

Designing Noxologically Oriented Teachers' Training

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Doi:10.5901/mjss.2015.v6n3s3p175

Abstract

Democratization of society is directly related to building the rule of law. Factors contributing to emerging social risk undermine democratic principles. Professional training in a higher educational institution is focused on activity under certain politico-social conditions. Teaching in higher institutions should become a transformational stage for professional activity under conditions of social risk. Training to professional activity under conditions of social risk should be carried out through studying risk factors, integration of risk-oriented training in the course of teaching process, search for and implementation of effective form of teaching, issues of legal and noxological culture of teachers and students. Formation of noxological culture in the process of professional training in higher institution becomes a condition of social risk minimization. Designing and realization of noxologically oriented teachers' training is a necessity imposed by society development. Higher education institutions' graduates' competitiveness should be mainly provided by its focus on conservation of their pupils' life and health, i.e. future generation of the country. Given this, the teacher using innovations will develop learners' innovation thinking, fulfilling of their abilities. The methodological framework of the research consists of conception of educating life safety (Antyukhin E., Sulla M.); education methodology (Gmurman V.E., Danilov M.A., Schedrovitsky G.P., etc.); formation of base personal culture in the integral pedagogical process (Gazman O.S., Ledned V.S., etc.). The objective is to theoretically study the possibility of designing noxologically oriented teachers' training – the necessity imposed by relevant social problems and its need in development.

Keywords: professional competence; specific features of pedagogic education, noxology, noxologically oriented training

1. Introduction

Formation of a democratic society is a feature of society functioning in the form of the rule of law. The rule of law and a democratic society correlates against each other as a form and content representing society's unity as a whole system.

However, not a single democratic society takes off probability of social risk. According to Beck U., the modern age is a shift from industrial society to "risk society" (Beck U., 2000).

Democratic society development relates to extensive manifestation of personality in various areas of social life. Person's social and economic, civic, and spiritual independence become fundamental criteria of social development. However, contemporary society lives under conditions of various dangers and risks, which characterize "risk society".

Considering the resources of risks initiation, Beck U. states that industrial society "systematically imposes threat to itself by accumulating and economical use of risks" (Beck U., 2000) and "at the age of developed civilization that has come to take off predeterminacy, to provide people with freedom of choice, to get rid them of dependence on nature, a new global dependence on risks appears before which individual choice has no force if for no other reason than because harmful and toxical substances in the industrial world are interweaved in the elementary processes of life" (Beck U., 2000).

2. Literature Review

From the 20s of the 20th century noxological approach became a typical one for humanities and natural sciences. This

issue is embodied in the works concerned with human cognition (Ananyev B.G., Bodalev A.A., Shamova T.I., Polovnikova N.A., etc.), philosophy and logic (Kant I., Parygin D.B., Mamardashvili M., Russel B., Rickert G.). Axiological ideas hold a prominent place in methodological grounding of modern scientific paradigms (Leontyev A.N., Soloveichik S.L., Kagan M.S., etc.).

Over the 20th century rethinking of values had taken place, and the 21st century gradually became a century where the person is value-oriented (Hutmacher W., 1997). Pedagogical works where educating such person is prioritized appear (Gershunsky B., Ilyin, I.A., Petrovsky V.A., Slastenin V.A., etc.).

Kagan M. considers the notion of "value" as an expression of subject-object relation that determines object's significance for a subject, and the notion of "evaluation" as emotional and intellectual detection of this significance by a subject (Kagan M., 1997). Noxologically oriented training conditions the need for studying the general law of development of teacher's personality as a value translator, studying conditions of students' value system formation in professional education, detecting opportunity for value theory integration in pedagogical education content, considering axiological paradigms' impact on education outcomes.

In the new millennium a part of moral and spiritual values, orientations and focuses, which accompanied person's life activities, his relations with the world have been lost. Ilyin V.V. notes the appearance of "humanity deficit" and the lack of "traditions of mercy, compassion, responsibility before the future" (Ilyin V.V., 2005) that cannot but leads one to think about the path of further movement of the human and the search for new ways in educational process. According to Passov E.I., only the moral, spiritual human can be the objective of education, since education is human-establishing, indeed (Passov E.I., 2009).

Many researchers (Bondarevskaya E.V., Nikandrov N.D., Ravkin Z.I., Chizhakova G.I., etc.) consider the use of axiological approach within the framework of studying pedagogic disciplines sound. They state it will specify a special axiological direction to the process of professional training of to-be pedagogic personnel. Consistent and competent implementation of axiological approach in educational system should develop human nature, contribute to all round human relations (Artyukhovich Yu.V., 2003).

Teslenko V.I. and Evert N.A. suggest carrying out the renewal of professional pedagogic training quality and its evaluation based on the unity of three aspects (axiological, ontological, praxiological) taken as a basis of institutional conception. It will increase the level of professional competence and is revealed in students' motivation to receive high-quality education and generally positive complex of "I-conception" and "I-professional" of future teacher (Teslenko V.I. & Evert N.A, 2003).

Under the conditions of "axiological vacuum" formed in recent decades there's need for detecting knowledge about ways, conditions of future teacher's professionally significant value orientations formation, conserving axiological aspects of national education, ensuring its succession to priority noxological milestones of the modern Russian education. It is known ideals and values a teacher has will mainly form value orientations in pupils' consciousness, and, subsequently, in public conscience.

The epoch of social risk abridges freedom of choice, condemns to dependence on nature. Today it's possible to state the appearance of new global dependence on where individuality and its abilities have no force. Risks are a consequence of the process of society modernization and define modern society as a society of universal risk (Beck U., 2000).

Both in western countries and in Russian risks are a factor of reforming social structure of society's, transformation of human's place within it, change of quality of environment that forms this production. For modern Russia a number of complicated and contradictive processes relating to the change of established politico-social and economic relations, the change of previous axiological priorities are characteristic. The loss of traditional values and indistinctness of teacher's noxological orientations are embodied in public sentiments, reproduced in the practice of modern professional teachers' education.

The modern professional education of teachers experiences the next stage of reforming, where Russian higher education institutions, Russian educational system are modernized by the example of western educational system. Introduction of Federal standards of higher professional education, Bachelor's and Master's degrees prove reforming higher education institutions. As a result of such reforming not so much educational process management in a modern higher institution is bitterly complicated as keeping teacher's traditional noxological orientations.

Under the current conditions of social risk epoch designing and implementing noxologically oriented teacher's training, the base of which is experience of to-be specialist's professional and personal establishing as a teacher, become of specific importance (Merzon, 2012).

Transformation of society chiefly affected dominating social values, its social paradigm, i.e. a complex of ideas, which reflect "social order of society and its institutional framework that managing individuals' and society's behavior"

(Aksenova O., 2002). Society and its institutions are forced to continuously evaluate actions of various factors from a perspective of risk development. The process of development of adequate society as a consolidated society is related to understanding of factors and mechanisms of its failures in the form of risk. On the other hand, risk is a reverse of the standard form of social order, and addressing its reverse allows detecting risks and managing society (Luhmann N., 1994).

Under conditions of the modern development of society the need in improvement of teacher's training efficiency conditions the urgent study of his personal training from a perspective of noxological orientation as an essential characteristic of teacher's activity stated in the conception of the Russian education modernization. The analysis of the modern state of teaching and educating in educational institutions shows that this tendency should stay a characteristic feature of teacher education in years to come (Shattsev I. P., 2000). At the same time, changes taking part in the system of education demonstrate unwillingness of the best part of pedagogic personnel to implement goal set of teacher's activity in the system of education and its adequate realization.

The change of methodological principles of modern teacher's activity from the position of knowledge approach (when the issue of "filling" a pupil with knowledge is taken as a basis of teacher's activity) to the position of a pedagogue-tutor contributes to creating conditions for personal self-fulfillment and education quality assurance.

Today studying prospect value orientations meeting the modern tasks of teacher professional training for schools of different types and levels becomes one of the most important areas of training strategy of the teacher focused on national education development.

Russia's entering world educational space with formation of new socio-economic conditions of educational institutions operation and teacher professional training actualizes the problem of the search for noxological grounds for teacher training corresponding to the world tendencies of training system development on the one hand, and ethnopsychological features and cultural traditions of Russian and regional society. In this context detecting noxological priorities of professional and personal teacher training, designing and implementing value-oriented teacher education are of apparent interest.

Acquiring competences in the age of social risk causes the need in the search for such education technologies, which not only provide monitoring education process but, most crucially, provide students' motivation and cognitive activity.

Under conditions of social risk training concerning professional activity should be carried out through studying risk factors, integration of risk-oriented training in the course of teaching process, search for and implementation of effective form of teaching, issues of legal and noxological culture of teachers and students (Nurgatina I. E., 2013).

Development following noxological culture under conditions of social risk conditions systematization and standardization of provided educational services by means of increasing nationals' competency in:

- awareness and initiative;
- realization of main rights and freedoms, civil obligations;
- activation of population in public life at national and regional levels;
- democratization and humanization of all public relations and primarily those specialists, who work with population;
- objective mass media coverage of society's and nationals' urgent problems.

Formation of noxological culture of higher education institutions' students will lead to the focus of the educational process of higher education on minimizing public risk. The idea of dialogism is considered a mechanism of reducing social risk. It penetrates intercultural communication in its entire diversity, which is revealed through the social function of cross-cultural communication – as a human need in "another" human. When communicating, the human expresses himself by the same means and methods since continuous comparison of his own reflection and communicative actions with other individuals' actions or norms and values typical for given group, community, socium takes place. Only through a prism of other culture a culture considers itself in a more complete way revealing its depths by foreign sense (Kagan M.S., 1997). Only in this case a dialogue, which not only overcomes closeness and one-sidedness of these senses and cultures but reduces the level of social risk, can be started.

The following components that characterize not only democratic society but reducing social risk are distinguished:

- relation of individuals, groups, systems and societies;
- communication between cultures;
- language of understanding, reflecting the principle of intercultural contact participants' intensions, empathy;
- studying foreign language as a kind of intercultural interaction and a source of development of person's secondary language competence.

Solution of the issue of appearance, establishing and enhancement of the epoch of social risk can be found in the

idea of communication (Artyukhovich Yu.V., 2003). Given this, it makes sense to claim that cross-cultural interaction becomes a factor of personality's self-development in *socium* in such a way providing its participation in the public life of society.

The relation of communication with other processes in society is expressed in its social functions: information, axiological, expressional and praxiological. In intercultural communication information function is related to individual's cognition of *socium*, adaptation in it. Transformation of new knowledge, new values in a cross-cultural contact makes it possible to identify and consolidate or, on the contrary, to differentiate and disintegrate groups, persons, societies. The change of activity leads to emerging a new form. At this it will be accepted by society step by step and won't provoke stresses in it (Lipman N., 1991).

The ideals of civic society are related to the ideas of dialogism, penetrating intercultural communication in its entire diversity, which is revealed through the social function of cross-cultural communication – as a human need in “another” human. When communicating, the human expresses himself by the same means and methods since continuous comparison of his own reflection and communicative actions with other individuals' actions or norms and values typical for given group, community, *socium* takes place.

The change of the person in the process of participation in intercultural communication as a consequence of acquired information is a complex process of synthesis, cognition, self-evaluation and evaluation of foreign *socium*, adaptation and secondary socialization. The individual experiences interiorization and exteriorization by playing social roles in everyday and professional life. Cognition of new forms of behaviour, speech patterns, speech behavior, morals, customs – everything that comprises civil society's sociopsychological portrait – is realized through language. Information function of intercultural communication is determined by human activity in specific sociocultural situations of daily life, and also in the professional field as a willingness to realize gained knowledge in society where civic society is formed (Prokofyeva L.B., 2004).

Value-oriented function of communication is related to individual's or group's actions motives. Person's communicative behaviour in *socium* isn't reduced to only reaction to extrinsic stimuli. As a rule, the human himself takes part in the selection of stimuli of his behaviour, which depends on personal meanings, ability to orientate himself in life situations, ability to find his place in life of *socium* conditioned by development of abilities and skills to “build bridges” between his own and “foreign” world and destroy wall of misunderstanding. Personality development takes place through other culture, other language, passing secondary socialization, through comparison with others. In a civic society the human not only gains personal experience but is asserted and asserted himself in these comparisons that contributes to forming new goals, achievement of which is contributed by mastering new social roles.

It's sufficient to meet current Constitution to the full extent in order to create a democratic law-governed state in Russia. A civic society is a specific socio psychological phenomenon intimately connected with particular individual's and society's life, where people can satisfy their needs within *socium*, communicating to each other, developing their abilities and needs.

In a civic society interrelations between communications' participants are formed through intercultural communications. They form new sets, value orientations, criteria, promoting to integration through interiorization and exteriorization of individuals' cultures (Nurgatina I. E., 2013).

Shantsev I.P. distinguishes four levels of enhancing educational process management in a modern teachers' university: institutional; facultative; departmental; teacher (Shantsev I.P., 2000). *Institutional level* of management is characterized by solving strategic tasks general for the higher education institution. First of all, it's definition of directions and qualifications of teachers' training and a plan of annual enrollment for the first year by different forms of education; development of modern material resources base of educational process. It's carried out jointly with a customer – Education management, territory administration. At the *facultative level* of management the issues of educational process development and organization by one or several related qualifications (directions) regarding which specialists' training is carried out at a faculty are solved. At the *departmental level* of educational process management the tasks of creating modern material base, staffing and academic support of teaching classroom disciplines reserved to a department are solved. The fourth *teacher* level of students' educational process management is of paramount importance. The teacher should not only have in-depth knowledge of basics and nuances of his science but be a master of pedagogic labour, a fine psychologist, who knows the personality of students (Bochkareva T.N. & Bakhaeva G.M., 2012).

The interrelation of noxology (science concerning dangers and minimization of negative impact on the human and nature) and innovation theory (for example, introduction of Bachelor's and Master's programs) defines essential parameters of higher education development (the old in the new). In this context the role of the to-be teacher in the system of public relations and ways of his professional training become clear. There's a reason to distinguish at least two organically bound elements: those risks on which the area of education when training the teacher should be focused on,

and formation in the process of shaping professional and personal competences (Lipmann N., 1991). Thus, the process of to-be teacher's professional training under conditions of higher professional education at the modern stage of society development should represent fundamental research and practice basis of formation of teacher's realistic views of risk factors and shape competences focused on preventive activities organization.

Theoretical and practical problems of pedagogical designing attracted attention of many national researchers and scientists (Arhangelsky S.I., Bespalko V.P., Zair-Bek E.S., Kulyutkin Ju.N., Muravyeva G.E., Tryapitsyna A.P., etc.). Pedagogical designing is often considered in pedagogics a mechanism of teaching technologies development (Bogomolov V.I., Guzeev V.V., Prikot O.G., Choshanov M.A., Shamova T.I., etc.). A part of researches refers to designing as expression of creativity in teacher's labour (Andreev V.I., Potashnik M.M., Cherkasov V.A., Zagvyazinsky V.I., etc.)

Pedagogue's professional training cannot be effective in the age of social risk without studying regularities and development of content, organizational and methodic conditions of his noxologically oriented training, i.e. it's necessary to develop educational systems solving the issues of professional training in future teacher's university, introducing in the process of education new methods and technologies of noxologically oriented pedagogic personnel training for activity under the conditions of social risk.

However, theoretical and methodological background of teacher's noxologically oriented training in higher education institutions is under development. No doubt, the works of Zair-Bek E.S., Ilyin G.L., Monakhov V.M., Prikot O.G., Radionov V.E., etc. contribute to pedagogical development theory development. However, there are no researches in the area of designing teacher's noxologically oriented training in Russian pedagogic science with respect to social risk conditions.

Socio-economic conditions that required for revision of traditional methods of teaching in view of the need for meeting the modern age demand for specialists training have been prerequisites for emerging project-based method in education. The essence of designing at the stage of its beginning is perceived as reducing everything to a plan, drawing or scheme (i.e. interpretation in a restricted sense) and appearance of education forms is related to the development of pedagogics of humanism, which, in its turn, is a consequence of global transformations in all areas of human life activity.

Designing focused on students' independent, individual, paired activity is carried out during specific timespan and always involves solution of some problem. On the one hand, problem solution involves the use of a complex; various methods, training means, and, on the other hand, the need for integration of knowledge, skills to apply knowledge from various areas of science, technology, creative fields. Results of projects should be, as the saying goes, "tangible", i.e. in case of a theoretical problem, it's its solution, if there's a practical problem – a specific outcome ready to be used (in higher education institutions, in real life). With regard to designing as a pedagogical technology, this technology implies a complex of research, searching, problem methods creative in themselves.

Pedagogical designing has its typological features, which allow comparing this area of scientific knowledge with allied social sciences subjects:

- study objects' globality and the degree of localization at the same;
- specific nature subject matter;
- defined level of gained knowledge generality related to a certain degree of material abstraction;
- availability of a relevant scientific and research tool set for objective analysis of object and subject of designing.

The very fact of recognizing designing not a individual, local phenomenon, but a pedagogical system, representing a complex of objects and subjects, principles, functions and content, technologies and techniques, norms, values and models, assigns a specific meaning and symbolism to pedagogical designing.

Systematic approach allows stating a specific subject of scientific knowledge concerning project activities (Rogers C.R., 1983). On the one hand, it puts an emphasis on complexity, polysynthesisism of this kind of teacher's activity. On the other hand, it contains objective basis for distinguishing independent, integrative by its nature trend of knowledge – teaching of projects and project activity, or project science.

- Application of designing as a pedagogical technology is designed to meet the following conditions:
- availability of project's certain subject focus;
- availability of a socially or personally important problem, task;
- independent, individual type of student's work;
- cross-disciplinary nature of a project (i.e. not limited by one classroom discipline).

Project technologies take into account the essence of the "project" notion considered a method of students' educational activity organization focused on generation of result in some form (material, text, etc.) (Merzon E.E., 2012). Modern researches show that project technologies have a wide range of application in education in most diverse areas of

knowledge, when teaching almost any discipline, increasing academic motivation, developing cognitive interest, creative abilities, etc.

All researchers and pedagogues engaged in developing project technologies and using them in practice agree that a project technology has manifold pedagogical opportunities, contributes to deeper adoption of program material, planning of independent educational activities, shaping of skills and abilities of practical use of studied subject, developing actually project skills and abilities, which are necessary person's qualities in today's conditions (Ruchen D.S., 2001; Shite, 1959).

3. Methods

Formation of a democratic society is designed to provide human safety in actual natural, technogenic and social conditions, to make nationals ready for safe behaviour and displaying active civil position by them in the sphere of safety. For this purpose goal-oriented work during a prolonged period is necessary. It is the system of education that has resources for carrying out such work.

Professional training in the higher education institution is related to getting a certain profession, has its trend and motivation directly focused on professional activity in certain politico-social conditions.

In the course of teaching modern students the objective of a democratic society in future professional activity is created. Future teacher's modern education in the higher education institution should represent a new stage of shaping professional competences based on noxologically oriented basic knowledge for teacher's work in the context of social risk.

The Federal state educational standard in the system of higher education considers education a core forward-looking resource of social activities the development of the country and democratic changes in society depend on. Students' noxologically oriented training is related to shaping Russian identity that is a main condition of strengthening Russian federal status. Under social risk conditions activity of such pedagogue will be focused on society consolidation, will assure the growth of civic responsibility of various population groups.

Besides, it's historically accepted that the process of receiving professional education simultaneously becomes a stage of person's growing-up, who becomes able to take active civil position and has all necessary professional, personal and social competences.

The process of effective pedagogue's noxologically oriented training is related with such levels as low (motivational), middle (cognitive) and high level (operational). Each of them has its criteria and indicators (Table 1).

Table 1. Criteria and indicators of pedagogue's noxologically oriented training effectiveness

Levels	Criteria	Indicators
High (operational)	<ul style="list-style-type: none"> - high degree of students' formed noxological culture correspondence to the objectives of pupils' noxologically oriented education; - high degree of positive motivation intensity to noxologically oriented pedagogical activity; - high degree of noxologically oriented pedagogical activity theoretical basis adoption; - high degree of students' willingness to use gained knowledge and skills at various stages of noxologically oriented projects implementation; - high degree of formedness of will sets necessary for successful noxologically oriented pedagogical activity. 	interest to in his own and pupils' safe conduct formation; satisfaction with the process and result of safe environment; need for continuous self-education and self-development for successful pedagogical activity regarding formation of a noxologically oriented person.
Middle (cognitive)	<ul style="list-style-type: none"> - correspondence of students' noxological culture to the objectives of pupils' noxologically oriented education; - positive motivation to noxologically oriented pedagogical activity; - knowledge of noxologically oriented pedagogical activity background; - students' willingness to use gained knowledge and skills at various stages of noxologically oriented projects implementation; - formedness of will sets necessary for successful noxologically oriented pedagogical activity 	knowledge of elementary psychology and pedagogics of pupils' personality noxologically oriented training; knowledge of methods of teaching of disciplines focused on creation of safe space for society; knowledge of methodology and methods of pedagogic research of person's nooxological culture; knowledge of noxologically oriented pedagogical activity features.
Low (motivational)	<ul style="list-style-type: none"> - non-conformity of students' noxological culture to the objectives of pupils' noxologically oriented education; - low lack of motivation to noxologically oriented pedagogical activity; - lack of knowledge of noxologically oriented pedagogical activity background; - students' unwillingness to use gained knowledge and skills at various stages of noxologically oriented projects implementation; - will sets necessary for successful noxologically oriented pedagogical activity aren't formed 	ability to plan and conduct pedagogical experiment, to process and analyze acquired data related to pupils' noxologically oriented training; ability to introduce educational technologies in the teaching process of school concerning noxologically oriented teaching and educating; ability to develop educational technologies for quality improvement of noxologically oriented pupils.

Distinguished criteria and indicators of pedagogues' noxologically oriented training effectiveness allowed us to single out necessary pedagogical conditions, and also types of activity, which would stimulate them to manifesting noxological culture.

The main objective of this stage of the experiment was the following: to implement the theoretically created model of teacher's noxologically oriented training system formation and determine effectiveness of pedagogical conditions for teachers' noxological culture development. The following pedagogical conditions were created to solve this problem: designing and students' participation in public activity of noxological focus; providing interaction of objective and subjective factors influence, external and internal components influence in the course of pupils' noxological culture development in education process; consolidation of humanities disciplines (literature, Tatar and Russian languages, etc.) to pupils' noxological culture; creation of an opportunity for personal and group experience and comprehending noxologically oriented values.

The experiment concerned with noxologically oriented training of future pedagogues was carried out during 4 years with students of the 3rd to the 6th course with a specialization in "Social and cultural activity. Teacher" at a branch of Moscow State University of Arts and Humanities in the city of Naberezhnye Chelny from 2010 to 2014. A control group consisted of parallel group students, who were taught according to the traditional educational program. In total 98 students took part in the experiment.

The process of noxologically oriented training of future pedagogues is related to creation of such trend of professional education wherein the future teacher models content of each discipline based on the priorities of person's health and life, learns to build structural interaction with pupils regarding designing his behavioral model based on joint activity reflection, formation of pupils' noxological culture.

Designing and realization of teacher's noxologically oriented training involves such competences as knowledge of main methods and support system of technosphere safety, ability to reasonably choose known devices, systems and methods of human and environment protection against dangers. Higher education institutions' graduates' competitiveness should be mainly provided by its focus on conservation of their pupils' life and health, i.e. future generation of the country. Given this, using the content of school subject, project activity with pupils allows the teacher forming not only their noxological culture but risk-avoiding thinking.

Specific nature of designing is that teaching is built on active base, through student's expedient activity corresponding to his personal interests. The method emerging from an idea of free education has been transformed step by step and implemented in the structure of educational methods. However, its essence is the same – to stimulate interest in knowledge and teach to apply this knowledge in practice to solve specific problems beyond an educational institution.

If the student is able to manage with work over a project, it's possible to hope that he will be more adapted to professional activity: he will be able to plan his own activity, orient himself in various situations, jointly work with different people, i.e. to adapt to changing conditions.

If teacher's task is teaching to designing, an emphasis in work should be put not on the result of joint efforts, but the way it was achieved.

4. Results

The experiment allowed us to detect dynamics of formedness of noxological culture of future pedagogues before and after the experiment (Fig. 1).

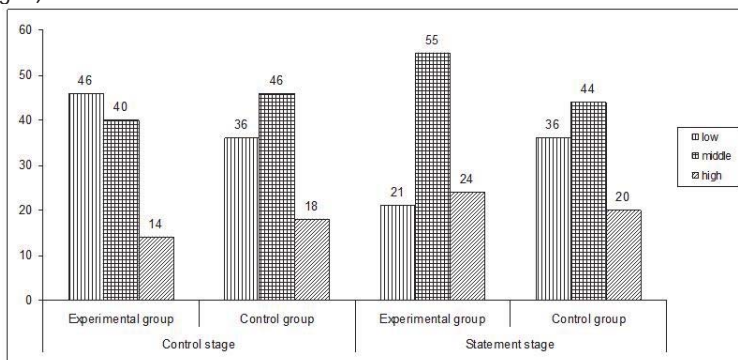


Fig.1. Allocation of formedness levels of pedagogues' noxological culture before and after the experiment (in %)

It should be noted that in the control group only insignificant changes of the levels of students' noxological culture formedness took place. It is characteristic that after the experiment the level of noxological culture formedness was considerably changed: two times less pedagogues with low level of noxological culture (21%), and two times more pedagogues with high level of noxological culture (24%).

The credibility of differences of the main group before and after the experiment by the parameter studied is proved by means of Student t-test (for $\alpha=0,95$); differences of the control group before and after the experiment by the parameter studied are not credibly proved by means of Student t-test (for $\alpha=0,95$).

5. Discussion

Implementation of the disciplines of the Federal state educational standard in higher education institutions, focused on professional education receiving, should provide to-be teacher's readiness to teach pupils to detect, evaluate and forecast dangers affecting the human and nature.

Shaping competences in the age of social risk under conditions of the shift to the Federal state educational standard requires for development of teaching methods that will motivate commitment in learners' cognition, to allow the teacher to model the process of digestion of knowledge and to self-improve.

Formation of teacher's noxologically oriented personality should be carried out through the content of professional training, based on the introduction of independent educational classes concerning noxological education, organization of educational activities in educational institutions under conditions of social risk, educational institution and teaching process management under such conditions, development of effective forms of pupils' noxological education in curricula of professional educational institutions.

6. Conclusion

Formation of a democratic society is a feature of society functioning in the form of the rule of law. The rule of law and a democratic society correlates against each other as a form and content representing society's unity as a whole system.

Thus, designing and realization of noxologically oriented teachers' training is a necessity imposed by society development.

Civil society should become not only an important form of modern societies' existence but a determinant of society and person development, in particular, through social, individual, and cultural spheres in the diversity of their forms.

Minimizing social risk is related to person's participation in intercultural communication in the course of his professional training in a university, and, consequently, gained information focused on social problems solution.

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