (L.A. Verbitskaya, V.B. Kisselev, A.L. Gavrikov, V. Timofeev, L.G. Starkov, G.A. Lukichev V.D. Shadrikov, etc.);
- The idea of mobility of human capital at the European and national labor market (A.N. Afanasyev, V.I. Baidenko, Jerry Van Zantvort, Blanca Eneke, Stephen Adam, Capano Diliberto, etc.);

- Studies that address the problem of the use of credits in the learning process (A. Efremov, V.P. Chistokhvalov, L.C. Grebnev, Y. Davydov, E. Gevorgyan and others).

The theoretical value of the research

The theoretical justification of the issue to introduce credit system in higher education and the basic principles defines the conceptual characteristics credit system of modern classical university.

Practical significance of the research

The results can be used in design of the system of credit courses for high schools of classical orientation. Practical materials could serve as a basis for the development of specialized courses in institutions of higher education and professional development of teachers' education.

The scientific novelty of the research is in an attempt to create a model of credit system of education at a Classical University, where the special role played by infrastructure support (centralized structure - Management Innovation Development).

Research methods are the study and analysis of regulatory documents (Government Standard of Education, curriculum, syllabus, textbooks, facilities, etc.), observation, questioning, learning and generalization of teaching experience.

Research sources are concept of innovation technologies in university education system, regulations, determining the specific learning process at the university.

The main provisions of the study:

- The modernization and reform of the modern education system, the introduction of credit system actualizes the problem of the quality of education as the fundamental basis of educational policy in higher education;

- Creating opportunities for the implementation of the principle of integration of knowledge, academic mobility of students, teachers, researchers and administrative staff, the introduction of joint training programs and research, creation of integrated courses and improve the syllabus;

- Structuring the conceptual approach to the educational process with the view to ensuring the attractiveness and competitiveness of Kazakhstan's higher education and

research, promotes the development of criteria and evaluation methodology of education, which in turn improves the quality of education in higher education. Testing results of the study

The main provisions of the study were discussed at an international scientific conference in Bulgaria, and were published in S. Toraigyrov Pavlodar State University "Bulletin of PSU," publishing "Kereku." The reliability and validity of the results of the study provided the theoretical and methodological positions corresponding to the content of the scientific research unit, using a set of methods to study the problem, the conceptual and methodical experimental work.

One of the main objectives of introducing credit system is the reform of higher education in the republic, integration into the world educational space in accordance with the international standards. Generally accepted advantages of the system are credit line with international educational standards, harmonization of educational programs in the light of global trends, regularity and consistency of learning activities of students, academic freedom and variety of training programs. Credit system of education in Kazakhstan began spontaneously formed in the mid 90-ies of XX century, and as it became apparent the study of high schools students the benefits of mobility through harmonization of curriculum and programs. A number of Kazakh universities began actively to develop international links with leading universities in other countries to participate in international projects and programs. Great desire to speed up the integration of all domestic educational system in the world system of training led to the launch of pilot projects funded by the European Union (1995-1997 years), several universities of Kazakhstan won the TEMPUS-TACIS. [3]

This encourages teams of educational institutions to intensify efforts to develop and implement a flexible, adequate time, the system of organization of the educational process - a three-stage training (Bachelor - Master - Doctorate) subject to the rules of credit system of education. One of the first Kazakh universities, began to study the experience and technology to develop the credit system of training and methodological support, are the Kazakh National University named after Al-Farabi (KNU named after Al-Farabi), Kazakh Economic University. Named after T.

Ryskulov (KazEU. T.Ryskulov), Kazakh Leading Academy of Architecture and Construction (KazLAAC), Taraz State University named after M. Dulati (TarSU named after Dulati), Karaganda State University named after E.A. Buketov, etc. A number of private universities - the Kazakhstan Institute of Management, Economics and Law (KIMEP), Kazakh-American University (KAU), University of MIRAS, Kazakh-American Free University (KAFU) Kazakh-Turkish University named after S. Demirel, International Academy of Business (IAB) - also built their educational system, based on the credit system of education.

First in the country announced the opening of a bachelor's degree in 1994 and master's in 1996, was Kazakh National University named after Al-Farabi. These initiatives objectively faced unprepared legislation to address such complex issues. The first graduates from the Bachelor difficulty employ, the majority continued to study a Masters KNU. Therefore, Kazakh National University named after Al-Farabi can be considered a pioneer in the introduction of Bachelor and Master degrees in Kazakhstan. [4]

From 2001-2002 with the permission of the Ministry of Education and Science launched the first stage of the formal introduction of the credit system of education in undergraduate and graduate programs on the basis of KazLAAC (Order № 636 of 03.08.2001), and the University of MIRAS (Order № 719 of 04.10.2002) In the Kazakh National University named after Al-Farabi education of Masters based on the credit system started in 2001

A number of universities, along with the Kazakh National University named after Al-Farabi, KSU named after E.A. Buketov, TARSA named after M. Dulati, Kazakh Economic University named after T. Ryskulov and others, the 2003-2004 school year was a training year in economic fields in an experiment conducted on a credit system.

Scientific and educational experiment involved the development of training documentation, the introduction of two levels - the higher and postgraduate education, the development of state educational standards, new curriculum, the introduction of new academic services (mentor student groups, etc.), sharing learning

and knowledge assessment etc. Order № 338 of March 23, 2003 the Ministry of Education and Science has established a working group to develop a framework of parameters introducing credit system composed of representatives of the five schools: Kazakh National University named after Al-Farabi, Kazakh Economic University named after T. Ryskulov, KazLAAC, University of MIRAS, MAB.

High schools started their work on the study of international experience of advanced countries on the organization of education systems, the formation of curriculum specialists. For example, Kazakh National University named after Al-Farabi has studied the experience of training in the leading countries of the world and based on the interpretation of the experience was the best foreign universities published a collection of "State and prospects of doctoral study PhD and credit system." In KazLAAC synthesized inputs to 50 universities from the U.S., Germany, UK, France, Italy, Russia, Saudi Arabia, Japan, China, Turkey, India, the United Arab Emirates in the following fields: Civil Engineering, Architecture, Law, Environmental Engineering, Computer Science, Economics and Management, Accounting, Mechanical Engineering, Geodesy, and studied the legal documents in the field of higher education of some developed countries. At the University of MIRAS in 1997-1999 worked Western professors with which were made on the basis of the curriculum of Boston, Tufts University, American University, Girne (Northern Cyprus), New York Academy of Medicine, etc. [7]

By this the turning point in the implementation of credit system is the summer of 2003, when at the request of the President of Kazakhstan N. Nazarbayev, this 3-financiers Congress in February 2003, began work on the fundamental reform of economic education in the country. Ministry of Education and Science in conjunction with TMA on economic specialties based KazEU named after T.Ryskulov organized Republican seminar "Modernization of higher economic education in the transition to International Financial Reporting Standards" (04/26/2003). The seminar was attended by representatives of the Parliament, the National Bank, Ministry of Finance, Economy and Budget Planning, Financial Association and rectors and senior economic departments of universities in Kazakhstan. [8]

The main result of Republican meeting is to make recommendations on the allocation of individual groups of bachelor degree and master's degrees in Economics and Management: Economics, Management, Accounting and Audit, Finance, Marketing, State and local government. It was also recommended to universities of Kazakhstan, for training in the field of economics and management, to September 1, 2003 to begin training students of the 1st year of new educational programs based on the credit system, and therefore the state educational standards in areas of training economists (2003) have been developed with a focus on both traditional and on the credit system. [9]

Feature of the new education standards is that in their development included both faculty universities, and representatives of public, academic, government agencies, employers, as well as specialists from international organizations in the field of education. For example, in the development of state standards of education active participation of representatives of Pragma Corporation / USAID, the Chamber of Auditors of the Republic of Kazakhstan, the Association of Accountants, Marketers, Financiers of Kazakhstan, Almaty Chamber of Commerce, the Accounting Committee of RK, banking institutions of Kazakhstan, Institute of Economics, MES RK, Almaty City Administration, magazine "Marketing of goods and services." [10]

In the transition to the credit system of education used the prerequisites, which are the result of an international collaboration of universities. Recognizing the special value of international experience for the transformation of the system of higher education, universities have implemented a number of projects and programs. For the development of Kazakh Economic University named after T. Ryskulov particular importance was the TACIS project "Improving learning ability KazEU and its three regional centers", performed with the University of Bocconi (Italy), Maastricht School of Management (The Netherlands). This project has been associated with the improvement of university curriculum in line with international standards, the change in the structure of academic disciplines, to strengthen interdisciplinary connections, training of teachers of special subjects and foreign

languages abroad. Today, the university curriculum introduced about 40 modules of disciplines, in line with European educational standards. [11]

Significant experience of working with foreign universities on the reform of higher education, including the introduction of credit system, purchased Taraz State University named after M. Dulati (TarSU named after M. Dulaty). In particular, since 2000 for this purpose provide a special grant of the U.S. State Department in the amount of 300 thousand dollars in a joint project with the Indiana University (USA). In the Kazakh-American University with the first steps (1997) the organization of the educational process was carried out with the assistance of American professors. Annually from such institutions as the Eastern Connecticut State University, State University of Oklahoma, Montana and others are provided with visiting professor for teaching and testing students, the best of which have been translated into U.S. universities.

The first experience of implementing credit system showed that one of the main problems in the educational process with the use of the credit system is to strengthen the role of the independent work of the student (IWS), the importance of which is not in doubt, since the rational reduction of classroom teaching to a focus on individual work contribute develop students' ability to self-education and self-development skills to free critical thinking. For effectiveness of IWS in institutions of the republic was taken at every 2 hours of classroom work take 1-2 hours of independent work of the student under the guidance of a teacher (IWST), which indicate the timetable and recorded in the journal of the teacher. [12]

Higher educational institutions, where a credit system of education was introduced, came to the conclusion that the academic freedom of choice is one of the main advantages of credit system of education: students have the opportunity to choose teachers and shape their educational trajectory. In that regard, along with typical and working curricula, introducing individual learning plans for students (ISP - Curriculum), determining the content of education and the organization of their education. [13]

In order to combine flexibility and planning with the requirements of educational standards as well as providing training variability, along with the compulsory subjects, the discipline imposed by choice - elective. Experience, however, shows that in fact the "free choice subjects" should be accompanied by some of the limitations caused by the logical sequence of study disciplines, the needs of the customers. In a working curriculum significantly increased elective part, which is divided into disciplines specialty, specialization, profiles and discipline on professional activities. [14]

Students can write in elective courses by themselves. It is mandatory at the conclusion of the study of basic disciplines and considering the chosen specialization and professional activities. The results of the selected learning paths are reflected in the individual educational plans. The introduction of credit system also showed that Syllabus (program discipline) is the basic document for the student. In addition, the teacher lectures necessarily gives students AHE - active handout explains what is not in the brief synopsis of EMCD and new problematic aspects of the topic and the situation, with students looking for ways to solve them. [15]

The student does not write a synopsis of the classic sense, it is in the AHE. Student independently studied cases, wrote a policy brief, had the opportunity to prepare for the game. In the credit system has undergone significant changes and the control system of academic achievements of students. As part of the experiment - the introduction of the credit system of education - knowledge assessment has two main functions: the ranking by the success and motivation training. On how to check and assessment of student learning, its value depends largely on the performance of the student as well as the effectiveness of the teacher. The working program of the discipline also includes a system for monitoring and evaluation of academic performance of the student in the discipline, which is installed as part of teacher discipline university-wide requirements. Universities KIMEP, KAU, MIRAS based on international experience in the experiment introduced the average score - SAT (equivalent international term GPA - Grade Point Average) and instead of 4 - point system (poor - fair - good - excellent) - the conventional ten-letter system: positive

rated in descending order from A to D (A, A-, B +, B, B-, C +, C, C-, D +, D), «unsatisfactory»-F. [16]

In the institutions of the republic has been developed and successfully applied the system of the grade of development disciplines (in percent, letters and digital equivalent) at a stage intermediate certification. So, in KazLAAC, this estimate is 40% involved a tutor assessment on the results of the current and a landmark (two rankings in the semester) control and 60% involved the result of an independent final control (exam session). Methods of assessment and calculation of translation points (BP) recorded in the corresponding formulas. The final grades for each discipline exhibited in the transcript. Transcript - a document that reflects the academic level of students' knowledge acquired in one or more universities. It is developed in three languages (Kazakh, Russian and English) and is filled in by the end of each academic period. In some schools of Kazakhstan introduced recognized faculty positions: academic professor (Professor), Associate Professor, Assistant Professor, and there are special academic services - office of the Registrar.

The credit system creates a convenient basis for planning the teaching load of chairs, teachers, faculty salary determination. For example, the average load of teachers in KazLAAC and KAU in the semester is: for an assistant professor of 18 credits to 14 credits of academic professors, visiting professors for 12 credits. The advantage of credit system is the fact that it requires constant improvement of pedagogical skills, training organizers of the educational process, the exchange of best practices. [17]

Experience of implementing a master's and started its testing undergraduate led to the conclusion that the favorable conditions for the implementation of the credit to the educational process are:

- Corporate information and education network with a large number of connected to its computer classes;
- Information-management system, "Dean";

- Powered with an open searchable library of information through an electronic catalog, electronic and multimedia version of most courses, and video versions of educational materials in various media;

- Own publishing base;

- A large proportion of high school component, through which it becomes possible to provide real variability, diversity and narrow specialization of graduates. Thus, during the experimental testing credit system of education in the universities of the republic were as follows:

- Defined methodological basis for the organization of the educational process on the basis of the credit system of education;

- Learn the basic criteria and developed a form of accounting, monitoring and assessment of students;

- Formulate scientific and methodological requirements for methodical complex, developed the content and structure of the profession and discipline of teaching materials and teaching materials of the student;

- Rethink the basic forms of the intermediate and final state certification;

- Principle and train state standards, directories, elective courses of higher education teaching methods of the discipline;

- The technique of calculation of instructional, research, and educational work of the teaching staff in accordance with the credit system. [18]

However, the introduction of credit system requires:

- Changes in the principle of the educational process, knowledge control;

- Revision of the legal framework of the faculty and methodical complex, ensuring the achievement of individualization of the educational trajectories of students;

- Improve the mechanism of formation of student groups and the distribution of the teaching load of teachers with the election of the educational trajectories;

- Changes related pay and material incentives for workers universities;

- High level of informatization of the educational process;

- Ghosts in line with the credit system applicable standards provision of textbooks and learning materials, especially for basic courses, as well as technical means, first of all printing and copying equipment.

The most important issue implementing credit system is to match the logistics and communication facilities of universities increased requirements to ensure the educational process. The role of marketing education, involvement of public, foreign and private investment, further improving the monitoring and evaluation of education quality. [19]

The development of higher education in the Republic of Kazakhstan is aimed at improving the quality of training in accordance with the generally recognized requirements, in particular, the Lisbon Convention, the Bologna Declaration, the International Standard Classification of Education, reflecting the requirements of scientific and technological progress and market relations in a globalized world today.

Indicators of the quality of professional training in the present socio-economic conditions are the demand for graduates in the labor market, their competitiveness and achievements in building a career. The education system is, by nature bears leading character, should promptly respond to the dynamic changes in the world and provide personnel support strategy for growth and progressive structural changes. In response to the deepening of integration processes in the world educational space in recent years, there is the necessity for the objective of creating conditions for mobility of students, removing barriers to their movement between universities in different host.

As part of the integration of the national education system in the world educational space of the Ministry of Education and Science of the identified strategies and the harmonious Kazakhstan joined the Bologna process. A special role in this belongs to the concept of education in the Republic of Kazakhstan until 2015, the leading ideas of which are aimed at achieving international transparency of the educational process and the compatibility of the national education system with any other educational system.

One of the mechanisms for integrating Kazakhstan system of higher education in the international educational space is the credit system of education. One feature of this system is that the emphasis is on the individual work of students, which should impart professional skills learning "for life." That is why further steps to modernize higher education of the Republic of Kazakhstan have been associated with the approbation of credit system as the basis of the international system of the organization of academic education.

Conclusion

The concept of the development of education in the Republic of Kazakhstan till 2015 as a basic methodological document of the whole process of modernization of the education system takes into account the dominant current trends. For the Republic of Kazakhstan and the development of science education is an essential condition for improving the competitiveness of the economic system, a way to take its rightful place at the regional and global levels, to strengthen and develop the state's national interests. The relevance of this problem becomes apparent with Kazakhstan joining the World Trade Organization (WTO), driven by the need to bring all kinds of categories, classes, degrees, knowledge of training - from workers to professions of highly qualified scientific personnel - in accordance with accepted international standards. Transformation of our education system in the reproductive developing open, engaging students in the implementation of their own educational and socio-cultural interests make it necessary to change the attitude to the activity of the main subjects of the education system - students and teachers. This fits into the organization of the educational process for the credit system of education.

The transition to the credit system of training to adequately assess the levels, stages, academic degree education sector of Kazakhstan, to make them transparent (clear), recognizable and recognized as one of the main conditions for entry into the world educational space.

The introduction of academic credit helps lay the foundation for a new approach to higher education by improving curriculum, creation of integrated courses, joint

training programs and research will ensure the competitiveness of our education and professionals in the world market.

Thus, on the basis of a comparative analysis of traditional and new approaches to the organization of the educational process in the leading universities of the Republic of Kazakhstan was founded by a number of advantages credit system:

- High degree of academic freedom (self-selected subjects, the timing of development and teachers);
- Independent of the training activities of students (no more than 18 classroom hours per week);
- Developmental learning style of the teacher (consultations, dialogues, inspiring management);
- Independent search training activities of students (the movement on an individual educational routes);
- The innovative content of educational programs (focus on advanced scientific achievements);
- Expansion of higher education component of educational programs (50%);
- To increase the proportion of active, problem-stimulating, interactive teaching methods (student - central player in the educational process);
- Prevalence of practical forms of training (lectures should not exceed 50% of subjects);
- A systematic, step by step control over the educational work of the students;
- Productive research level of learning (due to the predominance of creative learning activities);
- Diversified content and timing of the development of educational programs (the opportunity to develop alternative courses of their choice and early delivery of credit);
- The acquisition of qualifications and academic degrees are recognized in other countries (the convertibility of diplomas).

At present, the number of universities in the Republic of Kazakhstan is refined and improved credit system of training and credit transfer arrangements practiced in

universities leading countries. Experience shows that the efficiency of the implementation of credit system of training institutions in the educational process caused by the following factors:

-Legal, organizational, managerial, financial, economic, material and technical support;

- Scientific and methodological support;

- Equipment textbooks and educational materials;

-Access to international networks and provision of equipment for use in the training activities of the new information technologies;

-Teaching staff are constantly working on the level of professional skills, trained in the educational process on a credit basis, owning active learning;

- The conditions for individual self-education of students.

The demand for scientific and practical knowledge to implement credit system, understanding the experience of universities in this direction are urgent due primarily to its prospects for and looking to the future.

References:

1. Law of the Republic of Kazakhstan "On Education." Astana, 2007.

2. The State Program of Education Development of Kazakhstan for 2011-2020.

3. Baidenko V.I. Bologna process: the structural reform of higher education in Europe. Moscow, 2003, p. 127.

4. Dadebaev J.D., Asanov N.A. Credit technology and education policy KazNU named after Al-Farabi / Materials All-Russian Meeting 23.04.2003. Moscow People's Friendship University, 2003.

5. Education Reform: An analytical review. Filippov V.M.. - Moscow: Center for Education Policy, 2003.

6. Instructional and organizational documents on implementation of credit technology / Edited Kusainova A.A. - Almaty: KazLAAC, 2003. – p. 44.

7. Credit system of education in high school: structure, process and organization. Almaty, 2004.

8. Proceedings of a consultative workshop on credit technology. Almaty: Economics, 2003.

9. Proceedings of the seminar / training for university teachers of Kazakhstan on implementation of credit technology. May 5-6, 2003. Shymkent, 2003.

10. Integration into the world educational space: improving the quality of teaching in higher education based on credit hours. Almaty - Dushanbe, 2004.

11. Proceedings of the seminar "The experience of transition to the loan program" for teachers of high schools of Kazakhstan, Kazakh Economic University named after T. Ryskulov, Almaty, 10-12 December 2003.

12. Dadebaev J.D., Isaeva Z.A. Scientific basis for the development of models of higher (university) education. In Sat scientific papers "High school: time for change" / Ed. Ed. Sadykov T.S. - Almaty: KazNPU named after Abai, 2004. P.p. 98-151.

13. Kubeev E.K. Particularly the introduction of credit system of the classical university. In Sat Credit system of education: implementation and prospects. Almaty: Kazakh University, 2004.

14. Abishev A.A. On the problems of the transition to the credit technology in the Kazakh National Pedagogical University named after Abai electronic resource. / Abishev A.A. // umo.kaznu.kz/13lkubeev.asp

15. Akhmetov G.K. Issues of implementing credit system in the Kazakh National University named after Abai electronic resources. / Akhmetov G.K., Dadebaev J.D., Asanov N.A. // [umo.kaznu.kz / articlepdf](http://umo.kaznu.kz/articlepdf).

16. Balykbaev T.S. Trends and principles of technical and vocational education text. / Balykbaev T.S. // Professional Kazakhstan. 2008. - № 12. – P.p. 2-5

17. Zhangisina G.D. The current state of higher education in the Republic of Kazakhstan for example Almaty Technological University electronic resources. / Zhangisina G.D., Eginbaeva B.E. // www.rusnauka.com

18. Fundamentals of credit system in Kazakhstan Text. / Ed. Kulekeeva J.E., Gamarnik G.N., Abdrasilova B.D., Almaty: Kazakhstan, University, 2004. – p. 198.

19. Calanova S.M., Omirbayev S.M. On the introduction of the credit technology in higher education institutions of the Republic of Kazakhstan / / Problems of introduction of a credit system in higher education: Proceedings of the All-Russian meeting of April 23, 2003, Moscow / Ed. Chistohvalova V.N. - Moscow: Publishing House of the Peoples' Friendship University, 2003. p. 100.

J11305-0120

Semenovskikh T.V.

**CULTURAL AND INDIVIDUAL MODEL OF IDENTIFICATION
OF SOCIOCULTURAL ENVIRONMENT OF A PRE-SCHOOL CHILD**

FSBEO HPE "Tyumen State University"

Russia attaches considerable importance to aspiration to be a part of sociocultural and educational environment. It determines the necessity to make and realize new educational systems and programmes. Particular attention must be given to modernization of pre-school educational programmes because a period of pre-school childhood is a period of the first socialization, when behavior programme, social forms of life and future activities are set.

Partially appropriated model of "a man of culture" is realized too, without which you can't act as a cultural subject. According to a theoretical review of many foreign and native works on "identity" we are inclined to follow the next interpretation of term "cultural and individual identification". It's a difficult process of formation of individual structures of consciousness determining and regulating individual behavior or individual level through the prism of personal conception "a man of culture" which is formed during interpersonal interaction in sociocultural environment with appropriation all the reaches of certain culture (valuable, significant and activity-related categories). High degree of complication of psychical phenomenon of cultural and individual identification is resulted from sapid characteristics of this phenomenon

which means interaction of two structurally difficult systems – social public sphere and personality.

Sociocultural environment being a complicated system subdivides into two platitudes which are constantly interact: public and individual.

Public sociocultural environment includes personal macroworld (state, ethnic, regional, etc.). it means the mode of existence of culture in society in unity of logistical and spiritual categories in which the person lives, acts and is being formed.

Society and culture in common in macroworld are presented in our model as individual sociocultural environment of a personality, so called microworld – the nearest environment with which a personality interacts during every day activities (family, small social groups). A family being a private model of society and culture transforms and immediately transmits social spiritual categories of culture to the forming personality. It's proved that just a family is a referent group of a child under pre-school age. A child often unconsciously copies his parents' words, actions and behaviour.

Public and individual sociocultural environment being constantly interacted and inseparable with a personality forms as typical as individual signs of a personality. Common combination of sociocultural notions valuations, senses affecting consciousness and behavior of the personality form not only some notions about the world but causes its new subjective experience, status and properties which determines significance and meaning of upbringing, understanding and reorganizing of sociocultural reality. Therefore reference to general cultural meanings and valuations forms a condition for the creation of new individual semantic structures.

A position of reforming personality's activity has the principal meaning in our work reflecting special degree of subjective involvement into the process. Actively-transforming function of a personality which is an essential characteristic of subjectivity (A.V. Brushlinski, L.I. Petrovski, etc.) means exposing some inner instance managing a personality's behaviour. As an attribute of this instance we mark as integral part of a personality – self-consciousness, a combination of notions about

oneself. Self-consciousness has a semantic role (through realizing value and meaning categories) underlying its leading function – self-control of a personality's behaviour.

The positions identified above became the orients in making the self-contained model of cultural and personal identification of a pre-school child.

The filling of the model is a combination of objective conditionals of proceeding of cultural and personal identification. We chose historically produced cultural categories as these conditions carrying common cultural values, meanings and notions which were determined by E. Fromm as constant dominants of a culture matrix. According to the dominants we'll continue the work about constructing a developing programme.

The list of references:

1. Bozovic, L.I. Personality and its formation in childhood. – SPb.: Peter, 2008. – 400 p.
2. Medvedev, V.A. Applied psychoanalysis is a global mission and the Russian fate. VAPP [Electronic resource]. – Access mode: [<http://www.vapp.ru/docs/missud> from 20.02.12].
3. Fromm, E. Man for Himself: An Inquiry Into the Psychology of Ethics. – M., 2010. – 352 p.

J11305-0122

A.N. Utkina

**DEVELOPING EFFECTIVE ECONOMIC RELATIONS IN
EDUCATION**

Belovo Institute (branch) of Kemerovo State University

Three main sources forming the demand for qualified staff can be viewed according to the present situation.

First, it is the state, which is the source of the social state order for socially important goods. The indicators of this demand are the directions of social and economic policy, long-term federal program of education development, the amount of budget funding of education sphere, the teachers' workload standards and other characteristics. Its specific feature acts as the orientation for the long-term perspectives of social, economic, scientific and technical development of the society, the account of demographic and macroeconomic forecasts of the population employment.

Besides, the need of the state order is caused by such socially important tasks as supplying sectors of basic science with staff, including the perspective directions of the Scientific and Technical Progress, the state institutions structures and the state business sector.

Secondly, it is the business sector that offers vacancies of certain types of professions and work lines in the labor market, depending on the pace and prospects for development of industries.

Added to this, the special feature of the labor market is to be guided with the current needs, as the market volatility does not allow enterprises to form the demand for staff in the long-term perspective: as large corporations do not undertake to predict precisely the prospects of their development, so, especially small and medium-sized firms are not insured from the possibility of ruin or shifting production in other industries.

That is why in the present conditions the labor market cannot be an adequate benchmark for the future development of a higher education institution, and the mismatch between the demand of the population and the needs of the labor market even more strengthens the disharmony in the education services market. All that requires the state regulation, which optimum form is the state order for staff, allowing justifying the development prospects of the education sphere in accordance with long-term needs of the economy during skilled staff training. Hence, the budget funding of the vocational education system should not depend on the current labor market conjuncture.

In addition, the education services demand from commercial structures can be organized as a kind of a social institution in the form of direct contracts with higher education institutions on a reimbursable basis, providing either full payment of costs for training or equity participation in the funding of their training and subsequent employment.

It should be noted that at present the domestic employers are very reluctantly investing funds in the development of the staff potential, preferring the free usage of the results of its formation with the help of the state and household budgets. Thus, in 2004, the enterprises' costs were 0.1% of GDP of the total direct costs for education in the amount of 5.5% of GDP, the costs of the population were 1.9% of GDP of the same amount [1, p. 40]. But in the meantime, the qualified staff training under a contract with enterprises allows taking into account the specific requirements of a business owner, the production profile features during the education process, to ensure graduates' employment. Therefore, the employer is getting able to influence the professional training content, to participate in forming the future worker's professional skills, which makes it his economic benefit. In addition, contractual relationships encourage students to purposeful mastering of professional competencies needed to work in specific production conditions [2, p. 70].

Third, it is a population that, on the basis of their ability to pay, determines the demand for a particular type of goods and services - educational services. The increase in the number of private higher education institutions and in the number of students with a full reimbursement of expenses for education characterizes an increase of the social demand of the population for higher education. But as the population works in a free market, it can change the preferences as a result of various factors influence, it often acts irrationally, so there is a great influence of the uncertainty factor during the evaluation of its demand for educational services. This leads to an imbalance between the growing social demand and the real needs of the economy in the staff.

Thus, the economic methods of higher education institutions management must take into account the economic relations of a higher education institution as a

managing subject in three ways: between a higher education institution and the state, between a higher education institution and the business sector, between a higher education institution and the population. Concerning all of this, at present the necessary balance between the demand for certain professions and the education system supply of staff has not formed yet.

The report Shchedrovitsky P. and B. Kanyagina "The ratio of the labor market and the vocational education market in modern Russia" indicates that our country's economic development dynamics requires the vocational education programs modernization in accordance with the requirements, the labor market is forming. To reach this aim it is necessary to do the following:

1) the labor market integration in the education services market through the employers inclusion in the universities management, as well as the organization of the employers' request for staff training as the social institution. Authors enumerate the following issues among the measures to implement this proposal, such as annual publication of universities ratings, profession ratings for job seekers (formed by employers), the staff training system development with the participation of enterprises, the implementation of programs that allow to combine education with work, the improvement of the staff professional training control, the life-long development of vocational education system;

2) the development of innovative potential of universities by increasing the state support of the innovative universities, the creation of links between the state policy priorities in the field of technologies development and support of the innovation universities, the coordination between the university sector development program and the one of the innovation and technology development support in the Russian Federation;

3) The reform of vocational education system, the university system of organization and management. Namely:

a) the development of the education services market and the provision of leading positions in such key segments as the training of an elite workforce, able to operate at the level of global knowledge and processes;

b) preserving the leadership positions of the universities in the areas of innovative knowledge and advanced technologies;

c) the development of innovative universities;

d) the development of a flexible system that provides mass standard training of the certified graduates;

e) the creation of special programs of «the brains import» (ie, attracting qualified teachers and researchers, as well as talented students from abroad);

e) the upgrading of educational technologies and the widespread implement of information technologies;

g) the creation of flexible learning processes and flexible long-life education programs [3, p. 85-87].

To solve the problem of interaction between the labor market and the education services market, one should use the following tools.

First, it is necessary for the professional staff training programs to be based on analysis and forecast of the labor market from the medium to long term perspectives.

As it was noted by the Minister of Education and Science of the Russian Federation A.A. Fursenko, one should not be too carried away with the social significance of profile education, as the market demands for the skilled staff usually change every 5 to 7 years, it means that any "profile" is relative. It is therefore necessary to find a balance between vocational and academic education, to provide the strategic direction of education through a comprehensive analysis of the labor market and its forecasting. «Frequently, the choice of a profession is made due to fashion, and we need a portrait of a skilled worker, who will be in demand in 10 years", – said the Minister [4, p. 6-9]. Forecasting needs of the state in the required skilled workers must also solve the problem of graduates' employment according to their work line.

Second, the adaptability of higher education should be increasing to the rapidly changing labor market conjuncture. The flexible nature of skilled workers' training can be provided through the integration of the sectoral professions and work lines training, the inclusion in the structure of training programs disciplines in related or

the professions in a short supply, the transition to a three-level system of higher education, which combines the basic training of the broad field specialists with the preparation of the highly qualified professionals in various fields of the activity, and finally, the development of the additional vocational education forms.

Third, it is necessary to solve the problem of the educational services quality. One of the employers' claims to the education system is weak graduates' training. Therefore that the harder certification of higher education institutions is needed.

The civilized methods of a competition presuppose the formation of new development conditions of the academic environment itself, organized in the form of a social institution. One of the directions of its development is the creation of a mechanism of social and professional quality assessment of educational services, which is based on the interest of all the education market services participants in an objective assessment of their competitiveness. Today, this trend is being realized through the activities of rating agencies, one of which is the Agency for Education Quality Assurance and Career Development. It provides educational audit, based on the following principles:

- The orientation of the higher schools' educational expertise directed to the identification of the competitive level of those higher educational institutions in comparison with the standards of the education content, educational technology, organization of educational activities, including networking activities, educational (academic and functional) management;

- Higher educational institutions assistance in their efforts to improve the intra-cluster competitiveness in the questions of content, technology, organization and management, the choice of strategies and tactical models of competitive behavior in various markets;

- The assurance of the parties interested in the education market at the current level of competitiveness in all the activity elements said above. [5, p. 42-43]

Educational audit should promote the development of the strategic potential of the higher educational institutions and build competitive advantages.

Thus, in the conditions of the public distribution system absence, higher educational institutions must give if not guarantees to provide their competitiveness, then at least some chance in the relation to the graduates' employment prospects. This, in its turn, is possible only if higher educational institutions provide the labor market with demanded professions or work lines. They should also provide high-quality education that allows adapting quickly to the changing demands of the market, as well as assistance in placement graduates' employment. In this case, the higher educational institutions image will not suffer in the tough competition in the education market, and its graduates will find their proper application in a market economy.

In the conditions of globalization, the state must protect its domestic market, including the market of educational services; otherwise there is a real threat to become the country, importing educational programs as well as foreign universities branches. It is possible to solve this problem optimally efficient only gathering together the efforts of the state, regions and higher educational institutions themselves.

The state's role should be reflected in the development of programs aimed at promoting the export of educational services, the domestic higher school interest protection, strengthening of higher educational institutions material base, etc. The system of social management in each particular region should be aimed at the planning of a region's development target rates and the elaboration of the ways, which regional education systems can use to enter the European area. Only at this level it is really possible to consider regional specific features and the resource potential of the regional education services market. But further on, every higher educational institution has the right to act as an independent subject of educational policy. As they say, God helps those who help themselves. Higher educational institutions, as relatively autonomous organizations can and should solve many of the specific problems related to arrangement changes taking place in the process of implementation of the Bologna agreement.

In this regard, it seems to be appropriate to create regional systems that will coordinate the higher educational institutions efforts to enter the European educational area. They can include a variety of structures, organized from the point of view of the territorial and administrative division or the specific features of professions. In this case, the task of public education management authorities is, on the one hand, to create conditions for the higher educational institutions autonomy development, on the other hand, to support the most successful integration systems taking into account national and regional interests.

References:

1. The Education Economy and Education for the Economy // Man and labor. - 2005. - № 8. - P. 40-45.
2. Belyaeva T.B., Goloukhova S.I. Economic justification of higher school training and the labor market interaction // The Education Economy. - 2006. - № 4. - P. 63-73.
3. The Third International Conference on the Development of Education in the Countries of Europe and Central Asia, "The Relevance and the Quality of Education" // The Education Economy. - 2007. - № 1. - P. 74-87.
4. The Education and the Labor Market (notes from the workshop) // Higher Education Today. - 2004. - № 7. - P. 6-9.
5. Rubin Y. The theory of Competition and Competitiveness objectives of the Education in Russia // Higher Education in Russia. - 2007. - № 1. - P. 26-43.

J11305-0123

Konovalova N.G., Konovalova A.V.

**SMALL FORM OF PHYSICAL ACTIVITY IN THE FARTHER
DEVELOPMENT OF TEACHERS**

Kuzbass State Pedagogical Academy

Modern society demands high educational level from its members. In response to this demand, the school is forced to increase the teaching and intensity of learning. At the same time, numerous studies have shown that a significant number of children and adolescents either somatically or mentally are not ready to cope with heavy workload. Therefore, learning at school adversely affects the health of students.

Repeatedly postulated benefits of small forms of physical activity during the lessons and breaks in order to reduce the negative impact of the forced postures, combat physical inactivity and preserve the health of the pedagogical process. However, in condition of constant-increasing the amount of material under study teacher saves every minute of the lesson, so physical activity is often excluded as being not beneficial to the direct perception of the subject and a waste of time.

To correct this error, and motivate the teachers to include small form of physical activity at their lessons we have demonstrated the effectiveness of using such forms. In order to assure the teachers in a positive effect of small forms of physical activity on cognition function in learning process and, therefore, a more successful perception of the lesson, teachers were asked to make their own research during the professional development courses.

The aim of this work: to be convinced from one's own personal experience in a positive effect of small forms of physical activity on students' cognition and, consequently, a more successful perception of the target subject.

Materials and methods. The study was conducted among listeners of professional development courses for teachers during 20 days. The experiment involved eight groups of listeners. The average number of the group was 20 people, 165 participants all in all.

During the practical sessions devoted to health, healthy lifestyle, physical activity, listeners were offered to find out the impact of small form of physical activity on each other's cognition in pairs. Work included six stages.

1. With a simple test the listeners in pairs assessed attention, memory, concentration, mental ability. Eligibility criteria of the test were: self descriptiveness, accuracy of quantification results, brevity, and the possibility to repeat a similar test

after exercising. They estimated the number of pauses, mistakes, failures and the number of correct answers. The time for the exercise was given in advance.

2. Listeners were asked to make up a set of exercises studied in class, that can be used in the classroom as small form of physical activity.

3. The set of exercises was performed by listeners.

4. Then teachers repeated testing, similar to the first one.

5. The results of the first and second test were compared.

6. In the final part of the session, each pair reported the results of their research.

Results. The listeners worked creatively. They used not only the proposed by lecturer or similar tests, but created their own tests corresponding to specific criteria. The most often tests used by listeners were the following:

- to list items on a particular topic beginning with the same letter within a certain period of time, for example, they listed clothes beginning with the letter "K" during 15 seconds before exercising, then they listed kitchen utensils beginning with the letter "C" during the same period of time;
- to count in reverse order from five-digit number for 10 seconds;
- to read six-digit numbers, or words from right to left during limited period of time;
- to memorize images, numbers or words within a given time with following reproduction;
- to make up compound words from the letters taken from a long word;
- to search the numbers in tables in the forward or reverse order, etc.

The comparison of the results of test before and after exercising showed an increase in the number of correct answers, or the reduction of the time spent on the test, on the average of 30%. The results differed from 10 to 50%.

The most important part of the session was the discussion of the results of research. Revealed significant increase in cognition just after doing some exercises in the course of the research was taken by the audience with suspicion, as a trick. Even repeatability in each of the 10 pairs in independent research did not convince the listeners.

Our listeners believed more the range of results of research and analysis of the causes of this phenomenon. It turned out, that the effectiveness of small form of physical activity depended most of all on the type of the exercises. The exercises they did could be divided into 3 groups according to their effect on cognition.

1. The most vivid stimulatory effect was achieved by self-massage with terminal phalanges of fingers, point self-massage of the face, self-massage of the ears, scalp, mudras and finger exercises of appropriate orientation, rhythmic contraction and relaxation of the frontal, occipital, ear muscles, correction of head position and shoulder massage, exercise in the nose breathing.

2. Less effective were relaxation exercises for the neck and shoulders, face, arms, hands.

3. Exercises for eyes, isometric tension and relaxation of neck muscles gave the greatest differences and the lowest total effect.

Small form of physical activity has affected the physical and emotional well-being of listeners. Having done exercise of the first group listeners reported about a surge of vigor, clarity a mind, some of them marked the reduction and disappearance of headaches, better of nasal breathing. After doing exercise of the second group listeners reported about pleasant relaxation, tranquility, unwillingness to work. After the exercises of the third group most participants reported about vigor, clarity of mind, calmness, some listeners did not noticed any changes, some felt mild discomfort and fatigue.

A clear correlation between the general condition and cognition of the person after the small forms of physical activity was revealed. From the exercise first group improved circulation in the cranial cavity. It affected both the cognition, and the general condition. The second group exercises aimed at stretching and relaxation of muscles, supporting a static load and straining in stressful situations. They were accompanied by a decrease in psycho-emotional stress, relaxing, beneficial to humans, but they were not accompanied by an instantaneous increase in working capacity. Listeners' reaction on exercises of the third group done independently was different. The analysis of each case of discomfort after exercising revealed an error in

doing them, because of their complexity. People with relevant pathology reacted instantly having unpleasant feelings in the body. During the final discussion the errors were been identified, analyzed and corrected.

Conclusions. The use of small forms of recreational physical activity during the professional development courses of teachers resulted in increase cognitive abilities on the average of 30%.

Study of the effectiveness of small forms of physical activity helped to select exercises, which affected cognition the listeners most significantly, it also helped to convince teachers to use this kind of work in the course of the lessons, and allowed to analyze and correct errors in the exercises performed individually.

J11305-0124

Chernova E.V., A. N. Starkov., Dokolin A.S.

THEORETICAL ASPECTS OF THE APPLICATION OF SPECIALIZED SOFTWARE IN THE TRAINING OF COMPETITIVE IT-SPECIALIST

Magnitogorsk state university

Introduction

Widespread introduction of information technologies in all spheres of human activity leads to increase the relevance of problems related to information security and data protection. To best protect your organization's data requires a comprehensive and systematic approach to the implementation of an information security policy with the introduction of software and hardware, as well as work with the staff. All these measures should provide a special section on information security, with professional staff, educated in this field and have the skills to protect security, construction and implementation of information security in the organization.

Often graduate students have to be trained at the specialized courses from the developers' narrow software that requires both temporary and financial expenses. It would be right to immediately at the University to prepare the specialist in the field of information security with the use of the most common software tools.

Often graduates have further trained in specialized a course that requires both time and financial expenses. It would be right in high school to prepare an IT specialist in the field of information security, using the most common software tools.

1. Peculiarities of training of specialists in information security

According to analysts, the importance of IT security experts will grow. Our country is gradually approaching the Western model of governance - where the heads of the units responsible for the security of the company, is a director and often the second-third person in the company. Customers for information security are: the federal authorities and the management of the Russian Federation, bodies of state power of subjects of the Russian Federation, government agencies, organizations and businesses, the defense industry, local authorities, institutions and non-state enterprises.

Training of specialists in the field of information security has recently vital to the company's existence. Risks to the company associated with the various influences on its information infrastructure, are an integral part of business continuity management. However, according to Igor Semenikhin, "...especially in small companies, in matters of information security leaders rely on ordinary employees who do not have the relevant qualifications. Some managers believe that to meet the challenge of ensuring the information security of the company can almost anyone familiar with IT, able to install and configure the necessary software and hardware. However, most of the problems in this area can not be solved only through the use of software and hardware - are important organizational measures. The ability to look at the problem of information security and information security in general, requires staff not only knowledge of technology, but also managerial skills in this field". [2]

Competitiveness of high school graduates is the cornerstone of the higher education system. It's no secret that today the education system has a many problems that can not be ignored in the construction of the educational trajectory: reducing the number of entrants, the growth and diversity of content requirements for employers to prepare future employees, changes in the labor market. At the moment, the training of information security specialists is engaged in a large number of higher educational

institutions of the country. Each university develops its course, according to the required standard. Most trains specialists in areas such as:

- information theory and complexity theory;
- theory of simulation;
- theory of artificial intelligence;
- theory of software reliability;
- theory of methods and means of software systems protecting;
- operating systems, databases and knowledge bases, networks and other distributed systems;
- advanced training in the field of telecommunications.

Most of the study areas based on the assimilation of a huge number of theoretical materials, which is undoubtedly good for the training of future professionals. Having received such a deep theoretical knowledge, expert can cope with the task to him. However, on the other hand the theoretical knowledge not backed practice, leaving a gap in the training field. The practical component of the course on information security has great importance. The main direction in creating practical materials is software for information security. Working with the software on a practical training prepares specialists for most information possible threats and will competently neutralize them.

In such conditions a special place in the system of training IT-specialists takes an academic partnership with the leading companies both Russian and international. Academic partnership - this is the way to cooperation in educational level between the software developer and the University. The company-partner gives a higher educational institution of the software tools and educational materials for students to learn one or another software product in the process of studying a particular, a related discipline. Benefits of affiliate programs are obvious both for the companies themselves, as well as for universities. Universities are free of charge and with the technical support of the study of expensive software, receive methodical materials for in-depth work with them and provide the opportunity for students to receive additional it skills. As considers G.N. Smorodin: «Because the Corporation is a

public company, it can be argued that the presence of the academic partner on the market of educational services affects the market value of the shares of the Corporation. The activity of the academic partnership directly affects the image of the Corporation and on the recognition of its brand. In addition it is the organizational structure of the Partnership and accumulates the intellectual property» [1]. Thus, at the minimum expenses of the company are on the ground ready to experts, focused on the use of their software, but not anymore. Academic partnership of the manufacturer and of the University is carried out on a gratuitous basis, which allows the educational establishment at a minimum cost to get access to the maximum number of different software tools, as well as to have the possibility to consult with the leading specialists of these companies, to develop practical tasks with the account of specific features of the software.

In such circumstances, the academic partnership with leading companies both Russian and international has a special place in the training of an IT professional. Academic partnership – is a way of co-operation in the education level between the software developer and the university. Partner companies provide software to the university and educational materials for students to learn a particular software product in the process of studying a specific, coherent discipline. The benefit of affiliate programs is evident both for the companies and for high schools. Universities have the opportunity to learn expensive software, receive training materials for in-depth work with them and to give students an opportunity to receive additional IT skills. According to G.N. Smorodin, "Since the corporation is a public company, it can be argued that the presence of the academic partner in the educational market affects the market value of shares of the corporation. Academic partnership activity directly affects the image of the corporation and its brand recognition. To this organizational structure is formed by the Partnership and its accumulated intellectual property" [1].

Training of specialists in the field of information security involves the study of a number of disciplines that define the appearance of a professional who is ready to work in the field of information security: «The administration and security of

computer systems»; «Administration of computer networks (CISCO)»; «Algorithms and data structures»; «Computer architecture»; «Architecture of corporate information systems»; «Databases»; «Computing systems, networks and telecommunications»; «Intelligent information systems»; «Information security»; «Information systems»; «Information systems and technologies», «Information management»; «Computer networks, the Internet and multimedia technologies», «Methods of cryptographic protection of information»; «Cryptographic methods and means security of information security»; «World information resources»; «Operating systems»; «Organizational ensuring of information security»; «Networking for Home and Small Businesses (CISCO)»; «Programming»; «Software-hardware protection of information»; «Hardware-software means of ensuring information security»; «Software support of computers»; «Program-technical support of information security»; «Design of information systems»; «Development of Internet-resources»; «Development of applications»; «Theory of information security and methodology protection information»; «Management of information infrastructure»; «Management of it-services and content»; «Data store».

In this paper we propose a variant of the development of the practical course on information security with the use of different software tools, on the basis of which the student will be able to fully debug the mechanism of ensuring the information security of the secure network to develop an information security policy. It should be noted that for the students to have received the competence to enable them to ensure the protection of information and information security at different levels, as well as skills in critical situations - in the moment of attack, equipment failure or other unforeseen circumstances, it is necessary to plan the study of the discipline «Information security» in close integration with other disciplines. The distinctive feature of our design is interdisciplinary the relationship of the course and disciplines, devoted to the construction and administration of networks.

In particular, the exchange of information security is closely linked to the disciplines «Construction of computer networks for small business (CISCO)» and «Networking for Home and Small Businesses (CISCO)», readable in the framework

of the Cisco Networking Academy, open at the base of the University. In the framework of the courses are discussed in detail issues related to information security and protection of information. Explores the theme «Bases of safety», «security of wired and wireless networks». Considers issues of network threats (risks of invasion, the sources of invasion, social engineering and phishing), attack methods, issues of security policy, the use of firewalls, ways to ensure the safety of local area networks (different methods of limiting access to the network, the encryption of the network traffic filtering) and others. In parallel within the framework of the course «Information security» are considered students of the issues of identification and authentication, access control, logging and auditing, encryption, integrity monitoring, screening, security analysis, fault tolerance, security safe recovery, tunneling, control, means of protection of information from unauthorized access, means of hardware support, protection against interference by unauthorized persons, anti-virus protection, etc.

2. Description of the practical work

The practical course is built with the use of the following software: Контур информационной безопасности SearchInform; Xspider; Код безопасности: Инвентаризация 2.2; Код безопасности: Security Studio Honeypot Manager; Код безопасности: Secret Net; Kaspersky Antivirus; Cisco Packet Tracer; Boson NetSim; Network Emulator.

Students will acquire skills in the use of specialized software (in normal mode and in the work environment simulation, which includes various kinds of attacks and violations of security policy, the leakage of confidential information, and more). A specialist will work with the understanding of the situation and take appropriate measures to minimize the damage during a critical incident.

First of all, the student should learn the theoretical material. The main issues that will be reflected in the workshop:

- the principles of classification of information as confidential;
- the types of security threats;
- information security policy;

- carriers protected information;
- unauthorized access to information;
- malicious software;
- the model of the offender;
- regulation of the processes and activities of the personnel;
- network topology;
- vulnerabilities in networks, etc.

The structure of the course can be described as follows. Students work with a "virtual company" "PromAutomation" and at the end of the course they should have an idea about building an information security policy of company using special software. Initially, the entire array of information that consists of the following data: the structure of a virtual organization; documents of all parts of the organization; data about staff of the organization; data on the level access of each staff member.

Students are divided due to confidentiality, and then define a group of users that have access to each degree of confidentiality. Teacher on the discipline «Networking for Home and Small Businesses (CISCO)» gives to students the task of building a network architecture for a virtual company. Students consider on the direction of the company, its structure, and gather information on how to use the new network (the number and type of connected nodes, applications, requirements for network access and connection to the Internet, security and protection of personal information, an expected level of reliability and uptime work, requirements for connection, in particular, the choice of a wired or wireless). Then students determine the physical configuration of the network (the physical location of devices, such as routers, switches, and nodes; connection devices location and length of all, the hardware configuration of endpoints, such as nodes and servers) and logical configuration of the network (the location and size of the domains broadcasts and collisions, IP-addressing scheme, naming scheme, the shared configuration, permissions). Then students divide the whole array of information circulating in the system, due to confidentiality, then define a group of users that have access to each degree of confidentiality. After that students develop a diagram of the physical and logical

relationships of resources and access to user defined software and Internet access. Once the network requirements are documented, and the schemes of the physical and logical topology built, will need to test the model of the network. One way to test network model is a working model or prototype.

Today in the IT-market there are several software tools, which allow to model and simulate the work of a computer network. The most common of use for learning are Boson NetSim, Cisco Packet Tracer and Network Emulator.

Cisco Packet Tracer is the most suitable tool for creating a network model, moreover, it is used to study the CCNA Discovery course material. Therefore, this program is used for the training of students in the field of the « Networking for Home and Small Businesses (CISCO)», «Administration of computer networks (CISCO)», «Computer systems, networks and telecommunications», etc.

After building the model and carry out the necessary experiments with the network in the Cisco Packet Tracer, students move to build a network with the use of laboratory stands with the real network equipment (Cisco Systems) in the class of the Cisco network Academy at the university.

Later in the course «Information security», students analyze vulnerabilities constructed network (using software «XSpider»). If the network meets all safety criteria, then students configures the anti-virus and anti-spyware software on educational materials provided by the "Academy of Kaspersky". Students learn the basics of computer virology, actions for malicious software, and the consequences of the principles of anti-virus programs. After this, students get to work with software products "Код безопасности: Инвентаризация 2.2" and "Код безопасности: Security Studio Honeypot Manager». Students use "Код безопасности: Инвентаризация 2.2" and analyzes the threats and vulnerabilities, receives an inventory of company's resources, the value of risk for each resource, a list of vulnerabilities that affect the value of risks. In accordance with the results of this work students has been working with the data in the system (using the "Код безопасности: Security Studio Honeypot Manager"). Then student develops the information security policy:

- classification of information;
- inventory of information resources;
- risk management;
- management roles;
- access to information resources management;
- data management;
- the organization of working places;
- organization of distance working;
- etc.

Students learn the basics of working with the staff, the principles of the division of roles in the system. Then they learn the access to information management, tracking of possible leaks by using a special tool ("Контур информационной безопасности" and «XSpider»). Further, in the course of Cisco students make changes in the physical and logical network model of virtual company.

As another task instructor for the Cisco gives a model of a computer network, which is obviously not fulfil some of the criteria of safety. Students should find all of vulnerability and eliminate them.

At practical tasks students are fully able to appreciate the scale of leakage of confidential information in the enterprise and all subsequent consequences. The employer no longer need to independently train employee of the technical means of information security.

We describe the author's course of information security with different software tools, students will be able to make full debug of the security system from the analysis of information, circulating in the organization and building a secure network, and development of information security policy and the implementation of aspects of it in practice with the help of specialized tools.

The distinctive feature of our project is interdisciplinary communication on information security disciplines, devoted to the construction and administration of networks, which increases competitiveness of the IT-specialist in the labor market.

Bibliography:

1. Smorodin G.N. Academic partnership as an investment project of the Corporation. [Electronic resource]. URL: <http://2011.ит-образование.рф/section/77/3897/> (date of circulation: 18.10.2012)
2. Semenikhin And. Training of specialists in the field of information security. - «Open system», № 1, - 2011.

J11305-0126

Tulasynova N.U.

**THE MODEL OF STUDENTS CRITICAL THINKING IN FOREIGN
LANGUAGE TEACHING**

North-Eastern Federal University named after M.K. Ammosov

The article presents contemporary ideas, approaches and principles, terms and methods of critical thinking. The model of critical thinking developing in foreign language teaching has been revealed. Concept of critical thinking components is being examined. Levels of critical thinking are determined.

Key words: critical thinking, model, approaches, principles, levels, ability, skills.

Introduction

Nowadays society needs undergraduates with critical thinking, ability to acquire and use knowledge for problem solving. The process of critical thinking formation and developing is still educational problem which requires solving.

In modern literature there are many definitions of critical thinking (CT). B. Russell says: «Critical thinking is a process of estimation or categorization of basic knowledge in terms ... it includes instructions plus knowledge plus skills of thinking» [5].

The APA Delphi Report expert consensus statement regarding critical thinking is “We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of

the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based...” [6].

Having studied Russian state educational standards, curriculum and programs of higher educational institutions we found out the increasing importance of students critical thinking developing. The analysis of higher education institutions testifies the urgent need for critical thinking individuality. If this problem is solved it will allow students to adapt, understand, analyze information in a foreign language, succeed in modern information space and become useful members of society. Therefore, it is necessary to develop the model of students critical thinking in foreign language teaching.

1. Approaches and principles, terms and methods of students critical thinking developing.

Model aim: to develop students critical thinking in foreign language teaching (scheme 1).

We consider following research approaches to be relevant to our model: 1) systematic; 2) cognitive-communicative; 3) person-centered; 4) pragmatist. The definition of approach was given by E. A. Bystrova: “ Approach is strategy and principles of education” [2]. I.A. Zymnyaya and M.R. Lvov suggests that “approach is tactics, methods and principles of teaching” [14, 17].

The program realization of "Foreign language" course isn't simply possible without classification and structuring of teaching material. Teacher introducing critical thinking carries out a great deal of preparatory work on structuring and classification of material and establishment of structurally functional communications between its fragments. This material is perceived better and acquired easier by students. The systematic approach also provides developing systematic and critical thinking as a whole.

Cognitive-communicative approach assumes knowledge, solution of cognitive tasks and critical thinking developing. It can form generalized methods and ways of activity, develop cognitive strategy allowing students solve problems and carry out cognitive activity independently.

Person-centered approach was determined and described by A.A. Leontyev [12], I.S. Yakimanskaya [16], etc. It suggests that student's developing as a subject of cognitive activity provides the formation of a set of characteristics, cognitive qualities and readiness. We consider readiness as one of the main characteristics providing student's personality developing in the following directions: 1) motivation and motivational readiness; 2) acquired knowledge and own activity reflection; 3) knowledge consistency; 4) activity methods and ways formation.

Pragmatist approach was determined in psychology by L.S. Vygotsky [15], P. Y. Galperin [8], V. V. Davidov [3], I.A. Zimnyaya [17], A.N. Leontyev [13], D.B. Elkonin [4], etc.; in linguodidactics by E.A. Bystrova [2], V.I. Kapinos [10], etc. It suggests knowledge and value system updating, developing new skills in foreign language teaching, education due to students inclusion in active cognitive activity. The foreign language is used as a mean of cognitive activity, independent acquiring of knowledge and skills in various spheres of human knowledge that is connected with communication, interaction, reflection and their functions.

The principles of students critical thinking developing are based on listed above approaches. We distinguish the principles of communicativeness, text-oriented, complementarity, controlled transfer from educational activity to life activity, reflection.

As a teaching principle, we understand "essential, basic theoretical positions defining a choice of methods, ways and teaching means" (M.R. Lvov [14], L.P. Fedorenko [7], etc.).

Communicativeness principle. Speech, speech activity in psycholinguistics is considered as a source of knowledge acquiring concerning laws of language system. Therefore it is possible to claim that formation, developing and improvement of critical thinking is carried out within speech activity. Speech perception and speech production are two interrelated components of both speech and educational-cognitive activities which are achieved by means of language. CT is possible if the basic form of students educational activity is not only listening, speaking, reading or writing in a foreign language, but alive and active communication among teacher and students.

Critical thinking is individual and independent thinking, but it occurs in disputes and discussions, debates and public speaking therefore for successful CT developing the important role is given to communicative skills of participants of problem solving.

Text-oriented principle. Texts of different types and styles are means of critical thinking developing. Foreign language teaching has to be based on an authentic text as speech unit (product of text activity) in which features of other (foreign-language) linguistic community are presented. Besides, texts of different styles and types are basic control devices and diagnostics of knowledge level and degree of abilities, skills and work methods formation.

The complementarity principle focuses teacher and student on phenomena, subjects and processes studying from different points of view, comprehending their rational-logical and emotional-figurative content; ability to perceive a problem as multi-aspect, to see, consider or unite some opposite conditions, preconditions and principles.

Controlled transfer from educational activity to life activity principal provides the transfer from earlier formed abilities to independent activity, the use of gained knowledge during the solution of practical problems, the analysis and transformation of social realm. As critical thinking is social thinking, the selection of problems, tasks and topics for discussion should be realized taking into account its social property.

We consider discussion, project activities, cooperation and brain storming as the essential types of activities on critical thinking developing.

As the principal aim is students cogitative activity, educational process should be organized so that students have a steady wish to express point of view and opinion. Therefore, communication in the form of dialogue or polylogue should be the basic lesson activity. As problem solution is impossible without communication, discussion is an essential part of educational process. Critical thinking principle which allows forming communicative culture in group work is the discussion method. According to E.V. Kovalevskaya [11] discussion method has to precede other problem methods as after creating abilities of argument, reasoning, analysis, it

is possible to use role-play or project activity. The use of discussion method provides the realization of communicativeness and text-oriented principles.

Brain storming assumes categorization, interpretation, inference, evaluation, explanation, analysis of the given problem through interaction of students which is based on students' own experience.

The project activity represents independently planned students work where speech communication is integrally involved into intellectual- emotional context of other activities. Work on project is a creative process. Thus, project activity allows to set aside the formal nature of foreign language studying and intensifies students interaction for practical results achievement in foreign language learning. Thus, the project activity method allows realizing person-centered, cognitive- communicative and pragmatist approaches at the correct organization in foreign language teaching.

The highest level of interaction is cooperation. Let's consider some options of cooperation.

Team work. Special attention is paid to "group aims" and success of all group that can be reached only as a result of independent work of each group member, in continuous interaction with other students of the same group during the work on subject, problem or question. Thus, the task of each team member consists of knowledge acquisition, necessary skills forming, in this case all team should know what everyone has reached.

"Expert" groups training. Students are organized in groups consisting of 3-4 people for work on studying material which is divided into fragments (semantic or logical blocks). Each group member develops the sub-theme. Then students from different groups meet and study the same question and exchange information as experts. Then they come back to the groups and teach the other students all new facts that they have learned. Communication is conducted in a foreign language.

Listed above arguments give us the grounds to suggest that today project activity, cooperation, discussion and brain storming, providing interactive nature of exercises and tasks, are the most appropriate to the aim of critical thinking developing in foreign language teaching.

2. Components and levels of critical thinking developing

Having analyzed theoretical works on critical thinking, we believe that the main components of critical thinking are conative, cognitive, activity and reflexive.

As it is found out the success of any activity is impossible without the corresponding interests, requirements, motives and personal interests. Conative component in our research predicted the development of other components as understanding critical thinking by students was a positive impulse for effective critical thinking developing. Conative component is the core component in the structure of critical thinking. Interpretation is comprehension and expression the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning [6].

Cognitive component is one of the core component of critical thinking developing as it includes the knowledge of a person about oneself in this world as the unique personality, knowledge of criticism phenomenon, critical thinking, its mechanisms, the essence of critical activity and the role of imagination, intuition in creative process, understanding oneself as a sovereign source of creativity. Analysis is identifying the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions. Delphi experts include examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis [6].

Students examine ideas, define roles in the context of arguments, reasons or believes; define terms, compare or oppose ideas, concepts or statements; identify results or problems and define conceptual interrelations between part and the whole.

Detecting arguments is based on statements submission, descriptions, questions or graphics in support or deviation of statement, opinion or view [6].

Caracteristics of analysing arguments are reasons or arguments presentation in support or deviation statements, opinions or views; ability to define and distinguish

the estimated conclusion, preconditions and reasons which have been set forward in support of conclusions [6].

Activity component includes the ability of effective inclusion in different types of activity on creative level and ability of constructive interaction with surrounding people. This component context is resulted from the need of development in students the qualities helping them realize oneself as a creative and unique personality. Therefore, the activity component suggests the ability of inference and explanation.

Inference means “to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to educe the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation” [6]. Sub-skills of inference are querying evidence, conjecturing alternatives, and drawing conclusions [6].

Explanation is the ability to present in a cogent and coherent way the results of one’s reasoning. This means to be able to give someone a full look at the big picture: both “to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one’s results were based; and to present one’s reasoning in the form of cogent arguments.” The sub-skills under explanation are describing methods and results, justifying procedures, proposing and defending with good reasons one’s causal and conceptual explanations of events or points of view, and presenting full and well-reasoned arguments in the context of arguments in the context of seeking the best understandings possible [6].

The reflexive component suggests the ability to define the borders of certain and uncertain for the purpose of obtaining missing information, criticism to actions and abilities, ability to estimate quality of the final product, and separate work stages, ability to choose adequate forms and assessment methods.

Evaluation is the assessment of the credibility of statements or other representations which are accounts or descriptions of a person’s perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength

of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation” [6].

Self-regulation means “self-consciously monitor one’s cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one’s own inferential judgments with a view toward questioning, confirming, validating, or correcting either one’s reasoning or one’s results.” The two sub-skills here are self-examination and self-correction [6].

The basic indicators in measurement of psychological-pedagogical criteria are high, average and low levels of critical thinking.

The low level of students critical thinking is characterized by very approximate idea of critical thinking qualities and abilities, it is defined by existence (or absence) of objective contradiction in teaching material and its presentation in the form of problem. The teacher creates a "critical" situation and looks for answers together with students. Students make training exercises according to the model and known algorithm. Certain skills and abilities are exercised, key concepts and actions are understood. Further work is defined. Low level of elementary cognitive operations: analysis, synthesis, comparison, opinion; low level of activity, relaxedness, democratic character of thinking are typical. There is indifference in students success and failures assessment.

The average level of critical thinking suggests some difficulties in critical qualities determination. The following parameters are typical:

- understanding of given problem context, the problem solution according to a model;
- individual or team step-by-step skills of critical thinking training, basic thinking operations: analysis and synthesis. Work is carried out in the form of discussions, brain storming, hypotheses promotion. There is an attempt to solve problems using certain way;
- low level of good organization and motivation;
- lack of active position, students depend on people’s opinions and point of view;
- limited experience in problem solution tasks.

Ability to use effective methods of thinking in the course of training assumes necessary rules knowledge. At this level we are interested in how strongly students acquire these critical thinking skills, how consciously they apply them in specific conditions. At this level the motivation of rational knowledge is reached, activity training and correction are taking place in the course of performing some operations.

The high level of critical thinking. Having realized the context of given problem, students make and prove a hypothesis and test it with a teacher. Then students independently make and test a hypothesis. They reasonably conduct a self-regulation, suggest own ideas and find joint solution. Students make new, non-standard tasks or a work type with emotional comfort. They aren't afraid to make a mistake expressing their own opinions, points of view, risen questions. There is a need for overcoming typical models of reproduction, for gained knowledge use for positive transformation of the experience, ways of study, accumulated knowledge during and out of teaching. The tolerance to reasoned criticism is observed. Critical thinking suggests student having clear ideas of critical thinking culture, they correctly evaluate such components as suggested ideas testing, ability to evaluate ideas, self-criticism, ability to analyze, synthesize and make conclusions.

The student has and improves critical thinking abilities. The suggested levels of good critical thinking: high, average and low were the basic indicators of experimental work.

Conclusion

The result of model's realization, using various methods, ways and strategies of critical thinking developing was readiness to use students critical thinking, representing personal activity, which is characterized by existence and degree of methodological, theoretical, methodical and practical knowledge and abilities formation. The main criteria of critical thinking is students transfer from informative-introductory through professional-theoretical and professional activity to reflexive-diagnostic level of foreign language proficiency.

The role of the student in foreign languages teaching consists of active participation in training process. Practical use of students critical thinking developing

consists of two interrelated aspects. On the one hand, critical thinking developing by means of foreign language increases the efficiency of educational process, and on the other hand, is the efficient condition for general and vocational experts teaching improvement. Students with critical thinking skills are creative people possessing high culture of critical thinking order.

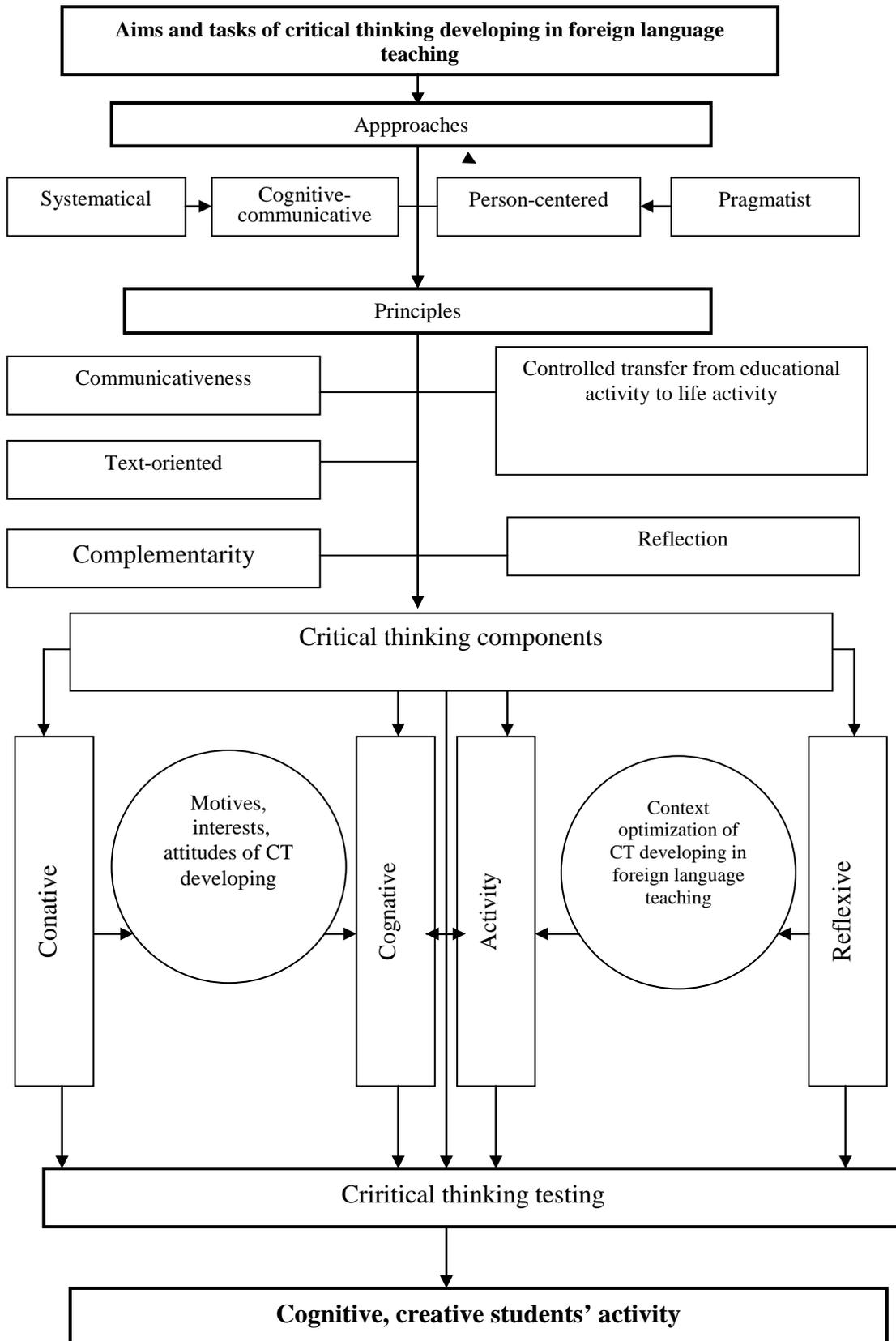
Thus, according to Russian and foreign scientists, we formulated own understanding of critical thinking as a complex integrative quality of personality including interpretation, analysis, evaluation, inference, explanation and self-regulation abilities; critical analysis of the text and dialogical and problem thinking skills which provide self-cognition, self-education, self-realization processes for the educational and research activity, representing personally and professionally significant value.

Literature

1. Bor N. Prichinnost i dopolnitelnost. Izbrannye nauchnye trudy. – M. , 1971. – T. 2. – 278 p.
2. Bystrova E. A. Kompetentnyi nosyitel yazyka // Narodnoe obrazovanie. – 1998. – № 5. – P.70-71.
3. Davidov V. V. Problemy razvivaiutshego obucheniya. – M.: Pedagogika, 1986. – 239 p.
4. Elkonin D.B. Problemy razvivaiushego obucheniya. – M.: Prosvetshenie, 1986. – 184 p.
5. Ennis, R. H. Taxonomy of Critical Thinking: Dispositions and Abilities [Text] / R.H. Ennis. – N.Y. : W.H Freeman, 1987. – 182 p.
6. Facione, P. A. Critical Thinking: What it is and why it counts [Electronic resource] / P. A. Facione. – Millbrae, CA : California Academic Press./ <http://www.insightassessment.com/>.
7. Fedorenko L.P. Analiz teorii i praktiki metodiki obucheniya russkomu yazyku. – Kursk, 1994. – 125 p.

8. Galperin P. Y. Psikhologiya kak objektivnaya nauka: izbr. psikhol. tr. - Ros.akad. obrazovaniya, Mosk. psikhol.-sotc. in-t. – Voronezh: MODEK, 2003. – 478 p.
9. Granatov G.G. Metod dopolnitelnosti v razvitii ponyatiy – Magnitogorsk: MaGU, 2000. – 195 p.
10. Kapinos V.I. Rechevedcheskie ponyatiya kak lyngvisticheskaya osnova sovershenstvovaniya kommunikativnoy kompetensii uchashikhsya [Electronic resource] / <http://www.eidos.ru/conf/>.
11. Kovalevskaya E.V. Problemnoe obuchenie: podkhod, method, tip, sistema. – M.: MNPI, 2000. – 192 p.
12. Leontiev A.A. Yazyk i rechevaya deyatel'nost v obsheobrazovatel'noy i pedagogicheskoy psikhologii. – Voronezh: MODEK, 2001. – 356 p.
13. Leontiev A.N. Lekcii po obshey psikhologii. – M.: Smysl, 2000. – 509 p.
14. Lvov M.R. Teoriya rechevoy deyatel'nosti. – M.: Akademiya, 2001. – 187 p.
15. Vygotsky L.S. Problema kulturnogo razvitiya rebenka // Vestnyk Moskovskogo universiteta. Seriya 14: Psikhologiya. – 1991. – № 4. – P.5-19.
16. Yakimanskaya I.S Tekhnologiya lichnostno-orientirovannogo obucheniya v sovremennoy shkole. – M.: Sentyabr, 2000. – 96 p.
17. Zimnyaya I.A. Pedagogicheskaya psikhologiya. – M.: Logos, 2001. – 384 p.

The model of students critical thinking in foreign language teaching



ONTOLOGICAL MODEL FOR REPRESENTATION OF LEGAL KNOWLEDGE

National University «Yaroslav the Wise Law Academy of Ukraine»

Introduction

The current generation of students is to get more knowledge than the previous generation, in the same period of study time. Besides content knowledge in academic subjects is continually updated, making the urgency to create and update operational manuals that meet the latest achievements in science and technology. This is especially important for higher education that by its content must reflect the current and future trends of disciplines development.

Providing for updating of training materials into electronic resources is much easier than in printed ones. Therefore, in many universities e-learning materials are in active use. For example, in Ukraine for the specialty «Jurisprudence» in National University «Yaroslav the Wise Law Academy of Ukraine» on the basis of program MOODLE about 30 training electronic information complex-systems in various academic disciplines are created. Lecturers are involved to update content in them. The fact is that Ukraine is in active formation of a democratic society, so the legislation is changing at an intensive rate and lecturers of law disciplines have to change the content of academic disciplines literally every day.

In order to reduce labour costs for updating the content of training disciplines and make the process faster, in National University «Yaroslav the Wise Law Academy of Ukraine» a software system that automatizes the process of accumulating and updating of educational information on the basis of ontological scheme of knowledge representation is developed.

Computer networks are seen as a fundamental infrastructure for electronic education (e-education). Networks provide a flexible, secure, coordinated resource sharing among dynamic information collections of individuals and institutions.

Convergence between the networks and the latest developments in Web technologies such as service UDDI (<http://www.uddi.org/>), SOAP1 and WSDL suggest the development of distributed technologies towards open architecture Open Grid Services Architecture (OGSA) [1].

However, at present there is a gap between these network tools developed by the hardware and the prospects of e-learning, in which there must be a high degree of automatization which is easy to use as well as a flexible system of information and knowledge representation, backed on global resources. It is considered that the implementation of e-education prospects will depend on how effectively heterogeneous information resources of training, and procedures of its searching, processing, describing and presenting to the user for training can be described.

Semantic Web (Semantic Web) can provide support for the completeness of the e-education functions, considering the requirements of e-learning in the broadest sense. The Semantic Web is an extension of an existing Web in which information has a clear meaning, more available for processing, presentation and software. The information in the semantic web is defined and linked in such a way that it can be used for a more efficient search, automatization process, integration and reuse in various applications. Advanced technologies of knowledge representation are connected with the process of management of scientific knowledge in terms of life-cycle of knowledge-oriented activities that includes the acquisition of knowledge, modelling, searching, re-using, publication and service. This provides knowledge infrastructure, i.e. the use of tools and methods to support the management and use of knowledge.

The urgency of these tasks is dictated by the need to improve education and the creation of conditions for the introduction of modern distance education and the implementation of automated (eventually automatic) for the formation of the school content in electronic education.

The problem area.

Legal action in Ukraine is not enough supported by information technologies. There are serious reasons for this: large volume of information that is used in legal

practice; structural peculiarities used in legal information; the complexity of processes of automated processing and, consequently, the lack of effective software tools. Each legislative act has the necessary details that reflect its legal effect, subject of regulation, scope of application, give it official character. Traditional advantages of legal language are clarity, certainty, stereotype, uniformity, its meagerness, understandability. The normative statement always contains regulatory terms «prohibited», «obliged», «have a right to» etc. On the other hand, the formal legal information is mainly represented in the form of unstructured text information, quite synonymous, has a time limit of its legality, reliability requirements, timeliness etc. It is also to be noted that at present there is an intense work in progress with legal environment of Ukraine and the consequence of this is the high level of content variability of this information. The above features make it difficult to its presentation and processing [2].

In the Center of Information Technologies of National University «Yaroslav the Wise Law Academy of Ukraine» the works are underway to create a system of education that focuses on effective work with legal information and is based on the principles of artificial intellect. For this purpose it is suggested to solve the following theoretical and practical tasks: formalization of legal knowledge as a semantic network; development of methodology of multi-user populated knowledge database; metric line development to determine the semantic distance between ontology concepts; to create technology for efficient use of the e-learning; to define ways to test students' knowledge in this system; the design of software components in this system.

Formal apparatus for constructing a knowledge base of legal information

Among the principal features of the system to be developed it is to be noted the use of the ontological approach to the organization of knowledge base in the field of legal information that organizes semantic network of concepts and related definitions. For the perception of integrity of the presented material we will indicate the well-known definition of ontology and its properties [3].

Ontology is a structural specification of a certain subject area, its formalized view that includes a dictionary (or names) of pointers to the domain terms of subject area and logical expressions describing how they relate to each other. In other words, on the theoretic level the ontology is represented as:

$$O = \langle P, R, F \rangle, \quad (1)$$

where P - a finite set of concepts (concepts, terms) domain, which is an ontology O ; R - a finite set of relations between concepts (concepts, terms) of a given subject area; F - a finite set of functions of interpretation (axiomatization) given on the concepts and / or relations of ontology O .

$$P = \{P_i\}, \quad (2)$$

where P_i - separate concept (concept), which has its own semantic representation, which is associated with the set of concrete facts and the set of feasible syntactic constructions.

Thus, ontologies provide a vocabulary for representing and sharing of knowledge about a certain subject area and set of relations established between terms in this dictionary.

Formally, the notion P_i (2) is represented as a set of phrases W_i that are composed of groups of synonyms W_i :

$$\begin{aligned} P_i &= (W_1^i, \dots, W_n^i); \\ W_i &= (S_1^i, \dots, S_n^i). \end{aligned} \quad (3)$$

Element of the ontology is also a connection between the concepts or groups of concepts:

$$(P_n, \dots, P_m) R_r (P_k, \dots, P_l). \quad (4)$$

In the aggregate of concepts of the ontology (3), as on sets, you can perform: reflexivity, symmetry, transitivity, linearity. And over the ontologies and their parts can perform the following operations: meshing, cross-cut, diminution, excerpt etc.

In the process of content development the groups of users are aimed to build up an ideal ontology. By this term let us set a dynamic knowledge base, which is constantly improved and developed by groups of users. A graphical representation of

the ontology as a hierarchy of concepts and sets of relations let us set as an ontology graph.

Building up of ontology (ontological engineering) is a powerful cognitive tool to determine the significant concepts for the task solution and the relations between the concepts. Ontological engineering algorithm can be represented as a sequence of operations:

- allocation of concepts – the basic concepts of the subject area;
- the definition of «tree height ontology» – the number of levels of abstraction;
- distribution of concepts by levels;
- building up of relations between concepts – definition of relations and interactions of basic concepts.

The advantage of ontological engineering is a holistic approach to the subject, especially with distributed and interconnected resources. As this takes place it is achieved:

- consistency – ontology represents a holistic view of the subject area;
- monotony – the material represented in a uniform manner is much better understood and reproduced;
- scientific character – building up of ontology allows to recover the missing logical connections in its entirety.

We give some reasons needed to develop the ontology:

- for shared use by people or software agents, a common understanding of the structure of information;
- for the reuse of domain knowledge;
- in order to make explicit assumptions in the subject area;
- to separate domain knowledge from the operational knowledge;
- to analyze the domain knowledge.

The practical realization of the approach

The proposed approach is implemented as a software system that provides on practice the two main contents: the ontology (contains concepts and relations between

them) and source code that forms the ontology [4, 5]. Relational database instrument was selected for data storage.

Structure of the database

In summary, the structure of the database consists of the following parts:

- concepts and communication;
- relations among groups of concepts;
- the source text;
- lexical indication of concepts and relations;
- usage indices of the concepts and relations in the text.

Let's consider the representation of each element.

- concept and relations: they are recorded with unique identifiers, with a string of titles to display a graphical interface.

- text-sources: they are stored as a set of string-sentences, with fixing of accessories to section and text, so it is possible to identify the following contents:

- text - ordered set of sections, type, name, list of authors and comments;
- section - name, ordered set of subsections, and ordered set of sentences;
- sentences - text of the sentence in the form of string and type of sentence

(belonging to the main text of the title or its head label).

In lexical indication of concepts and relations it is allocated the four contents:

- the concept - is an ordered set of synonymous phrases;

- a phrase - is an ordered set of groups of synonyms and string-name to issue in the graphic interface;

- a group of synonyms - ordered set of words and string-name to issue in the graphic interface;

- a word-string (used to issue in the graphic interface and directly to find concepts in the text).

Relations between groups of concepts are organized in a separate data of belonging of the concept of group and separate data regarding relatedness of groups (considering the type of communication).

Usage indexes of the concepts and relations in the text are displayed in the database as follows:

- belonging of certain words to a particular concept, or communication are stored;

- binding point of reference between the two groups of concepts to the proposal on the whole, as the source of this communication, is saved.

Based on the above, the structure of the database was developed [6].

Software implementation of the system

Software implementation of the system is made in the form of four sub-systems, using modern technologies of object-oriented visual programming in Eclipse 3.4 in Java with support for version 1.6.

Web-user interface and automated operation with the knowledge database, including automated ontology content from text documents is provided.

The major subsystem that determines applicability of the system is the applique work of user. Global targets of the applique work of user are: 1) navigation in the ontology; 2) the search of text-sources fragments corresponding to the elements of the ontology; 3) viewing of the text-sources in full, divided into sections, marked text.

Each of these tasks requires the implementation of certain scenarios of work with application. For navigation in the ontology (the first task) the following features are provided:

1) selection of the date, so you can choose the actual data on the ontology and the text-sources;

2) a simple search engine of concepts, as part of the ontology, by the name of the selected concept;

3) the selection of communication;

4) review of all links of selected concept;

5) selection of a particular relation and to move to the viewing of the text-sources fragments;

6) the ability to select directly a concept that is used to build up a particular communication;

7) selection of the language elements of ontology, or translanguage mode to display the corresponding concepts in different languages.

The second task involves:

1) obtaining of data inputs from the browser in accordance with the concept and communication, or a particular relation;

2) reflection of the text-sources fragments corresponding to data inputs;

3) ability to adjust the sizes of the fragments;

4) extraction of used and known concepts and relations;

5) ability to choose a concept or a relation of the text-sources fragments, and move to the navigation in the ontology.

The third task - data view - takes as its basis the classic image of e-books, which include the following aspects:

1) ability to choose the source text by name (perhaps later it will be implemented the search by the author);

2) tree sections display to navigate by the content;

3) visual display of the full text of the section;

4) marking of known concepts and relations in text;

5) Transition to navigation in the ontology by the selected concept or thread.

User application provides installation of data access mode, i.e. authorization system will be implemented.

Currently in the process of filling is the knowledge base of information from the field of criminal law of Ukraine. The Expert Group is building an ontology based on the content of the textbook [7] that is the base for the study of this discipline in Ukraine. In the future, the knowledge base will include information from related areas of law.

In order to compare the ontologies of different users (represented as graph model) and to avoid adding to the knowledge base of «unreliable information», the

evaluation metric of similarity of ontologies and rating model assessment of the significance of concepts is developed.

The approach to the comparison of objects based on ontology, proposes in work three independent components of assessment of similarity [8]:

- by synonyms categories defining objects;
- by distinctive properties of objects;
- by semantic relations.

Conclusion

The calculations found as a result of conducted research for implementing ontological principles of knowledge-oriented learning systems formed structure of the database, which realizes the knowledge base, principles of the software system that are worked out, interface forms that are designed and software modules and subsystems of expert and user which are developed. Worked out software applications are oriented on technology «client-server» and allow the construction of a semantic network to the server with the ability of multi-user work of experts in the Internet browser on the client workstations. The system is adopted in trial operation at the Center of Information Technologies of National University «Yaroslav the Wise Law Academy of Ukraine».

Prospective studies are going to be run in the direction of representation of fuzzy relations between the concepts in the knowledge base, depending on the degree of confidence in the relations among them.

Literature

1. Doroshenko, A. A distributed platform for resource management of heterogeneous cluster / A. E. Doroshenko, K. A. Ruhlis, A. S. Mohnitsa // Problems of programming, 2008. № 2-3. A special issue, p. 150 - 156.
2. Tatsyi, V. Semantic network of knowledge in science of law / V. Tatsyi, A. Getman, S. Ivanov, V. Karasiuk, O. Lugoviy, O. Sokolov // Automation, Control, and Information Technology (ACIT in 2010): Proceedings of the IASTED International Conference on Automation, Control, and Information

- Technology, held June 15 - 18, 2010 in Novosibirsk, Russia / The International Association of Science and Technology for Development. - Anaheim, USA, Calgary, Canada, Zurich, Switzerland: ACTA Press, 2010. p. 218 - 222.
3. Gavrilova, T. Knowledge Base of intelligent systems. / T.A. Gavrilova, V.F. Khoroshevsky - StPb.: Piter, 2001. - 384 p.
 4. Karasiuk, V. Knowledge base model of the ontological system. / V.V. Karasiuk, S.N. Ivanov // Works of the scientific conference with international participation «Computer modeling in knowledge-consumptive technologies» (KMNT-2010). Part 1. - KNU them. V.N. Karazin: - Kharkov, 2010. p.159 - 162.
 5. Tatsyi, V. Virtual information environment in science of law based on ontological knowledge model / V. Tatsyi, A. Getman, O. Sokolov, M. Shvets, S. Prylypko, S. Ivanov, V. Karasiuk, O. Lugoviy // Information Technology and Electrical Engineering - Devices and Systems, Materials and Technologies for the Future: Conference Proceedings 54. Internationales Wissenschaftliches Kolloquium, 07 - 10 September 2009. - Ilmenau University of Technology, Ilmenau, Germany, Published By Impressum, Verlag ISLE, Betriebsstatte des ISLE eV, on Flash, 2009. - 8 P.
 6. Tatsiy B. Information preparation of modern lawyer: Problems and Prospects. / V.J. Tatsiy, S.M. Ivanov, V.V. Karasiuk // The professionalism of the teacher in the context of Ukraine's European choice: Materials of the international Scientific Conference «The professionalism of the teacher in the context of Ukraine's European choice», 18 - 20 September 2008. Yalta. - articles. - Yalta: HAE KSU, 2008. - Part 3. - p. 72 - 76.
 7. Bazhanov, M. Criminal Law of Ukraine: the general part. / M.I. Bazhanov, Y. Baulin, V.I. Borisov for Ed. M.I. Bazhanov, V.V. Stashis, V.J. Tatsiy - Kyiv: Yurinkom, 2005. - 480 p.
 8. Kapoor, B. A Comparative Study Ontology Building Tools for Semantic Web Applications / B. Kapoor, S. Sharma // International Journal, 2010. Vol. 1, p. 1-13.

J11305-0131

Konovalova N.G., Makeeva I.A.

**SMALL FORM PHYSICAL ACTIVITY IN TRAINING TEACHERS OF
PHYSICAL EDUCATION**

Kuzbass State Pedagogical Academy

Introduction. The small forms of physical activity should be introduced to the educational process of college physical education for several reasons.

First, today physical activity is decreasing. Therefore, the formation of students' interest in physical activity is one of the objectives of the school. Teacher of Physical Education has a great responsibility. He solves educational, training and health problems. Mainstreaming health protection as one of the priority of social development led to the relevance of training in physical education with expertise in health promotion capacity of physical culture.

However, preparation of physical education teachers in the field of health preservation is not conducted. Educational process in college continues for 3 years. But students study issues related to health and healthy living only for 17 hours, which are distributed at 2-3 discipline. Knowledge is not related interdisciplinary communication. Uncoordinated, unclaimed knowledge are forgotten which makes it impossible for students to form the appropriate competence.

There are other problems in the training of teachers of physical education. In particular, one of the important professional skills - speak and move coordination: the ability to show and explain the exercise at the same time. This skill does not specifically form in the course of training.

Finally, physical education is associated with an increased risk of injury. Therefore, a teacher of physical education has to keep the focus of his concentration on the whole class and on each student individually.

We hypothesized that the inclusion of small forms of physical activity on the theoretical subjects in the training of teachers of physical education will contribute to their competence of small forms of physical activity, the development of speak and

move coordination, will help to build the skills of control over the audience during the lesson. We made the research to confirm the hypothesis.

Materials and methods. The research was based on "Prokopyevsky College of Physical Education" with the participation of 213 students of 1-3 courses: 128 boys and 85 girls. All participants were selected for two groups, with the same source data. Students of one group did small forms of physical activity during theoretical lectures. This group received the status of experimental. In the other group, the control group, small forms of physical activity did not conducted.

Effect from using small forms of physical activity was assessed by a single continuous survey. Also we have taken into account attendance and academic performance. Teachers for gymnastics have qualified the quality of the student's plans for small forms of physical activity and the theory teachers have qualified the teaching small forms of physical activity.

The small forms of physical activity were spent 10-15 minutes after the start of the second half of the lecture. We have used specially prepared sets of physical exercises as the small forms of physical activity. Teachers of gymnastics and the theory and methods of physical education have composed the content the small forms of physical activity for first-year students. During the first month the small forms of physical activity were conducted by the teachers, then – by the students. Second-year students have composed the small forms of physical activity according to the tasks and held classes themselves. Third-year students have set goals, develop content the small forms of physical activity and held classes themselves.

Before starting the small forms of physical activity leading have had to inform students about to what age was complex, and how to take into account the nature of the activities in which it was planned to performed (Table).

Thus, the physical education college students during the training period have performed small forms of physical activity on the theoretical studies. For first-year students, these classes were organized by teachers. Second-year students have composed the sets notes to the task and have held the small forms of physical activity themselves. Third-year students have set themselves the task, made plans, taking into

account the target audience and the nature and circumstances of the activity, and conduct their own lectures.

Table

Small forms of physical activity and their learning effects

No	Forms	Learning effects
1.	Exercises with recitative	Developing good speech rate, breathing rate, the development of the speech of hearing, speech and motor memory.
2.	Exercises for eyes.	Prevention of accommodation spasm.
3.	Exercises for fingers	The development of fine motor skills of fingers, the elimination of static tension from the muscles.
4.	Exercises with Multimedia	Development creativity of students.
5.	Exercises with music	Aesthetic education, the formation of rhythm and movement culture, improved emotional state.
6.	Coordination exercises	An emotional discharge, development of coordination abilities
7.	Exercises in a foreign language	Securing learning materials
8.	Exercises for prevention of colds increase	The immunity stimulation
9.	Exercises for posture correction	The removal of static tension from the axial muscles, correction of defects of posture.

The results An analysis of the survey results gave as the subjective assessment of student performance of using small forms of physical activity in the learning process. We have divided the issues into two groups: primarily related to well-being and students' health and identifying role of small forms of physical activity in the formation of professionally significant qualities.

We have received the following answers for the first set of questions. According to the question: "Are you feeling fatigue while you are studying

theoretical subjects?" All 100% of freshmen 78% of second-year and 73% of the third year students responded positively. Thus, students of College of Physical Education have considered most theoretical subjects as tedious.

When answering the question: "Are you enjoying the small forms of physical activity?" 97% of first-year students, 88% sophomores, and 93% of students in the third grade answered "Yes". Believe that holding small forms of physical activity on theoretical subjects have improved performance 93% of first year students. Among the students of the second year 94% have believed that their efficiency increases, and 97% third-year students have believed that the efficiency increases significantly. Such result could be explained by the fact that students were able to get an emotional charge and distract from learning theory. Consequently, most students need the small forms of physical activity execution to improve efficiency.

Question: "Which small forms of physical activity do you like?" allowed several answers. Most first-year students (88%) have indicated that they enjoy the small forms of physical activity with recitative, 59% have preferred to do the exercises for the eyes, 12% of students have chosen exercises for the fingers, 29% of students would often spend the small forms of physical activity with media, 69% of students have preferred the small forms of physical activity with music, 95% have chosen coordination exercises and 38% of students have been happy to perform the small forms of physical activity in a foreign language.

Second-year students have expressed a preference for the following forms: the small forms of physical activity with recitative - 82%; the sets for eyes - 65%, exercises for fingers - 35% the small forms with multimedia - 30% general developing exercises with music - 61%; the coordination exercises - 84% and the small forms of physical activity in foreign language - 36% of students.

Among the students of the third year were following results: the small forms of physical activity with recitative have been chosen by 88% of students; the sets for eyes by 71%, exercises for fingers by 39%; the multimedia forms by 31%; the exercises with music by 73%; the coordination exercises by 88% and the small forms of physical activity in foreign language by 34%.

Thus, among the options the small forms of physical activity have not been obvious outsiders, preferences were different on different courses.

A large number of students said that they liked the sets with recitative. Students developed speech, memory and the ability to manage a group during such the small forms of physical activity. All that was directly affect the quality of training. In second place in popularity came the coordination exercises. These exercises have developed the coordination abilities, attention and ability to focus on the exercise, which was important for future teachers of physical culture.

Students enjoined also the small forms of physical activity with music. The high merit of these forms was the ability to use music for relaxation, or, conversely, a rhythmic music that allowed raising their mood and getting maximum rest. Music made it easier to take into account the mood of the group and manage it.

The students of the second and third year indicated that the small forms of physical activity were very useful for the eyes. First-year students have listened much of lessons and students of the second and third year have more made notes of the lecture. Consequently, the load on the eye have increased, so the students needed to support the vision.

Theoretical subjects' teachers have reported about less fatigue and greater activity in the classroom the students of the experimental group compared with the control group. The performance of the experimental group's students was higher on theoretical subjects both general education and special cycles, and the number of absences was less than in the control group.

Thus, the students have used the small forms of physical activity during the theoretical lessons happy for themselves and for the benefit of learning the theoretical material.

The following answers were received for the questions relating to the impact of the small forms of physical culture on the formation of professionally significant qualities. To the question "Do you believe that pursuing the small forms of physical activity while studying theoretical subjects, you get practical skills for future

careers?" 76% freshmen, 83% sophomores and 98% of third-year students have answered positively.

The question: "Which small forms of physical activity you can hold yourself?" 32% first-year students could independently conduct the forms with recitative, 54% - sets with multimedia, 14% - exercises for the fingers. Among second-year students 25% of them could realize the small forms of physical activity with recitative, 18% - exercises for the eyes, 36% were ready to show the coordination exercises, 13% - small forms for the fingers and 8% were willing to spend the small forms of physical activity with multimedia. The most third-year students - 52% willingly the coordination exercises, 26% of students were ready to spend the small forms of physical activity with music, 13% - for the eyes, and 9% - with recitative.

The multimedia small forms were the most popular among first-year students. It was so because they applied the small forms of physical activity which teachers had developed. The students have not needed to show the exercises, they have only given remarks. Therefore such small forms of physical activity did not require skills and more work.

Second-year students have used with pleasure five small forms of physical activity. Most students applied the small forms of physical activity including coordination exercises. This was explained on the one hand, the fact that the second-year students have made themselves the plans for the small forms of physical activity so they were able to include in their sets exercises which they learned on practical subjects. In addition, the coordination exercises have introduced in the small forms of physical activity spending the competitive moment. This added the small forms of physical activity appeal. The small forms with recitative were in the second place. All participants have received skills speak and move coordination doing these small forms of physical activity. Perhaps the second-year students have already thought about the formation of this quality.

Thus, the second-year students have used the knowledge gained in the study of special subjects to produce plans for the small forms of physical activity. Therefore, this knowledge were applied in professional activity that increased the importance of

knowledge itself and the subjects in which they are obtained for future professionals, making the process of professional education more usage-centered approach and informed.

Third-year students were more willing to just spend the coordination exercises. These forms included competitive point - who would be better to work. Students have needed to see everyone to determine the best. The third-shaped had this skill formed, and it has allowed them to identify leaders.

To the question "Do you know how to choose the right small forms of physical activity specific to different classes? Answers were distributed as follows. 3% of freshmen said they knew how to choose the small forms of physical activity, 79% were undecided, and 18% - said they did not know how to do it. Among second-year students 35% confidently answered yes, 11% - gave negative answer and 54% of the students were undecided. Most third-year students (89%) could correctly choose the small forms of physical activity, 8% - were undecided and 3% of students could not make the right choice.

Analysis of the responses to this survey question confirmed our assumption that students were able to create, select and hold small form physical activity for students of all ages in accordance with the objectives. Because the students had their own three-year experience in small forms at the end of training at the college.

Students' opinions about the benefits of the small forms of physical activity to form speak and move coordination have distributed interestingly. 49% of freshmen, 72% sophomores, and 96% third-year students were confident that the small forms of physical activity on theoretical subjects had helped them to form speak and move coordination.

Most of the first-year students believed that the small forms of physical activity on theoretical subjects not affected by speak and move coordination. Students were still badly imagine their future professional activity and did not pay much attention to the ability to simultaneously explain, demonstrate and exercise at the same time to follow the audience. But the third-year students were almost unanimous in the fact

that it was the using the small forms of physical activity during the theoretical lessons had allowed them to create a professionally important quality.

The small forms of physical activity helped students study to organize working simultaneously to show and explain the exercise, adjust the performance and take into account the degree of fatigue of each student in class, manage emotional mood, build good posture, other tasks. It was noted by teachers of theoretical subjects in college, gym teachers in schools, Methodists of professional practice. Students of the experimental group have felt more confident as a teacher of physical culture, for them it was easy to show the correct exercise, while commenting on it during the internship. These students have quickly memorized students quickly learned to keep the whole class in sight throughout the lesson. Their assessments of the practice were higher than in the control group. School's authorities were more willing to take the students from experimental group to work as a teacher of physical culture.

We could conclude that the using the small forms of physical training plays an important role in the formation of professionally skills of a future teacher of physical education, according to the analysis of the second part of the questionnaire in conjunction with the results of teacher observation and objective evidence of progress and attendance. The students formed speak and move coordination, learned the skills involved in the organization, preparation and conducted of the various complexes of the small forms of physical activity.

Third-year students almost unanimously indicated that the skills learned during the small forms of physical activity, would help them in their professional activities. The most graduates have learned to set goals, make plans, summaries of studies and conduct the small forms of physical activity. The students have raised the level of their performance, they developed cognitive abilities: memory and attention required in the work of the teacher of physical culture.

Conclusions. The students of the experimental group had a regular attendance, high achievement in theoretical subjects, higher estimates for the practice than the control group's students. They have better formed professional qualities than students of the control group. The students of the experimental group have learned to use

small forms of physical activity for the regulation of their condition and performance, made plans, training notes for the various tasks with the health and age of students.

The result of research confirmed the hypothesis of all the provisions, namely the inclusion of small forms of physical activity on the theoretical subjects in the process of training teachers of physical training promoted their competence of small forms of physical activity to control the state of the body, the development speak and move coordination, helped to build skills of control over the audience during the lessons.

J11305-0132

Kononov NG Krasilnikova EV

THE ROLE THE SMALL FORMS IN THE ORGANIZATION OF PHYSICAL TRAINING WITH STUDENTS, CLASSIFIED FOR HEALTH FOR SPECIAL MEDICAL GROUP

Kuzbass State Pedagogical Academy

Introduction. The special medical group includes students with serious deviations in health status of permanent or temporary, and chronic diseases. These students take a passive part in sport life, attend sporting events as fans, theoretically study the various aspects of a healthy lifestyle, and visit the physical education program of special medical group.

These students are different from each other significantly in character pathology, presence of medical contraindications to perform various types of exercise, the functional reserve of the body and the formation of physical qualities. Therefore, to exercise classes are interesting and effective; they largely have to be individualized. Arrange private lessons for each is not possible. For this reason, most such students study the subject in theory.

As a result, those students who are in want in strengthening of health, expansion of the functional reserves by making physical culture, are outside the focus of the teacher. All of these calls for approach to the need for individual dose load in physical training these students and the formation of motivation in physical training.

We assumed that the execution of small forms of physical activity aimed at solving problems for the students to control the efficiency of training in the form of a diary would: to create interest in physical training, to expand the functional reserves of the body, to instill a healthy lifestyle.

Materials and methods. To test this hypothesis we made an investigation in 2008-2012 on the basis of the branch of the Institute of Novokuznetsk, Kemerovo's State University. The study involved 114 women referred to health to the special medical group. Pedagogical experiment was organized on the principle of a single similarity. We found this the only right option from the ethical point of view because it allowed all students to exercise, appropriate to their abilities. With this organization, the study carried out under different conditions. If in all cases when making experimental factor achieved the same result, it attributed to the study factor. In this study we worked with the university students, which were of high intelligence, ability and the desire to acquire knowledge, to conduct research., We have relied on these contingent's features upon the organization of physical training.

For students assigned to health to the special medical group, were of particular importance the theoretical knowledge of physical training, self-control's methods and building studies' individual trajectory. Information technology, specifically designed for these students, helped them in the theoretical work.

We had conducted surveys freshmen and studied of medical records before the training. Teacher have selected functional tests, informative and appropriate state students, and formed the groups for physical education based on data from the questionnaire and the medical report on the health. Then the teacher have spent with each student individually talk on the value of physical training to enhance the functional reserves of the body and its health, taking into account existing disease.

After that students were encouraged to get on their own from the database information about the disease and the role of physical activity in the prevention of exacerbations, and maintaining a high level of functioning of organs and systems. Control forms were verbal communication with multimedia presentation, testing.

Then the teacher had told about prevention of diseases and bad habits. During these conversations the teacher informed students about the dangers of tobacco, drugs, alcohol, and stress.

The following theoretical exercises included database search physical exercises to restore their health, taking into account the underlying disease, the existing bad habits, and the typical stress.

Teacher of Physical Education have reviewed the adequacy of the selected exercises the student's needs, made adjustments, and helped create a complex of exercises - small form of physical education. Students have prepared a visual aid - a leaflet describing the complex, made up practicing complex.

Students have demonstrated their complexes of exercises in practical sessions. At home, they routinely perform their complexes, kept a diary of self-control, which they have presented for review on a monthly basis.

To sum up the teacher and the doctor conducted anthropometry physiometry and functional tests at the beginning and end of each semester. The work plan for the next semester was been made according to the results of testing at the end of the semester. The follow-up study of motivation for physical exercise was taken at the end of the year.

Results. After initial questioning of the special unit's students 27% had a high level of motivation for physical exercises. They understood the importance of physical activity, and showed interest in physical exercises as a means of achieving the aim of education, promote and maintain strengthening of health. Almost a quarter of respondents (23%) showed higher than average level of motivation. These students had an interest in physical exercise as a means of achieving the goal of education, promote and maintain health. But they were only willing to perform in class.

More than a third of girls (37%) had an average level of motivation. The main motive of physical training of students was getting credit. They were not aware of the role of physical activity to promote and maintain health, agreed to replace practical training for theory. They had no need to study independently.

There are 9% of the students which motivation level is below average. They occasionally showed interest in physical exercise only in the classroom. They had no internal demand for physical activity.

Finally, 4% of respondents had a low level of motivation. They had no idea of physical education as a means of achieving the goal of education, promote and maintain health, showed no interest in exercise. They did not have a need for physical activity.

Thus, half of the girls were motivated for physical training at the middle level and below. This result did not allow relying on regular self-employment. To create the motivation for studies was an important task. This was all the more important because most students did not have their own positive experience of physical activity.

At the end of the year, no one showed low and below average levels of motivation in physical training. In 26% motivation was on average, in 35% - above the average, and 39% of students showed a high level of motivation for physical exercise. It was found that the use of the individual trajectories of building physical activity helped to improve motivation to physical education in girls referred for health reasons for the special medical group.

Studies on individual trajectories had a positive impact on the health of students. All surveyed at the end of the school year was able to expand the physiological reserves of the body: the girls improved posture, had a tendency to normalization of anthropometric and physiometric indicators. The girls' body mass index was increased if it had been originally under level and decreased if they were overweight. Blood pressure also had a tendency to normalization: the girls with high blood pressure initially, had lowered it, in those who suffered hypotension the changes were to the contrary. The duration of breath-holding increased in all participants though in varying degrees.

Improvement of physiological and anthropometric indices had a positive impact on the health and performance. During the year, students have not passed classes because of the diseases at the university. All reported that they were less tired during classes and youth activities. The students were very enthusiastic at the end of

the year, which contributed to the promotion of healthy lifestyle and regular physical activity among other students.

Summarizing, we note that the construction of individual trajectories of physical activity with using small forms for university students referred for health to the special medical group, had identified a number of advantages.

Firstly, during the theoretical section the students had learned a lot about opportunities to strengthen their health by means of physical culture.

Secondly, the need to carry out small forms of physical activity with high quality and regularly and filling the self-monitoring diary to monitor ones condition formed a habit of self-monitoring, analyzing the impact of various events on health, learning to avoid the factors that adversely affects the health.

In addition, making conclusions together with the teacher placed every student in a situation of "competition with himself" with the production of the problems, their solution and the formulation of the following. Thus, each small victory over the disease opened the possibility for the next win.

As a result the increased motivation for a healthy lifestyle, and was increased physiological reserves were expanded. The students formed a habit to take some responsibility for the state of their health, have learned to manage it in certain extent.

Conclusions. The afore-mentioned approach used the ability and willingness of the university students for working with a computer, databases; searching the Internet, creating electronic documents. Students learned about themselves, about the possibility to improve health, to solve other important problems for young people, such as to change the mass of the body, to improve the posture, to learn the execution of prestigious exercises, to build the muscle and etc.

Working with the self-monitoring diary, the need to regularly report, the inevitability of control and unwillingness to be worse than others contributed to the students engaged in physical culture to perform correctly, in good faith, with interest. As a result, they improved health, expanded the functional reserves of the body and began to form the habit of a healthy lifestyle.

Thus, the use of small forms of physical activity was an important component of individual programs of physical education of students with poor health.

J11305-0133

Greenwald O.N.

**THE FORMATION OF SOCIAL-ETHICAL COMPETENCE
OF LAW STUDENTS**

Kemerovo State University

The main aim of professional legal activity is to protect legal rights of a person as it is provided by a law-governed state. The supremacy of law and morality are the principles of professional legal activity defining its specific character. All the documents regulating the professional activity of lawyers include moral aspects and obligatory requirements for a lawyer to be prepared for obeying the rules of legal ethics. Noncompliance with these rules is considered to indicate low qualification of a lawyer as it may lead to the abuse of power, bribery and corruption. Consequently, the system of legal education is obliged to prepare law students to function in accordance with professional ethical requirements. It may be exercised by means of forming and developing their social-ethical competence.

Social-ethical competence is a complex personal characteristic of a lawyer which includes the knowledge of law and legal ethics, skills to apply the law in specific situations in accordance with the rules of legal ethics, socially valuable motives and personal qualities. According to the appropriate government regulations the acquiring and development of this competence is considered to be the aim of legal education. The survey conducted by the author, however, has disclosed insufficient theoretical and methodical approaches to the formation of social-ethical competence of law students and determined the purpose of the research.

In the author's opinion, the formation of social-ethical competence of law students is to be a part of a whole complex educational process organized by universities that provides legal training for law students to exercise professional legal activity in

accordance with the rules of legal ethics as it is required by the society. Due to its complex nature social-ethical competence may be developed by most of the university courses and subjects studied by law students. Such inter-subject links provide the systematic application of knowledge and skills that leads to the formation of social-ethical competence.

It was considered reasonable to start the process of the formation of social-ethical competence of law students with the development of knowledge of the rules of legal ethics, of understanding the essence and moral significance of legal activity, absolute necessity of social-ethical competence for a lawyer. The acquired knowledge entails the persuasion that following the rules of legal ethics is inherent to a lawyer in a law-governed state and is for the public weal. Furthermore, the acquired knowledge serves the basis for the development of skills, socially valuable motives and personal qualities composing social-ethical competence of a lawyer.

This task may be fulfilled by employment a project method which allows to train the skills and ability of law students to acquire knowledge independently searching for the required information through all kinds of sources while studying either social or law subjects. But just to find the information is not difficult due to the Internet. The project method allows to train the ability of law students to analyze the acquired information and to apply it in solving a professional task.

Consequently, the methodical complexes of social and law subjects were added with the tasks to carry out the following projects: “The moral and ethical principles of international law”, “The moral and ethical principles of attorneys’ activity”, “The moral and ethical peculiarities of criminal procedure”, “The moral and ethical peculiarities of constitutional law”, “Legal ethics: its principles and rules”, “The moral and ethical principles in civil law”, “Psychological features required for a lawyer”, “The moral and ethical principles in law-enforcement activity”, “The moral and ethical principles of human rights”, etc. Furthermore, the students were entitled to carry out a project of their choice provided it was concerned with moral aspects of legal practice.

As a result, in students' and lecturers' opinion, the content of projects, independent investigating character of the research conducted and creative interactive way of project presentation contributed to the formation and development of the knowledge of legal practice moral nature.

The social-ethical competence of law students was also formed and developed by way of giving free legal advice to local residents (under the supervision of university teachers). The students helped to draft complaints to courts of different jurisdictions, counseled local residents on their rights and such questions as drawing up of wills, consumer law violation, conveyance of property, etc. There is an opinion that such kind of practice helps to develop not only professional legal skills of law students but their responsibility for the decisions made as well.

The essence of social-ethical competence determines the necessity to develop skills of making legal decisions in accordance with the rules of legal ethics. It is possible to do by means of educational methods imitating real professional activity such as case-study and role play, which have not been widely used in Russia so far while training law students.

For the research conducted by the author the aim of case-study was to form and develop the law students' skills to solve professional tasks in accordance with the rules of legal ethics. Case-study method was used while studying practically all subjects of law (criminal law, civil law, law of criminal procedure, family law, etc.) A case was accompanied by documents and other things used in legal practice (court precedents, articles of association, etc.)

The students were to solve a case by applying an appropriate law and providing the arguments for its application. The ethical problems of a case, circumstances under which a crime was committed, the personal features of a law-breaker should be taken into consideration as well. The students were to solve legal cases, most of them involving ethical problems (family violence, crime of passion, active or passive euthanasia, omission of action due to religious belief which caused death, the teachers' responsibility for students' injury, etc.)

The reflection in a group over ethical issues of a case leads to the conclusion that only the decision based on the correct interpretation of law complies with the rules of legal ethics. In addition, such reflection forms a habit to estimate one's professional activity from ethical point of view as well.

Another educational method aimed to forming and developing of law students' social-ethical competence was considered to be a role play. The role plays are aimed to acquire experience in solving professional tasks. While conducting the experiment aimed to form and develop law students' social-ethical competence some role plays imitating and simulating the professional environment (mainly, court trials) were held: "Criminal trial", "Divorce proceeding", "Conducting the search and arrest", "The International Court of Justice sitting", etc.

Role plays help law students to get acquainted with the procedure of a court trial, the function of its members, standard way of expressing objection, addressing the judge and the jury, the so-called legal etiquette. Moreover, a number of students confessed that taking part in such role plays made them think of moral value of legal practice (for some of them – for the first time) and realize an enormous responsibility of a judge and counsels to the parties in court. After the role plays the students and a teacher-supervisor analyzed the passage and results of the role play as well as personal contribution of every participant – his/her level of knowledge and skills including those of social-ethical competence. In the light of the aforesaid it may be stated that role plays contribute to both acquiring experience in solving professional tasks and developing law students' social-ethical competence.

Having analyzed the results of the experiment aimed to form law students' social-ethical competence it may be said that project method, case-study, role plays are highly effective in training law students. Among the students involved in the experiment the level of knowledge of legal ethics rules, socially valuable motives, professional legal skills has changed statistically validly in comparison with their primary rate.

J11305-0134

Lubenets M. Yu.

**PSIHOLOGO-PEDAGOGICHESKIE OF THE BASIS OF THE
CONVENTIONAL RELATIONS AT STUDENTS**

Surgut state pedagogical university

Introduction

The conventional relations get today into all spheres of public life. Commercial and business relations are entered by the enterprises of all forms of ownership, individuals. Such inclusion of the conventional relations and conventional norms in production is connected with new economic and political social conditions in which professional interaction is carried out.

Today formation of the conventional relations becomes a rule daily occurrence, the inattention to establishment of conventions in the interpersonal relations is wrapped both personal problems, and destabilization of organizational structures.

Disintegration in the society, being shown through the numerous ethnic, class, religious group conflicts, also is a consequence of inability and unwillingness to establish the conventional relations. And the situation becomes aggravated for transitive (transitional) societies which number Russia treats.

Relevance.

The current state of the Russian society, the processes which are taking place in political, economic and spiritual life of our country, induce on new to look at problems of education of the citizen, formation of intellectual and creative potential of the personality in higher educational institutions. In higher education institution, having passed school of public organizations, associations, creative collectives, the student of the specialty «welfare activity» gets firm vital reference points, skills of the organizer, the personal qualities necessary for full social interaction in different spheres of activity, seizes the general culture as universal base for formation of an individual way of existence in the modern world. From this it follows that along with the solution of problems of educational character the higher education institution is

obliged to create conditions for development of the identity of future expert, mastering by the general culture as a basis of its full self-realization in society, i.e. to form ability to establish conventions at the student.

Let's consider the main concepts and theories of the conventional.

The concept «convention» meets in literature, but is applied or in the widest, or, on the contrary, in narrow sense, being category of any approach. So, for example, the narrowest sense this concept is given M. Argayl, A. Fernkhem and J. A. Graham who understand as the convention «conditional arrangements or customs: such, as arrangements of what to carry what to say that to do in a certain repeating situation in which cultural examples of behavior» are set. From the point of view of these authors, «conventions represent culture elements which can vary, without affecting thus performance of a task or achievement of the objectives».

The concept «convention» is introduced into scientific circulation within science philosophy by konventSIONalist K. Aydukevich, R. Karnap, E. Lerua, A. Poincare. at the beginning of the XX century. KonventSIONalizm R. Karnap consists in «the principle of tolerance» according to which it is possible to build any logical system at obligatory observance of rules of syntax, thus initial concepts of system in principle get out randomly. The konventSIONalizm of the K. popper which I. Lakatos called «a methodological falsifikatsionizm» has other semantic loading. Its essence that conventions cover some set of «basic offers» the experience, appearing as the bases for denials of empirical hypotheses.

«The radical konventSIONalizm», offered by Aydukevich, was based on establishment of possibility of a choice of a conceptual framework by means of which data of experience are interpreted and this or that is under construction «a world picture».

In T. Shibutani's social psychology the concepts «social convention», «conventional values», «conventional roles» actively are attracted, they are treated as such concerning which at members of society the standard, conventional ideas are had of what behavior of performers of these roles, and on «interpersonal» concerning which there are no similar more or less uniform representations has to be; theoretical

sociology and social philosophy in the person of K.O. Apel, M. Weber, S. Gilligan, V. Damon, L. Kolberg, J. Мэрфи, R. Selmana, Y. Habermas, N. Haan, etc. addresses to the concepts «conventional interaction», «conventional knowledge», etc. So, on M. To Weber, «the convention represents objectively existing probability of that, despite the absence of the preliminary arrangement, participants of this or that form of interaction will reach a consent».

The idea of conventional knowledge has development in works of A. Van Deyk from the point of view of whom conventional knowledge «can be considered as the basic (and besides social in character) a factor defining functioning of other systems, providing communication». The conventional knowledge appears not suddenly and not in itself, it becomes possible in the presence of the general social context, which has to include «a set of conventional establishments (conventions) (rules, laws, the principles, norms, values) which would define, what actions associate with concrete positions, functions, etc.». Thus, A. Van Dyck gives to the concept «conventional», «convention» deeper value, than, M. Argayl. For it the conventional knowledge has a certain structure and passes to the conventional act in which success of the convention at the level of knowledge has to be shown. Such understanding of conventionality forms practically the pragmatics basis, and conventionality acts as an indispensable condition of successful communication.

Absolutely other aspect of conventionality considers T. Shibutani for whom the conventional relations, behavior, norms and feelings are connected directly with social control and execution of conventional roles. From the point of view of T. Shibutani, people will usually conform the behavior with social norms if «feelings dominate so that conventional duties recede into the background or are ignored, the person temporarily loses control over himself and works impulsively».

Comparing this thought to M. Weber's ideas, it is possible to tell that rational action is supported by conventional norms, but T. Shibutani emphasizes that the normal person isn't able to solve the problems rationally and rationally to behave: «Degree in which feelings influence results of interaction more, than conventional norms, is inversely proportional a social distance between participants».

Socialization of the individual, according to T. Shibutani, also takes place with the participation of conventional values therefore «learning to think conventional terms, the person becomes the participant of a symbolical environment of this group». The system of conventional values makes a certain general conventional knowledge which the individual has to acquire in the course of socialization not to look a deviant in the group. Only this way he can participate in collective actions. Thus, for conventional norms, feelings, symbols, knowledge, roles in T. Shibutani's reasonings allocates the biggest place. But thus the researcher doesn't consider it necessary to explain that such «conventional» and why he uses this term in the work, so natural he seems to it.

Absolutely other aspect of conventionality considers T. Shibutani for whom the conventional relations, behavior, norms and feelings are connected directly with social control and execution of conventional roles.

Not one T. Shibutani uses definition «conventional» in the broadest sense. So, at R. Redfield we find a culture explication through a certain sum of the conventional representations which are showing in actions and artifacts which characterize certain groups. This term is present and is widely used by M. Weber, G. Zimmel, L. Kolberg, Y. Habermas and many other sociologists.

At the same time it is necessary to notice that concepts of the convention, conventional norms, symbols, values, etc., proceeding from traditions of their studying and use, are always connected with an understanding problem people of each other within a certain social or mental space. For this reason, entering the concept «conventional relations» into system of concepts defining social integration, it must be kept in mind its subjectivistic essence.

So, the convention (understood only as the convention between social subjects) assumes that both parties of interaction in which this convention is established, put in it a certain sense and exchange available meanings.

N. Haan treats the conventional relations as social and defined them as: «The maintenance of the social relation can be formulated under the mutual agreement. It

means that all its participants give certain assurances (whether each other, whether in general) concerning the behavior in the future. In this case each participant of the agreement counts – in that measure in what he argues rationally, – first of all on that (with various degree of reliability) that another in the behavior will be guided by sense of the agreement as he (that is the first character) understands this sense. It focuses the behavior partially on similar expectation tseleratsionalno (depending on degree of its loyalty), partially valuable it is rational – on «debt» which it sees in in turn «to observe» the agreement how he understands sense».

The special place in classification is taken by the modern Russian sociological school having own tradition concerning a considered problem. The Teoretiko-metodologichesky analysis of a phenomenon of social conventionality contains in works Yu.P. Averin, Yu.A. Agafonova, A.D. Kovalyova, I. Yu. Koroleva, M. O. Mnatsakanyan, M. M. Okhotnikova, M. N. Rutkevich, I.V. Turina, V.A. Yadova, etc. However efforts of school are directed in a bigger measure on studying of social integration as process. Especially actively in domestic science problems of a social consent and social partnership in a context of formation of civil society and socio-political stabilization in a transitivity situation are developed.

Some ideas of conventionality move forward in the works considering association of social subjects in a nadpersonalny community through social interaction (Zh.T. Toshchenko).

The concept of a consent (convention) formulated by Gobbs, was developed by Zh.-Zh. Russo in work «About the public contract». «It is necessary to find such form of association or public connection which would protect and would protect all general force the personality and property of each member and thanks to which everyone, connecting to all, obeyed only to itself and would remain as it is free, as before». But the consent in society has no absolute character, it is reached as dialectic unity of a consent and disagreement, as «coordination of disagreements». In relation to level of social interactions within education, it can be interpreted as achievement of a consent of rather joint actions and interests on the basis of the accounting of disagreements of individual actions and interests of students.

As M. G. Aliyev writes, «society becomes a live, active organism with a set of the interconnected bodies when people, communicating among themselves, not only come to a consent, but also to disagreement, mutual resistance, and being separated among themselves, develop the individual inclinations and abilities Disagreement in activity, communication and behavior initiates freedom of will and enterprise, gives rise to individual independence and responsibility, develops talents and talents. It, however, never acts in pure form because it is loaded with a consent».

The conventional relations are closely connected with the category of the social capital formulated by P. Bourdieu. According to Bourdieu and J developing its idea. Koulmena, «the social capital is internally inherent in system of the social relations, but close interaction, a consent of participants of interaction, broad contacts augment this social capital, condense a social network, improve a social context of interactions».

The conventional relations are especially important component of that social context in which there is a social interaction, at nadorganizatsionny level, within a social network (if interactions can be interpreted as a network). Contextual character of a situation of a consent explains that fact what exactly the conventional type of interaction is backbone for «ideal» civil society.

Historically consent existence always played an important role in human society. According to M. G. Aliyev, into doistoriya of mankind and at the initial stages of history the consent «was directly interwoven into fabric of the prasotsialny relations, had spontaneous character, worked almost automatically on the basis of kinship communications».

M. O. Mnatsakanyan claimed that «any social interaction has a conventional basis, it arises as property of the organization of wildlife there and then, where and when there is a convention between two subjects seeking for association».

The convention between people is difficult, it is characterized by awareness of need to solve problem situations and to conclude the alliances, agreeing, resorting to the whole process of establishment of the relations of cooperation and partnership. The conventional relations it is impossible to understand as simply information

transfer for the device of joint activity; but it would be incorrect to identify it and with the contract. The contract (agreement) is the come true fact, the social convention we consider as process (in this sense it is of interest for us). This process can have for the initiating subject both irrational, and rational character. If process is built rationally, the convention often turns into manipulation. Thus the agreement between interacting subjects possibly only when one of them or both accept manipulation as inevitable and positive action.

The conventional relations, according to J. A. Graham, are functional, they helps to solve the following problems:

- promote association for formation of a uniform line of conduct in a concrete situation;
- facilitate preparation for acceptance and adoption of collective decisions;
- accompany collective activity and is a condition of success and efficiency of this activity;
- adaptations in social group accompany social adaptation, in particular, and are its condition;
- are way of effective communication, and as a whole it can be interpreted as effective communication;
- underlie the relations of attraction and promotes aggression removal;
- give the chance to open the own world and to understand the world of «another».

The conventional relations are emotional. The combination of emotional (sensual) and rational does each convention unique. In conventional interaction are combined emotional and rational.

Based on V. S. Ageev, I.A. Ilyin and N. M. Lebedev's works, we will note some indicators of change of conventionality in the relations between subjects:

- 1) conventionality is formed throughout some time span;
- 2) conventionality changes on this piece;
- 3) conventionality has a certain level in each conditional point of this time span.

Thus, conventionality – a phenomenon changing within a situation. It is shown through conventional interaction and depends on it.

Conventionality characterizes the relations between subjects, groups, social communities, but at the same time it characterizes a condition of all social communications in a community, in other words, a condition of social integration.

The question which always exists concerning interactions between the subject and a community, is a question about it, the subject, personal freedom. Yu.M.Reznik paid attention that for all levels and the forms of the structural organization having various degree and character of an institutionalization, there is the specifics of conventions. It allocated spheres of the conventional relations. Let's consider them:

1 . The communicative sphere of the conventional relations are conventional circles and the coalitions united by a common information space or owning the general symbolical means of regulation.

2 . The status and role sphere of the conventional relations is responsible for conventional circles, groups and the communities which members have similar or close positions and are connected by the general functional duties.

3 .The resource providing sphere of the conventional relations - the conventional organizations and the institutes owning or disposing of certain social resources.

Let's continue a tipologization of the conventional relations. On activity spheres first of all it is necessary to distinguish:

- 1) in the sphere of business relations;
- 2) in the sphere of the «human», unbusinesslike relations.

In this regard, the conventional relations acting as the relations of cooperation between people, act along with independent social subjects and sociocultural living conditions of people as components of structure of the social organization. The conventional relations, according to Yu.M.Reznika, include:

- 1) independent subjects;
- 2) the subject - subject communications;
- 3) subjects and means of the relations.

The conventional relations it is an interaction form which has the contents, the scenario and course time. Besides, at least two parties two subjects between which there is a social communication have any conventional relations, thus as a communication context the situation always acts. Doesn't raise doubts that, having ignored this structure, the essence of the conventional relations can't understand up to the end. Really, the conventional relations considered as the contract on each concrete situation, are impossible without understanding of «another»: its actions and its subjective world. The understanding, in turn, is the semantic communication arising in the course of the relations. «Convention» between subjects directly depends on «quality» of this communication. The understanding acts and as result, or the come true fact of the conventional relation. In other words, the understanding, by and large, is a certain self-evident purpose, the conventional relations.

According to Y. Habermas, the person is faced always by a choice: or loneliness, or «conventional games». The last represent the ritualized conventional interactions the convention getting in this case a worthiness becomes which purpose directly. As a whole everyone «conventional game» represents a frame of conventional knowledge which includes: conventional roles, norms, values, ritual. For example, the simplest game can be described as greeting ritual. At E. Berna this ritual is in detail investigated as the transaction bringing as a result of «stroking» satisfaction to both parties of interaction. Let's describe a possible set of means of establishment of the conventional relations.

1 .Conventional norms – such norms which are accepted by participants of interaction regardless of their relation and interpretation. They based on conventional interaction provide the formalized relations which often haven't been painted emotionally, and arising necessarily.

2 . Conventional values – such values which are divided by participants of interaction and providing their mutual understanding even prior to communication. The conventional interactions based on such values, have steady character, emotional coloring.

3 . Conventional ritualized «rules of the game» – such rules of the game which at the expense of the form aimed at the convention provide the corresponding course of interaction. «Rules of the game» really represent a frame in which subject be obliged «to win back» by the established rules, thus and the developing situation is rather predicted.

4 . Conventional roles – such roles which are set by practice of conventional games; they correspond to some scenario and are respectively calculated on an assessment from outside, concerning «correctness» of their «playing». Than more correctly rather the subject loses a role, the interaction and relation subjects «konvensionalny».

We consider that the described set of means of establishment of the conventional relations increases tolerance of society and raises degree of tolerance of the certain subject. When we not simply understand «another», but we enter with this understood by «another» the conventional relations, we treat more tolerantly its acts and its subjective world for two reasons

- the rational: the knowledge of «another», is possible only through the conventional relations with it;
- the irrational: the knowledge of the world of «another» because it enriches us and gives the chance of the solution of own personal problems.

The conventional relations take place in social reality, they is a consequence of social conventionality which is shown through the relations. The maintenance of the conventional relations is the social convention representing in fact a way of interaction for achievement of a consent.

Yu.A. Agafonov considers that formation of the conventional relations depends on motives and degree of motivation of subjects and allocates the main conventions at the heart of which the motive lies:

- 1) satisfactions of physiological requirements (biological motivation);
- 2) satisfactions of social requirements, motive of achievement;
- 3) satisfactions of the highest requirements – understanding, attraction, self-updating.

S. Dak defines the conventional relations as activity which assumes a certain result. Such relations are productive, by and large they are aimed at forming of the interpersonal relations. Therefore the conventional relations differ with the author on:

- 1) successful and unsuccessful;
- 2) finished and incomplete;
- 3) private (local) and periodically renewing.

Success – not success of the conventional relations – criterion subjective. In this case the objective factor appears in a type of expected result or the realized purpose.

Completeness – incompleteness of the social convention is defined by its course from the beginning and to some temporary point in which it is possible to fix at least any result satisfying both party.

As for private conventions, they can be defined as once happened in the conventional relations. Repetition of the similar relations will arise under two conditions: 1) if each previous convention brings satisfaction to both parties; 2) if favorably there are circumstances and the former situation repeats.

N. M. Lebedev, studying formation of the conventional relations, considers that they include:

- conventional actions as aspiration demonstration to interaction;
- conventional strategy as certain most general installations and principles of conventionality; planning of the conventional relations;
- the conventional territory as especially significant public space arising in the course of the conventional relations;
- the conventional values forming special language, clear to participants of the social convention, promoting understanding them each other and to formation of joint vital strategy;
- the conventional «games» intended for strengthening and development of the relations of attraction and broadening the conventional territory.

We consider that the listed components fully reflect essence of the conventional relations.

Possession of conventional norms and rules in market conditions become an indispensable component of all-vocational training of municipal employees, reviewers, heads of all levels and especially managers of the welfare sphere. After all level of conventional culture of a wide range of persons as the student of the specialty «welfare activity» is the translator of popular culture, some kind of example of mass culture depends on their professional competence.

In the course of formation of the conventional relations students of the specialty «welfare activity» have an exchange of information, opinions and views. The conventional relations are interaction. It is a way to recognize other people, the world around. In our research we will adhere to a position that at the heart of conventionality the moral principles business and partnership (T. Shibutani) lie.

Observance of all moral principles in the course of formation of the conventional relations from the student requires existence and development in itself personal traits of character. It is important to be able to accept a position of the partner, validly him treats, and also to develop in itself such qualities, tolerance, mobility and initiative, that is readiness for new contacts, aspiration to active participation in affairs, openness for other people, sincerity. Ability to be oneself at communication in the professional environment, or authenticity, will allow to estimate a situation proceeding from own views. Important not only to express the feelings, but also to accept feelings of people around. To give an assessment to itself and the actions it is necessary for self-knowledge. Within self-knowledge quite often there is a process of revision of values.

Formation of the conventional relations includes the standard of speech. It is correctly, beautifully, clearly to tell ability. To future expert of the welfare sphere have to listen with pleasure, nothing has to disturb perception of words. Speech of the competent cultural expert differs the contents, expressiveness and induces to changes of thoughts of listeners. It is characterized by the importance and validity stated, existence of bright being remembered images is inherent in it. The perception of speech is influenced as a whole by its literacy, a lexicon of the speaker, absence of obscene statements, a pronunciation and the general style of speech.

Development of the conventional relations in students of the specialty «welfare activity» happens by development of certain abilities. This ability to adapt in new social conditions, independently to make decisions, to acquire knowledge, to propose non-standard solutions, validly to treat the partner and to accept his position, to own skills of constructive interaction, communicative activity and to be able to consolidate group. The listed abilities became a basis for definition of indicators of formation of the conventional relations at students.

In M. N. Rutkevich's researches it is said that in the course of formation of the conventional relations professional communication shouldn't happen chaotically, it is necessary to direct, change, influence it. For this purpose the author defined special methods of control over conventional communication:

- Infections when the person unconsciously accepts this or that psychological condition. There is an infection with any ideas from communication.
- Suggestions, it is realized in active impact of one interlocutor on another. The method works on condition of authoritativeness and trust to the speaker.
- Imitations it is expressed in copying of behavior of other, their manners.
- Belief – a method based on conscious influence, which purpose change of views of people around in own favor, conviction production.

Complex use of these methods by future experts of the welfare sphere promotes faster formation of the conventional relations in the business environment.

According to M. V. Koltunova, specifics of formation of the conventional relations is wide use in them of stereotypes, rituals (both protseurny, and diffusion, communicative).

Also specifics of the conventional relations is that collision, interaction of economic interests and social regulation is carried out in a legal framework. Most often people enter business relations legally to issue interactions in this or that sphere. The partnership constructed on bases of mutual respect and trust (I.A.Ilyin) becomes ideal result of interaction and legal registration of the relations.

Other specific feature of the conventional relations, according to P. Vatslavik, their regimentation, i.e. subordination to the established conventional rules and restrictions is.

Creation of the conventional relations can be more elementary (a greeting, farewell) and more difficult, demanding the solution of such psychological tasks which can't be solved without preliminary preparation (conducting collective discussion, permission of a problem situation).

At partners in communication often different, and it is frequent also opposite desires, aspirations, installations, characters and a communication manner. Each of these factors can become an obstacle in a way to mutual understanding, generate mutual discontent that in turn, can affect professional success.

Competence of the sphere of creation of the conventional relations is directly connected with success or failure in any business: science, art, production, trade. As for the experts anyway connected with education, communicative competence for representatives of these professions represents the most important part of their professional shape.

Incompetence in construction the conventional relations, can be connected with shortage, deficiency and not formation of knowledge («I am not able»), with the various personal difficulties caused by such barriers of communication, as exhaustion, unwillingness («I am able, but I can't»); at last, they can be caused by the broken self-checking of the personality (impulsiveness, aggression, a nevrotychnost) when there is a situation: I «can» I («want»), but I am not self-controlled».

The conventional relations act as the multifunctional characteristic of level of a psychological inclusiveness of the person in activity and have 3 levels – conventional, dokonventsionalny and not conventional. Relying on M. V. Koltunova's works, levels of formation of the conventional relations find the reflection as a ratio:

I + collective (egocentric, not conventional level). Desire to receive an award, remuneration at any cost, to sweetheart the teacher (curator), to get approval of fellow students;

I and collective (ordinary dokonvensionalny level). Reaction develops in submission to laws of that society to which the person belongs. The person finds higher culture, understands what he has to be in concrete collective as as has to do.

I in collective (basic, conventional level). At the third level of people recognizes the moral principles as the own principles, instead of as the external coercion imposed to it by others.

These levels are overcome by the identity of the student according to a stay ratio in group.

To accelerate process of overcoming of conventional levels, effective joint activity which in many respects depends on optimum realization of personal and group opportunities is necessary. The favorable atmosphere in student's group not only productively influences its results, but also reconstructs the person, forms his new opportunities and shows the potential. In this regard there is a need for optimization of style of interpersonal interaction, or the so-called conventional relations.

The concept of conventionality has a direct bearing on practice of formation of social partnership and cooperation; it is demanded in work on creation of public opinion, in professional activity of managers, politicians, social workers, psychologists, teachers. For this reason it is important to consider the conventional relations not only within student's group, but also to consider influence of the welfare environment on formation of these relations.

All relations have more or less steady character, stability depends on that, conventionality of all listed factors is how expressed. If the conventional relations can have formal character, the relations always include an emotional factor. The relations always are extremely subjective. Presence at society of such conventional relations – is an indicator of a steady equilibrium state of society. Trying to establish the conventional relations and to understand «another» to estimate it, people build dialogue.

Except «dialogue» strategy, the conventional relations can be established through game acceptance with cast corresponding to it. Repeating transaction with

«rules of the game» set in them provoke repetition of a situation and with sufficient duration form stereotypes. In case of the importance of such situations there are installations in relation to the opposite subject and to the situation. Such state of affairs is no other than the established relations which gain already character of conventionality.

Thus, the conventional relations are understood by us as establishment of stable functional and emotional relation which is based on dialogue strategy, characterized by such qualities, as regimentation and the coherence providing adjustability and controllability of communication. The conventional relations are under construction on the basis of tolerance, mobility and initiative, depend on motivation of subjects and on a situation, have the scenario and course time.

From all aforesaid we will draw some conclusions:

1. The conventional relations take place in social reality, it is a consequence of social conventionality which is shown through interaction. The maintenance of the conventional relations is the social convention representing in fact a way of interaction for achievement of a consent. The conventional relations – the interaction having positive character, without it social integration would be impossible.

2. Conventions represent culture elements which can vary, without affecting thus performance of a task or achievement of the objectives

3. The conventional relations are understood by us as establishment of stable functional and emotional relation which is based on dialogue strategy, characterized by such qualities, as regimentation and the coherence providing adjustability and controllability of communication. The conventional relations are under construction on the basis of tolerance, mobility and initiative, depend on motivation of subjects and on a situation, have the scenario and course time.

4. The conventional relations are understood by us as establishment of stable functional and emotional relation which is based on dialogue strategy, depends on motivation of subjects, have the scenario and course time, thus as a communication context the situation always acts.

5. The conventional relations act as the multifunctional characteristic of level of a psychological inclusiveness of the person in activity and have 3 levels – conventional, dokonventsionalny and not conventional.

6. The conventional relations differ on: 1) successful and unsuccessful; 2) finished and incomplete; 3) private (local) and periodically renewing.

Literature:

1. Dridze T.M. Sociocultural communication: The text and dialogue in seven-
osotsiopsikhologii [Texts] / T.M. Dridze//Sociocultural space of dialogue. – M:
Science. 1999, – Page 58-78.

2. Davidson D. Communication and conventionality. – M: Science. 1987, – Page
213-233.

3. Zinchenko V. L. Trust psychology. – Samara: SIOKPP publishing house.
2001, – 104 pages.

4. Kagan M. S. Communication world: Problem of the intersubject relations. –
M: Politizdat. 1974, – 328 pages.

5. Koltunova M. V. Conventions as the regulator of information exchange in
business dialogical communication//Actual problems of Russian and a technique of
its teaching. VII scientifically – практич. конф. young scientists. RUDN, 22 Apr.
2005 g – M: Flint. 2005, – Page 12-17.

6. Osmuk L.A. Conventional strategy of generations and historical
amnesia//Scientific notes of RGSU. – 2004 .– No. 3.

7. Osmuk L.A. Problem of conventionality of sociocultural prokstranstvo of
generations: Education and cultural traditions//Education in culture and culture of
education: Materials of Vseros. науч. конф. : In 2 h. – Novosibirsk: Scientific
research institute of philosophy of education, 2002. – P.1. – Page 37-42.

8. Seligmen A. Trust problem. – M: Ideya-Press. 2002, – 256 pages.

9. E.V. Dialog's roll developing//Sociocultural space of dialogue. – M: Science.
1999, – Page 216 - 220.

10. Sternin I. A. Russian communicative consciousness//Russian and Finnish communicative behavior. Vyp.3 . – Voronezh: Sources. 2002, - Page 5-13.

11. Shibutani T. Social psychology. – Rostov N/d: Phoenix. 1998, – 544 pages.

УДК 378.147:802.0

J11305-0135

O.Tarnopolsky, Z.Kornieva

**CHANGING THE PARADIGM OF TEACHING ESP AT UKRAINIAN
UNIVERSITIES**

Dnepropetrovsk Alfred Nobel University,

National Technical University of Ukraine “Kyiv Polytechnic Institute”

Introduction. Today the educational system of Ukraine urgently needs new approaches to teaching foreign languages so as to contribute better to graduates' competitiveness on the world market. A lot has been done so far, but implementation of new approaches is impossible without changing the whole paradigm of teaching foreign languages, and the English language in particular, at Ukrainian universities.

In this article we are going to introduce our vision of the new paradigm of teaching foreign languages at such universities.

The foundations of the approach being described further were laid down by one of the authors of this article [1, 2, 3] who advocated finishing General English teaching at universities by the end of the first semester in the first year of studies. The second semester was supposed to be dedicated to the so-called “broad specialization” during which the information connected with the most general questions of science and technology was to be introduced in classes of English. To understand this information, students do not require any special knowledge or foreign language training as the language used to deliver information does not differ much from General English. After this, starting from the second year of studies it was suggested to implement “narrow specialization”, i.e. studying the foreign language specific to a

certain narrower professional field using the teaching materials referring to that very field.

The approach described was practically developed for students majoring in technology, namely, for future railroad engineers [2].

That approach has two advantages:

1. During the first year of studies students do not experience any difficulties connected with mastering content through a foreign language medium.
2. It is possible to teach students their content area and a foreign language in an integrated manner. As a result, foreign language acquisition serves the needs of students' future profession.

The latter advantage is the most important, and this makes the ESP teaching stages developed and suggested for tertiary schools in the publications quoted above still topical. Unfortunately, even nowadays a lot of universities in Ukraine restrict foreign language and content integration in teaching to the above mentioned "broad specialization". Under such conditions future railroad engineers, for example, work with authentic materials covering only general technical problems which have very slight bearing on their future profession. Similarly, future dentists may be taught on the basis of materials on medicine development, whereas future lawyers specializing in business legislation use teaching materials on the history of Roman law. It is evident that such foreign language courses do not prepare students for using foreign language communication skills in their professional practice. As compared to this, the above described concept of learning stages demonstrates at least a tentative approach to the solution of the problem.

However, nowadays some foreign language departments are not ready to introduce "narrow specialization" even during the second year of teaching ESP. The implementation of that specialization entails selection and development of different professionally oriented teaching materials not only for different faculties, but also for different students' majors within one and the same faculty. For example, in accordance with this approach even the teaching materials developed for future managers and market analysts (both being economists in what concerns their

fundamental education) must differ. It is a very time, effort and money consuming task to be solved by foreign language departments at Ukrainian universities.

Still there is no other way out if the aim of teaching foreign languages at universities is students' preparation for using them in their future professional activities. This very aim is stipulated in all the foreign language curricula developed by Ukrainian universities, as without it there is no real reason for teaching foreign languages at tertiary schools at all. At the same time, if in such teaching we solely implement "broad specialization", it will hardly allow achieving the above stated aim. If future specialists in industrial construction during the whole course of the English language at university will read texts about the masterpieces of world architecture and discuss them in English, it is very unlikely that such activities will help them in negotiating their future industrial construction projects with foreign partners.

Moreover, achieving the aim of preparing students for using the target language in their future profession is not easily achievable even in the conditions of implementing the "narrow specialization" approach during the second year of university studies – as it was suggested in the works quoted above [2]. Even this approach, despite its above mentioned progressiveness in comparison with "broad specialization", has a very serious drawback.

The problem is that during one out of two academic years usually planned for studying a foreign language at tertiary schools students are not taught professional communication in the target language at all; they start getting prepared for it only beginning from the second year. Therefore, foreign language studies during the first year do not contribute to the development of professional foreign language communication skills.

As a result, a seemingly insurmountable contradiction appears. On the one hand, we cannot teach first year students English integrally with their future profession as they are not ready to master either the professional content in English or a professional sub-language of the English language. On the other hand, even during that first year of studies it is necessary to provide integration of the foreign language

being taught and the students' major. Otherwise there will not be enough time to meet the foreign language curriculum requirements.

The research discussed in this article was conducted in order to overcome the above mentioned contradiction, i.e. to ensure integration of language instruction and majoring content teaching starting from the first year at tertiary schools. The only possible way of solving the problem is finding such learning content for first year students' classes of English which could integrate learning General English and those professional activities of future specialists that do not need specific professional knowledge and specific professional language (terminology).

Learning such content in this case must be totally accessible to the first year students and correspond to their level of the English language command. It must simultaneously improve students' General English skills and lay the foundation for their acquisition of ESP (English for Specific Purposes) skills, gradually leading to readiness in what concerns understanding even the most difficult aspects of majoring content area in English.

Such a paradigm of teaching English at tertiary schools was embodied in our textbook "*Professional Basics*". It is aimed at 1st year university students majoring in economics and technology and designed for 144 hours of in-class work and approximately the same number of hours of out-of-class students' work. It is expected that every *Unit* in the textbook is worked upon during five two-hour classes, and each of the five parts in every *Unit* is worked on during one two-hour class.

The goal of the textbook is reflected in its title – "*Professional Basics*." It is aimed not at teaching professional communication in English specific to any given technical or economic speciality. The aim is the most general professional communication on the issues that every specialist in all areas of either technology or economics has to know how to solve in English if their professional communication is international and not limited to the boundaries of their home country. What is meant are the following types of professional activities/professional communication:

1. Professional telephoning;
2. Writing for professional purposes (e.g., business letters);

3. Professional negotiations;
4. Professional presentations;
5. Advertising one's own organization/company and its products/services;
6. Discussing and writing about the structure of one's own organization/company;
7. Purchasing goods/products/equipment from other organizations/companies;
8. Selling goods/products/equipment of one's own organization/company;
9. Preparing and receiving instructions on how to use products/equipment;
10. Professional and business contracts with other organizations/companies;
11. Organizing and financing projects;
12. Participating in professional/business fairs and exhibitions.

These types of professional communication in English are typical of international professional activities of every specialist in technology and economics, and professional communication on the listed topics is conducted in quite a similar manner in these two fields. That is why all future specialists in economics and technology have to acquire skills of conducting just such types of communication in English if they want to work internationally.

The textbook is based on the following principles:

1) **general professionalization** – all communicative skills are developed using professional topics that do not require specialized knowledge and are accessible to 1st year students. They are also developed on the basis of *General English* with a thin admixture of professional terminology, that terminology being common to practically all technical and economic specialities and, again, not requiring any specialized knowledge from students.

2) **content-based approach** – instruction presupposes focusing students' attention on the acquisition of the subject matter content acquired through the target language, so that communication skills in that language are developed as a by-product of the integrated content/language learning process.

3) **experiential nature of all learning activities in the textbook** – they are designed in such a way that learning English is implemented through using it for communication in extra-linguistic activities modelling professional ones.

4) **aspected structure of every Unit** – the professional target language communicative competence is considered as a multi-component formation including a linguistic and a sociolinguistic competences with pragmatic and formal-logical components, a psychological competence and a subject competence (also with a formal-logical component) [4]. In accordance with that, every *Unit* in the textbook is divided into **five parts**, each part focused on a specific aspect:

1. **Functional and Content Focus** (the subject aspect – for ensuring connection with the future profession, the professional nature of the communicative competence being developed and for developing its formal-logical component);

2. **Cultural Focus** (the sociolinguistic aspect – for developing the sociolinguistic competence with its pragmatic and formal-logical components);

3. **Language Focus** (the linguistic aspect – for developing the linguistic competence with its pragmatic and formal-logical components);

4. **Psychological Focus** (the psychological aspect – for developing the psychological competence with the aim of ensuring psychological adequacy of learners' communication in the target language);

5. **Communicative Focus** (for uniting all the aspects in one single communicative competence).

Conclusions. All the above described characteristics of the textbook make it the one that represents the suggested paradigm of teaching English at tertiary schools.

References:

1. Тарнопольский О.Б. Методика обучения английскому языку на I курсе технического вуза / О.Б. Тарнопольский. – Киев: Выща школа, 1989. – 160 с.
2. Тарнопольский О.Б. Основы оптимизации обучения иностранному языку в неязыковом вузе: дис. на соискание уч. степени докт. пед. наук : спец.

13.00.02: «Методика обучения иностранным языкам» / О.Б.

Тарнопольский. – Одесса, 1991. – 524 с.

3. Тарнопольський О.Б. Методика навчання англійської мови на II курсі технічного вузу / О.Б. Тарнопольський. — Київ: Вища школа, 1993. – 167 с.
4. Тарнопольський О.Б. Аспектний підхід до навчання англійської мови для спеціальних цілей у немовних ВНЗ / О.Б. Тарнопольський, З.М.Корнєва // Збірник наукових праць Харківського національного університету імені В.Н.Каразіна «Викладання мов у вищих навчальних закладах освіти на сучасному етапі: міжпредметні зв'язки». – Харків: Вид-во Харківського національного університету імені В.Н.Каразіна. – Випуск 18. – 2011. – С.231-239.

J11305-0136

Polevikova O.B.

**THE GENESIS OF WORDCENTRIC APPROACH TO CHILDREN'S
LANGUAGE EDUCATION IN LINGUISTIC AND PHILOSOPHICAL
THOUGHT OF UKRAINE**

Kherson State University

Introduction. Philosophy of language as a scientific discipline appeared in the second half of the 18th century owing to the works of such philosophers as G. Lichtenberg, J. Hamann, J. Herder, H. Jacobi, W. von Humboldt. But till the half of the 20th century it was mainly associated with linguistic structuralism and later on with the generative grammar, the theory of artificial intelligence.

The development of linguistic and philosophical ideas began only in the 70-80-ies of the 20th century as the transition from Oxford and Cambridge schools linguistic philosophy to the philosophy of language. Philosophy of linguistics was initiated by the works of G. Frege, B. Russell, K. Ajdukiewicz, N. Chomsky.

Since the 80-ies of the 20th century philosophy of language has been associated with cognitive trends of research, reorientation from the philosophy of language to the philosophy of consciousness. J. Skorupski, Ch. Travis, E. Craig consider language as a knowledge carrier; language categories are studied in connection with consciousness, thinking, the essence of man as a social and biological creature.

Change of philosophical views on the nature of language reality creates two approaches within linguistic comprehension of essence: 1) immanent and semiological expressively embodied in structuralism; b) anthropological initiated by W. von Humboldt. According to this conception language is reproducible work of the spirit, which converts sounds into words, serves as a means of thought expression.

Objective of the research: to conduct a theoretical and methodological study of wordcentrism as the basis of a personality speech development.

The realization of the objective will require, in our opinion, the solution of the following tasks: 1) to examine the key philosophical concepts in a historical context; 2) to analyze the theoretical statements of H. Skovoroda, O. Potebnya and other Ukrainian linguists; 3) to determine the actual status of wordcentrism at the present stage of educational science development in Ukraine.

Philosophical and linguistic approaches to the nature of language are related by the common goal to perceive the world as a whole. Y. Stepanov considers philosophy of language a range of views on the language connected with specific philosophical trends. This paradigmcentric approach to the language philosophy allows to structure the investigation internally; to determine its retrospection and prospects, patterns of deployment. Y. Stepanov defines three paradigms in the history of linguistic and philosophical ideas development: 1) semantic; 2) syntactic and 3) pragmatic [27].

The history of Ukrainian linguistic philosophy combines the traditions of linguistics, the Christian beliefs, psychology, history, anthropology and other sciences, Western rationalism and Eastern mysticism. Logic and linguistic approach to language combines the translations of different logical and rhetorical treatises, inserted into “Anthologies 1073” (Izbornik 1073), the 15th century translations of the works by Moses Maimonides, the Jewish philosopher of the 12th century, and Al-

Ghazali, the Arab philosopher of the 12th century, the editions of J. Damascene's and J. Spangenberg's treatises in Ostroh and others. However rationalistic understanding of the language and the linguistic approach appear in the second half of the 17th century and continue in the 19-20th centuries [7].

The literary tradition based on the Old Church Slavonic language, recognized as Church Slavonic appeared in Ukraine in the Middle Ages. It was functioning as a sacred language and the language of culture at same time. Until the 17th century Ukrainian writers-polemists defended the idea of the divine nature of the language.

The world opened for a medieval man as a book, but things were interpreted symbolically. It contributed to the identification of the hidden meaning of the word, thinking, to search for metaphysical and symbolic meaning. A word was the intermediary between the divine and the earthly. A word is material, earthly, but at the same time, it is a sign of the eternal, divine world [9, p. 80]. The process of cognition was the understanding of the expressed but secret truth. The world and the truth are understood through the word, because it comes from God, not from things. Things are signs which point out their hidden nature. The interpretation is impossible without word mediation, without understanding its divine energy that conveys its meaning. The word is a sign of spiritual and eternal.

V. Gorsky states that an ancient Ukrainian philosopher is a holistic subject. He considers himself as a fact in the middle of life [7, p. 30]. Therefore, he devotes his attention to the way to God, the spiritual aspects of existence, the world being cognized through inner insight, intuition.

The printers of Rus-Ukraine understood the cognition process as the interpretation of the truth expressed in the Logos. "Not only sacred texts but the world in general was perceived as a book containing God entrusted truth which should be understood by people. In this aspect the culture receives a "bookish" character, stimulates the reflections on the word, the search for metaphysical, its symbolic meaning" [7, p. 29]. Interpretation is oriented towards the divine meanings identification and language for Eastern Slavic scribes was practical gnosiology [13] perceived as a way of symbolizing the world, the mystical union with God [25]. A

perceived word is a sign that brings us closer to God brings [20, p. 18]. Maximus the Confessor said that according to the logos of existing things “the eye improved in the truth cognition interprets the God Logos” [2, p. 331]. Here the significant logocentrism of the ancient Russian philosophical thought can be traced [7, p. 35].

H. Gadamer states that “the internal unity of a word and an object was so evident that the true name was perceived as a part its bearer or even as its representative, as it itself” [5, p. 471].

The word was perceived as a powerful force: “A word destroys a lot of kingdoms and creates good and evil” [24, p. 142]. In the Middle Ages the word was a key element in the process of cognition. S. Bulgakov wrote that language is a practical gnosiology and logic of cognition [4, p. 135–136]. In this model a word is two-dimensional: on the one hand it is a lexeme that has a physical manifestation and on the other hand it is a meaning, filled with divine energy, the Logos. S. Averintsev points out that “a human word can contain something impossible – the Word of God” [1]. The word exists outside the thing; the Word-Logos is the essence of things. It is the materialized mind [13].

That is why the secular literature is characterized by free translation when the translator creatively transformed a text, focusing on the demands of the times and the social environment. The degree of deviation from the original content varied considerably [11, p. 198]. In Old Rus the translation practice was based on the number of the opposed concepts replacing one another successively [19, 11, p. 182–207]. This was a free translation “from word to word.”

This philosophy of language and such understanding of its essence can be traced in the works of H. Skovoroda, O. Potebnya, V. Solovyov, O. Losev, P. Florensky, S. Bulgakov, contemporary Belarusian linguist A. Girutskij and others. One of the main features of the eastern philosophical ideas is its holistic and mystical experience, spiritual understanding as Spirit emanation. This paradigm of language philosophy can be defined as theanthropological. So, Ukraine and Eastern Slavs have two paradigms of language philosophy: theanthropological and theanthropocosmic understanding of the essence.

The development of linguistic and philosophical ideas in Ukraine at the end of the 17th – 18th century is associated primarily with the professional philosophy of church schools and the Kyiv-Mohyla Academy, with H. Skovoroda's scientific works.

H. Skovoroda distinguishes three worlds: the macrocosm – the universe, a microcosm – a man and the world of the Bible's word symbols. The worlds are characterized by two natures: external – material, internal – spiritual.

In his work “Dialogue. Its Name is the Flood of Change” the philosopher sees the symbolic world as ideal different reality of the first two worlds, their conceptualization. (For the same reason W. von Humboldt names the language a concept of the world, offers the idea of the linguistic picture of the world).

In the judgment of H. Skovoroda, a man gets to the high world only through the word that departs from the earthly to the sacred, the divine word Logos. That is the Biblical word which is “the beginning and the end of all prophetic books.” H. Skovoroda states that the aim of each symbol of the Bible is to help the human mind to understand the beginning.

H. Skovoroda's understanding of the symbolic meaning of the word is based on the philosophical tradition (Alexandrian school, “Areopagitic”, Maximus the Confessor's works, professors' of Kyiv-Mohyla Academy lectures, etc.). According to the philosopher, the word meaning, which is non-material, spiritual, is seen outside the word mark.

H. Skovoroda distinguishes external and internal forms of the word mark, states the difference of their nature. In his opinion, the mark and the meaning are connected randomly. True, sacred meaning of a biblical word is not on the surface, it is kept secret and the frame of this meaning is prosaic, down-to-earth. The inner side of the Bible's symbolic world has its own principle of construction. It is a principle of symbolic antinomies, antitheses. The symbolic figures of the spiritual world have their own spheres of life within this world; they are located in a definite way. These figures are constructed hierarchically: the main one is the sun. Other figures are types

which form the binary or ternary patterns. Together they form a balanced system of symbolic world archetypes.

H. Skovoroda's dialectical method reveals the specific character of the Bible's verbal organization: the substance is opposed to the harmony of the form, to the internal consistency of its figures. H. Skovoroda created a special concept of word marks and symbols of the Bible. He believed that there is an intentional gap between the inform and the exform of marks and symbols: the exform does not only support the inform but obscures it. But, as H. Skovoroda states, not every single mark and symbol is the bearer of the Bible's spirit, the word of God; it is its entire system, the system of marks and symbols [31].

H. Skovoroda suggested the idea of "the world alphabet", presented in the form of a definite number of archetypes. This idea correlates with the philosophical studies of the 17th–18th centuries as well as with linguistic ideas of the 20th century. The issue is primarily about the search for simple ideas which are the basis of the world; the development of component analysis strategies in the light of the interpretative semantics.

2. In the 19th century philosophy of language was developing under the influence of the previous national philosophical thought traditions and German philosophy. Kharkiv Linguistic School, headed by the distinguished linguist and philosopher O. Potebnya, becomes a leading national school in the late 19th century. Thus, in 1862 in the Ministry of Education Journal his famous work "Thought and Language", which contained the main points of the scientist's linguistic and philosophical conception and which is considered the beginning of language philosophy in Ukraine was published.

O. Potebnya's thesis "The Notes on Russian Grammar" (1874) strengthened scientist's new conception and was highly appreciated by Slavists. Professor O. Potebnya's lectures were attended B. Lyapunov, O. Popov, D. Ovsyanyko-Kulikovskiy, M. Sumtsov, M. Halanskyy, O. Vyetuhov and other philologists who became known later. The scientists laid the foundations of psycholinguistics,

ethnolinguistics, historical syntax; he is considered the founder of the speech activity theory, which was later developed by L. Vyhotskyj and his school.

O. Potebnya's conception as for the living human language nature, despite the attention to his scientific heritage, is still not appreciated. An important point of his conception of divine and human nature of language is that its principles are briefly stated in one of his works – "Thought and Language".

O. Potebnya agrees with the German scientist that language originates in the depths of humanity, and it can not be considered a work of nations. Sharing W. von Humboldt's point of view, according to which language and the spiritual nature of a man are inseparably linked, O. Potebnya understands the impossibility of reduction of the language nature only to the human factor. For both scholars some barely sensible and formulated remainder is left outside the human nature of the language but O. Potebnya thought W. von Humboldt's idea of the identity of human language and spirit to be contradictory. Therefore, the researcher formulates the thesis of language higher nature as a reflection of the divine Logos. According to O. Potebnya language can not appear from the national spirit, so the language and spirit should have a higher beginning, a higher internal unity. O. Potebnya's terms "emanation", "energy leakage" proves the emanational and energetical understanding of language as a reflection of Logos nature which are typical of linguistic and philosophical tradition of the Eastern Slavs.

O. Potebnya's divine and human understanding of the language nature was later reflected in theanthropocosmic conception of O. Losev and P. Florenskyj. This conception underwent some changes in the scientific paradigm at the end of the 20th – the beginning of the 21st centuries.

O. Potebnya believed that only verbally formulated thought is enriched in a word; it no longer belongs to only one person and becomes available to others. A word determines the place in the system for everything, helps people to understand themselves and others; to refer constantly to their spiritual life treasures, their nation life and universal experience. The word also serves as a support for the idea. When the words are being used in new contexts, the mentioned incompatibility increases.

Continuous fight between the thought and the word is the reason for language improvement, its spiritual content enrichment.

O. Potebnya insists that the word is a means of thought objectification, but it not always coincides with the thought. The thought may appear before the word. A word is a means of impression conversion in order to create a new thought. Thought, as O. Potebnya says, occurs to an intellectual under the influence of others, but the word and the language are necessary first of all for the speaker.

The action of thought in the word is the comparison of already known and new perceptual elements. The comparison process leads to the identification of the third element that denotes something already known in the word. Cognition by comparing characteristics creates a sensual image of the object. O. Potebnya believes that the participation of ideas in creating a new thought is apperception. A word plays an important role as it combines an inner form and sound, it is a means of apperception of thought content and designed to be a mediator between the new perception and the previous experience. This apperception establishes the object's important features in the semantic structure of the word. The appearance of the elements of judgment is also typical for apperception. The word, that has an internal form and is a sensual object image, falls into separate judgments which help to understand it better. This conglomerate of phenomena forms a concept.

O. Potebnya states that human thinking and speech activity has the following stages: 1) identification of the intentional object in the group of objects – the overall impression of it – its characteristic feature that becomes an internal form of the word; 2) sensual image of the object in the aggregate of perceptions; 3) representation as a comparison of perceptions; 4) apperception as the initial act of the thought; 5) judgment as the main form of the thought; 6) the concept as a set of judgments and the final form of the thought. The word becomes an organic element of speech production, a means of creating ideas, the judgments about the object and a notion.

In his book “Thoughts and Words” O. Potebnya considers the inner form of the word as a feature that explains the meaning or as an etymological meaning of the word. Complex of inner form of the word definitions is revealed by the scientist as a

method typical of a language; the expression and definition of a new meaning by means of the word or a new language pattern with the help of which by means of previous words and their meanings new words and meanings are formed. In other O. Potebnya's works the inner form of the word appears as the image unity, the image of the image, the cause and condition of images and thoughts apperception in a word, a mark of the meaning, synthesis of the features, a way of expressing its meaning, a non-linguistic content. The notion of the inner form of the word in O. Potebnya's conception is connected with the language ontology, which synthesises the following components: the meaning; the internal form as a formal and content component at the same time; the external as word sounding. Due to the internal word form, a person produces and perceives the speech. Speech directs the listener's thought and the word as the unity of the internal form and the sound is a means of understanding the speaker, apperception of his thoughts.

In the process of understanding we can observe the basic features of word similar to the speech ones: speech and understanding the meaning. Studying the process of understanding serves as an explanation of the fact that language is a means of creating a thought.

The scientist qualifies his approach to the language phenomena as a psychological one and considers the laws of spiritual activity universal. O. Potebnya's conception of speech production as for the language and thought correlation meets many of modern cognitive linguistics theses. It had a significant impact on the development of linguistics at the end of the 19th and during the 20th centuries. The Ukrainian linguist is one of the founders of modern psycholinguistics and speech activity theory.

The great contribution to understanding the language nature was made by Ukrainian writers among them are N. Gogol, M. Maksymovych, P. Chubynsky and others. M. Maksimovich, the first president of Kyiv University in 1834–1835, who did a lot for investigating history and the linguistic culture of Ukrainians. The evidence is his “History of Ancient Russian and Language and Literature.”

M. Maksymovych saw a close connection between linguistic forms and the fundamental language concept. In his “Letter about philosophy” the scientist clearly identifies the meaning of the mental and perceptual in the cognition process. The scientist emphasizes that the philosophy, which is based on one mind consideration, is boring and pedantic. The mind does not provide the vivid knowledge; its environment is doubt. The desire to solve everything by means of your mind may lead to such a desert of the objective reality, which is not worth the living. Persuasion is found in the heart, it depends on the heat of the feeling and only combined with this warmth the light of the mind gives sparks and the flame of the vivid knowledge [17].

In his philosophical considerations M. Maksymovych relies on the fact of the existence of two interdependent ways of knowing – intelligence and conviction, the source of which is the heart. Well co-ordinated work is required for effective understanding of the reality: “Full knowledge and conviction requires vivid, immediate embracement of the object by the feeling which is either a predictor or a shipmaster for the mind ...” [17, p. 398]. Such common sense, according to the scientist, is love. “Mind glorifies, love creates. The truth, vivid wisdom are based on love” [17].

Philosophy is seen by M. Maksymovych as a unique things perception, which penetrates into their inner meaning and unity. Therefore philosophy should be present in every intelligent man, forming their way of thinking and harmony, full knowledge. In his works the scientist touches upon the problematic aspects of philosophy and science (In 1833 he published “The Book of Nahum about the great world of God”, which contains non-fiction stories about the structure of the Earth, the solar system, the galaxy. It was reedited 11 times within over forty years), biology and chemistry, history and folklore, archaeology and ethnology, philology, linguistics and literature.

M. Maksymovych criticizes German idealist philosophy: “Since Kant’s time it deprived the spirit of natural grounds of understanding, leaving nothing to the mind but a fantasy creation; as for F. Schelling’s philosophy proposed by him, it is chiefly a fantasy” [21, p. 3].

The philosophical aspect of a Ukrainian scientist's creativity is revealed in the works of M. Tarasenko [29], S. Yefremov [10], S. Shudryk [32], M. Ostryanin [23], P. Markov [18], I. Lysyj [16], I. Ogorodnik [15].

In 1827 M. Maksymovych published a collection of "Little Russian songs". The scientists studied Ukrainian and Russian history thoroughly, researched "The Tale of Igor's Campaign" (in 1837 he published its Russian translation). In 1839 he wrote the book "The Legend of Koliivshina" which was banned by the censor. In 1840 the scientist started a historical anthology "A Resident of Kiev".

In 1856 M. Maksymovych published "Philological letters to M. Pohodin" protecting the unique identity of the Ukrainian nation, its culture and language, criticizing superficial views of M. Pogodin.

M. Maksymovych's reflections on Ukrainians are transformed into the sphere of folklore and ethnography. In the light of the folk song arts the scientist personified Ukrainian public consciousness, defended the spiritual and mental uniqueness of Ukrainians, their historical and national self-consciousness.

On the basis of Ukrainian schools M. Maksymovych tried to restore Ukrainian identity through the national language preservation, by fighting for the rights of Ukrainian literature to self-development. Folklore and ethnography schools were the grounds of a romantic conception of Ukrainian ethnic culture original national spirit.

In his scientific activity the scientist by his attitude of mind was a person of encyclopaedic knowledge which met the Enlightenment ideals. M. Dragomanov called him "the whole historical and philological scholar institution and at the same time an alive folk man" [7, p. 65].

3. Modern Ukrainian language philosophy continued the best traditions of famous predecessors. It covers the philosophical thought of the second half of the 20th – the beginning of the 21st centuries.

In linguistic literature one can find two opposite views on the modern Ukrainian language philosophy: 1) modern Ukrainian language philosophy exists, has its own history of development; 2) the modern Ukrainian language philosophy is a myth, unreality [31].

We hold the first conception as there are undeniable facts of Ukrainian philosophers' and linguists' activities. Thus, in the late 80's – early 90-ies of the 20th century logical-semantic and linguistic and philosophical studies were clearly reflected in the scientific works F. Batsevych, S. Vasiliev, M. Popovych, S. Krymskyj, M. Sobutskyj, V. Malahov and others.

Linguistic and philosophical ideas, considered by modern Ukrainian philosophers, concern primarily the number of aspects in revelation of anthropocentric factors in a living natural language.

Scientific, organizational and publishing activity of D. Rudenko (1961–2001) and his colleagues was of great importance in the development process of modern linguistic researches in the field of language philosophy. The ideas of perception and interpretations of the language nature were revealed in the works of scholars united around the publishing body of the Department UNESCO “Philosophy of human communication”, “Philosophy of Language: within and beyond the borders” in the early 90-ies. The historiographical school of the modern Ukrainian language philosophy is fully reflected in the scientific works of S. Vakulenko and M. Sobutskyj.

Special attention to the word and its meaning is caused by the evolution of linguistics in the second half of the 20th century, which, according to Y. Apresyan, led to “two important breakthroughs – a breakthrough into the language macrocosm and a breakthrough into its microcosm. The breakthrough into the microcosm acquired a form of wordcentrism or lexemocentrism” [3, p. 236].

However, the notion “word” is undefined in its essence. V. Terkulov points out that modern linguists have to state the existence of language phenomena, which include a large number of certain types of composites, that do not fall under the universal word definition and are located on the border between a word and a non-word [30].

The shortcoming of the wordcentric conception is also the fact that the word can not be defined as the common language universal as the idea of it is different in world languages [30]. V. Terkulov stresses that the cause of such shortcomings of the

wordcentric theories is the desire to find the basic nominative essence, to give it a substantive definition and examine it in the light of the language system as a whole [30]. But the word usage analysis showed that in speech it can go beyond the substantive identity and can be realised in the units, which formally may not coincide – phrases, combinations with functional words and so on.

This understanding of the nominative unit structure does not allow us to use the term “word” because at the language level it can not be identified with the word, but corresponds with a structural pattern of nomination. At the speech level the word is only one, the most empirically “divined”, possible realization of this basic unit.

V. Terkulov states that the search for such units should be conducted at two levels: “First, at the level of linguistic category, where the main nominative unit acts as ... a structure, a mechanism, a pattern of nomination. Second, at the level of speech nomination, where it materializes, obtains some substantive characteristics and can be a word, a phrase or any other unit with the nominative function. Therefore, to describe the latter V. Terkulov uses the term “nominotheme” [30].

So the terminological indefiniteness of “word”, inadequate definitions of notions “wordcentric approach”, “wordcentrism” lead to complications in wordcentric work in school practice and demonstrate the relevance of the chosen topic.

Nowadays some problems of language learning at schools where students actively obtain language and speech knowledge in the theory and practice considering the child’s age are not enough scientifically developed. In particular, the issues of the choice and usage of language material, which wordcentric work is based on and students’ communicative competence is formed with, are not fully investigated. After all, word, phrase or sentence work, text activity are a means of speech and communicative personality development. The communicative competence also gains the leading, integrating nature.

K. Sedov and I. Horelov in their work “The Fundamentals of Psycholinguistics” wrote: “The subject of psycholinguistics is the communicative competence of the person who is considered in an individual and psychological

aspect” [6]. The scientists note that communicative situations of different speech styles and genres involve the usage of various methods of conversion of thoughts into words; the purpose and objectives of communication require a change in speech behaviour strategies, speech activity and speech culture [6].

In the process of students’ and teachers’ communicative individuality development education acts as one of the most important fields of the communicative practice. Understanding of the educational process as the interaction between a teacher and a pupil naturally leads to the comprehension that this interaction always has some communicative basis.

Teachers-practitioners, researchers pay attention to the common phenomenon – pupils’ indifference to words, the absence of the desire to understand their meaning. Students do not hear the intonation, the melody, the beauty of a native word (V. Annushkin, V. Belomorets, I. Hudzyk, O. Zaretska, M. Kohtev, T. Ladyzhenska, M. Lvov, Y. Rozhdestvenskyj, H. Sahach, N. Chibisov and others).

In his scientific works the founder of the multicomponent school V. Suhomlynskyj (“The Native Language Word”, “The Source of Undying Well”, “Native Word”, “Word about the Word”) wrote that the success of the word work depends on the social and cultural, subject-developing environment, which contains cultural and educational, artistic and aesthetic, cultural and communicative, cultural and ecological, cultural and labour, cultural and reflexive environments [28]. They make it possible to teach a child to feel the word through the heart; to express subtle nuances of human thought and experience, to understand the word and use it successfully in oral and written speech. V. Suhomlynskyj states that the word culture mastering is an indispensable precondition for successful learning and mental development of a child. When students learn how to express their thoughts, they definitely improve their way of thinking. A word and a thought are inseparably linked and allow us to penetrate into the essence of something knowable [28].

Recently the forms of teachers’ communicative activity have considerably changed as the children’s awareness level increases through the media. Youth fits well into the new communicative space. That is why the wordcentric language

teaching encourages to use the language in the most typical situations, helps to solve communicative tasks within the educational, labour, cultural and social spheres of communication.

Not only students but also teachers lack the psychological knowledge, experience difficulties in the transition from monological forms of lesson organization to the dialogical and polylogical ones, in mastering the interactive methods of teaching activities. A number of difficulties faced by modern teachers are connected with those in communication: the lack of ability to get in contact with students; the absence of understanding of their psychological position; the lack of flexibility in spontaneous speech situations; difficulties in managing their own mental state.

I. Kolesnikova points out that teacher's communication sphere finds new ways of their activity in the contemporary educational process. The formation of a new content line of teachers' communicative activity is affected by: the increase in the intensity and density of the information flow; the increase in the number of participants of the communication in the educational environment and the development of social partnership; the appearance of new communicative needs and interests; the development of new forms and channels of educational information; the need for new conditions of increasing the level of information value and addressness of the educational interaction [12].

The effective way of the school course renewal, in the judgment of some linguists and methodologists, is the study of linguistic units functioning in the utterance, which can provide the unity of language education and students' speech development (O. Antonov, O. Arhipova, V. Babajtseva, M. Baranov, E. Bystrova, A. Dejkyina, N. Ippolitova, A. Kupalova, T. Ladyzhenska, L. Maksymov, L. Fedorenko, H. Fomichova). Working methods with different groups of words should be different. When choosing methods of wordcentric teaching the preference should be given to the following ones: traditional – according to the level of students' activity (E. Halant): passive – a story, a lecture, an explanation, an excursion, a demonstration, an observation, active – the laboratory method, the practical method,

the book work; according to the source of knowledge obtaining (M. Verzylin, E. Petrovskyj, D. Lordkypanidze): verbal – an explanation, a discussion, a debate, visual – visual aids, patterns, tables, drawings, models, videos, practical – exercises, experiments, writing essays, drafting tables; according to the nature of cognitive activity (I. Lerner, M. Skatkin): explanatory and illustrative (informative and receptive) and reproductive methods; the method of problematic character; the heuristic method; the alternative research methods of interactive nature (A. Hin): informational, educational, regulatory, business and role playing etc.

The development of lexical skills, abilities to choose lexical units adequate to the situation is one of the conditions of the speech activity. It should be carried out with regard for children's age (the ability to analyze, to understand the material through logical thinking, proof, conclusion; the ability to think independently, to compare, to draw conclusions and generalizations; students' willingness to perception and understanding not only logically constructed material, but also aesthetic components of the words meanings), the degree of students' perception of the word meaning in the text; peculiarities of memory phases.

The scientific grounds; further development and improvement of production conceptions; speech perception and understanding; the description of the factors which influence these processes; the specification of the set of operations that provide the speech mechanisms activity; the description of new models of speech production; the identification of the mental nature of language oral and written forms are important tasks for oral and written speech development methodology.

Mechanisms of mental and speech activity are specific and depend on many factors: forms of the speech, communication conditions, communication tasks, the type of mental and speech process (perception, comprehension or production).

Conscious attitude to language begins with the penetration to its lexical richness. Since the word is the most active speech unit, the study of lexemes should be paid due attention at all the educational levels. Sufficient vocabulary and its conscious understanding are the conditions of proficiency in a language, which is the foundation of educational and cognitive activity of primary school age children not only at

language lessons, but also in the process of mastering other subjects of primary educational level.

So within the wordcentrism the scientists (A. Zahnitko, I. Zaytsev, L. Matsko, M. Myhalchenko, V. Terkulov) consider a word the centre of nomination. Other nominative units (phrases, idioms, sentences, texts) are defined through the word.

Linguodidactics has recently stimulated the need for new methods and techniques of teaching language through the word in order to carry out the tasks of language education and children's speech development (O. Antonov, A. Bohush, M. Vashulenko, N. Havrysh, A. Deykina, L. Lohvinova, N. Lutsan, L. Fedorenko).

Thus, the studies of the traditional approach to work on the mastering new words at the native language lessons in primary school reveal some shortcomings: 1) "imposing" on students new lexical units, which are not active at the time of their learning; 2) the passive character of new words memorizing without using them in speech practice; 3) the lack of attention to word collocations, understanding its purpose, functions (N. Voskresenska).

Conclusions. Philosophy of language is closely connected with both the traditional language study and the contemporary linguistics. The further development of a number of theoretical and practical linguistic researches, especially the researches in the field of theoretical linguistics, is impossible without the language philosophy development.

The specifications of subject and object of language philosophy research in the contemporary sphere of linguistic knowledge continues. A clear definition of the language philosophy has become the demand of the time, has assumed the particular relevance in the modern cognitive science.

The scientific grounds; further development and improvement of production conceptions; speech perception and understanding; the description of the factors which influence these processes; the specification of the set of operations that provide the speech mechanisms activity; the description of new models of speech production; the identification of the mental nature of language oral and written forms are important tasks for oral and written speech development methodology.

Mental and speech activity mechanisms are specific and depend on many factors: forms of the speech, communication conditions, communication tasks, the type of mental and speech process (perception, comprehension or production).

Wordcentrism culture is a unity of language culture, words and deeds culture, along with the general culture of the language. All this forms a cultural identity and a cultural face of the nation consisting of such individuals.

The author states that wordcentric culture will form the basis of many new sciences, the most important of which will examine long-termed as well as medium-termed laws, and other processes representing the semantic outline of any form of life – from the state to a separate person.

Thus there is a necessity to create a methodological system which would allow children to accept a word in the unity of its meanings, in collocations with other words in the phrase, sentence or text; to expand the range of its lexical and grammatical features; to carry out the task of speech personality development.

References:

1. Averyntsev S.S. Sofiya-Lohos. Slovník. 2-e, yspr. yzd. - K.: Dukh i Litera, 2001. - S. 155-161.
2. Antropolohiya svyatoho Hryhoriya Palamy. - Paryzh, 1950. (Arkhimandryt Kiprian. 2-e vydannya - M.: Palomnyk, 1996. - 444 s.
3. Apresyan YU. D. Idei ta metody suchasnoi strukturnoi linhvistyky / Yuriy Derenikovich Apresyan. - M.: Prosveshchentye, 1966. - 305 c.
4. Bulhakov S. Prototyp i obraz: soch. v 2tt. T. 1. Svitlo nevechirniy. - SPb.: TOV "INAPRESS" - M.: Mystetstvo, 1999. - 342 s.
5. Hadamer KH.-H. Istyna i metod: Osnovy filos. hermenevtyky: Per. z nim. / Zah. red. i vstup. st. B. N. Bezsonova. - M.: Prohres, 1988. - 704 s.
6. Horyelov I. N., Syedov K. F. Osnovy psykholinhvistyky: navchal'nyy Posobiye / Illya Naumovych Horyelov, Kostyantyn F è dorovich Syedov - M.: Labirynt, 2008. - 320 s.
7. Hors'kyy V.S. Istoriya ukrains'koï filosofii: Kurs lektsiy. - Kyiv: Naukova dumka, 1996. - 286 s.

8. Drahomanov M. Rozvidki. T. 1 / M. Drahomanov. - L'viv, 1899. - 121 s.
9. Istorija filosofii na Ukraïni. - U 3 t. - T. 1 // V.M. Nichik, V.S. Hors'kyÿ, M.V.Popovich, B.O.Lobovik, V.O. Zots. - Kyïv: Naukova dumka, 1987. - 399 s.
10. Yefremov S. Maksymovych v Istorii Ukraïns'koï samosvidomosti / S. Yefremov // Literaturno-Krytychni Statti. - Kyïv, 1993. - 143 s.
11. Kovtun L. S. Movoznavstvo u skhidnykh slov'yan v XI-XV st. // Istorija linhvistychnykh navchan': Piznishe Seredn'ovichchya / AN SRSR. In-t linhvist, doslidzhen'; Vidp. red. A. V. Desnyts'ka. SPb.: Nauka, 1991. - S. 182-207.
12. Kolesnykova I. A. Komunikatyvna diyal'nist' pedahoha: navch. posibnyk dlya stud. Vyshcha. ped. ucheb. zakladiv / Iryna Apollonivna Kolesnykiv; pid red. V. O. Slast'on è nyna, - M.: Vydavnychyÿ tsentr "Akademiya", 2008. - 336 s.
13. Kolesov V.V. Problemy seredn'ovichnoho znannya v slov'yans'komu pere-vodi Areopahityk // Vitchyznyana filosofs'ka dumka KHI-KHVII stolit' i hrechna kul'tura. Kyïv, 1991. - S.123-135.
14. Kolesov, V. V. Istorychna fonetyka rosiÿs'koï movy. - M.: Vyshcha shkola, 1980. - 207 s.
15. Konvers'kyÿ A. Filosofs'ka dumka u Kyïvs'komu universiteti: istoriya y suchasnist' / Za zah. red. prof. A. Konvers'kyÿ / A. Konvers'kyÿ, I. Bychko, I. Ohorodnyk. - Kyïv, 2005. - S. 12-17.
16. Lysyÿ I. M. O. Maksymovych / I. Lysyÿ // Filosofs'ka dumka v Ukraïni: Biobibliohr. slovnyk / Avt. kol.: V. Hors'kyÿ, M. Tkachuk, V. Nichik ta in. - Kyïv: Univ. vyd-vo «Pul'sary», 2002 // <http://litopys.org.ua/fdm/fdm37.htm>
17. Maksymovych M. Lyst pro filosofiyu / M. Maksymovych // Khronika-2000. - Kyïv, 2000. - № 37-38. - C. 397-401.
18. Markov P. Zhyttya i pratsi M. O. Maksymovycha / P. Markov. - Kyïv, 1997. - 234 s.
19. Matkhauzerova S. Davn'orus'ki teorii mystetstva slova. - Praha, 1979. - 232 s.

20. Mistychne bohoslov'ya: [Sb na pidstavi soch. Dionisiya Areopa-Hita]. - Kyïv: Khrystyyan. blahotvor.-prosvit. asotsiatsiy. "Shlyakh do istyny", 1991. - 390 s.
21. Osypovs'kyÿ T. Rechi, vyholosheni v urochystykh zborakh Kha-r'kovskoho universytetu 30 serpnia 1813 / T. Osypovs'kyÿ. - Kharkiv, 1813. - 82 s.
22. Osnovy komunikativnoi linhvistiki [Tekst]: pidruchnyk / F. S. Batsevych. - 2-he vyd., Dopov. - K.: Akademiya, 2009. - 375 s.
23. Ostryanyn D. Svitohlyad M. O. Maksymovycha / D. Ostryanyn. - Kyïv, 1960. - 217 s.
24. Pam'yatky literatury Davn'oï Rusi, XII stolittya [Tekst] / vstup. st. D. S. Lykhachova. - M.: Mystetstv. lyt., 1980. - 704 s.
25. Slovo i bezmovnist' v davn'orus'kiÿ kul'turi (do problemy typoloho-hyy) / V.A.Malakhov, T.A.Chayka / / Lyudyna ta istoriya v seredn'ovichniÿ filoso-fskoÿ dumky rosiÿs'koho, ukraïns'koho i bilorus'koho narodiv: Sb nauch. tr. / AN URSSR. In-t filosofii; otv. red. V.S.Horskiÿ. -Kyïv: Nauk. dumka, 1987. - S. 98-111.
26. Slovnyk terminiv mizhkul'turnoi komunikatsii [Tekst] / F. S. Batsevych; [rets.: L. M. Polyuha, O. S. Snitko]; M-vo osvity y nauky Ukraïny, L'viv. nats. un-t im. Ivana Franka. - K.: Dovira, 2007. - 205 s.
27. Stepanov YU.S., Dem'yankov V.Z. Filosofiya movy / / Suchasna za-padnaya filosofiya. Slovnyk-dovidnyk. - M: Polytyzdat, 1991. - .345 S.
28. Sukhomlyns'kyÿ V.O. Vybrani tvory u 5 t. / Vasyl' Oleksandrovych Sukhomlyns'kyÿ. - K.: Radyans'ka shkola., 1976-1978.
29. Tarasenko M. M. O. Maksymovych / M. Tarasenko / / Zhyttya ÿ Revolyutsiya. - 1927. - № 6. - S. 11-13.
30. Terkulov V.I. Kompozyty rosiÿs'koï movy v onomasiolohichnomu aspekti: avtoreferat dys. zdobuttya nauk. stupeniv d. fil. nauk: spets. 10.02.02 "Rosiÿs'ka mova" / V.I. Terkulov. - K.: NAN Ukr. In-t movoznavstva im. O.O. Potebni, 2008. - 40 s.
31. Filosofiya movy. Istoriya linhvofilosofs'kikh uchen' [Tekst]: pidruchnyk / F. S. Batsevych. - K.: Akademiya, 2008. - 239 s.

32. Shudrik S. *Filosofs'ki ta pryrodnycho-naukovi pohlyady* M.O. Maksymovych: Avtoref. dyss. kand. filosof. nauk / S. Shudrik. - Kyiv, 1955. - 20 s.

J11305-0137

Petrenko M.A.

Pedagogical Strategy Of The Interactive Approach In The Age Of Globalization

South Federal University (Rostov-na-Donu, Russia)

Interaction in the philosophical sense is the methodological regularity and communication as a phenomenon of a more particular character is included in the general events', actions' and mental states' interaction processes.

The interactive approach strategy in the methodology of the social and humanist knowledge is a factor allowing education on the one hand to fit into the integrative globalization tendencies and not to drop behind the developed countries, and on the other hand – not to lose one's national identity. This strategy implies the statement of three basic questions: how the interactive approach in the global world favours the self-organization in education; which vector of globalization changes is preferable for the educational system; what are the results of the educational system's work in the pedagogical interaction's paradigm? Only two theories fully agree with the interactive approach: the games' theory and the modeling theory.

Let's define the qualitative identity of the globalization processes from the point of interactive approach. First, nonlinear world makes the socio-cultural contradictions more evident, that's why an important problem of the day becomes the search of ways for the opposite views' coherent interaction, positions, ways for actions and other opposites. Interaction in such case can work self-organizational logics, which presupposes co-evolution. This dialectics is more wholly reflected by the notion of harmony in the Heraclitus interpretation. Harmony is inner connections, hidden coordination, which is balance that comes from the result of non-stop "descent" and "ascent" of counter-forces. The image of Heraclitus speech symbolizing the universal world-order, expresses the both opposing aspects of being:

change of things and their stability. To be itself, a river must flow all the time. This means that everything is staying in the state of identity with itself and simultaneously constantly changing, therefore it represents the unity of opposites. This hidden harmony of things is world-order violation of which is inadmissible and involves just punishment.

Secondly there's a reverse side of interaction in the global world. The processes of interaction create a whole world of behavioral models, which constantly, on the everyday basis at work and at home surround a person and program his/ her activity, simplifying to the minimum his mental activity on an increasing scale. This causes the division of brain and mind, body and soul. People become automata who have their awareness as the key function of human soul constantly going out, as for the majority of people such behavior makes easier to survive in the global world. This is dangerous processes of personality's individuality's levelling which cuts off the sources of inspiration and creativity and at the worst it leads to the annihilation of the natural human need in creativity through different stupefying intoxicating substances: alcohol, drugs, smoking. Therefore one needs an analysis of those universal interactional models which favours self-organization and have a productive influence on personal development for the purpose of smart conscious use in education.

Thirdly, in the context of interactive approach it becomes clear that integration tendencies correspond with the point based on the acceptance of the fact that the whole develops faster than its parts, that's why globalization processes cannot be considered unilaterally only as a processes' levelling and unifying cultural diversity. Speaking philosophically one needs to realize the relative value and discrepancy of any development process through specifying of the interaction subjects. Let's metaphorically determine them as two camps of mankind, between which a split took place, but not on the spatio-territorial base. For the first time processes of integration and differentiation in the society develop simultaneously, granting "horizontally" ("globalization upward") new opportunities for development to a person and educational system through the comprehension of the whole diversity of the world. Let's conditionally call this phenomenon horizontal vector; and universalizing socio-

cultural diversity, and by means of the Bologna process, unifying the higher education, “vertically” (“globalization downward”) – vertical vector.

But people are divided and united not only by technologies and globalization’s vectors, but first of all – by valuable and reasonable orientations of life. Correspondingly globalization, being understood on the positive grounds as an aspiration of mankind for the achievement of civilization synthesis preservation of many peoples and cultures, is impossible without change of the whole paradigm of the mankind’s development without qualitative transformation of priorities and culture practices, without development of education and educational institutions.

From the positions of interactive approach the key figure in education is pedagogue as a man, having a highly coherent managing field, that is experience, knowledge, right behavior and charisma. It’s pedagogue who provides the correctness of the way as a transmitter in the global world. In the process of pedagogical interaction a pedagogue like a safeguard stays nearby all along the road during the period of education so that students would not lose the way. The pedagogue gives the energy which helps his students achieve the goal. Live energy of pedagogue’s personality surpasses the static energy of a page of text in cyberspace by far. Inspiration of the teacher regarding his or her subject can much more easily inflame students to study. Kindness, love of pedagogue keeps in itself a positive emotional aspect. Gratitude for this leads an emotional experience in the very deep of students’ hearts causing respect and intensive feedback towards the teacher for his kindness. Love doesn’t carry in itself its usual meaning of wishing happiness and experience of passion. Love in educational process is a warm-hearted feeling appearing with a calm joyful experience which students have for their teacher and it is based on inspiration and respect. Students and teacher highly evaluate each other and find joy in the process of such interaction as an act of creation of self and one’s life in the process of cognitive activity. And mutual mental activity, strong wish and motivation to experience a spiritual rise from such mutual activity make students and teacher open and perceptive for the receipt of inspiration. That natural warmth and acceptance that comes from the teacher form in students a stable positive attitude to the world and

self, - such mindset which is based on complex of positive approaches and qualities. They carry confidence in advantages of the positive state and moral criteria, coming from the understanding of sense of spirituality and personal qualities of a teacher.

In this sense computerization creates technological base for the informatization of society where computing and possession of computer is the second literacy advancing intellectual and creative abilities of a person being in conditions of a global village. And upbeat energy of healthy relationship in the process of interaction with the pedagogue and other students helps students to self-organize their lives according to the positive tendencies of the global world. Following the conception of latent knowledge of Polani [5] we consider that in every act of cognition and activity a passionate contribution of learning and creative personality is found. This often implicit knowledge is transmitted from a teacher to a student or from generation to generation at the level of direct demonstration of the samples of activity or as sometimes they say – at the level of social relay races, therefore in education - at the level of pedagogical interaction. The successful functioning condition in a group in the process of pedagogical interaction for its common participants' is to gain general thinking skills and creativity, "which form the foundation of the joint work of the participants of educational interaction. This is the process of active cognition of cognizable things, an action which calls for a special pedagogical art, which is directed at the perception of the whole, the choice of the essence for in global village information is accessible for everyone at once and one can get it in an instant, - but to interpret and use it productively in a right way, - basing on the creative system and analytical thinking, - is a serious problem.

An assertion becomes axiomatic that in this world of incessant events people are no longer able to build their worldview as before - step by step, brick by brick. A human has to take into account all the factors at once, and since there's no time for analysis – one has to rely on intuition, imagination, fantasy and knowledge of semiotic skills that will allow, for example, "to distinguish the pastoral poetry from satire, the wheat of serious philosophical problems from the chaff of all sorts of crazy delirium"[6], - not just being mesmerized by the flickering screens but having an

experience of joint creative activity. A student, - in the real-time interactive condition of the educational process that facilitates instantaneous integral perception and selection of the principal and thereby enhancing his own body in space and time through the Internet, - has an opportunity to extend his creative activity to the entire planet. Creative activity is an integral concept. It can manifest itself as a stimulus for activities and as resistant quality of a person characterizing the subject at the time of action. Creative activity is a generalizing criterion of personal development which identifies the level of implementation of its essential powers, reflects the measure of their possible actualization in real transformative practice. Essential powers of man are, above all, his spiritual creative potential, - since spiritual activity is always creation. Essential powers of man are abilities to perform a certain kind of social activity; they are spiritual and social needs, human senses. The specificity of interaction as a phenomenon of educational theory and educational practice is defined by a set of relations, principles, mechanisms and ambient concepts ("education", "development", "culture", "creativity", "system", "dialogue", "reflection").

The strength of conceptual seeing in interactive approach is an understanding of the complete sense of pedagogical interaction, for a concept, - in contrast to the notion, - is subjective. Then in the process of its forming into a conception it suggests the presence of another entity. A concept is always an event, concentrating time in itself – an act of memory, directing to the past; an act of imagination - orientation to the future; an act of judgment - the present, here and now at a specific interactive class, the humanist nature of which is determined by the subject-subject interaction between teacher and students. This is the logic of self-organization which means logic of spiritual potential discovering, the logic of becoming, becoming of being, which is always in motion. Pedagogical interaction complements and deepens the notion of pedagogical interaction as communications of subjects and objects of education; the deterministic educational situation mediated by social and psychological processes that lead to quantitative and qualitative changes of their original qualities and conditions in the following positions. Pedagogical interaction represents the cooperation, the peculiarities of which come from the collaborative

group activity where improvisation is an important factor that develops spiritual and creative activity of its members. Pedagogical interaction is interaction of educational subjects during which a two-way influence takes place which involves mandatory activity of the parties in pedagogical interaction. Activity is the cause of individual acts of entities, participating in co-creation. Educational "products" of pedagogical interaction are the actions, activities, co-thinking, behavior, motivations, attitudes, etc., consistent with the objectives of the educational process, including the goals of the common mental activity aimed at self-organization and disclosure of spiritual and creative potentials, for it is mind which is the instrument of spiritual activity [4].

Pedagogical interaction is not just a new teaching term for some independent phenomenon, but the process and the result of reciprocal influences, two-way creations, coordinated actions in education, designed to develop creativity, personal and spiritual growth of the participants and the system of their significant relationships. Communication in the process of pedagogical interaction is its subjective embodiment, - the practical side.

Every action in the process of pedagogical interaction has its own inner nature, organics, immanently inherent structure, creative originality. We specially emphasize that overall result is interesting and productive only when it all is marked by a humane character. Teaching experience confirms this statement. The technology of pedagogical interaction revealing the spiritual and creative potential of an individual requires compliance with the nature of the person and the symbiosis of the creative act. Deep essential personal and creative relationship is revealed in Berdyaev "Personality is not a substance, but a creative act." Creative act is related to the depth of an individual [2].

In other words, there is a co-unity in the accumulating co-operational consolidated group interaction of social and creative process; standards-based curriculum and creative need for transformation; self-expression, self-presentation, specifics of educational goal and creative visualization of a dream; objectively existing knowledge and personal experience of educational interactional technology and limitless imagination, teachers' and students' fantasy during the class. And of

course pedagogical interaction is a game allowing the teacher to implement his functions corresponding to the realities of the present and going beyond the traditional notions of teacher's activity.

Thus the result of effective pedagogical interaction becomes a large-scale coherent transformation, where interaction is a means of personal experience expanding and overcoming the conflict between an individual and globalization processes in the information-oriented society; the means of creation of a special new atmosphere of man's life; the evolution of which, according to McLuhan, undergoes several stages. Information-oriented society may initially bring a man to stupor; then leads through taking of responsibility for his actions, the possibility of which he obtained with the acquisition of new technologies; and in the end he starts to work on achieving a balance, the acquisition of the proportions between the strength of technology and his "enhanced" sensations. This in our view leads to the harmonization of relations with the world, other people and self.

It is also a question of how to build right human relations in education, allowing students to go further along the path of service to the world, nation and state. In other words in the process of pedagogical interaction a self-organizational ability of a person manifests being expressed in terms of need to serve others, which gives birth to a sense of joy and fullness of life. Everybody has this ability but not all people do manifest it. Unfortunately, - spiritual and moral matters, generously preserved in the various philosophical, artistic, journalistic and other literatures, - are impossible to teach. They are creative, they acquire on the way to the best that is potentially present in all of us which is the spiritual potential, a treasure of our soul. The qualitative characteristic of such potential lies in the nature of relationships, the focus, the degree of tension and the ability to manifest spiritual qualities to serve people. Potential is a system-making factor for an individual, for there are elements of potential harmonization and integration of the system components and the focus on achieving results.

Pedagogical interaction is a technology that facilitates the implementation of this ability. It is a way of living through a meaningful educational event for students,

the experience of the moral and social sense, the embodiment of its results in practice of group creative interaction in the process of interactive class. The theory of pedagogical interaction was designed by us and is developing nowadays both in classrooms with students and undergraduates and at extension courses for teachers.

We believe that it is pedagogical interaction that makes productive interpersonal communication, aimed at creative transformational development of reality and self, helps in such harmonization, because it touches all personal aspects of the participants and is based on internal motivation, desire of personal growth; because it is structured as dialogic interaction and co-creation; because it is based on the principle of the creative activity of an individual at the three ontological levels: natural, social, spiritual; for it is mediated by the socio-cultural environment; because it uses interactive technologies of the creative activity individual development, interactive technologies of all kinds of thinking and motivational effect of feedback; provides increase of the levels of self-organization, reflection and creative freedom of an individual. Creative activity gives the pedagogic interaction a productive synergistic character and is essential for personal, professional and later – career growth in the global world [3].

And we specify that modernistic cultural guideline faded into the background for it saw the development and progress at the level of only *personal structures*, and primarily in the dominance and cultivation of individual entity, its prerogative to the collective. In the context of the interactive approach this problem gets a new interpretation that links the world of an individual and the parameters of its social existence. The more a person is integrated into the processes of co-creation, interactions and mutual influences, the more is he or she integrates into the structures of the self-organizational order, the less he conveys a sense of loneliness and alienation.

Synergetic discourse on the issues under investigation is not possible without recourse to the concepts of the myth and game. The very nature of self-organizational social structures is based on the game, mythological beginning as integrating community, excludes in a man the sense of alienation from life of the society. In this

case the unconditional collective dominant of interactive processes is activated and the degree of self-identification with the community is increased, paradoxically not leading to a sense of loss of freedom (like in game and team unity). Such interactive model of self-organization processes' development in education appeals to man the attraction of such structural changes.

The concepts of myth and game become necessary and successfully working in the educational system through interactions, including the network, which are in the timeless plane. Translation and reproduction of various symbols and meanings explains many cultural phenomena, unexpected from the point of view of linear, progressive models. The new staff today grows out of the old one. The universe grows together again into the world reminiscent of the archaic syncretism. "The religious revival, weight gain of mythological consciousness in the formation of the system of man's world-seeing contradicts the linear progressive expectations promising a demythologization of consciousness." [1] But from the point of view of self-organizational discourse these phenomena appear that legitimate activation of self-organizational beginning when it begins to dominate the organizational structure which is always accompanied by critical states of the civilization that seeks to globalization.

Thus global world and the Internet cannot take on major educational functions of the teacher. Yes, the information broadcast was largely the prerogative of educational institutions. But knowledge is not reducible to information; it is a reflexive process and there are tools for gaining new knowledge. Education which is based on the video-clips' model reproduces the fragmentation of the holistic world of humanity and takes the forms of a TV-show. Interactive approach removes the threat and the Internet becomes here an ally releasing the teacher much and allowing to use additional funds of multimedia.

Literature

1. Bevzenko E.D. Self-organizational Nature Of the Game Phenomenon // Constants. – 1998. № 2(9)Ю – p. 68-75

2. Berdyaev N.A. On Slavery And Freedom Of Man. An Experience Of Personalistic Philosophy // The Kingdom Of Spirit And The Kingdom Of César. M. 1995, p.14 IPO PI SFU, 2009, 168p.

3. Petrenko M.A. The Development Of Creative Activity In The Socio-cultural Educational interactive Environment Of A Higher Educational Institution // M.A. Petrenko. Monograph – Rostov n/D: IPO PI SFU, 2009. – 140p.

4. Petrenko M.A. The Theory Of Pedagogical Interaction [Text] M.A. Petrenko. – Monograph. Rostov-na-Donu:

5. Polani M. Personal knowledge: On the way to post-critical philosophy. M., 1985.

6. Umberto Eco and Lee Marshal. Under the web (interview) [electronic resource] access: <http://lib.ru/UMBEKO/kinowed97.txt>

J11305-0138

Torybayeva Zh.Z., Zhorabekova A.N., Toibekova B.A.

**INNOVATIVE TECHNOLOGIES AS PROCESS BASIS OF
FORMATION OF FUTURE TEACHER'S PROFESSIONAL COMPETENCES**

H.A. Yasavi International Kazakh-Turkish University

In world educational practice the concept of competence represents as central, some kind of "main" concept because competence is understood as ability of application of the personal possibilities in process of professional work, readiness for execution of the professional role.

Thus it is necessary to underline especially that a necessary and obligatory condition of realisation of positions and principles of competence approach in the conditions of the higher school is application of innovative educational technologies. As they provide steady mastering of basic knowledge, abilities, skills which are a basis for formation of skills necessary for professional work.

Therefore the purpose of the given work is the analysis of the problem of future foreign language teacher training, and development of their professional competences of designing and realisation of innovative educational technologies.

The analysis of the scientific and special literature shows that innovative educational technologies mean development of ability to joint actions in absolutely various situations, thereby contributing to occurrence of new type of relations between teacher and student and provide conditions for realisation of self-expression, initiative, creativity and competitiveness of the future specialists [1].

From all variety of innovative educational technologies most corresponding to problems of competence approach is choice of those allow to provide orientation to professional work experience [2]. The problem solution in the conditions of modern educational process in higher educational institutions is especially actual. One of realisation methods of such orientation in process of students training in our opinion is their participation in imitating games.

Situational (imitating) game represents a model of fragment (situation) of professional work process, possible variants of participants interaction in a real vital situation. Such game is a means of formation of qualities, abilities, skills necessary for successful professional work [3].

The purpose of situational game is strategy development of behaviour, ability to operate in the typical situations arising in a life and professional work. The certain vital or professional situation is happened in each class.

As a method of game training in high school (situational, role, etc.) are popular enough today (for example, in foreign language learning).

However their application does not always reaches an object in view. The analysis of educational process observation allows revealing at least two principal causes of failures.

First, teacher is not master of the method technology sufficiently: then game turns to simple entertainment.

Second, students are not prepared for actions on a game field: students' emotional condition is not actualised necessary for such class. As a result they are not able to operate in the offered circumstances, feel uncertainly, etc. [4]

All this naturally reduces or stultifies pedagogical efficiency of the method of training.

We allocate some aspects of preparation and conduction of imitating games in process of teaching English. Organisation and conduction of imitating games in English classes are caused by character of imitating games: their multifunctionality allows to solve a complex of problems simultaneously:

- Interpretation and synthesising of the knowledge received in studying of separate compulsory theoretical disciplines, their use for the solution of practical problems of a professional orientation;

- Concentration of students attention on concrete professional problems and tasks conditionally allocated from all variety of real professional work problems;

- Analysis, estimation and correcting of accepted solutions;

- Removal of students subjective uneasiness for possible errors;

- Formation of the qualities necessary for future teacher in professional work - empathy, reflexions, perceptions, etc.;

- Increase of interest to studies and modeled aspects of the validity in particular aspiration to self-perfection [5].

Situational-role games differ from special training and exercises first of all more difficult content of played situations and their professional orientation. Such game participants act in two plans: being conformed to internal logic of the selected role and «from himself» - according to own position. Participation in game, discussion of its course and results contribute to abilities formation to analyze a situation, quickly to make expedient solutions, to realise them, to see response of game participants ("partners" or "colleagues").

During experimental training we noticed that growing into a role of the specialist, a choice of behaviour trajectory, solution-making, interaction in images is difficult for separate students. In this connection, it is expedient to begin system of game classes with practical problems solution based on the content of compulsory disciplines and allowing at a preparatory stage to "realise" possible variants of situation participants actions. Discussion and solution of pedagogical problems at this stage is carried out under the plan [6].

1. The situation description by teacher (facts statement).

2. The analysis of situation participants' interaction: cast.

3. Finding-out of orientation, premeditation or accident, possible reasons, purposes, motives of actions.

4. Establishment of psychological conditions of situation participants, display of their business and personal qualities.

5. Revealing and estimation of interaction ways; determination (accurate formation) of contradictions, problems and tasks of professional influence.

6. The solution of problems and situation as a whole, from positions of its participants: actions discussion according to role character according to situation.

7. Discussion of the offered problem solutions:

- Whether the solution corresponds to the situation content;
- Whether it is creative, i.e. new ways (their combination) of interactions are applied or available algorithm of action is used;

- Whether response to influence is provided;

- Whether creative character (moral orientation, flexibility, mutual observance of moral interrelation norms, their positive emotional character, etc.) is shown in interrelations;

- What applied ways of interaction (belief, suggestion, lexicon, mimicry, pantomime, intonation, etc.).

8. The general conclusions.

One of creative tasks is problem solution for people acting in different situations. Such tasks help to see a professional problem from different positions, to feel and understand better an emotional condition and logic of situation participants actions. It is a prerole situation, it is not played but it is only said (on roles): «If I were you I would ...». However it is easier to choose and speak pedagogically expedient situation solution than it is to realise it in practice. Students' participation in situational-role pedagogical games helps them to come nearer to the solution of professional oriented problems.

Striking example of efficiency of the given situation application in foreign language classes and motivation of students cognitive-professional activity is the

game «What would you do if ...? » which purpose is to give a quick answer to a question, a problem situation, happening at work, during simulated professional activity [7].

Plan to divide your class into two or small groups depending on the size of your class (no more than 5 students in each group). Cut the underwritten problem strips and give each group an equal number of problems. Also cut up adjective cards below (table 1), mix them and put them in a hat or bag. Then each group draw as many adjective cards at random as they have problems to work on.

Students must now create solutions by the adjectives (table 2): if they drew "risky" and «humorous», they must write down a risky solution for one of problems and a funny one for the other. (If a group is very unhappy with one of their adjectives, you have a few extra and could let them trade one in for a new one.) When everyone is ready, problems and solutions can be either be read aloud to the class or handed to the next group to be studied. In either case, students must now guess which adjective the other students had in mind when writing their solutions. Give one point for each correct guess and the student or group making the most points wins.

Table 1.

What would you do if your head master refused to let you take your holiday at a time convenient for you and your family? Answer: _____
How would you deal with a colleague who always complains to the school head master about other colleagues? Answer: _____
You think the work procedures of your school are badly in need of change. How would you suggest this to the school head master? Answer: _____
What would be your advice to a friend who is preparing for a job interview? Answer: _____
Staff motivation is very low at the moment. How would you suggest motivating teachers to work harder?

Answer: _____
How would you react if your school head master (of the opposite sex) started taking a more interest in you?
Answer: _____

Table 2.

risky	expensive
aggressive	impolite
impractical	tactful
cheap	cautious
dishonest	realistic
sensible	humorous

The main aim of *situational-role game-exercises* is development of professional abilities, formation of concrete abilities, personal qualities of the future specialist, development of abilities to solve practical problems. For game the small fragment which imitation allows to solve a task in view is isolated from the content of a professional situation. It is important for each class participant to do exercise and to analyse himself how much it is possible to manage with the task (reflexion).

Most difficult for execution are *situational-role games* as great by content, difficult to do, to interrelate (separate content components, participants) a situation is organised. And it is important that the situation has received development instead of end with playing only the set plot. It is necessary to learn to see "consequence" of the made solution and from this position to analyze its professional efficiency. The central place in such classes should be assigned for analysis of the carried out task, analysis of understanding by students of a situation explanation of a problem essence, creation of an emotional spirit (empathy) and it is especially important to form abilities to analyze the actions in a role using knowledge both English language and other high school disciplines [8].

As an example of the game it is possible to give “I’ve got a solution” (I have found the solution) which essence consists that to each student the card with a problem (table 3) stands out. The student should find out, in what its problem. To help it, the teacher allows standing up, going and finding the partner. The student A reads a problem of the student B and offers one decision. Then the student B reads a problem of the student A and also advises. The student is not authorized to speak, while listens to the possible decision of a problem. Having listened to advice of each other, students should pass to other partners, to tell that they know about their problem and to ask for new advice. For example:

‘ I’m thinking of taking a course in communication skills. What else can I do?’

‘ You should try to meet more Americans! ’

Having heard to some advices, students should be able resolve the problem. After that, they can go to give advice that who could not find the answer to a problem yet.

Game develops auditive skills, abilities to understand micro texts on hearing, adequately to react to the sounded advices; besides, in search of the correct decision it is necessary for participants to choose from set of variants unique which, in their opinion, and will be true.

Table 3.

I am meeting a Japanese business partner tomorrow and am not sure how to behave.	I suspect that a colleague has been stealing money from my company and am not sure what to do.	I am stuck in a traffic jam on my way to a very important meeting. I have no mobile telephone in my car.	I have just arrived at a party at my boss’s house. I thought it was a fancy-dress party and have come as a penguin, but everyone else is dressed normally.
I own a shop and have been	I get a terrible headache every	I am about to give a presentation	My company wants its product

having a lot of problems with shoplifting recently.	time I have a meeting with my boss!	of my company's new product. To my horror I discover that I have left my papers on the train	(a line of cosmetics) to be less harmful to the environment. I must make some good suggestions to my boss.
---	-------------------------------------	--	--

Business games differ from the previous themes that they are directed on formation of professional and business abilities of the future specialists. Their main aim is to arm students with technology of professional practical activities. Организуя business pedagogical games it is important to remember that not only separate situations ut big fragments of professional problems solution are played and analyzed. From the point of view of conduction business games are most difficult as their preparation demands special time and independence of the students, complete occurrence in game and in a role, improvisations.

Business games are often used in process of staff selection. With their help it is possible to determine:

- a level of applicant' business activity in this or that position;
- presence of tactical and (or) strategic thinking;
- speed of adaptation in new conditions (including extreme);
- ability to analyze own possibilities and to build a corresponding line of conduct;
- ability to predict development of processes;
- ability to analyze possibilities and motives of other people and to influence their behaviour;
- style of management, orientation at solution-making on game «by himself» or «in interests of a team» and others.[9]

One of business game examples can be the role game “Situations vacant”. Students are given out «CVs» (table 4) which they should fill in fictitious person and

fictitious work information. The game principle consists that applicants for work will try to find work, and employers - suitable employees. The teacher should say that it is necessary for employers to discharge someone even if there is no ideal candidate. After filling of questionnaires students start to interrogate each other, to interview or be interviewed during the game. Then employers declare they would like to discharge which person and why. This game results naturally in discussion of interview preparation for work and impressions strategy of the interviewed.

Table 4.

<p>Job Description</p> <p>_____</p> <p>Name of company: _____</p> <p>Position offered: _____ Salary: _____</p> <p>Job responsibilities: _____</p> <p>Qualifications required: _____</p> <p>Experience required: _____</p> <p>Further comments: _____</p> <p>.....</p> <p>Curriculum Vitae</p> <p>Name: _____ Address: _____</p> <p>Date of birth: _____</p> <p>Telephone: _____ Marital status: _____</p> <p>Education and qualifications: _____</p> <p>Work experience</p> <p>From: _____ To: _____ From: _____ To: _____</p> <p>Employer: _____ Employer: _____</p> <p>Responsibilities: _____ Responsibilities: _____</p> <p>Interests: _____</p> <p>References: _____</p>
--

Thus future teacher preparation for innovative activity is effective if it is developed in adequate educational forms and it solves two interconnected problems: formation of innovative readiness for innovation perception and abilities training to project application of innovative technologies in practice of teaching and educational work.

For formation of future teacher professional competences it is expedient to observe the following conditions: teachers judgement of necessity, importance of innovative educational technologies; mastering of methodological and theoretical knowledge by them about designing and realisation of the technologies; presence of cognitive interest to considered technologies and development of personality important sense of their realisation; formation of their application experience; development of skills of teacher inclusion in process of intersubject dialogue interaction.

References:

1. Yerymbetova A.T. Use of innovative educational technologies in system the subject-subject of interactions in educational process: Educational book. - Shymkent: SKSU, 2005. – 116 p.
2. Adolf V.A. Professional competence of the modern teacher: Monography/ Krasn. State Univ. Krasnoyarsk, 1998. p.118.
3. Science and education. The encyclopaedic dictionary / Chief editor Z.K.Tujmebaev. - Almaty: 2008.-448p. P.136-137
4. Hively W. Games you can make up//Electronic Education. - 1988. - V.4.
5. N.K.Ahmetov. The theory and practice of game training in preparation of the teacher. Almaty, 1995
6. Kolesnikova I.E. Games in English classes. Minsk: Narodnaya Asveta, 1990
7. Angela Lloyd, Anne Peier. Business Communication Games. Oxford University Press, 1996 c.128.

8. Madzhuga A.G., Saipov A.B., Pusurmanova G. ZH. Use of traditional and active educational forms and methods in pedagogical process: Educational book. - Shymkent: M.Auezov SKSU, 2004. – 64p.
9. Personnel management: electronic dictionary-handbook.

J11305-0140

E.YU. Zakharchenko

**PEDAGOGICAL SUPPORT AS A METHODOLOGICAL SUPPOSITION
OF NEW EDUCATIONAL TECHNOLOGIES**

Eurasian open Institute (Azov branch)

The problem of pedagogical support has always attracted attention of the society. Analysis of the development of pedagogical theory and practice gives an idea about the place, which is occupied by the problem of pedagogical support and protection of the child in the Russian public conscience.

Works of K.D. Ushinskiy, L.N. Tolstoy, P.F. Kapterev, P.P. Blonskiy, S.T. Shatskiy and others are simply permeated with a concern for humane, spiritual, free personality, for the creation of conditions providing assistance to it. N.K. Krupskaya, A.V. Lunacharsky, A.S. Makarenko, V. A. Sukhomlinsky, etc. paid great attention to the very last importance of such conditions.

In the modern social-pedagogical conditions the problems of support and protection of childhood have a new understanding. It is connected with the transition from object-oriented pedagogy to the subjective. In this approach a child with his protection and support becomes the epicenter of the pedagogical process.

However, the content analysis of the pedagogical research reveals the fragmentation of theoretical ideas, the lack of a systematic approach to the content of development, technology and methods of pedagogical support of children and the organization of effective pedagogical activity in this direction.

As a result, in the modern pedagogy aspects of a holistic approach to organization of educational activities related to the realization of pedagogical support in a single school space are not until found out.

The content and technological procedures of the practice of solving life problems of children and their families require serious understanding. Out of pedagogical science and practice there are questions connected with the status of a child as a subject of pedagogical support.

Direct contradiction is clear. On the one hand, in Russian pedagogy and educational policy the priority of the child's personality and the primacy of universal values are actively declared, and on this basis there is a transition of the educational system on principles of humanistic personality-oriented education. On the other hand, real position of children in the society has deteriorated, and adaptive capacity of society and education has decreased.

In this connection, the scientific development of the theoretical and methodological basis of integrated technologies of pedagogical support of the educational space of the modern school is becoming especially topical. But in the conditions of informatization of education this actuality is increasing even more.

However, laws of the market dictate their conditions to the educational system. From the sphere of education school gradually moves to the sphere of service. It is not for nothing that recently such terms as «additional services», «educational product», «market of educational services», etc. appeared in the teaching field. In these circumstances it is not of economic benefit for a teacher to provide educational support, because this kind of services is ignored, is not provided for the framework of the unified tariff system, and, therefore, is not paid. This means that in the development of unified technology of pedagogical support we should take into account one important fact. This technology should include such immanently teaching ingrains as mercy, tolerance, compassion, etc. Otherwise it will turn into another pedagogical conception which is not capable to ensure real effectiveness of the pedagogical process.

Today to protect the child is to give him such education, to lay such regulators of conducting, which do not allow him to gap in a complex and contradictory world.

This understanding of the meaning of pedagogical support characterizes the work of representatives of developed in 80 - 90s of the XX century pedagogy of cooperation (SH.A. Amonashvili, I.V. Volkov, E.N. Ilyin, S.N. Lysenkova, V.F. Shatalov and others.) The initial moment of their pedagogical credo is to be able to listen to and to hear a child, to conduct a dialogue with him, to help him to understand and express himself, to establish himself as a man. The concept of pedagogy of cooperation welcomes the shaking of authoritarianism out of school life in any manifestation. This idea has significantly expanded the theme of pedagogical researches and has enriched the practice of organization of pedagogical support.

The principle of pedagogical support is understanding and acceptance of the characteristics of self-development of a child, as the realization of his survival needs. In addition, representatives of pedagogy of cooperation made a case of formation of mechanisms for the protection of a child through the creation of a friendly environment interaction, in other words such an environment, which is able to unlock the potential of the personality in its attempts to solve problems and to overcome difficulties.

This approach involves the realization of pedagogical support in the cooperative searching of the specific means of action with a child, in provision of conditions for the choice and independent decision-making on the basis of stimulation of his mental abilities, self-examination and self-control.

Challenges of the XXI century and the latest conditions of the invasion the realities of the technocratic world in the world of the childhood required a considerable deepening of scientific researches, connected with the problems of pedagogical support.

The most consistent and systematic analysis of the phenomenon of pedagogical support is presented in the studies of T.F. Anokhina, O.S. Gazman, N.V. Ivanova, N.B. Krylova, Z.A. Malkova, T.A. Mertsalova, N.N. Mikhailova, I. S.

Yakimanskaya, as well as in the original works of multicultural sort of E.V. Bondarevskaya and O.V. Gukalenko. Let's fix on some of them.

In the conception of O.S. Gazman pedagogical support is presented as an independent sphere of pedagogical activity, and within its framework there is preventive and operational assistance to a child in solving his problems connected with health, promotion in training, communication and life self-determination. (2.58-59)

Gazman determines the subject of pedagogical support as the process of joint identify with a child his own interests, ambitions, opportunities and ways of overcoming obstacles that prevent him to keep his human dignity. According to Gazman in conditions of a real pedagogical support a child begins to prove himself not just in active and positive behaviors. He enters into higher segments of cultural and moral interaction and cooperation with adults. (3.221-237)

A culturological approach to education of N.B. Krylova allows to judge about the pedagogical support as about real experience of the «understanding pedagogy», which, in contrast to the affecting pedagogy, can efficiently solve problems of changing of personal qualities not only of a child, but of an adult. According to N.B. Krylova pedagogical support is a «pedagogy of deep dialogue», the main point of which is not so much that to ask a child the question about his self-determination, it is that to stimulate philosophical reflection of a child concerning a situation, to reinforce reflection, in which he finds himself and changes his views. (6.213-214)

N.B. Krylova characterizes pedagogical support not only as a particular technology of education, which is notable for its dialogy with the relation to subsequent self-determination of a child from the traditional methods of education, but also as a special humanitarian activity of a teacher. Within its framework, the pedagogical support of a child appears outwardly - as a system of joint actions with a child for solving his problems and conflicts, braking and eliminating of negative effects of the environment; internally - as the realization of values, taken as the basis of interpersonal relations: empathy, understanding, cooperation.

We can meet the original idea about the content of modern approaches to solve problems of pedagogical support in researches of O.V. Gukalenko. In opinion of the scientist, in a multicultural context of educational space pedagogical support should be presented not only as the unity of the national and universal dialogue, ensuring the integration of knowledge about a man. The researcher believes that the relationship at the level of «teacher - student» should be revised in the direction of humanization of the pedagogical process and the therapeutic complicity of the pedagogical community in student life. Then the atmosphere of the school will be more comfortable for the student, and its supporting function will increase. (4)

In the scientific school of E.V. Bondarevskaya pedagogical support represents the organization of activity of a teacher, which is oriented to diagnosis, identification of children problems , the determination of their interests, objectives, opportunities and ways of overcoming the obstacles that hinder their adaptation and rehabilitation in the real educational space. E.V. Bondarevskaya draws attention to a number of factors to ensure its effectiveness. So, according to E.V. Bondarevskaya, the level of efficiency of pedagogical support depends on the adoption of the following conditions:

- attitude to a child as to the subject of life, capable to cultural self-development and self-modification;
- attitude to a teacher as to a mediator between a child and culture, capable to bring him in the world of culture and to support the child's personality in his individual self-determination in the world of cultural values;
- attitude to education as to a cultural process, the drivers of which are personal meanings, dialogue and cooperation of its members in achieving the objectives of their cultural self-development;
- attitude to the school as to a holistic cultural and educational space, where the cultural patterns of children and adults life live and are recreated, where there are cultural events, and the creation of culture and education of human culture are realized.(1)

According to E.V. Bondarevskaya pedagogical support is not only the process. This is a method of expressing the creature of humanistic position of a teacher in relation to children. This is an answer to a natural trust of the children, who are looking for a teacher's help, this is awareness of his own responsibility for the child's life, health, emotional well-being and development. In the opinion of Bondarevskaya of particular importance in the organization of pedagogical support is a life situation as well as the creation of conditions for individual self-realization, the raise of the status of a pupil. (ibid).

The analysis of mentioned scientific approaches gives the ground to assert that the pedagogical support is a special pedagogical category, which reflects the worldview basis of humane pedagogy. Comprehensively scientific study of pedagogical support as a cultural and historical phenomenon makes it possible to identify the object and the subject, to formulate the actual pedagogical problems, and to determine the most effective methods of their solution.

First of all for pedagogical support a child is a product of the historical era with individual character, and he reflects the values of a particular social environment.

The subject of pedagogical support is a set of optimal conditions to ensure life safety of a child, his adaptation in surrounding society, and the achievement of emotionally safe condition at all stages of his personal development.

As for a child pedagogical support aimed to make preservative, responsive and socio-therapeutic functions. It characterizes the objective sphere of interaction of the teacher and the student. By means of this interaction there is a formation of the personal qualities of a child and mechanisms of his self-development.

Relying on well-known studies, it is arguable that the object of pedagogical support is humanitarian pedagogical practice, based on life circumstances, personal experiences, conditions of development and situational status of a child. This practice is able to provide not only high-quality education of a child, but also his socialization. Interestingly that main conditions and mechanisms for the organization of pedagogical process are close interactions between the student and the teacher as main subjects of this pedagogical process.

The content of pedagogical support is oriented by historical and cultural tradition and patriotic education on the following principles: humanity; freedom of choice; interaction; independence and voluntary; the creative nature of life, universal, equal and continuous education.

Ways of overcoming of learning difficulties and life obstacles, as well as possible ways of self-development of a child can be considered as the basic for the development of methodical ways of pedagogical support.

It should be particularly mentioned that the efficiency of the pedagogical support is possible on conditions of overcoming negative pedagogical stereotypes formed in education under the influence of the command-administrative system. In this process the role of social pedagogical consciousness, the approval of thoughts that the organization of pedagogical support is the matter not only of individual teachers, involved in education, but educational relations of society as a whole is very great. The effectiveness of pedagogical support and protection of childhood should be associated with the following factors:

- creation of a special kind of conditions, guaranteeing secure, emotionally comfortable and material-and-technical equipping of educational process;
- formation of this style of relations between the teacher and the pupil, which excludes violence, authoritarianism, dislike;
- preparation of a teacher able to correlate professional and personal qualities with life's demands and potential opportunities of children;
- development, adjustment and application of the personal sense pedagogical methods, focused not only on the age and ability of the student, but also on the state of his health, psyche, situational mood and so on. (5. 287)

In conclusion, we can note that pedagogical support may not be regulated by officially accepted norms and to dispense in the framework of prospectively defined measures. It is constantly corrected by activities of individuals, groups, organizations, pedagogical situations and educational systems. Most often this is a set of pedagogical actions to protect a child from hazardous negative and destructive phenomena that endanger the integrity of his person.

The qualitative characteristics of pedagogical support in equal measure can be such features of a teacher as humanity, tolerance, empathy, understanding, pedagogical reflection and other human properties.

Of greater importance is the dosage of pedagogical aid, based on knowledge and understanding of the physical (body) and spiritual nature of a child, circumstances of his life and destiny, peculiarities of the soul and the nature, language and behavior, as well as the pace of training work peculiar to him.

Present changes in socio-pedagogical consciousness, associated with large-scale acts of charity for children testify that the society has drawn attention to the need to strengthen the humanitarian component of the educational process and is ready to design and realize a holistic technology of pedagogical support.

Literature:

1. E.V. Bondarevskaya. Education as a meeting with the person (pedagogical selectas in two volumes); Vol. 2. - Rostov-on-Don, 2006.

2. O.S. Gazman. Pedagogical support of children in education as an innovative problem. New values of education: ten concepts and essays. Vol. 3, - M.: 1995.

3. O.S. Gazman. Education: objectives, technologies, perspectives. // New pedagogical thinking. - M.: 1989.

4. O.V. Gukalenko. Theoretical-methodological foundations of pedagogical support and protection of migrant students in a multicultural educational space. - Tiraspol, 2000.

5. E.YU. Zakharchenko. Pedagogical support and protection of the childhood: cultural-historical phenomenon and scientific approaches. // Methodological education.- Rostov-on-Don, 2007.

6. N.B. Krylova. Culturology of education. - M.: Public education, 2000.

J11305-0141

T. Grechukhina

**PROFESSIONAL UPBRINGING OF MODERN SPECIALISTS IN THE
UNIVERSITY: REALITY AND INNOVATIONS**

Ural Federal University named after the first President of Russia B.N. Yeltsin.

The Institute of Social and Political Science

Modern education is to provide a person with an opportunity to fulfill his functions as a subject of learning, communication, social interaction, individual and professional development. This statement correlates with the main educational priorities of the XXI century reflected in the declaration of UNESCO, according to which one should learn to learn (intellectual culture, informational culture, the culture of self-organization, research culture), learn to work (to be able to improve his level of proficiency), learn to live in the community (to be able to understand the other, accept the other, help the other, develop one's communicative culture), to learn to get along with himself (the student's self-development).

However, the aspects of age, gender and technologies in terms of student professional upbringing in the institutions of higher education are yet to be further investigated. Thus in this article we would like to highlight the problems of understanding the nature and content of professional upbringing in the modern educational environment of universities, designing a model of professional upbringing in higher education and finding the necessary conditions for its efficient implementation.

1. The relevance of the problem

“The idea of the university” has been developed by a number of authors (including W. von Humboldt, J. Newman, T. Veblen, J. Ortega y Gasset, M. Weber, K. Jaspers, J. Habermas) and has experienced some changes, becoming especially important nowadays. The vision of the university as the center of learning and research implied

that the very might of science should therefore develop a person spiritually and ethically.

It should be noted that the educative function of the university is currently considered to be one of the fundamental ones in higher education system. There are the following reasons we should take into account while defining new approaches to revealing the nature and content of the process of professional upbringing [1]:

- modern tendencies in development of the global community (the media expansion, deep alterations in labor market, professional mobility, etc.);
- social and cultural change in the country (society now needs people who are able to work under social partnership where every participant is aware of the ultimate importance of their work and gained experience, thus feeling a part of socially important processes);
- personality shifts of young men and adults who are responsible for their upbringing (they have become more relaxed and free, they have been made aware of being in charge of their own prosperity and welfare, they have established new values, though among positive alterations we might as well notice the development of egocentrism and selfishness reflected in indifference to other people, even their nearest and dearest, with the priority put upon their own well-being);
- problems within higher education itself (the diminishing of educative function);
- the vanishing of socially positive initiatives for students (the forms of socialization and training existing within the institutions of higher education are not sufficient for developing professional competences in future specialists).

The system of professional education in Russia can be divided into three stages. During *the first stage* (1992-1997) there was an attempt to create the Conception of Lifelong Learning within general and professional education in Russia designed by a research center for assessing quality of specialists' education under the direction of I. Zimnyaya. This period is also marked by the appearance

of the following conceptions: “The structure of a wholesome system of upbringing” (I. Ivanov), “Upbringing as a revival of the citizen, the Man of Culture and Ethics” (E. Bondarevskaya), “New technologies of the educational process” (N. Schurkova), the philosophy of upbringing by B. Likhachev, “On the concept of upbringing in the Russian educational system” (V. Baidenko et al.).

The development of approaches to organizing educational and upbringing activities in republics, regions, universities was carried out during *the second stage* (1998-2003). At that time there appeared the following theories of education and upbringing: “a philosophical and anthropological approach” by M. Dudina, the theory of autonomous education (G. Selevko), the system of developing a socially active personality in students (V. Kagermoniac, L. Kokhanovich), and the concepts of education of universities in St. Petersburg, Yekaterinburg, Rostov-on-Don, Kursk, Moscow, etc.

The third stage (2003 – up to now) can be characterized by innovative approaches to designing the educational environment in universities, the attempts of defining criteria and indices to assess the quality of education in universities, the ways to analyze the role upbringing plays in building social and personal competencies in the process of education.

The process of outlining the goals of professional development is linked with several tasks of considerable importance: to expose the tendencies of contemporary society; to establish university’s goals and their hierarchy; to establish students’ individual goals. The research on the goals of professional development [6] which have become a part of the agenda of modern Russian universities has singled out four groups of goals. *The first group* is determined by the Law “On Education”:

- “satisfying individual needs in intellectual, cultural and ethical development through getting higher education or postgraduate education”;
- “the development of arts and sciences through scientific research and creative activities of faculty staff and students, the application of obtained results to the educational process”;

- “training, retraining and advanced training of staff with higher education and faculty staff of higher qualification”;
- “developing civic-mindedness, abilities to work and subsist in terms of modern democratic society”;
- “preserving and enhancing ethical, cultural and scientific values of society”;
- “disseminating knowledge among the members of community, boosting their cultural and scientific awareness”.

The second group of goals defines the role of the university in regional culture, reflects its unique nature as a social institution.

The third group of goals admits the universities’ important role in social, economical, and cultural development of regions.

The fourth group deals with universities’ awareness of the role they play in terms of raising new generations.

2. The aspects of age, gender and technologies in terms of students’ professional upbringing in the university

The implementation of goals of professional upbringing is carried out in the social and cultural environment of the university, which is required by the Federal State Standards of Higher Education of the Third Generation.

The up-to-date problem of modeling the social and cultural environment in question is to be solved due to the fact that according to some scholars (e.g. N. Morozova, M. Zhukovskaya) this kind of environment is far more important in developing the student’s personality than, for instance, informational, sport, or scientific environment because it is the social and cultural environment that helps build professional and general competencies of students [12] and displays true correlation between the subjects of educational process and their surroundings. It also has several fields and corresponding spheres of life activity.

Let us focus on some approaches aimed at coordination of modern educational and educative opportunities in solving the problem of forming social and cultural environment of the university.

One of the approaches deals with the development of the module of “upbringing” in the main educational curriculum. Thus a research group (O. Alexeeva, A. Knyazev, T. Krivchenko, M. Lapteva, N. Morozova) led by I. Zimnyaya considers “upbringing” to be a part of the necessary students’ training in the system of higher education. The authors present the main components of “upbringing”: aim, content, methods and techniques, forms, key social competencies, the means of evaluating good upbringing and civility, the program of autonomous upbringing.

The research group enlists the following specific aspects of modeling: the process of upbringing in the university is a logical continuation of upbringing and education in the preceding periods; upbringing ought to be present during the entire period of specialist training both during studies and extracurricular activities; forms and methods of upbringing differ from those of education; the evaluation of this process is far harder to trace than that of knowledge; the process of upbringing doesn’t stop right after graduation; the implementation of the program of upbringing and autonomous upbringing is more complex than that of an educational program, etc. [5]. The introduction of professional upbringing into the educational process is meant through taking up disciplines and optional courses or through completing five micro modules aimed at forming the competencies of civility, communication, healthcare, social interaction, informational and technological competencies. It is still a moot point, though, if the module of “upbringing” should be recommended for autonomous studying in the university.

National University of Science and Technology “MISIS” together with the center of innovations and education “Otkryti Mir” (Open World) is heading in the same direction: the first and second year students are offered an educational module aimed at forming their social skills (social interaction, responsibility, communication, self-development). The module has the following segments: “Personal efficiency” which explores the concepts of time-management and choosing priorities; “Communication and presentations in public” which helps build up skills of presenting one’s ideas both orally and in written form; “The practice of designing and

implementing social projects” which teaches students not only to make up a social project, but to get real results out of it. One of the obvious advantages of this approach is the total involvement of the first and second year students in the optional courses. However, it also bears a considerable deficiency due to the fact that only a group of teachers is in charge of developing necessary social skills among the student body.

Another approach intended for enhancing social awareness is presented in Herzen State Pedagogical University of Russia (St. Petersburg). The structure of the section of the main educational program called “Establishing social and cultural environment for developing social and cultural competencies” has been designed in this university during the seminars arranged by Professor R. Bogdanova and includes the following parts: the features of the environment essential for personality development; the goals of upbringing ought to be solved during the process of education; the main activities of the student body; the main student communities of the faculty; methods and techniques being used; the projects of upbringing divided by the given directions; the projects of altering social and cultural environment; the number of public events and creative activities per year; student self-management during the process of education; the forms of presenting the results achieved by students and their subsequent evaluation; the forms of encouragement for socially active students; the use of university infrastructure; the use of urban infrastructure; social partners; participation in the project “Innovations in upbringing”; availability of resources.

Our approach to forming the social and cultural environment of the university includes the following aspects: informative aspect which reveals the integrated method of modernizing the content of upbringing; operational one which suggests modifying the means of living; technological aspect which highlights the interaction of all components through the use of means of education and upbringing, the interaction between students and educational surroundings.

The process of education which is not aimed at personal development has quite definite consequences. The hitherto prevailing cognitive model (knowledge-oriented

one) requires rethinking of the unity of education and upbringing, technological support of these processes based on understanding of being free and being responsible. Thus we come to the conclusion that every modern teacher employing operational and competency building approaches in professional upbringing should master the following techniques: *educational techniques* (modular learning, problem-based learning, context learning, collaborative learning, seminars in the form of a dialogue, method of “debates”, etc.); *information management exercised by the subjects of educational process* (information search, working with study materials, portfolio, content-analysis, autonomous study arrangement, positional learning, etc.); *highlighting the potential of subjects of educational process* (bringing out motivational potential of educational environment, self-presentation, building up confidence and skills necessary for professional success, developing positive thinking among students of the university, developing skills of studying process management, developing dialogical thinking, etc.) [9].

Let us now discuss the main principles that in our opinion might help obtain the desirable level of professional upbringing of future specialists:

- *the principle of competency building and operational approach* used to develop the content of professional upbringing implemented due to the introduction of special programs and modules. Operational approach suggests transmitting culture as well as providing conditions for mastering patterns and ways of thinking and acting, developing cognition and creativity among students, and enhancing critical thinking;
- *the principle of efficiency* understood as the university’s potential of providing an urgent feedback to all changes in educational environment;
- *personifying principle* that allows to personify educational process through level-sensitive and modular instructional design;
- *flexibility principle* according to which the university might be able to offer a broad variety of activities that differ in content and forms, as well as in scale and location, to meet individual requests.

The aspect of age in professional upbringing should obviously require our special attention. Let us notice that up to now there hasn't been stated a problem that university students are actually undergoing the biggest age crisis (starting from their second or third year, if they entered the university right after school at 16-17). What do pedagogical and andragogical models have in common and where exactly are they different? What conditions are necessary for their successful existence? These questions lead us to another problematic issue – who can be called an “adult”? Are there any fundamental criteria to measure and define this category and in what way does it correlate with “being educated” and “having good manners”?

The students who are becoming mature within university walls during the period of their education (5-6 years) are to overcome the most crucial crisis in personality development known as identity crisis. It also instigates gender problems. According to the classification of age introduced by E. Erikson, which is centered upon the notion of “personal identity”, 21-25 (the sixth of the total of eight periods of man's life cycle) is the age for tackling grown-up problems, building up friendly and family ties, choosing career options. During this short period of time the person gets used to being socially and personally responsible, among other things for child-bearing, in other words for conscious parenthood. That means that in terms of professional upbringing we should take into account the gender aspect as well [2]: *gender competence* (one's understanding of gender functions and gender attitudes in society, being aware of the variety of gender systems and gender ideals of “male” and “female” of different ethnic communities, the ability to establish alternative life strategies and behavior and to fight against gender stereotypes); *gender-sensitivity* (the ability to perceive and understand gender identity of the other, send and read gender messages); *gender loyalty* (one's ability to establish partnership with other people in community without losing their own gender identity and violating the gender identity of others). Gender approach in the process of professional upbringing helps future specialists execute their roles as men and women and simultaneously obtain desirable social needs.

Having analyzed the problems of managing professional upbringing in the university, we divided these problems into two groups to which we can refer to as external and internal.

External ones are caused by the idea of “creating space for common living and communicating for people of any age and social background, defining common goals for social life sharing which the person gets truly educated” (V. Slobodchikov).

The following problems have been singled out by us as internal: different understanding of long-term goals; the lack of effective system of long-term planning and decision-making; scarce regulations on different levels of management and thus lack of clear vision of unified norms and techniques for implementing the process; the lack of clear criteria for monitoring the efficiency of upbringing.

One of the problems that draw our special attention is interpretative competency of teachers. Some scholars (e.g. G. Sukhobskaya, E. Sokolovskaya) refer to this as to “the phenomenon of social and humanitarian consciousness of andragists involving understanding the problems of adult education in modern society and current trends in education with its implied values; the ability of thinking about andragists’ own attitudes to their activities and the obtained results; the basis of professional and personal self-development of andragists and potential correction of their activities” [10]. While accepting the abovementioned position in general, we are more inclined to call this phenomenon “interpretational competence”. The results of our research have proved that its successful development in university staff can be explained among other things by their involvement in social and instructional design and educational projects of various scales and level of complexity.

We assume that professional upbringing in the university can be realized on the two following levels of social and instructional design: *special design and tackling of educational and educative situations* during the courses with the introduction of innovative technologies (corresponding with the competency building approach) performed by the teachers and *special “staging” and tackling of social and educational situations* aimed at highlighting the current vital problems of society.

In our perspective social and instructional design can be regarded firstly as the tool of managing professional upbringing in innovative educational environment, and secondly as the tool of instigating collaboration between the university and social partners in order to create a unified educational space where the students can socialize and develop professionally and personally.

The evaluation of results and quality of professional upbringing in the university is directly connected with monitoring. Monitoring becomes essential when it is necessary to track down all events in the real environment in question to be able to include this evidence into the management process (E. Zeyer).

And now let us focus on the content of management activities during all stages of monitoring the process of professional upbringing. *The first stage of monitoring* involves the objects of the system of management (organizational, methodological, informational ones, and the element of communicational interaction) which provide us with informational updates on the current state and progress of professional upbringing in the university, at the faculty and at the chair / department. Informational components of the first stage of monitoring include: regularities of professional upbringing, the intended goals of the process, attestation data and the statistics about further training of staff and curators of student groups; methodical supplies of the upbringing process; upbringing agenda.

Depending on the goals of monitoring, its scale and complexity of the object, its evaluation might be based on the solitary criterion or the set of criteria. Taking into account the approaches existing in the theory and practice of educational quality evaluation, we present three groups of criteria for evaluating the upbringing activities in the university: the first group includes the criteria determining the initial conditions for developing general competencies in social and cultural environment; the second group involves the criteria connected with the process of functioning and developing of the institution of higher education; the third represents the criteria displaying the efficiency of upbringing process.

Since innovative component plays a special role in the evaluation process, we have singled out two groups of effects.

- *Effects obtained during the implementation of innovations in the upbringing process:* long-term and budget-funded planning of innovative processes and projects in the university; the durability of initiative participation of university staff and educational authorities in the university life (if the concept of upbringing involves interacting with social partners); stable positive attitude of participants to innovative development; social partners' desire to offer the prolongation of participating in projects, programs and events (of local, national and international level) connected with upbringing in the university; etc.
- *Effects linked with long-term support of innovative activities in professional upbringing:* constant increase of offers for partnership addressed to the Council of Upbringing of the university / faculty; new innovative projects and programs in professional upbringing; continual interest of staff in joining the programs of further training, innovation seminars, creative researches on the issues of upbringing; the detectable implementation of innovative educational techniques into the studying process; active public lobbying of university's interests exercised by social communities and partners in various establishments and institutions; long-term budget-funding of projects, programs and events connected with upbringing process in the university; the correlation between budget money and raised money spent on the process of upbringing.

The second stage of monitoring deals with the methods, forms and ways of getting information from subjects from different levels of process management. We assume that at this point the qualitative methods are preferable: the analysis of documental data (analytical reports from managers, the journals of curators of academic groups, validated opinions of heads of chairs concerning the curators' activities, etc.), monitoring student activities in particular situations, the analysis of successful upbringing practices, comparative analysis of data, interviews, focus-groups, polls, the evaluation of accomplishments with the use of "portfolio", evaluation summary, photos and recordings. Thus the monitoring of upbringing process is based on the combination of quantitative (impartial evaluation of efficiency) and qualitative

methods. *The third stage of monitoring* involves defining the level of professional upbringing (university, faculty, chair / department, academic group) and gives a chance to assess the optimality functions of subjects of upbringing management. *The fourth stage* is engaged with decision-making in the sphere of upbringing management and information flow to the subjects of the management process. *The fifth stage of monitoring* is connected with editing and correcting of decisions made and predicting their potential affects on the process of professional upbringing.

The monitoring chart might serve as a tool of managing and assessing the process of professional upbringing as it contains the directions of monitoring, its objects, forms, ways of getting and collecting information, the subjects responsible for collecting data, the indices of efficiency of upbringing process, information flow to the subjects of upbringing process of various levels, the variety of managerial decisions [7].

3. The results of students' value system

Our survey conducted in the Ural State University named after A. M. Gorkiy, now a part of Ural Federal University named after the first President of Russia B.N. Yeltsin, showed that the first and second year students when asked to determine values connected with their studying process put forth the opportunity of getting education (87.6% of freshmen and 88.5% of sophomores) and the possibility of communicating with interesting and erudite teachers (50.3% and 44.1% respectively). Also 27.6% of first years and 21.4% of second years highlighted the possibility of self-expression.

Having inquired students what traits a civilized, well-mannered person should possess, we found out that the following traits hold the utmost importance for them (hereinafter in brackets the figures go for the first and second year students respectively): open-mindedness (85.9%; 83.3%); elocution (78.8%; 69.2%); high communication culture (57.8%; 54.7%); following norms and standards of behavior in public (52.8%; 50.3%); being an expert in their own field (46.9%; 46.2%); being tolerant and strong-willed (42.5%; 38.4%); possessing the skills of self-organization

(33.8%; 30.2%). Such positions as active citizenship and participation in social events got the lowest score (22.2%; 18.9%; and 20.6%; 23% respectively). Let us for now ignore the interesting fact that the second years had lower scores than the first years, with the exception of the last two positions. We assume that deliberate planning of professional upbringing may instigate positive changes of this situation.

While analyzing the factors that are in charge of developing a civilized, well-mannered person named by the students, we didn't find any significant distinctions. In general we could say they were matching: family upbringing (82.4% and 81.4%), being able to extract all valuable information from the lessons (53.9% and 51.3%), autonomous studying (59.9% and 67.3%), socializing with peers (48.6% and 41.5%), constant attendance of cultural establishments (41.1% and 39.9%).

The fundamental "idea of the university" implies in its core not getting some knowledge (informational culture), but obtaining skills for participating in research (operational culture). Collaboration within universities, co-creativity between the teacher and the student are both aimed at developing a personality of a future specialist and citizen, building up skills for future career as well as life strategy (motivational culture) [13]. Due to this fact we were surprised that only 17.6% of first years and 21.1% of second years emphasized the role of their scientific supervisors in developing a civilized, well-mannered person; 14.1% and 14.5% respectively accentuated the time spent socializing with teachers apart from studies.

Students connected improving skills and other individual features with factors affecting their successful studying performance. Having analyzed the data obtained from the students, we came to the conclusion that the leading factors in successful studying performance are personal interest (85.4%; 78.3%); individual skills and inclinations (57.3%; 54.7%); teacher's way of presenting information (51.7%; 52.2%); their own skills in manipulating themselves to study and get ready for classes, and time-management in general (57.9; 51.3%). Another striking fact: teacher's requirements for the course as a possible factor of success weren't on top of priorities (35.5%; 45%). Obviously, since the university environment implies already

well-developed skills in autonomous studying, students are expecting that, though not all of them are ready for adapting to new conditions easily.

We also investigated the aspect of students' participation in university life. It turned out that they primarily connected this issue with Student Union activities (84.2% and 86.3%), and indeed this organization is the only autonomous administration body in the university accessible for students. We suppose that developing the forms of student decision-making might allow to broaden the space for social contacts, establish beneficial relations in various spheres of social interaction, develop interpersonal relationships, and implement diverse social roles. The figures of participation in social events and amateur performances (students' personal observations) deserve our special attention: 27.1% and 29.4% for the first position, 48.8% and 45.4% for the latter one.

One more parameter of our investigation deals with the set of values determining successful working performance (its background, for the time being). The resulting figures show that both freshmen and sophomores have far-fetched plans and goals, and particular attitudes to potential career options; however, they are currently lacking the idea of "professional culture".

Our survey provided us with a significant amount of empirical evidence which enhanced our understanding of the current state and prospects of development of professional upbringing in the university and drove us to the following conclusions:

- social and cultural environment of the institution of higher education possesses a great educative potential, whose implementation will allow to achieve the goals of all participants;
- new social and cultural reality and student preferences imply their existential choices; however, the way they are realized by them is still a moot point. Nevertheless, they are undoubtedly important for university education;
- in order to form new social and cultural values and general competencies, the university environment should offer ways to get knowledge and engage oneself, have a developed value system and encourage students to participate in socially significant activities;

- while designing the process of professional upbringing in the university we should pay our special attention to defining the strategies of its development (aims, goals, tasks, activities, desired and expected results);
- the development of the process of professional upbringing cannot be fulfilled without taking into consideration its place among other processes activated within the university, the levels of organization, the content of management;
- the efficiency of professional upbringing of future specialists is closely connected with the use of innovative technologies of education and upbringing corresponding with operational and competency building content of education;
- the character and evaluation of the process of professional upbringing in the university should be presented from the viewpoints of all participants in the current state of their interaction.

Bibliography:

1. Proektirovaniye vospitatel'noj sredy v osnovnykh obrazovatel'nyh programmakh [Designing upbringing environment in basic educational programs]: uchebno-metodicheskoye posobiye pod red. prof. R.U.Bogdanovoj N 1.2- SPb.: Izdatel'stvo Avtonomnaya nekommercheskaya organizaciya «Centr informatizacii obrazovaniya», 2012 – 109 p.
2. Vorozheikina A.V. Genderno-orientirovannyj stil' pedagogicheskoy dejatel'nosti studenta pedvuza [Gender-oriented teaching style of graduates from pedagogical universities]: nauch.-met. posobie/ A.V.Vorozheikina.- Cheljabinsk: Izd-vo ChGPU, 2007.- 87 p.
3. Grechukhina T.I. Formirovaniye obshhekul'turnykh kompetency u studentov universiteta: vzaimosvyaz' processov obucheniya i vospitaniya [General competency building among the university students: the correlation between the processes of education and upbringing]// Izvestiya Ural'skogo federal'nogo universiteta, seriya 1: Problemy obrazovaniya i nauki.- N1.- 2012.- p.101-108.
4. Dudina M.N., Grechukhina T.I. Vospitatel'naya funkciya universiteta: tradicii i realii [University's educative function: traditions and facts] // Obrazovaniye i

- nauka. Izvestiya ural'skogo otdeleniya rossiyskoy akademii obrazovaniya.- N 11.- 2010.- p. 33-49.
5. Zimnyaya I.A., Bodenko B.N., Morozova N.A. Vospitaniye – problema sovremennogo obrazovaniya v Rossii [Upbringing as a problem of modern education in Russia]. – M.: Issledovatel'skiy centr problem kachestva podgotovki specialistov, 1999. – 82 p.
 6. Emel'yanova I.N. Vospitatel'naya funkciya v processe razvitiya sistemy klassicheskogo universitetskogo obrazovaniya [Educative function in developing the system of classical university education] - Dissertaciya na soiskaniye uchenoj stepeni doktora pedagogicheskikh nauk, Tyumen', 2008.
 7. Popova N. A. Model' upravleniya informatizaciey obrazovatel'nogo processa v obshheobrazovatel'nom uchrezhdenii [The model of information management of the educational process in the institution of higher education] // Izvestiya Ural'skogo gosudarstvennogo universiteta im. A.M. Gor'kogo / Ural. gos. un-t., ser. 1: Problemy obrazovaniya, nauki i kul'tury. № 52. – Vyp. 22. – Yekaterinburg. – 2007. – p. 112 – 120.
 8. Ponomarev A.V. Social'no-pedagogicheskaya funkciya vuza v vospitanii sovremennogo specialista [Social and educational function of the university in upbringing of modern specialists]: monografiya/ A.V.Ponomarev.- M.:Izdatel'stvo IKAR, 2009.- 430 s.
 9. Sovremennye obrazovatel'nye tekhnologii [Modern educational techniques]: uchebnoe posobie / kol.avtorov; pod red. N.V.Bordovskoy.-M. : KNORUS, 2010.- 432 p.
 10. Suhobskaya G.S., Sokolovskaya E.A., Shadrina T.V., Bozhko N.M. Andragogicheskoye obespechenie razvitiya obrazovaniya vzroslykh v sovremennom obshhestve kak problema nauchnogo issledovaniya [Andragogical support for developing adult education in contemporary society as a problem of scientific research] / Problemy formirovaniya andragogicheskoy kompetentnosti specialistov postdiplomnogo obrazovaniya / Materialy vtoroy mezhdunarodnoy nauchno-prakticheskoy konferencii

- kafedry pedagogiki i andragogiki 16-17 aprelja 2002 g.- Sankt-Peterburg, Sankt-Peterburzhskiy gosudarstvennyi universitet pedagogicheskogo masterstva.
11. Toschenko Zh.T. Kentavr-problema v poznanii i preobrazuyushey deyatel'nosti cheloveka [Centaur-problem in cognition and human environment-altering activities] // Sociol. issled.-2005.-N6.-p.4-7;
12. Horvat D.A. Sociokul'turnaya obrazovatel'naya sreda kak faktor realizacii kompetentnostnogo podkhoda v vuzakh [Social and cultural environment as a factor of introducing a competency building approach to universities] / Vospitatel'naya dejatel'nost' i molodezhnaya politika: opyt, problemy, perspektivy razvitiya: sbornik materialov konferencii/ otv. red. A.V.Ponomarev. Yekaterinburg: UrFU, 2012.- p.321
13. Shmakova L.E. Sovremennyy universitet i yego osnovnye problemy [Modern university and its main problems] // Materialy Internet-konferencii «Universitet i sistema nepreryvnogo obrazovaniya» (k 100-letiyu Saratovskogo gosudarstvennogo universiteta), 2008.- p.2.

J11305-0142

Abdullina G.M., Karyagina N.T., Knyazeva O.A.,

Kulagina I.G., Kamilov F.H.

**MODERN APPROACHES IN TEACHING BIOCHEMISTRY
TO STUDENTS OF MEDICINE**

Bashkir State Medical University, Ufa

As a fundamental preclinical course in medical education biochemistry is designed to create the base for further study of clinical disciplines. At the same time, biochemistry and molecular biology are the most rapidly developing branches of biomedical science. The widespread introduction of biochemical technologies and molecular techniques in the diagnostics and therapy of diseases led to the emergence of a new term - "molecular medicine". Hence, modern doctors must have the

profound knowledge in the area of molecular sciences.

The bright fundamental and applied character makes difficulties in teaching biochemistry. The course is studied at the second year of education and includes only the mastering of biochemical language (if not the alphabet). Memorizing of complex chemical formulas, multi-step metabolic pathways - all this requires tremendous efforts. There is a point of view on the necessity to simplify course by reducing of chemical part - knowledge of the formula, the chemistry of metabolic pathways. In our point of view such offers deprive biochemistry its fundamental character and its logical framework as a science that describes biological processes by means of chemical language. At the same time, neither the level of knowledge possessed by junior medical students or the time allocated for the study of biochemistry do not allow teachers to fully convey the importance of biochemistry for medical science. Almost beyond the basic course remain huge array of data in the field of clinical biochemistry. In spite of wide discussion about the necessity of introduction of clinical biochemistry this course is not included in the educational plan.

How is way out of this situation?

1. Competence-based approach in teaching biochemistry

A major trend in modern education reform is the introduction of competence-based approach [6], which is obviously dictated by life itself. These days it is impossible to be a professional only reproducing once learned. The very model of a modern educational program includes the list of professional competence for the formation of which the study of the subject should be directed at the earliest stages (Table 1). Biochemistry contributes to the formation of the most important medical competence, a large proportion of them are competencies related to the ability to purposeful search of scientific information.

The introduction of the competence approach requires restructuring of the educational process and the full range of use of educational technologies. In addition to traditional reproductive methods modern trends dictate including into educational

process technologies activating student creativity. Such interactive technologies may include engaging of students into construction of tests, clinical problems, presentations, conducting of conferences, involving of students into scientific research. Biochemical experiment is an important element in the development of natural-scientific thinking of a future doctor. Modern computer technologies are able to introduce into the learning process, along with the traditional *in vitro* experiments, the so-called *in silico*-experiments. Computer presentation of molecular processes, modeling of modern biochemical techniques and methods of molecular analysis can make college biochemistry closer to the achievements and capabilities of modern science. Computer animation and video are excellent visualization of complex molecular processes - protein-ligand interactions, the conformational rearrangements of proteins, DNA and protein synthesis, intracellular signaling.

Last decade the percentage of student independent work in the overall structure of the educational process has been steadily increasing, that reflects the tendency to provide an active, object-role education. Organization of student independent work is one of the more complex technological problems. Full methodical development and methodological support of all types of student independent work can effectively manage this important type of learning activity. Creation of guide books with clear tasks and objectives, exercises, allowing students simply to enter the correct answer, the definition, scheme, structural formula, the conclusion will exclude routine rewriting, save time of students and help teacher to monitor proper fulfillment of exercises.

Competence approach requires changes in the method of assessing students. The most progressive form of today is module-rating system of assessing students [4].

2. Module-rating system of assessing students

A growing number of Russian universities are switching to the modular-rating system of assessing students. The rating system has established itself as one of the most effective mechanisms to improve the quality of education, student motivation,

drawing students to the regular, rhythmical work on mastering of educational program. In contrast to the traditional form, based on the primary role of final control, module-rating system provides for regular, systematic assessment of all the knowledge and skills obtained by the student in the learning process. As a result, the final mark on the discipline is not determined solely by exam mark (by the way, sometimes random) but "earned" by student during all learning process and regular assessments of all types of learning activities. This allows students to understand the need of systematic work and provide an active role of students in the educational process. The introduction of the module rating system requires the series of organizational and educational events. It is necessary to develop a detailed list of estimated learning activities, the creation of the so-called rating plan of discipline. The first stage of this work is to structure the learning material, broken into modules. Module is an independent logically complete section of discipline with access to the final goals of education. Structuring of study material should be made in full accordance with the content of the curriculum and educational programs.

Student assessment includes the current (regular) control, mid-term (intermediary) and final control.

Student assessment may include a variety of forms - testing, discussion, monitoring of the fulfillment of self-training exercises, performance of lab work. Intermediary control (control work) also provides various forms of control - test, discussion. The final examination) is carried out at the end of the course. By all accounts, the contribution of the final control in the final mark should be about 30% [4].

Thus Regular control may include assessing the following learning activities: fulfillment of self-training exercises (note-taking of basic theoretical principles, definitions, terms, and the more creative tasks - solving problems, making charts, tables, logical structures);

-test;

-interview;

-laboratory work.

Assessment of fulfillment of self-training exercises is dictated by modern trends in education for active and independent activity of student. Technological organization of this type of learning activity is associated with certain difficulties. Full methodological support with step by step guiding of educational process as well as regular assessment of fulfillment of independent work exercises will provide tutoring, consequently, the effectiveness of this type of learning activity.

Thus intermediary control (control work) may include

- computer test,
- interview,
- assessment of lecture notes.

The latter is motivated by the following considerations. Despite the modern trend to the prevalence of the independent student work the significance of the lecture course as a classical form of learning only increases. The lecture course plays information-orienting and systematizing role and draw students for active, meaningful independent work.

Final control - examination in the traditional three-step form may include the following:

- the final computer test,
- manual skills,
- oralexam.

Thus, the final rating is the sum of points gained for the current(regular) and intermediate control (maximum 70 points) plus points for the exam (30 points)

Additional points may be given (maximum - 10 points) for participation of students in scientific research, reports and publications, making tables, models, development of situational problems. Such system of incentive points encourage the most talented and active students for scientific work and help in deep understanding of subject.

The following criteria are used to converse the cumulative rating point to 4-point final mark:

less than 50 points – 2 (unsatisfactory), 50 to 59 points - 3 (satisfactory),

60 to 79 points – 4 (quite well),

80 to 110 points (excellent).

Such detailed Rating system clearly defines the criteria for assessment of students.

3. Active learning in the realization of the competence-based approach in teaching biochemistry

Competence-based approach in higher education involves the integration of traditional effective learning technologies with innovative technologies providing the formation of high level professional possessing all required skills and competences.

Professional competence consists of proper performance of duties and the constant self-education. Fundamental knowledge is the base for gradual formation of practical skills.

Increased number of the modern educational technologies makes possible to solve problems arising in the study of biochemistry. Important place belongs to the self-regulating and self-developing technologies.

Active methods of education include the constant interaction between the teacher and the student with the use of forms, ensuring the implementation of the internal mechanism of self-learning, which improves the quality of teaching and provide ongoing monitoring of independent work of students. Active learning involves cognitive activity of students, intra and inter-group interactive learning and initiative of both teachers and students. Discussions, debates, seminars, round tables are already traditional forms of lessons. Such forms as business and role-playing games, composition of test, situational analysis and brainstorming sessions increase the level of students activity in the learning process, stimulating cognitive activities, intellectual creativity, and encourage students to self-obtaining of knowledge.

These innovative technologies are being introduced and the Department of Biological Chemistry of the Bashkir State Medical University.

To find the a way out of a modulated situation and the development of methods

for solving this problem is a more complex task, the highest form of learning activity in comparison with the form, which implies the solution of ready tasks. In this regard, the active form of learning is students' difficulties, the overcoming of which requires integrative knowledge and allows to link this knowledge with clinical disciplines. That creates an additional motivation for learning activities and constant self-education in the area of fundamental science.

In the 2011-2012 academic year among the second year students of Bashkir State Medical University the surveys was carried out to identify the most difficult and the most interesting types of learning activities.

Results of the survey confirmed the arguments given in favor of the use of active forms of learning.

165 of 333 respondents (49.5%) consider the study of textbooks as the most difficult type of learning activity, 99 (29.7%) - the independent development of test and clinical situations by students, 55 (16.5%) - solving of situational problems, and 14 (4, 2%) - the study of materials of lectures, Correspondently 35.7 and 28,8% of students consider that solving and independent composing of clinical situations is the most interesting form of work, For 26% of surveyed students lectures course is the more interesting way of learning.

One of the more interesting form of lessons is the lesson-competition.

Teams of students exchanged questions. The teacher takes into account the quality of questions and answers. This form stimulates learning activity of both advanced and not very successful students.

Undoubtedly the most progressive organizational form of educational process is the module rating system of assessing students. This system motivates active creative work of both students and teachers, helps teachers to monitor academic progress of students; optimizes rational distribution of students time, physical and mental resources, regulates the educational process, identifies the most talented and hardworking students, creates favorable conditions for the student's choice of specialization according to their abilities and inclinations at an early stage of education.

4. Cognitive ability of students in the process of studying biochemistry

The quality of the study of biological chemistry depends on the cognitive abilities of students, which can be developed through various active learning methods that encourage the formation of logical thinking and analysis, as well as a creative approach to the problem. In turn, good cognition promotes better assimilation of the material and, ultimately, the maximum development of the intellectual potential of the individual.

To improve the cognitive abilities of students, stimulating their creativity and willingness to self-information search, various forms of the situation analysis, which include cognitive activity of students, intra interactivity, student initiative and interaction with the experience are used [1, 2, 7].

At the Department of Biological Chemistry of the Bashkir State Medical University has introduced the method developed at the department of biochemistry of I.M. Sechenov Moscow Medical Academy, which includes involving of students to independent composing of test and clinical situations [5].

Analysis and solution of situational problems composed by teachers and students were conducted at the lesson "Hormones" in the form of active non-traditional forms of teaching - the quiz. The main purpose of the quiz was to raise the interest of students and show that in decision of the most complex biochemical problems very often lay the simple, standard general biological principles.

The basic goals of the quiz were: originality, implementation of creative possibilities of participants, quick control of the training level and activation of creative thinking.

The procedure of conducting was the following: a group of students was divided into two teams, each of which was given at 20 problems. All the problems were made according the educational program on biological chemistry. Participants had to apply their knowledge of biochemistry in a clinical aspect. At the end of the quiz the teacher as a judge declared the amount of points, which are gained by students.

This lesson stimulated learning activity of lagging students, that was revealed at the control work on the topic “Hormones”.

Independent constructing by students of logical and semantic models (LSM) proposed by V.E. Shteinberg also significantly increases the effectiveness of study of biochemistry. [3] Building of LPC by students under the supervision of the teacher allows more deeply understand and absorb the information, draw conclusions and summarize the material.

5. Elective course at the Department of Biological Chemistry

The modern society is characterized by two main trends in education:

- universalization of education that provides an integrated and comprehensive development of abilities and personal growth;
- Specialization - deep fundamental knowledge in a specific narrow area of knowledge.

Proportionality between the basic and the narrowly specialized education is very important. That is why the system of specialized education, based on in-depth study of some subjects by reducing of requirements to other is- not the best solution to the problem of education. The problem of profile education arises from the complexity of the content of education, which will inevitably occur with the development of civilization. In solving this problem, a number of issues related to both the content and organization of the profile education arise.

Elective courses (or class of interest) is a relatively new form of training students in medical schools. The goal of the elective course is to focus the clinical importance of theoretical subjects. There is a lot of discussion in the junior year in the study of theoretical subjects. On the one hand, most of the students there is no clear idea about their future specialization, on the other hand, their basic training is still inadequate.

Despite the fact that the word “elective“ implies "choose", "prefer" , passing of one elective course a semester is obligatory for students.

The elective course "Metabolism of Microorganisms" has introduced since

2008. The aim is the deep study of metabolic processes occurring in bacteria by students of specialty of Microbiology. The material studied at this elective course is beyond the scope the main course. The course includes 36 academic hours – 1 credit unit (2 hours per week).

Elective course does not repeat the program of the main course of biochemistry but complements. In addition, this course helps students to define their future profession: academic or professional.

The syllabus of the elective course includes such issues as alcohol, lactic acid, butyric acid, methane and acetate fermentation in microorganisms, peculiarities of bacteria growing on substrates other than glucose, such as lactose, acetic acid, malic acid, the role of bacteria in food chains, and application of bacteria in producing of biogas, sewage treatment, ecology. Students are interested by lectures dedicated to use of low-molecular substances for regulation of interspecies communication and control behavior of the microbial population as a promising and rapidly developing area of biotechnology. The course informs students with the classification and chemical nature of certain autoinducers. Some lectures are designed to broaden the students' on known topics. Topics of elective course are based on the material that students have already mastered during the main course. The topic "Photosynthesis" that is also studied on the basic course "does not provide detailed study of particularly conditions of photosynthesis, photosynthetic apparatus, hydrogen donors, especially the "dark phase" of phototrophic bacteria.

The program of elective course also considers the possibility of individual work with students including the performance of diploma and dissertation research.

Of course, the system is dynamic and the new optimal solutions - professional and pedagogical are continuously searched. Inevitably, a number of questions rise - overload of students, professional development teachers, and many others. Answers to these questions give rise to new problems, which means that the system is in constant evolution.

Findings

1. The course of biological chemistry forms the competencies that are already required in the course of education and competencies required future doctor in his profession.

2. Module-rating system allows the student to understand the need of systematic work that is the basic premise of quality of education.

3. For the successful study of biochemistry it is important to engage students in the learning process, developing their creative abilities, and teaching methods of solving professional problems by deep study of their mechanism at the molecular level.

4. Business games and independent development of situational problems and test by students, conducting of lesson-competition, building a logical and semantic systems activate cognitive abilities of students: independent thinking, creativity, problem-solving, evaluation capacity, increases creative independence of students, allow them to integrate knowledge obtained in different subjects and to establish interdisciplinary connections, strengthen their interest in science, research, helping to bind the scientific and theoretical position with the clinic, assisting the development of practical skills.

5. Elective course emphasizes the clinical importance of biological chemistry, enhances the students' knowledge in their chosen direction future professional activities.

Literature

1. Вербицкий А.А. Активное обучение в высшей школе: контекстный подход: Метод. пособие. - М.: Высшая школа, 1991. - 207 с.

2. Грудзинская Е.Ю., Марико В.В. Активные методы обучения в высшей школе. Учебно-методические материалы по программе повышения квалификации «Современные педагогические и информационные технологии». – Нижний Новгород, 2007. – 182 с.

3. Гурина Р.В., Соколова Е.Е. Фреймовое представление знаний: Монография. – М.: Народное образование; НИИ школьных технологий, 2005. –

176 с.

4. Модульно-рейтинговая система в профильном обучении: методические рекомендации / М.В. Рыжакова – М., СпортАкадемПресс, 2005. – С.13.

5. Разработка, внедрение, методическое обеспечение новых форм обучения по программе «Творческая личность» - составление студентами ситуационных задач и тестовых заданий по биохимии, написание эссе. Практическое руководство. – М.: Медицина для всех, 2007. - 262 с.

6. Уткина Г.Б., Сидорова Л.В., Ягубянц Э.А., Подчерняева Н.С. Компетентностный подход и его роль в современном высшем медицинском образовании [электронный ресурс]: официальный сайт. – URL.:<http://mma.ru>article/id27143?print=> (дата обращения 25.09.2012).

7. Яруллина Л.Р. Использование активных методов обучения в высшей школе // Вестник ТИСБИ. – 2008. № 1 (www.tisbi.ru/science/vestnik/2008/issue1).

J11305-0144

Schankina N.S., Lebedev L.A.

**FEATURES IMAGE OF ANOTHER PERSON IN STUDENTS WITH
INTELLECTUAL DISABILITIES**

Mordovia State University N.P. Ogarev

Introduction

Important form of social being is communication, which is an integral party knowledge of others: partners, colleagues, friends, employees, and so on From that, to what extent will be adequate and effective process that directly depend on the results of communication and collaboration. Therefore, the development of interpersonal problems of knowledge is of great practical importance and urgency.

There are theoretical reasons to study the problem. Its development is closely related to the solution of many fundamental problems of psychology, such as the problem of communication, work, personality, consciousness, self-awareness, cognitive processes, etc. At present, in varying degrees in the study of the following

aspects of this complex issue: the psychological characteristics of a person as the object of knowledge (A. Bodalev, M.M. Bakhtin, C. Rogers, T. Florenskaya etc.), the relationship of interpersonal knowledge of the individual, age, sex, professional, national, ethnic and other characteristics of the subject knowledge (A.A. Bodalev, O.G. Kukosyan, M. Argyle, S.Ceci, etc.), the role of knowledge in social attitudes, standards, stereotypes, implicit theories of personality, causal diagrams and other internal funds (A.A. Bodalev, V. Kunitsyn, V.F. Petrenko, M. Davies, S.Ceci, S. Moscovisi, etc.), psychological characteristics and mechanisms of first impressions (A.A. Bodalev, G. Dyakonov V. Panferov N., M. Cook, etc.), development of interpersonal processes of cognition (A.A. Bodalev, V.A. Guruzhapov, etc.), knowledge of interpersonal communication and collaboration (G.M. Andreeva, A. Bodalev, Sergey Kondratyev, etc.), the formation processes of interpersonal cognition (L. Peter, etc.). Among the many areas of research are hardly represented a problem of interpersonal cognition in people with intellectual disabilities. She was out of the field of attention both in general and in social psychology. Meanwhile, its development is of great theoretical and practical significance. In particular, the question remains poorly understood about the impact of mental retardation on interpersonal cognition. This determines the relevance and novelty of a given problem of the study.

I. Analysis of the psychological research on interpersonal perception

Social existence of human life is a holistic activity that may be in the form of the subject (the interaction of the "subject-object") communication (interaction of the "subject-subject"). The latter is a necessary attribute of interpersonal cognition. The continued importance of this process could not attract the attention of researchers to the relevant issue. In recent decades, it has been actively developed both in domestic and in foreign psychology. To date, the well studied phenomenology, laws and mechanisms of interpersonal cognition (G.M. Andreeva, A.A. Bodalev), its dependence on age, sex, professional, personal, and other characteristics of the subject of knowledge, its states, attitudes, conditions, in which the learning process

(A.A. Bodalev, G.V. Deacons, O.G. Kukosyan, M. Argyle, etc.), the nature and content of the joint activities and roles and functions of the participants (G.M. Andreeva, A. Bodalev, A.U. Kharash, K. Loschner etc.), psychological characteristics and mechanisms of first impressions (A.A. Bodalev, G.V. Deacons, etc.), the role of standards in social cognition, stereotypes, implicit theories of personality, causal diagrams and other internal means (G.M. Andreeva, A.A. Bodalev, V.F. Petrenko, S. Ceci, Moscovici etc.), the specific features of a person as an object of knowledge, and many other issues and aspects of this complex issue (A.A. Bodalev, K.M. Romanov, V.I. Slobodchikov etc.).

In terms of methodology, theoretical models of interest are interpersonal knowledge: passive-contemplative and active-activity [5]. In the context of bystander model knowledge of man by man is as follows: the object of knowledge is brought before the knowing subject as a set of sensory attributes and behavioral acts, which concluded its internal psychological essence, the subject of knowledge "decode" this outside of the other person, thus penetrating into his inner psychological essence. "In everyday life, talking to people, we are guided in their behavior, because we seem to" read "it, ie, decipher the significance of his appearance and reveal the meaning of the resulting thus in the context of the text, which has its own internal psychological plan "[5, 6]. This circuit interprets the picture, which opens an external "naive" observer, to contemplate the process of knowledge of man by man. It represents one side of every cognitive process - the dependence of the image (or concepts) on the characteristics of the object of knowledge. Briefly and schematically it can be expressed by this formula: "the object of knowledge - knowledge of the subject."

In Western psychology are most similar to the scheme cognitive models of interpersonal cognition. Critical analysis of cognitive psychology has been given in a number of works of Russian authors (G.M. Andreeva, B.G. Krivolapov etc.). The main subject of her study is the sphere of human cognition: concepts, ideas, images, models and other cognitive education, and the relationship between them. According to this view the elements that make up the cognitive sphere, form a coherent cognitive structure, so that the reflection is characterized by integrity, and change at

least one of the signs of the impression of the object leads to the restructuring of its entire structure (M. Argyle, N. Kelley, A. Synott). For cognitive structure characterized by a desire to consistency or balance. Any mismatch of its elements is the source of the subject's activity. For example, if the subject is presented conflicting information about the other person, he tends to bring it in line, or get rid of it at all (J. Cooper, S. Worchei, J. McDavid, H. Harari, etc.). Bystander model of interpersonal knowledge played a huge role in the formulation of the problem, and in the early stages of its development. Much credit goes to one of the leading experts in the field - AA Bodaleva. "Man, - he said, - not only the subject but also the object of knowledge, and as such it appears to people as individuals, as a person, as an individual. As an individual it is always characterized by some morfokonstitutsialnymi, neyrotipologicheskimi, gender and age. As a personality, he is a representative of a certain socio-economic structure, the people, classes, social groups, community. However, every person always acts as an individual ... "[1, p.16].

Among the distinctive features of a person as an object of knowledge in most cases it is called, that he is the subject of vigorous activity, cognition and communication. Related to this is another special feature emphasized by the advocates of causal attribution - man's desire to present itself, that is, make the right impression on others.

A large number of works of Russian and foreign authors devoted to the study of characteristics depending rechegolosovyh various features of the person: the type of nervous system, emotional states, emotional stability and extra - introversion (K. Scherer, L. Scherer, etc.). Summarizing them, we can say that the characteristics of voice and speech, which are determined by a variety of properties and states rights, serve as guidelines for the recognition of these properties and conditions.

A much smaller number of works devoted to the study of manifestations of human activity (A.A. Bodalev, V.V. Ungula and others). At the heart of these works on the principle of the unity of consciousness, personality and activities, according to which all the phenomena of consciousness and personality traits not only formed, but also expressed in the activity (S. Rubinstein). That is what allows you to penetrate

into the inner psychological nature of man. In Western psychology, this direction is represented mainly studies of causal attribution (E. Jones, K. Davis, N. Kelley, L. McArthur, L. Ross and others). They have attempted to study the psychological processes that underlie human cognition causes the behavior of others. It is assumed that any action or action by any person determined by internal ("personal") or external ("circumstantial" or "stimulus") reasons. However, the subject ("naïve psychology") is not able to comprehend the reasons for the observed direct their behavioral fact. Interpreting this behavior, the subject tries to understand the reasons behind the action to life. But due to limited knowledge of the actual material it is usually indicative. In fact, the subject is not so much looking for the true causes of the behavior of another person, how many attributes to him.

As already mentioned, the bystander model of interpersonal knowledge captures a fact according to the content of the image (the concept) of the object of knowledge. The last sort of defines the content, but does not define it as "all external causes act through internal conditions" [5, 6]. With this fact, researchers have faced from the very beginning and, in fact, revealed one of the contradictions of the original theoretical framework, so that it was slightly updated and expanded to include personality variables.

"The reflection of human reality is always mediated features that characterize this man as a person, as a subject of labor, knowledge and communication. This law applies to the process of human cognition humans [1, p. 56]. Foreign authors as internal factors of interpersonal knowledge allocated causal representation and causal expectations (N. Kelley), individual (implicit) theories of personality (M. Argyle, R. Dasen, S. Ceci), individual classification, the prototype circuit, social representations, models and stereotypes (E. Kunzendorf, S. Moscovici, D. Yarmey), personal constructs (G. Kelley), national and ethnic characteristics (M. Argyle, S. Ceci), moral and psychological characteristics and attitudes (L. Mantada, M. Schmitt), professional characteristics (R. Strenberg, R. Strenberg et al.), sex characteristics (T. Roberts, S. Nolen-Hocksema), and other personal characteristics.

In the context of active-activity patterns of human knowledge as a process of active cognitive activity (as a system of cognitive actions) aimed at understanding the psychological characteristics of the other person as a subject, as individuals and as individuals. The knowledge of man by man from the start was seen in the context of the national psychology of activity. "The knowledge and the mutual influence of people against each other - a required element of any joint activities, even if its purpose is not to direct the tasks of education, and it is entirely directed towards some tangible results" [1, p.5].

Quite a large number of papers devoted to the study of interpersonal learning system "manager - subordinate."

Dependence on the nature of interpersonal knowledge of professional tasks undertaken by people to other people in the context of real work, studied N.F. Fedotova [10].

In a study of A.I. Dontsova Sh.V. Sarkisian [2] established a relationship of interpersonal knowledge of the forms of organization of joint activities. "With the increasing tightness of cooperative interaction increases the amount and diversity of knowledge about the other person ..." [2, p. 113 -114]. Similar results were obtained by G. Vorweg [13].

A number of studies aimed at identifying the relationships between people, arising from the peculiarities of their joint activities, the nature of the goals and tasks set before them, and the characteristics of the knowledge of each other, were carried out on the material of the sports activities. [9]

Communication of interpersonal perception to the characteristics of joint activity is actively discussed in foreign psychology (D. Bierhoff - Alfermann, H. Bierhoff, K. Loschner etc.).

In the works of H. Hiebsch [168] and K. Loschner [12] social perception is considered as a prerequisite and the result of joint activity of people to address any problems. In particular, the empirical study of K. Loschner shows the interpersonal knowledge of the content of tasks.

All marked work, like many others, suggest an important role of joint activities in the interpersonal knowledge. They trace the effect on human cognition human characteristics such joint activities as a form of organization, success, role differentiation, activity, status position of the object and the subject of knowledge, the specific objectives and tasks of the subject knowledge. In Soviet psychology, this line of research took shape in the methodological principle of the activity of mediation interpersonal reflection (G.M. Andreeva, G.M. Andreeva et al Kharash A.U., etc.). Its essence lies in the fact that the activity is considered as factors determining the knowledge of each other.

Research in this field have established pronounced specificity of human cognition compared with the knowledge things. Discovered new phenomena, laws and mechanisms, which are reflected in the relevant concepts. For example, such as empathy, identification, projection, the halo effect, decentration causal attribution, social stereotypes, implicit personality theory, scripts, etc. (G.M. Andreeva, A.A. Bodalev, T.P. Gavrilova, B.G . Krivolapov, V.N. Panferov, V.F. Petrenko, M. Argyle, S. Ceci, H. Kellev, E. Kunzendorf, S. Moscovici, L. Ross, A. Synott, D. Yarmey, etc.) .

An important role in interpersonal perception and understanding of the play of psychological knowledge. They can be thought of as stored in the memory of the person about psychic phenomena: properties, conditions, processes, mechanisms and laws. They can be in the form of concepts, subjective images, social standards and stereotypes, images of significant others, the semantic constructs of social representations, causal and specific instrumental schemes implicit theories of personality and other cognitive structures. These are the records of human psychological experience gained from a variety of sources: personal communication with people from the art and literature, from feature films and performances, from the stories of other people (teachers, friends, psychologists), of self-examination.

Psychological knowledge can be obtained either spontaneously and unintentionally or during training. Program of general education and special schools do not provide for the formation of students' relevant knowledge, which is of course

very limited and impoverishes their personal development, general psychological culture. Depending on the origin and quality characteristics of psychological knowledge can be scientific and everyday (everyday). Scientific knowledge generated by scientists and psychologists. They reported in the literature (textbooks, dictionaries) and transmitted to humans through special training. Therefore most people simply do not. Scientific knowledge is a form of concepts. They have relatively high accuracy, systematization, logical consistency, generalization, objectivity, good osoznavaemostyu [8].

Worldly knowledge generated and acquired primarily in the everyday, and through reading of literary texts, that is, are the product of personal psychological experience. A typical example is the various dictionaries - jargon, reflecting certain mental characteristics of the people ("fox", "miser", "dumbass", etc.), and the words of literary style ("good", "persistent", "friendly" and etc.). In contrast to the scientific concepts they have significantly less accurate nesistematizirovannostyu, null values, logical inconsistency, subjectivity and high individualism, high emotional and imaginative richness, the immediate embeddedness in the structure of consciousness, close relationship with semantic entities personality, character and interpersonal effects of the subject, a large efficacy, low levels of generality and osoznavaemosti and some other features. [5] All this creates serious barriers to understanding other people and himself, hampers productive communication, creates all sorts of conflicts and contradictions.

II. Especially interpersonal perception of students with intellectual disabilities

Cognition (perception and understanding) of others is provided by the same mental processes, and the knowledge that the material world: sensation, perception, thought, imagination and memory is natural that they have here the specificity due to the specific object of knowledge - human beings. However, the general laws of their operation remain unchanged. Therefore, all kinds of changes and deviations in cognitive processes and personality as a whole will have a certain impact on the orientation of human rights not only in the objective world, but in others as a person and himself. It is well known in abnormal psychology and psychiatry. For example,

the behavior of patients with schizophrenia, obsessive delusions of persecution, can be attributed to inadequate interpretation of his actions and the actions of others, which are attributed to the relevant intention (to cause any harm to the patient: rob, poison, something void, etc.).

Is not an exception and intellectual deficiency (ID). The low level of development of cognitive processes in humans imposes severe restrictions on the understanding not only of the reality, but also the people around them as subjects, as individuals and as individuals (including myself). Unfortunately, this problem is poorly understood in psychology. The analysis shows that the bulk of research on mental disorders, is built on the object material (mathematical, geometric, natural history, language, physical, etc.) as children with ID understand quantitative relationships are perceived geometric shapes or objects of nature, etc. on All this is of great practical importance for the construction of effective teaching methods. Research results on the object material is unduly extended to the scope of the subject-subject relations.

Children with ID are the largest group of children with developmental disabilities [4, p. 46]. The overwhelming majority of this group - children Oligophrenic. Despite the fact that most often the diagnosis of children attending special remedial schools - mental retardation, among them there are significant differences due to the difference in the structure and variations of the defect. Existing national and international scientists classification of mental disorders based primarily on clinical and pathogenetic principle. The most common among domestic researchers is the classification of M.S. Pevzner [4, p. 54].

The author identifies five basic forms oligfrenii: uncomplicated, with a predominance of excitation or inhibition, with decreased function analyzers or speech disabilities, with psychopathic behavior, with marked frontal impairment.

In uncomplicated form of oligophrenia emotional-volitional relative integrity, neural processes are balanced. Many children of the group, thanks to the efforts of parents, attend a regular kindergarten and regular school, apparently little standing out among their peers, they differ significantly in terms of learning. These children

are obedient and accurate forecast of their social adaptation favorable. Oligophrenic, characterized by the predominance of excitation or inhibition, from early childhood characterized by impulsivity, disinhibition, motor are restless, rebellious, offend other children do not pay attention to the comments and requests of adults, they are difficult for the family. In a special school under the influence of corrective training and education can partially mitigate these symptoms, but nevertheless, the behavior of these children inadequate - they can go during a lesson in class, shouting from their seats any phrases ape, talk with the teacher. They can not concentrate on one case, although early gladly take up the job, they of conflict, and they are failures in behavior, easily fall under the negative influence of the street environment.

Oligophrenic with a predominance of inhibition well adapted to society, they are calm, diligent, obedient, conflict-free, but require constant care, as any job is running very slowly and rush them with meaningless.

Next classification group oligophrenic besides infringement of intellectual abilities, characterized by impaired hearing, vision, speech, locomotor system. People with such a diagnosis have a poor prognosis for the future, because they live in residential sector of social protection.

Oligophrenic children with psychopathic behavior differ gross underdevelopment of personality components. They are out of control, tend to affect, they have reduced critical of themselves and others, disinhibition of instincts, that is, their behavior is unpredictable. Just as Oligophrenic dominated the excitation process, these children can easily fall into the asocial environment.

The smallest and is rarely found on the classification of M.S. Pevsner, the group - children Oligophrenic with marked frontal impairment. They are helpless, passive, with sharp dysmotility with meaningless wordy speech. After training in the special school, these children are sent, often in special boarding schools of social protection.

V.G. Petrov and I.V. Belyakov oligofrenopodobnyh single out a group of children entering special school of the children's homes. With no violation of brain structures, these children from infancy by reason of living in an orphanage, denied

full communion, so necessary for the development and knowledge of reality, so they are learning is sometimes worse oligophrenics.

Characterize another group of children who acquired the intellectual failure after language acquisition - is dementia children. Against the background of intellectual underdevelopment of these children suffer from headaches, memory loss, unbalanced behavior that exacerbates the intellectual defects. With age, mental deficiency becomes more pronounced.

Part ID of children with epilepsy, schizophrenia and other such diseases, as students in special correctional school. In addition to the features characteristic of mental retardation, they are joined by the personality traits that are typical of a particular disease. Forecast for the future for these children depends on the severity of the disease, when the acute stage they have to be treated in a mental hospital.

All of the above groups of children characterized by marked lesions of brain structures and thus underdeveloped cognitive, emotional and volitional.

Diffuse hypoplasia of the surface layers of the cerebral cortex influences the formation of the various parties of the cognitive activity of the child with ID and affects especially the perception and understanding of the world.

Development of children in this category, since childhood is different than normal. They later begin to walk, they are underdeveloped arbitrary forms of movement. Almost all delayed development of speech and consequently poor vocabulary. Their games are primitive and stereotyped. Most pronounced shortcomings in their development occur during school. Defect of intelligence is expressed in the inability to establish cause-and-effect relationships, to generalize, to analyze and synthesize. These children clearly dominates-shape thinking, therefore, analyzing anything, they haphazardly produce nonessential features and details. Summarize and compare objects, which is very important for the knowledge of reality, children with IQ loss to perform independently, even after the separation of essential features it is difficult to attribute the analyzed object to the desired category. They are difficult to master account, because they have developed an abstraction, and they can only count on the particular material.

A number of studies carried out under the guidance of I.M. Solovyov, demonstrates that intellectual underdevelopment characterized by slowness of perception, narrow and weak differentiation. Therefore, these children are at every moment perceive fewer objects in contrast to healthy peers. In the perception of intellectual underdevelopment is not due to the changes themselves perceive the vehicles, and the immaturity of perception as a complex mental activity. The most important property of normal perception of people is meaningful. Connection with thinking takes it to a much higher and makes fundamentally different from that of animals. Low level of thinking of children with ID with serious consequences for their perception. In this regard, it is very specific and lacks the ability to generalize.

In close connection with awareness and comprehension is a property of normal human perception as arbitrary. That it converts it to a process of targeted observations, which is extremely important in public life. The perception of people with ID is very limited in this respect - they are almost devoid of any ability to regulate their perception. We can say that they see not what you want to see, and what is seen, what catches your eye, do not hear what you want to hear, and what I'm hearing, which attracts hearing.

In the context of our study, the most important two questions: what is the common social perception with the object and what is its specificity. We can only assume that the perception of such a complex object as a person requires a much more sophisticated perceptual system. Suffice it to say that there is a huge amount of facial expressions, recognition of which causes serious problems even in normal humans in intelligence. It is only logical that the people IN the task is even more complicated. Their lag in the development of social and perceptual found already in infancy. Of psychology is well known that a normally developing child in the first weeks of life begins to recognize human faces and especially the mother's face. There is evidence that the differentiation of the mother is the person in the third week. [3] In children, this ID is long overdue.

E.A. study Yevlakhov and J.I. Namazbaevoy show that the perception of expressive movements and facial expressions are difficult for children with ID. They

are not able to distinguish facial features and the appearance of another person, which carry information about his condition. That is, they do not have the solutions to this complex problem of social-perceptual standards. In the perception of human subjects are paying attention to the minor, the salient details of appearance. Among the few papers devoted to this problem may be noted the study N.I. Kinstler (2000), N.A. Pershina (1999) and N.B. Shevchenko (1999). In the works of these authors established the psychological characteristics of perception and understanding of children with intellectual disabilities emotional state of another person by such external factors as gait, tone, tactile-kinesthetic signs. Researchers have come to terms with the fact that, compared with normal subjects, they carry out the test tasks on the recognition of the state of another person is much worse. For example, the more successfully they recognize the voice express simple emotions: joy, pain, fear. At the same time it is difficult to recognize more complex emotions, such as contempt, surprise and anger. However, the authors concluded that the mechanisms of perception and understanding of the emotional state of another person by their outward manifestations in children with ID and normal mental development (NDP) one. It should be noted that they are lagging behind in socio-perceptual development is not only due a defect of intelligence, but also the lack of special educational institutions of the relevant training and education. As a result of the development of social perception they occur spontaneously. In fairness it should be noted that such a pedagogical situation is typical for conventional mass schools with an enrollment of normal children.

Children with ID without hearing damage, no sharp anomalies of the structure of the speech organs, master speech much later than their normally developing peers. More than 40% begin to talk later than 3 years. They are significantly worse than their normally developing peers to them and understand speech. These children rarely engage in conversation, to answer the questions in monosyllables and not always correct. Children with ID of primary school age rarely initiate dialogue. Children with ID, in contrast to normal peers, feel the need to verbal communication with others, but less communicate with them. Interaction with adults is formed late.

In the active vocabulary of the child with ID are the words that reflect the range of their needs, interests and desires. The words that they do not use, do not occupy a large place in his life. Therefore, the presence of speech in different categories of words can be seen as an expression of a certain level of development of his thinking. They are difficult to get hold of monologue speech. Vocabulary of these children is very poor, and the meaning of words is not enough differentiated. Proposals that are used in speech, in its design primitive, they have a lot agrammatism and omissions. When mental disorders is not well developed regulatory function of speech, so they do not always act in accordance with his proposed instruction, even if it is well remembered.

One of the least understood issues is the question of the impact of mental disorders on the processes of interpersonal perception. Given the extraordinary complexity of the human being as an object of knowledge, as well as the fact that the object of knowledge here are hidden from external observation personality, it is easy to imagine that for people with ID, this problem is almost unsolvable. The reason for this are the previously noted shortcomings of their thinking: the low level of generalization and osoznavaemosti, situational, logical inconsistency, stereotypical, and others. Each of them imposes certain limitations on the intellectual possibilities. Perception and understanding of the moral qualities of the individual children with different ID and situational specificity, poor differentiation. Intellectual qualities of personality even in high school special correctional highlighted and understood with great difficulty.

Describing the identity of another person, students with ID using the primitive concepts, low-generalization and differentiation (the "good", "bad"). Graduates of the correctional school is often referred to the acts and deeds of man, not his personal attributes.

Value judgments in intellectual underdevelopment, usually superficial, different criteria for their instability, independent of external circumstances. Determining role in the understanding of the personal qualities of another person and myself play a conceptual system, ie own system of moral and psychological concepts. The relevant

information is passed through the primitive cognitive structures of the "bad-good." As a result, a child with ID gets extremely simplified and poorly dissected picture of the social and psychological reality. The logical inconsistency of thought and increased its dependence on situational needs and emotional states make it inconsistent and erratic. One and the same person can be submitted IN child in opposite categories: treated sweet - good, not give anything - bad. Any minor details of appearance and behavior of the people around them can cause drastic changes and revise their opinions on people with ID.

Because of these shortcomings thinking of children with ID, and their behavior in relation to other people and relationships with them are unstable and contradictory.

In the context of discussions on the understanding of the psychological characteristics of people with ID of another person, of great interest is the problem of the relationship of social and general intelligence. Against deficiency of scientific information of great value are the results of the pilot study Z. Sierralta, Jorge B., V.I. Suslov in 2000. [7] Asynesia students special remedial schools hinders the social orientation of the intellect, so you should pay special attention to compensatory capacities of empathy and constructive communication style. An important role to play people around the child ID and a favorable family environment.

III. Studies image of another person in students with intellectual disabilities

Conducting studies of the image of another person in students with intellectual disabilities, we start from the following requirements. First, the methodology should be equally suitable for use with the test and with the ID, and with normal mental development. Second, they must be able to cover a sufficiently large age range. We settled on three technologies: "The Works", "Update of individual psychological vocabulary" and "conversation." Each had its own specialization. In particular, we used the interview as an ancillary procedure. At different stages it possible to solve different problems. On the initial phase of the study interview was used to establish the psychological contact with the subjects and the primary orientation. In the course of the study it was used to help the subject. Finally, the final stage of the experiment,

we used it to refine the results. Especially great was his role in the investigation of students with ID.

Findings

The results of our studies of the image of another person (social representations) students with ID can formulate the following conclusions:

1. Social representations (images of people) students with ID are different from the age norm according to parameters such as the level of generality, latitude, degree of differentiation, content, structure, methods of representation of the characteristics of the other person.

2. Compared with students with the NDP, the ideas of people in students with ID are different features such as a low level of generality, narrow and limited in terms of content, less differentiated (dissection), a high level of self-centered ways of representation of another person.

3. Compared with students with the NDP, students with ID have less conceptual system, based on which the understanding of other people. And the means of interpersonal perception (psychological concepts) are different they have lower cognitive abilities.

4. Social perceptions of students with ID are more negative direction, ie, they tend to think of other people in a negative rather than a positive way. With age, this feature of their understanding of other people increases.

5. The development process of interpersonal perception (social representations) as a student ID, and normally developing is based on the same laws and the general trend of increase with the age level of generalization and differentiation of representations of other people, to improve their terms of content, go to genetically more advanced and complex detsentricheskie modes of representation of the psychological characteristics of another person, the expansion and improvement of interpersonal perception.

6. Main features of the process of interpersonal perception (social representations) for students with ID is that all the selected parameters they are

significantly behind age norms. This conclusion confirms the existing situation in correctional psychology of the laws of mental development of children with ID.

7. Knowledge about the other people in students with ID occurs spontaneously. The current system of training and education do not appear to have any significant impact on the process. Its main sources are communicating with their peers, as well as reading fiction and viewing movies.

8. The most important task of educational and remedial work with students with ID is to create them as subjects of communication and interpersonal perception, relatively painless entry into the social environment.

References:

1. Bodalev A.A. Perception and understanding of the human person. - Moscow: Mosk. University Press, 1982. - 200 p.

2. Don A. The dynamics of interpersonal perception in a joint venture / AI Don, Charles V. Sargsyan. // Interpersonal perception in the group. - M., 1981. - S. 86-123.

3. Craig G. Developmental Psychology. - St.: Peter, 2000. - 992 p.

4. Pevzner M.S. Oligophrenic children. - Moscow: RSFSR, 1960.

5. Romanov K.M. Psychology of interpersonal cognition. Saransk Acad muzzles. University. - 1993. - 148 p.

6. Romanov K.M. Thinking in the structure of interpersonal cognition: Dis. ... Doctor. ped. n. - M., 1996. - 426 p.

7. Sierralta Z., Jorge Bernardo, VI Suslov Social Intelligence mentally retarded students // International scientific-practical conference "Psychology of XXI Century": Proc. Reports. - St. Petersburg State University. - 2000. - Chapter 4.

8. Slobodchikov V.I. Psychology of Human Development: The development of subjective reality in ontogeny / VI Slobodchikov, EI Isaev. - M.: School Press. - 2000. - 416s.

9. Ungula V.V. The dynamics of perception and understanding of the enemy and ourselves in competitive conditions: Author. dis. Candidate. ped. Science. - L., 1978. - 16c.

10. Fedotov N.F. The generation of knowledge about each other in the joint activity: Dis. ... Candidate. ped. Science. - L., 1973. - 248.

11. Hiebsch H. Interpersonelle Perzeption und Kognition: eine Einführung // XXII Internationaler Kongress für Psychologie. – Leipzig, 1980. – S. 477.

12. Loschner K. Neue Untersuchungsergebnisse zur Personenwahrnehmung // XXII Internationaler Kongress für Psychologie. – Leipzig, 1980. – S. 479.

13. Vorweg G. Wahrnehmungsurteile in Intergruppenbeziehungen // XXII Internationaler Kongress für Psychologie. – Leipzig, 1980. – S. 483.

J11305-0145

Modern aspects of pedagogical work

Nyyazbekova K.S. candidate of pedagogical sciences,

associate professor KAZNPU named after Abay,

Baltabayeva ZH.K., doctor of pedagogical sciences,

associate professor KAZNPU named after Abay,

Esenova K.U., Doctor of Philology,

associate professor KAZNPU named after Abay

CONDITION OF EDUCATION IN THE SOUTHERN KAZAKHSTAN

AREA AND KAZAKHSTAN

Kazakh National Pedagogical University named after Abay

Introduction

The problem of education consists in giving the chance to all to show the talents and all the creative potential without an exception that gives the chance to realize for everyone the personal plans.

In the XXI century the education concept throughout all life gains key value. It is necessary and important not only to educate all during all life, but it is necessary to give quality education.

The analysis of quality of education in Kazakhstan (results of UNT – Uniform national testing and IAT – intermediate academic training) showed unsatisfactory for modern development of society result.

In what the reasons of poor quality of knowledge are covered? What it is necessary to do to increase quality of education?

In research we looked for answers to these questions, we try to find more acceptable versions of the solution of these problems.

In head "**A condition of education in the Southern Kazakhstan area**" we give the analysis of a condition of education in one of areas of Kazakhstan, namely, in the Southern Kazakhstan area and in the Republic of Kazakhstan.

1. Education – a problem of national security

Fast rates of development of the Kazakhstan economy and technology result in need of adequate ensuring these processes by the highly skilled labor capable flexibly to react to increasing changes on a labor market. To keep up to date, experts have to own the corresponding professional and personal qualities.

In the State program of a development of education in the Republic of Kazakhstan "need of improvement of an education system, increase of its mobility for compliance to requirements of development of economy and society is especially emphasized. Among expected results of implementation of the Program it is planned to provide transition from the principle "education for the rest of life" to "education for all throughout all life" [1].

In 2002 the President of the Republic of Kazakhstan together with other countries, signed the OUN (Organization of the united nation) Millennium Declaration that meant acceptance by the country of obligations under the solution of the most problem questions of human development where welfare and population

health, providing universal primary education, achievement of gender parity on all education levels, strengthening of ecological stability enters.

The main program ideas of national education of children in the spirit of originality preservation in a combination to aspiration to a civilization are stated in the Message of the President of the country to the people "Kazakhstan - 2030" in the section "Mission of Kazakhstan": "By 2030, I am sure, Kazakhstan becomes the Central Asian Leopard... It will be the Kazakhstan Leopard with elitism inherent in it, independence, mind, courage and nobility, bravery and cunning. It won't be to attack anybody the first... But if under the threat there is its freedom and the dwelling, its posterity, it will protect them at any cost... It will be wise in posterity education... taking care about its health, education and outlook, will prepare for early and independent life in the conditions of an intense competition in any environment... They will be ready to work in the conditions of modern market economy, keeping thus traditions of the ancestors. They will know equally well Kazakh, Russian and English languages. They will be patriots of the peace, successful, fast-growing country known and dear around the world" [2, 41].

Further the President notes in the Address: "... But even among priorities – education takes a special place, as... in fact education became a problem of national security". Therefore for priority development of an education system by the President the Decree with which 1999 appears for Year of education and health of children is signed. In particular, "Children of Kazakhstan" and "Ауыл мектебі мен балабақшасы", children directed on social protection during social and economic transformations and reforms are provided accepting State programs.

These tasks find the reflection in the bill "About an Education". In the section II "Education system" of the article 8 "Tasks System Educations" it is noted: "Education of civic consciousness and a patriotism, love to the Homeland – the Republic of Kazakhstan, understanding of essence and value of the state symbols, respect for folk traditions... education in the spirit of friendship between the people, understanding of the rights and duties of the personality before a family, the people, society and the state... ; creation of conditions for development of educational

programs, studying of history, culture, customs and tradition Kazakh and other people of the republic" [3, 216].

Due to the planned strategic tasks in the report of the ex-Minister of Education, culture and health care of the Republic of Kazakhstan of K.E.Kusherbayev at meeting of the Government of the Republic of Kazakhstan "About work of the Ministry of Education, culture and health care on reforming of system of secondary education on performance of orders of the President" the message that the main mission of education is education at the young Kazakhstan citizen of the Kazakhstan patriotism was heard, a pride, love and respect for the Homeland, the system of measures for promotion and studying of the Constitution of the Republic of Kazakhstan, the state Symbols – the Flag, the Coat of arms, the Anthem takes root. Along with it it is noted that schools pay insufficient attention to introduction of subjects of a choice, such as: "World fiction", "Religion history", "History of national philosophy", "Edge ecology", "History of the Kazakh culture", "Abayevedeniye", etc. which bear in itself high humanistic potential [4].

At the same time K.E.Kusherbayev noted the extremely difficult situation which is tested by the Kazakh school that if at the minimum of requirements for school the teacher is necessary, the textbook and funds for financing, even the Kazakh schools, unfortunately, aren't provided with this minimum. Stating poor quality of textbooks, training programs, grants, didactic materials for the Kazakh schools, both in scientific and methodical, and in the technical (typographical and publishing) relation, the minister as comparison gives such figures: for example, if since 1991 the number of the Kazakh schools increased on 207, and in 1996-1997 academic year their quantity was 3386, in 1997-1998 academic year this figure decreased to 3291, i.e. only in one year the number of the Kazakh schools was reduced on 95. If to it to add quantity of the reduced small schools - 98 (and all of them - Kazakh), it everything visually shows and without that a difficult situation of the Kazakh population, living in remote from the central estates, in villages [4, 200]. And if the Address of the President of the republic to the people "Kazakhstan-2030" is apprehended as the designated prospect in development of national education, the

report of the minister characterizing a real situation in this sphere today, more than visually shows contradictions between requirements of society, the state for the full-fledged national, Kazakh school, capable to attach young generation to the national and universal values, national culture promoting revival and traditions of the people, and that real situation in which there was the Kazakh school which still hasn't developed in a uniform continuous education system with the Kazakh language of training.

Also original, complete educational and methodical system of training in the Kazakh language both in averages special, and in higher educational institutions isn't developed.

Thus, the problem consists in permission of the specified contradictions and improvement of teaching and educational process at the Kazakh school, rendering from the state of care of it because the education problem became for today as it is noted by the President of the country, "a problem of national security".

Such difficult condition of a situation at modern Kazakh school is, *first*, a consequence of heritage of the near past when the content of formation of educational work and all educational and methodical system was in full submission of the allied ministry. The Kazakh schools actually "copied" schools of Russia in the methodological plan, without any accounting of national, regional, geopolitical features, and also distinctions in culture, language, science etc. *Secondly*, problems of the Kazakh school are connected with difficulties of the social and economic order, arising in the conditions of a transition period in country lives, i.e. so-called difficulties of growth.

1.2 . Education concepts in Kazakhstan

For ethnopedagogical judgment of a condition of teaching and educational process at modern Kazakh school in the conditions of updating of its contents us I was the concepts accepted in recent years are analysed: The concept of arts education in the Republic of Kazakhstan (1994) [5], the Concept of a state policy in the field of education of the Republic of Kazakhstan (1995) [6], the Concept of ethnocultural education in the Republic of Kazakhstan (1996) [7], approved by National council on

a state policy at the President of the Republic of Kazakhstan. Also were analysed: The concept of the general secondary education in the Republic of Kazakhstan (projects, 1990, 1994) [8] which both projects are prepared by temporary research collective and work today alternatively; Concept of education of children of preschool and school age (1995) [9]; Concept of development of comprehensive school of the Republic of Kazakhstan (1996) [10]; Concept of the maintenance of the general secondary education (1996) [11]; The Basic curriculum of comprehensive school of the Republic of Kazakhstan (1996) [12] which works to the present. In 1997 the Concept of development of secondary education of the Republic of Kazakhstan which was widely discussed by the pedagogical public was issued and by it was accepted [13].

The programs focused on use in teaching and educational process of schools of the republic of materials of the Kazakh ethnopedagogics and experience of schools of the republic were subjected to the analysis.

As showed the analysis of the Concept of the general secondary education in the Republic of Kazakhstan (1994), prepared by temporary research collective as a part of R.Basharov, A.Nysanbayev, M.A.Kudaykulova, K.B.Zharykbayev's prominent scientists, etc., in the document the close attention is paid to realization of ethnopedagogical aspect in the organization of teaching and educational process. In particular, noting that the main feature of elementary school consists in the pronounced national orientation, urged to form "national traits of character at children and to impart them kind seeds of national consciousness through the native language" [8, 16], suggest to prolong training term at elementary school till 5 years, at the main school - 4 years, profile high school - 2 years. Concerning features of the content of education, authors do installation on that, "that the set of subjects has to prove in the curriculum so that subjects of teaching and educational process could combine harmoniously natural-science culture with humanitarian culture, on the one hand, and universal culture with national culture – with another" [8, 23]. At the first step of training the main attention is paid to formation of the basic parties of culture: communicative culture (the native language, the Kazakh language, Russian),

intellectual culture (mathematics, natural sciences, social science), or on the basis of social science and natural sciences creation of the uniform course "world around"; aesthetic and moral culture; labor and physical culture. At the second step, at preservation of the basic parties, the subject orientation amplifies. At the third step (profile school) part of subjects – complex courses, part of subjects of a choice.

The national and complex component of the content of education has to be presented, according to authors, various courses, such as "History of Kazakhstan", "Geography of Kazakhstan", "Ethics and ethnoculture", "Pedagogical psychology", etc.

The following feature of the Concept that scientists, with reference to researches of foreign and Soviet scientists, prove necessary to begin studying of the second language on the basis of the native: "taking into account everything the basic curriculum assumes introduction state Kazakh from the 3rd, Russian from the 3-4th classes, foreign from the 5th class". However authors leave the right behind schools, proceeding from their specific conditions and opportunities, to count the reserve of time.

As a whole the analyzed Concept differs scientific validity of conclusions and offers, democratic character, humanistic and humanitarian (parity humanitarian and natural-science) culture. However it would be desirable to notice concerning the subject "Pedagogical Psychology" that its more correct will enter only in the profile classes having pedagogical orientation, without reducing thereby the status of the most pedagogical psychology intended generally for teachers, tutors, parents. Secondly, approving introduction of the course "Ethics and Ethnoculture", we consider that nevertheless on this subject it would be possible to take away more time, especially at elementary school as elements of national etiquette are put there.

The concept of development of comprehensive school of the Republic of Kazakhstan, Kazakh institute of pedagogical education named after Ibray Altynsarin of a name prepared by a group of authors Ibray Altynsarin headed by N.N.Nurakhmetov. It is that document [10] which was officially accepted by the decision of Board of the Ministry of Education and today validity I didn't lose, works.

In this Concept features specifics of the Kazakh school which are reflected in its purposes and a task are most fully considered: integration of universal culture with national history and culture; comprehensively and deeply to involve in studying of culture of the native people; to impart national spirit and feeling of national advantage and pride, respect to the native language and literature, history and art; to prove need of studying of national, state and international languages.

1.3 . Ideas of national education of children

According to the decision of Board of the Ministry of Education at higher education institutions, colleges, schools, institutes of improvement research laboratories and offices in Aktyubinsk, Zhambyl, Southern Kazakhstan, Atyrau, Mangistau, Kzylorda, Arkalyk were created by regional Institutes of improvement of teachers. The research laboratory of ethnopedagogics on the basis of Republican institute of professional development of the leading and scientific and pedagogical shots, (head K.Zh.Kozhakhmetova) created in 1992 coordinates their work. Being structural division of institute, the laboratory carries out research, scientific and methodical and study. The laboratory played a considerable role in identification of ways and conditions of the most effective use of educational and informative means of ethnopedagogics of Kazakhs and other people (Russians, Koreans, Uyghur). Results of research are introduced in educational process of establishments of formation of the republic.

The attention is paid to problems of ethnopedagogics from the Culture and Health care Ministry of Education. So, on December 19, 1991 on Board work of departments of formation of Almaty area was considered, the legal decision in October, 1993 on work of Mangistausky regional department of education was made, in November, 1994 on Board the question of Kzylordinsky regional department of education is considered.

Work of out-of-school establishments on use of national traditions in teaching and educational process is conducted in the following directions:

- 1) through circles, the centers, clubs on interests and creative associations;

2) by means of involvement in preparation and carrying out mass actions festive and ritual, folklore, cultural and leisure;

3) through methodical work with pedagogical shots of additional education, comprehensive schools, preschool institutions.

The main traditional effective form of activity out-of-school establishments is kruzHKovy work.

All this demands the optimum decision. The analysis brings us to such conclusion that inclusion of subjects of an ethnopedagogical cycle in the curriculum of school will be possible under a condition if the complex of documents on the status of the Kazakh national school which content of education first of all demands inclusion and development of scientific and reasonable programs, manuals, textbooks, etc. is developed that will automatically cause improvement of preparation of pedagogical shots, them ethnopedagogical education.

These questions found reflection in solutions I of the republican scientific and practical conference "Use of Traditions in Teaching and Educational Process" which was passing from May 18 to May 21, 1992.

For updating of the content of education in compliance requirements of time of revival of national culture, the Concept offers introduction of materials of the Kazakh ethnopedagogics.

As authors [14], on the first, theoretical note, a stage the content of education was included into the curriculum taking into account specifics of national school, through definition of six subject (areas) of blocks: language, mathematics, natural sciences, social science, art, physical culture and labor training. The block of language subject matters, uniting language and literature, history, culture, art, it is intended for studying of culture, life of the people, and also influences the content of ethnic education. And each school has the right to use standard part of the curriculum for faculties and elective courses of the pupils promoting formation of national consciousness.

The following, second stage of definition of the content of education at the level of subject disciplines makes concrete recommendations about the accounting of

bases of ethnopedagogics. Here the content of education is defined in the programs of each subject matter which have entered into the basic curriculum. Therefore in contents of each training program, according to authors, the national component has to be reflected. It concerns not only language disciplines, art, literature, history, labor training, but also and subject matters on mathematics, natural sciences (language, psychological and social and economic national features).

Noting that the Kazakh people have the unique educational system formed throughout many millennia and transmitted from generation to generation through oral national creativity, through national traditions, customs, a ceremony, through national culture, authors consider revival of this system, its further development – the main objective of school. And for formation of national consciousness studying of national culture only in out-of-class and nonlearning work is insufficiently. For this purpose, in their opinion, work has to be carried out and through definition of the maintenance of all subject matters and the content of education as a whole.

The third stage of selection of the content of education is level of a training material. Here, according to everyone with each training program, it has to be defined and its educational and methodical complex (the textbook, a didactic material, the methodical collection and B'day). Therefore at this stage by preparation of the main manual in each subject, at definition of concrete subjects, at selection of a theoretical material, and also a material for fixing of the received knowledge, national features of traditions and customs, culture and education have to be considered.

In the maintenance of each subject the place has to be allocated for studying of progressive traditions of the Kazakh people, features of national consciousness, national character, national production.

The choice of methods and receptions in training has to be under construction taking into account features of national psychology of children, their character, most promoting their full development, the maintenance of additional educational and methodical resources also has to promote formation of national consciousness of pupils.

The following document officially approved by the Ministry of Education of the Republic of Kazakhstan and existing now, the Concept of education of children of the preschool and school age, prepared by the temporary research collective, headed by M.Zh.Smailova [9] is.

Noting that the leading purpose of education I was and there is an ideal of comprehensively developed personality going from time immemorial, authors focus attention of teachers to need of taking note of such factors as traditions of national culture, interpenetration of cultures, they emphasize that the outlook of the personality, her national psychology are caused in a certain degree by knowledge of the native language, stimulation of every possible development of national consciousness of youth and systematic mastering by the heritage of world and national culture saved up throughout centuries.

The main objective is education of respect for various cultures and the people, ethnic, national and religious groups, tolerance to dissent and foreign opinion – formation of a sense of responsibility before future generations for a preservation of peace, a human civilization, ecology.

When developing new subject matters and programs it is recommended to pay attention to strengthening of its educational potential. For this purpose in the maintenance of such subjects as the native language, literature, music, the fine arts, physical culture, labor training, etc., especially disciplines of a humanitarian cycle, inclusion of materials on national history and culture, ethnography, toponymics, social and economic life of the previous generations is recommended.

For this purpose art and ethics is offered to enter such subject matters into the curriculum" (the VI-VIII classes), "Folk customs and traditions" (the VIII-IX classes), "History of national culture" (the X-XI classes), as".

The main task of the subject "Art and Ethics" (the VI-VIII classes) are the arms of pupils systematic knowledge of art and ethics bases; finishing to consciousness of pupils of the maintenance of various forms and the art directions; identification and improvement of personal abilities and talent of gifted school students; education of the best qualities of the worthy personality; formation of an

esthetics of communication and behavior; familiarizing of children to creative activity, to an estetization of the subject environment, stimulation of artist's self-expression.

The main objective of the course "Folk Customs and Traditions" (the VIII-XI classes) consists in transfer of studying youth of reliable knowledge of national psychology, outlook, logic, traditions and customs, habits and customs, etc. It is at the same time supposed, expanding a circle of knowledge of pupils on ethnography of other people living by a row, to form dialectic thinking, to fill their knowledge of the world, society and the person.

Acquaintance of pupils with the richest cultural history Kazakh and other people of our multinational republic (architecture, fine and applied art, literature, music has to be a problem of the subject "History of National Culture" (the X-XI classes), etc.) the Course provides also acquaintance of studying youth to data from history of world culture.

The program "Әдеп және жантану" ("Ethics and psychology") is addressed to pupils of 10-11 classes. Authors of the program – the professor To B. Zharykbayev, A. Tabyldiyev.

Are recommended by the Concept and now the following special subjects providing the educational purposes are successfully conducted at comprehensive schools: "The ethics alphabet" - for 1 - 4 classes which author A. Tabyldiyev sees a problem of a course in education of humanity, politeness, obedience; "Ethics bases" - for 5-9 classes (authors K. B. Zharykbayev, M. O. Orazayev).

The course "Ethics Bases" for pupils of 5-9 classes, telling to pupils about customs and traditions of the Kazakh people, acquaints them with the main psychological concepts, and, in particular, with psychological features of the Kazakh people, revealing in national traditions and having difference from their modern manifestations.

The important role the education organizations on progressive traditions of the people was played by the program of the facultative course "Customs and Traditions of the Kazakh People" (for 8-9 classes), calculated at 70 o'clock. It was the first

program which was prepared by group of authors M.Zh.Smailova, S.K.Kaliyev, M.O.Orazayev in 1990.

The author's «Atameken» program (M. Kursabayev), unlike called above programs, is calculated on the organization of out-of-class and out-of-school educational work with 1 on 11 classes and consists of 30 directions.

The program purpose – education of children on progressive traditions of the people, acquaintance with its spiritual culture. The program widely extended on the republic, found adherents in the person of teachers and pedagogical collectives of the republic. It is possible to carry that it is constructed without age features of children to shortcomings of the program, however, creatively working teachers created to it methodical complexes, adapted for operating conditions of the school.

As shows the analysis, many of these programs author's, the «pure spring» program developed by the writer 3 belongs to them also. Akhmetova. Its program unlike M. Kursabayev's program takes root in the course of subject "Ethics" studying (Ethics) from 1-11 classes. Program 3 subject. Akhmetova and the Ethics program of the above-named authors (K.B.Zharykbayeva, A.Tabyldiyev, M. Orazayev) according to the contents in many respects coincide, but at everyone the original approach to her realization.

All this allows to make the conclusion that in the republic there is no uniform standard program in these subjects proceeding from which it would be possible to put to them various options depending on type of schools. Besides, in existing curricula on these disciplines (listed above, except "Ethics") hours therefore the school management at the choice of pupils or at discretion can bring them in a school component of the curriculum aren't taken away. Therefore, for research of the main problems of the Kazakh ethnopedagogics and scientific and methodical providing researchers-teachers on the basis of the Kazakh institute of problems of formation of a name of I.Altynsarin it is created and the research laboratory according to the theory of education and ethnopedagogics (head S.K.Kaliyev) which conducts researches is valid from 1994 and makes a big contribution to development of programs, manuals on this problem.

1.4. The concept "Training during all life"

The training concept during all life has big relevance not only for the developed states, but also for the countries with a transitional economy where life models as societies as a whole, and each person separately promptly change. Scales and dynamics of occurring changes demand perfect new approach to education and the training, based on a continuity, universality and the accounting of needs of people.

The educational system of Kazakhstan which is quite adequate for the prereform period with its relative stability of changes, any more doesn't suit for the present and the future. In an existing situation to the persons responsible for carrying out educational policy, it is necessary to think not only out of traditional borders of secondary and higher education, but also to cover all sphere containing educational potential. In "education for all throughout all life" the emphasis is placed on development of three main categories of purposeful educational activity:

Formal training which is carried out in educational and educational institutions and comes to an end with assignment of the corresponding certificate, the certificate or the diploma.

The informal training which is carried out in structures of additional education and vocational training and, as a rule, not conducting to obtaining officially recognized certificate.

Spontaneous training (informal) which is considered as a natural component of various daily life situations.

In Kazakhstan still formal training predominates in political thinking, defines an order of providing educational services and affects what to consider as training.

The informal training which is carried out out of schools, colleges, training centers and universities don't consider as the real education, and its results are often underestimated.

The principles of education during all life allow to rethink the relation to informal education. And to define its place in the general educational context.

In Kazakhstan now there are more than 15 thousand the training centers which services are now widely demanded by the population, and knowledge received on their base and a profession aren't bad paid.

But the majority of such centers are in the cities, for villagers access to informal education and training is much lower than demanded level.

Spontaneous training includes also self-training, completely drops out of the general education system in spite of the fact that it is the most ancient form of transfer of knowledge and abilities and continues to remain a training basis in the early childhood.

Necessary conditions for self-training in Kazakhstan are available. So, for the last three years the number of libraries increased: 2001 – 3220, 2004 - 3562; museums became: 2001 – 103, 2004 year-143; the clubs operating generally in rural regions: 2001 – 403, 2004 – 2062.

Spontaneous training provides a huge set of opportunities for training and can become an important source of methodological innovations in education.

Drawing attention of parents to development in children of the vital skills (independence of decision-making, ensuring own safety, health preservation) can be an example of such training.

In Kazakhstan the concept "education system" still contacts activity of mainly formal sector that not fully corresponds to achievement of the objectives of human development on the basis of the most various education programs and vocational training. Informal and spontaneous training, at all their prevalence in the republic, have no due official recognition that significantly limits possibilities of people in acquisition of the necessary skills and their state certification.

Education is a peculiar guarantor of development of society in the future. The solution of today's social and economic problems of development of the state will be carried out tomorrow by graduates of schools and universities. Therefore for implementation of data of tasks we need to reflect now already on how to develop an

education system that our children realized importance of this activity for all their further life and understood that the success and their wellbeing and all society depends on quality of knowledge acquired by them, skills.

Because there is a transformation of economy and society passes to a post-industrial stage of development, it is necessary to reconsider a role of education not only as factor of economic growth, but also as factor of human development and formation of human potential. Especially as owing to the changed social requirements to an education system its modernization has to keep in line with the reforms which are carried out in other social and economic spheres. Education has to become a national priority during an era of industrial and innovative development of society.

Therefore today achievement of education of the Kazakhstan people has to conform to the highest international standards. In this regard it is necessary to carry out education system reforming which would satisfy inquiries of citizens and society. The principles of compliance have to be put in a basis of reforming to the international standards of education.

1.5 . High comprehensive school in Kazakhstan

Let's consider that the high comprehensive school at the present stage of a development of education in Kazakhstan represents. The high comprehensive school is the base providing availability and general coverage of children with education. Ability of the state to provide equal starting opportunities for all children regardless of a floor, a social status, an ethnic origin, the place of residence and a state of health will depend on quality and availability of secondary education.

Since independence in Kazakhstan there is a continuous process of optimization of a network of comprehensive schools and its reorganization.

In 1993/94 academic year reduction of a network of day comprehensive schools began, such situation is connected with population shift and demographic recession. Due to the lack of children of school age, especially in rural areas, along with opening there is also a closing of schools. So, population in 1997 decreased in

comparison with 1995 by 487,6 thousand people. In 1995-1997 academic years concentration where the number of elementary and main schools was reduced to increase number of high schools was carried out. During 2003 101 schools were closed, and are opened - 35. The number of pupils of the first classes tends to decrease: only for expired year admittance of students in the first class was reduced by 19,2 thousand, and for 2 years reduction of the contingent of first graders made 40 thousand children. In 2003/04 academic year in the first classes 236 thousand children are trained. It is explained by reduction of birth rate of children. But by 2005-2006 academic year it is possible to expect significant increase in number of first graders. Considering it, already today it is necessary to do forecasts and to prepare for increase in a flow of children.

The statistics reports that the greatest number of pupils is at high schools - 93,4% from the total number of pupils.

Innovative activity increased in the republic, educational institutions of new type where 664,5 thousand pupils are trained started developing intensively, 115 gymnasiums, 62 lyceums, 69 schools with lycee classes, 249 schools with gymnasium classes, 33 specialized schools for exceptional children, 45 profile schools, and also 2201 schools (23060 classes sets) theoretical and practical profound studying of subjects function.

In the republic for the beginning 2003/04 academic years at innovative schools were trained more than 300 thousand city children. Children from rural areas were more deprived in access to such form of education.

Creation of non-state sector in this system became one of the most important consequences of an education reform.

Now in the republic various establishments of education by types of property, education and training forms coexist. In the country the private educational institutions being under control of educational bodies, granted the license for the right of conducting educational activity teaching in which in the basis conforms to the State standard of education accepted in Kazakhstan have development.

According to the Constitution and the Law of the Republic of Kazakhstan "About education" (1999) educational institutions of different forms of ownership are balanced in the rights. Development of a network of private schools is carried out from 1993/94 academic years. In spite of the fact that from 1998/99 academic years decrease in number of private schools (in 2003/04 academic year their quantity was reduced to 155) is observed, the number of pupils for this period was consolidated at level from 18 to 20 thousand people. It means that system of private schools and their contingent it is created [14].

Thus, in this chapter the extremely difficult situation of the Kazakh school is noted, poor quality of textbooks, training programs, grants, a didactic material is noted that, in turn results in poor quality of knowledge (see results of ENT on the republic and the Southern Kazakhstan area). All this demands processing complete educational and methodical system of training in the Kazakh language.

At the present stage of development of society the close attention is paid to realization of ethnopedagogical aspect in the organization of teaching and educational process (see. "Concept of development of comprehensive school of the Republic of Kazakhstan"). In it the national component of the content of education which has to be presented by such courses as "History of Kazakhstan", "Geography of Kazakhstan", "Ethics and ethnoculture", "Pedagogics and psychology" is offered.

The aforesaid confirms that the education system of Kazakhstan quite adequate for the poreformenny period with its relative stability of changes, any more won't do at all. It is necessary to carry out rather grandiose work in education system reorganization if we want to enter into world educational space.

Reference:

- 1 . State program of a development of education in the Republic of Kazakhstan on 2005-2010 годы.////the Kazakhstan truth of 16.10.2004.
- 2 . Nazarbayev N.A.Kazakhstan-2030:poslaniye Prezidenta of the country to the people of Kazakhstan. – Almaty: B_1_m, 1997. – 256 pages.

3 . Law of the Republic of Kazakhstan. About education. – Alma-Ata, 1992:Республиканский publishing office, 1992. – 48 pages.

4 . Kuserbayev K.E. About work of the Ministry of Education, culture and health care on reforming of system of secondary education and performance of orders of the president. The report of the Ministry of Education, culture and health care of the Republic of Kazakhstan at meeting of the Government of the Republic of Kazakhstan of 20.01.98.

5 . The concept of Arts education in the Republic of Kazakhstan. - Almaty: Kazakhstan, 1994. – 40 pages.

6 . The concept of a state policy in the field of education of the Republic of Kazakhstan. – Almaty: Kazakhstan, 1994. – 40 pages.

7 . The concept ethnocultural образования.//the Kazakhstan truth of 07.08.1996.

8 . The concept of the general secondary education in the Republic of Kazakhstan. – Almaty: Institute of philosophy of НАН РК, 1994. – 48 pages.

9 . The concept of education of children of preschool and school age – Almaty, 1995

10 . Concept of development of comprehensive school of the Republic of Kazakhstan. – Almaty, 1996.

11 . Concept of the maintenance of the general secondary education. – Almaty, 1996.

12. The basic curriculum and versions of curricula of day general education educational institutions for 1994-95-1997-1998 years. – Almaty: RIK, 1994. – 48 pages.

13. Concept of development of secondary education of the Republic of Kazakhstan. - Almaty:rik, 1996. – Page 34-56.

14 . Report on human development. Kazakhstan, 2004.

AUTHOR INDEX

Besova O.G.	graduate student		Melitopol Zaporozhye. 72313
Holubieva H.	student		Sevastopol ARC 99053
Dmitrieva I.A.	PhD	docent	Taganrog Rostov region. 347931
Shlianchak S.A.	graduate student		Kirovograd Kirovograd region. 25013
Romanova Y. S.	Ph.D.	docent	St. Petersburg 197101
Chizhikova O.V.	graduate student		Krivoy Rog 50000
Kuleshova O. M.	graduate student		Kiev 04128
Bardus I.A.,	PhD	Art. St.	Berdiansk Zaporozhye. 71108
Chuprina A.P.	PhD	docent	Berdiansk Zaporozhye. 71108
Polevnikov I.A.			Kherson 73005
Polyevikova O.B.	PhD		Kherson 73005
Zalusckaya Svetlana Yurievna	PhD	docent	Yakutsk The Republic of Sakha (Yakutia) 677000
Panina Svetlana Viktorovna	PhD	docent	Yakutsk The Republic of Sakha (Yakutia) 677000
Germanova G. N.	PhD		Stavropol Stavropol region 355035
Zubarev V.A.,	PhD	docent	Stavropol Stavropol region 355035
Romanenko E.S.,	PhD in Agriculture	docent	Stavropol Stavropol region 355035
Shevchenko S. V.,	PhD	docent	Stavropol Stavropol region 355035
M.Zh. Yeskindirova	master	Art. St.	Astana 10008
Semenovskikh T.V.	Ph.D.	docent	Tyumen 625000
A.N. Utkina	PhD in Sociology	docent	Belovo Kemerovo region. 652600
Konovalova N.G.,	MD		Novokuznetsk Kemerovo region 654080
Dokolin A.S.	student		Magnitogorsk Chelyabinsk region. 455038
N. Starkov.,	PhD	docent	Magnitogorsk Chelyabinsk region. 455038
Chernova E.V.,	PhD	docent	Magnitogorsk Chelyabinsk region. 455038
Tulasynova N.U.	PhD		Yakutsk The Republic of Sakha (Yakutia) 677000
Karasiuk V.V.	Ph.D.	docent	Kharkov 61098
Makeeva I.A.	graduate student		Novokuznetsk Kemerovo region 654080
Krasilnikova EV	graduate student		Novokuznetsk Kemerovo region

			654080
Greenwald O.N.	PhD	Art. St.	Kemerovo region. 650099
Lubenets M. Yu.	graduate student		Surgut Tyumen Region 628406
Z.Kornieva	PhD	docent	Kiev 03142
O.Tarnopolsky,	Doctor of Education	professor	Kiev 03142
Polevikova O.B.	PhD	docent	Kherson 73005
Petrenko M.A.	PhD		Rostov-on-Don 344113
Zhorabekova A.N.,	PhD		Shymkent South Kazakhstan region. 160000
Toibekova B.A.	PhD		Shymkent South Kazakhstan region. 160000
Torybayeva Zh.Z.,	Doctor of Education	professor	Shymkent South Kazakhstan region. 160000
E.YU. Zakharchenko	PhD	docent	Azov Rostov region 346780
T. Grechukhina	PhD	docent	Ekaterinburg 620026
Abdullina G.M.,	Ph.D.	docent	Ufa Bashkortostan 450059
Kamilov F.H.	MD	professor	Ufa Bashkortostan 450059
Karyagina N.T.,	PhD	docent	Ufa Bashkortostan 450059
Knyazeva O.A.,	Doctor of Biological Sciences	docent	Ufa Bashkortostan 450059
Kulagina I.G.,	Ph.D.	Art. St.	Ufa Bashkortostan 450059
Lebedev L.A.	Ph.D.	docent	Saransk Mordovia 430005
Schankina N.S.,	Ph.D.	docent	Saransk Mordovia 430005
Baltabayeva ZH.K	Doctor of Education	docent	Almaty 50010
Esenova K.U	Doctor of Philology	docent	Almaty 50010
Nyyazbekova K.S.	PhD	docent	Almaty 50010
Vasilieva U. V.	specialist	Art. St.	Saint Petersburg Petrodvorets district 198411
Zapolskikh T.Y.,	specialist	Art. St.	Perm 614037
Kurjakova N.B	Ph.D.		Perm 614037
Antipina S.G.,	applicant	Art. St.	Volzhski Volgograd region 404104
Galitsyna T.A.	specialist	Art. St.	Volzhski Volgograd region 404104
Kuzmin S.Y.,	applicant	Art. St.	Volzhski Volgograd region 404104
Mustafina J.A.,	PhD	docent	Volzhski Volgograd region 404104
Rakhmanculova G.A.,	applicant	Art. St.	Volzhski Volgograd region

			404104
Rebro I.V.,	PhD	docent	Volzhski Volgograd region 404104
Makashina K U	PhD	docent	Kolomna Moscow region 140408
Martynyuk I. A.	Ph.D.	docent	Kiev 03041
Kornilova E. A.	PhD	docent	Belgorod 308036
Filatova N.P.	PhD	docent	Yakutsk The Republic of Sakha (Yakutia) 677000
Pavel Filatov	student		Yakutsk The Republic of Sakha (Yakutia) 677000
Elsakova N.N.	applicant	Art. St.	Arkhangelsk 163065
Anischenko N.S.,	student		Belgorod 308004
Sushkova L.N.	PhD	Art. St.	Belgorod 308004
Graschenko A.G.,	applicant		Belgorod 308004
Sushkova L.N.	PhD	Art. St.	Belgorod 308004
Avdeuk O.A.	Ph.D.	docent	Volgograd Volgograd region 400005
Krokhalev A.V.,	Ph.D.	docent	Volgograd Volgograd region 400005
Prikhodkov K.V.,	Ph.D.	docent	Volgograd Volgograd region 400005
Prikhodkova I.V.			Volgograd Volgograd region 400005
Ryazanova T.N.,			Volgograd Volgograd region 400005
Savkin A.N.,	Doctor of Technical Sciences	professor	Volgograd Volgograd region 400005
Prytkova N.I.	PhD in Sociology	docent	Samara 443091
Avdeuk O.A.,	Ph.D.	docent	Volgograd Volgograd region 400005
Aseyeva E.N.,	Ph.D.	docent	Volgograd Volgograd region 400005
Krokhalev A.V.	Ph.D.	docent	Volgograd Volgograd region 400005
Prikhodkov K V	Ph.D.	docent	Volgograd Volgograd region 400005
Savkin A N	Doctor of Technical Sciences	professor	Volgograd Volgograd region 400005
Tarasova I. A.,	PhD	docent	Volgograd Volgograd region 400005
Medvedeva I.L.	PhD	docent	Omsk Omsk region. 644020
Musatkina B.V.,	applicant	Art. St.	Omsk Omsk region. 644020
Nakonechnaya T.V.	Candidate of Physical and Mathematical Sciences	docent	Dneprodzerzhynsk Dnipropetrovsk region. 51939
E.V.Kopeykina	student		Viksa Nizhny Novgorod region

			607031
Kalenova A.V.	student		Kulebaki Nizhny Novgorod region 607010
Volkova L.O.	graduate student		Kiev 02094
Kabanov A.M.,	PhD		Krasnoturyinsk 624440
Ruban G.A.	specialist		Krasnoturyinsk 624440
Kolinichenko I.A.	Ph.D.	docent	Georgievsk Stavropol region 357820
K.E.Shchukina	Ph.D.		Yakutsk The Republic of Sakha (Yakutia) 677000
Makarova A.P.	Ph.D.		Yakutsk The Republic of Sakha (Yakutia) 677000
Kabanov A.M.	PhD		Krasnoturyinsk 624440
Korovkina T.V.	specialist		Krasnoturyinsk 624440
Holynskaya V. Y.	graduate student		Berdyansk Zaporozhye region 71100
Krechetova V.A.	graduate student		Donetsk 83011
Nakaryakova V I	applicant	Art. St.	г. Екатеринбург Свердловская область 620012
Skorokhodova L.A.,	PhD	docent	Ekaterinburg Sverdlovsk region 620012
Dyachenko O.F.	applicant		Mariupol Donetsk 87500
N. Anarbek	PhD		Almaty 050000
M. Yeseyeva,	PhD		Almaty 050000
Osintseva O V	master		Taganrog Rosstovskaya region. 347922
Zelyanina S.N.	applicant	Art. St.	Novodvinsk Arkhangelsk region. 164902
Koltunovych T.A.	graduate student		Chernivtsi Chernivtsi region. 58002
Popov A.Yu	specialist		Kemerovo 650070
Popov Yu.S.,	Candidate of Physical and Mathematical Sciences	docent	Kemerovo 650070
Tumandeeva T.V.	specialist		Kemerovo 650070
Luzgareva O.I.,	PhD in Sociology	docent	Kemerovo 650070
Tumandeeva T.V.	specialist		Kemerovo 650070
Potapuk V N	PhD	docent	Lutsk Volyn region. 43024