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Pak D., Imanov M., Yelshin A.

MODERNIZING EDUCATIONAL PROGRAMS IN THE BOLOGNA PROCESS CONTEXT

Karaganda State Technical University,

There are considered the problem issues of forming educational programs of higher education in the Bologna process context in accordance with new generation SCSE.

Key words: educational program, the Bologna process, State standard, graduate's competence model, professional standard.

At present the Kazakhstan higher school forming educational programs of new generation based on the competence approach. Here the main object is a graduate, the demand for him at the labor market and his readiness to change the kind of professional activity. These requirements satisfaction supposes the transition to the educational model, whose priority serves the European approach with its market goalposts. At the same time the requirement to a graduate to be ready to change his professional activity is firstly evaluated as a perfunctory mastering of the educational program which forms uncertainty in the acquired knowledge and skills professional adequacy.

An important moment of the Bologna transformations is the fact that bachelor's qualification is to be demanded for by the market not due to the adopted legislative documents, but, first of all, due to its practical need [1].

An innovation element of new generation educational programs serves a competence. The competence approach to designing new syllabuses supposes deep system transformations of all the components of the teaching process: the discipline content, forms and methods of training, quality control. There is important practical realization of such technologies of training that activate students' participation in various types of educational and research activities. There are important issues of

increasing the quality of all the components of the educational process which will assist training specialists with innovative type of thinking, possessing modern information technologies, able to demonstrate in practice their professional competences.

Recently there have been carried out important studies to work out conceptual-methodological bases of designing educational standards based on specialist's competence model [2-3]. In the suggested classifications of competences there are indicated the main types of the education results in accordance with the Dublin descriptors. However, by the present time there had not been formulated clear and accurate definitions of the concepts "competence" and "competence approach". There is no accurate ideology of transition from the knowledge-oriented approach to the competence one. In the Republic of Kazakhstan this problem is also defined. Unfortunately, there are no deep studies for scientific substantiation of the competence approach introduction in the education practice of higher school. The competence complexity and dimensionality of the competence approach suppose that in modernizing the Kazakhstan higher school there cannot be a quick and total transition to the specialists' competence model of different levels. In the middle-term prospective it is necessary to carry out scientific studies for the system methodological substantiation of the competence approach when designing different-level educational programs.

New generation state standards stipulate significant widening of higher schools academic freedoms in the issues of forming the institutional element of educational programs, students' class loading, students' independent work. With widening higher schools autonomy there rise the requirements and responsibility for higher education quality which are entrusted to a higher school institution itself. The guarantees of quality education in the conditions of higher schools increased autonomy define the search of new managerial decisions, oriented to the market requirements. However, the system of higher education must not transform completely into a market branch. Higher schools in their innovation development must not rly only upon the market.

As the best practice there must be marked the possibility to train specialists on the basis of educational standards and programs established by higher schools independently. Such advanced experience exists in Russia, where some federal, national research universities gave such a legislated right. In Kazakhstan "Nazarbayev University" students are also taught not according to state educational standards but based on the complete autonomy and self-administration with a significant accent to the research activity. This will allow to other Kazakhstan higher schools to transfer to international standards in higher education.

What is the Kazakhstan higher school readiness to transit to the competence model of a graduate specialist? Can this model be introduced separately from the cardinal rebuilding of the traditional system of higher education? Will there be a success without significant increase of the teachers' status, without significant rising the norms of higher education financing? Will the competence-oriented education to the increasing of its quality? These questions are often asked not only in Kazakhstan but also in the European countries participating in the Bologna process.

As in case of the Kazakhstan industry, the updating of education as the most important sphere of the society, responsible for the personnel reproduction, requires significant investments. Besides, there must also be taken into consideration the natural conservatism of the whole educational system, its certain counteraction to innovations. The subject of such counteraction is, first of all, the teachers' staff that misses the old, checked methods and means of training.

The competence approach requires re-orientation of the educational process to the student-oriented character using the European system of accumulating and re-passing the ECTS credits and module training technologies. Within the frames of the Bologna process the European universities consider the competence approach as an instrument for strengthening the social dialogue of higher school with the labor world. The studies within the frames of the international project TUNING showed that the results of higher education in the format of competences and the market requirements are of international character. The key competences are closely related to knowledge.

A characteristic feature of the Kazakhstan SCSE of new generation is the requirement to the training results expressed through the professional competences in the indicated types of professional activity. Designing professional competences is the most complicated and important stage. The complexity is in that the list of professional competences depends on the kind of professional activity. For the production-technological activity one competence is important, for the organizational-managerial one - some others, for the designing – still others. The forming of competence-oriented educational programs stipulates working out a scientifically substantiated methodology of transforming the requirements of qualification characteristic and specialist's professional competences into the educational program content. Realizing the competence approach in the educational practice of higher school is to be accompanied by establishing of qualification characteristic and professional competences conformity with the list of educational disciplines (modules).

Higher schools collectives are facing a complicated problem: to develop educational programs in the format of competences and context of new generation SES. The prior task is to become developing new syllabuses in baccalaureate specialties. The task is complicated by the fact that higher schools have an excess autonomy. To realize the large institutional component in amount of 71 credits with preserving an adequate balance between the basic and profile disciplines for achieving the indicated competences presents a complicated task requiring professionalism and flexible approach. The transition to the competence-oriented educational programs supposes a system approach to the selection of academic disciplines taking into account inter-subject ties [1]. Each indicated in the state standard competence of a graduate bachelor is to be provided with a certain discipline or a list of disciplines joint in a module. Since competence are worked out based on the acquired knowledge and skills, the syllabus is to synchronized with the employers' qualification requirements.

Unfortunately, employers' professional communities are not completely ready to develop professional standards, they have no experience of designing such system-

forming normative documents. There is necessary an interface of interaction between the positions of the academic public and employers as for the content of educational programs and requirements to the graduates' professional competences. The culture of the social dialogue between higher school and economy requires high responsibility, professionalism and sense of reality. In this dialogue, without infringing the employers' role, the decisive word is to belong to the academic community.

New generation educational programs are expedient to be designed using the common-European system of credits (ECTS). This will give educational programs a larger recognition. The academic year labor intensity is to be evaluated not by 32 credits but by 60 credits, as it is adopted at European higher schools in accordance with the bologna agreement. On the whole the educational programs for the bachelor's degree are to be planned accounting for the 4-year cycle (250 ECTS credits). It is necessary to establish the same list of general competences for one training trajectory, and to differentiate the list of different levels graduates' professional competences (bachelor, master) by the amount depending on the educational level [1].

When forming the educational programs for the bachelor's degree the selection of the basic and profile disciplines is of great importance for the successful continuation of training in magistracy, and at the same time it is to have an adequate completeness at the level of baccalaureate. The educational process of the two-level structure of bachelors' and masters' training is to be realized on the basis of the continuous principle which means that the list of academic disciplines presents a logically connected pyramid of knowledge which is divided into two levels without losing logics and the necessary content of training taking into account the competence approach. The telescopic principle of building the teaching process means that all the previous knowledge is necessary fragments for the following stage of training.

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INNOVATION ASPECTS OF DESIGNING EDUCATIONAL PROGRAMS OF HIGHER EDUCATION BASED ON PROFESSIONAL STANDARDS

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There are considered the urgent issues of forming educational programs of higher education based on professional standards. There is defined the relevance of developing a social dialogue of higher school and business community in working out competence-oriented educational programs of new generation

Key words: professional standard, educational program, higher education, business community, competence.

In the process of designing new generation educational programs of bachelor degree there is seemed to be urgent a harmonic combination of general educational, basic and profile disciplines, in the course of their studying there are formed not only professional competences but also social-personal ones, developing the aspiration for growth the individual potential through acquiring new knowledge, skills and key competences. In the context of this it is very important to strengthen the practice-oriented component of the teaching process a strongly needed by bachelors

technology. Not only higher schools but consumers themselves (employers) are interested in it.

As from 2012 educational programs of higher and post-graduate education in Kazakhstan are formed based on State compulsory standards of higher and post-graduate education confirmed by the Republic of Kazakhstan Government Decision of August 23, 2012 and Typical syllabuses for specialties confirmed by the RK Ministry of Education and Science [1]. Besides, graduates' special competences are recommended to work out based on professional standards taking into account employers' requirements and the society demand.

A professional standard is a multifunction normative document developed by professional associations of employers which defines within a concrete type of professional activity the requirements to the labor content and conditions, qualification and competence of workers at various qualification levels. Professional standards are aimed for working out the requirements to the content of professional activity and actualization of qualification requirements; forming educational standards and various levels programs; certification of professional competences.

In Kazakhstan professional standards are developed only for a few trends of professional activity. Absence of professional standards in the majority of economy trends actualizes the problem of employers' professional communities' participation in working out different levels specialists' qualification characteristic in the format of competences related to the national frame of qualification [2]. At present employers' professional associations are not ready to develop professional standards. There is needed a constant dialogue between higher school, employers and business structures as to the content of educational programs and the requirements to graduates' professional competences. There are needed scientific-methodological mechanisms of transforming professional standards into educational ones.

The development of academic public and employers' social partnership is a strategic way of training competitive specialists. The culture of the social dialogue between higher school and economy will require high professionalism and responsibility of higher school institutions. In this dialogue, without infringing the

employers' role, the priority is to be given to the university community which is responsible for the future.

For developing an educational program there can be used a few professional standards, however, the direct transferring of propositions from a professional standard to the educational program is impossible due to the difference of the conceptual-terminological apparatus of the spheres of labor and education where there are often used specific terms/concepts, and some similar have different sense load. This all speaks of the fact that using professional standards in forming educational programs requires from the designers to understand the logic of their building, structure and content. It is necessary to pay attention to the fact that professional standards are mainly directed to solving business problems corresponding to the present day level of production and economy development. Therefore in them the problems of fundamentality and systemacy of education go to the sidelines and, consequently, revaluation of professional standards role in solving educational problems can lead to education quality degradation [3].

Employers are not specialists in education, they show in their professional standards what a worker must know and be able to do when he comes to them, in order to do the work within the frames of a profession. In eefect, an employer indicates only that applied aspect of the worker's knowledge and skills , which, in the employers' opinion, is needed for doing concerete work and functions. And what is needed for him to posesss this knowledhe and skills is the problem of education. It is the educational sphere that decides what and how is to be taught. The main thing for employers is graduates' ability to do what is claimed in qualification requirements to be demanded for at the labor market.

Through the mechanism of professional standards employers claim their requirements to the competences of workers' needed by them. The education sphere through its mechanisms (state compulsory educational standards, educational programs, working programs for concrete disciplines) forms the students' competences which correspond to the employers' requirements. The system of education is to be first of all oriented to a man, to his development, and only though

the human potential development to serve the state and economy [4]. In professional standards the accent is made on the description in very general concepts of the profession qualification characteristics without any idea directed to the synthesis of the knowledge model and amount necessary for training professionals with higher education, able to active work throughout the life. The pivot of an educational standard is the knowledge model and amount which define professionals' training content. Modern educational standards present a technology for developing educational programs including those reflecting various strategies of training, aimed to acquiring the system of competences, providing graduates to be demanded for at the labor market and the base for development and active work throughout the life [5]. Therefore professional standards can serve as one of sources of starting data, some goalposts when developing educational standards.

Using professional standards when developing higher vocational education programs are needed, first of all, for defining the training profiles demanded at the present day labor market. Besides, they can be used for concretizing the mastered types of professional activity, the results of mastering the program and its components, forms and methods of their valuation, studied didactic units, conditions needed for the program realization, as well as for defining, taking into consideration the labor market requirements, the aim and the content of the program variable part, including additional kinds of professional activity (professional modules).

Professional standards are to be developed based on the National frame of qualifications which is an instrument for joining the spheres of labor and education. The National frame of qualifications confirmed by the joint order of the RK Ministry of Education and Science and Ministry of Population Social Protection is in a complete conformity with the European frame of qualifications at eight levels. The National frame of qualifications is an integral part of the National system of qualifications of Kazakhstan, in whose structure there are to be also the branch frames of qualifications, professional standards, and independent centers of qualification certification.

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STUDY OF VOICE FORCE OF SENOIR PRESCHOOL CHILDREN WITH STRABISMUSAND AMBLYOPIA

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The article presents a model study of voice force of senior preschool age children with a vision disorder. Describes features of voice force and the reasons underlying the occurrence of violations of this acoustic phenomenon - speech motor skills and breathing in children of preschool age with strabismus and amblyopia.

Key words: preschool children with a vision disorder, the power of the voice, dysarthria, speech motor skills, breathing.

Introduction.

Development problem of voice and separate acoustic features among children is one of the urgent problems of correctional pedagogy. Such a voice feature as its force

has essential influence on intonation form of the spoken language which expresses not only an emotional side of the utterance but also in many ways a semantic one. Voice force malfunction, dynamic range borders narrowing lead to speech distinctness and clarity deterioration that makes it difficult to perceive it by people [1, 2, 3]. Voice disorders may be independent disorders but mostly they are in the complex speech defect structure.

One of the specific features of speech development among the children with visual pathology manifests itself in poor use of non language means of communication – mimicry, pantomimicry, intonation. It has a negative impact on speech distinctness in whole: speech gets monotonous, unmodulated, hard for understanding by people. As a consequence "communication and social relationships of the children with visual disorders are a problem which is solved very hard in spite of the fact that building social connections and communication with the world and people begins very early" [4].

According to A.G. Litvak, visual disorder influences such a prosodic component as speech volume. Opinions of different authors about voice force of the children with visual pathology differ: some affirm that the children with visual defects always speak quietly since loud sounds prevent them from auditory orientation in space, others – that the children with visual pathology speak very loudly because they cannot estimate premises size and a level of interlocutor remoteness because of visual defects. [5].

Basic part.

Normally seeing children and ones with visual defects have many common features at disordered speech. One of them is the following: there are no special in their manifestation speech disorders characteristic for only children with visual pathology if we speak of nosological categories [2]. Practical experience showed that voice force disorders among children with strabismus and amblyopia are mainly not independent disorders but are observed in the structure of a complex speech defect including cases of suppressed dysarthria.

The important task for us for revealing voice force peculiarities among senior preschool children with suppressed dysarthria having strabismus and amblyopia was not only to state voice force development levels but also revelation of reasons that may lay at the basis of voice force disorders origin. Namely: breathing disorders, organs of articulation structure and functioning defects, an auditory analyzer pathology. When selecting preschool children for conducting the experiment we excluded the possibility of their having hearing defects. Consequently, study of speech motor and breathing peculiarities among the children with suppressed dysarthria having strabismus and amblyopia became very significant.

Diagnostic tasks led to research of voice force, articulation apparatus structure and speech motor state among the preschool children of the given category were developed and tested for achieving the set purposes.

In the course of the stating experiment 10 children aged 5-6 with phonetic-phonematic speech immaturity, suppressed dysarthria who have strabismus and amblyopia attending MDOU №90 of Severodvinsk and also 10 children of the same age with normal speech development attending MDOU № 74 of Severodvinsk.

The first series of the diagnostic tasks was led to reveal voice force development and peculiarities levels, detect a dynamic range of the children in accordance with the methodological recommendations of E.S. Almazova and T.V. Kolpak [1, 3].

The children were put into a high, average and low level of voice force development depending on the results of the implemented tasks.

In the course of the experiment a high level of voice force development was observed among 60% of the tested children aged 5-6 with normal speech development while in the group of the preschool children with suppressed dysarthria who have strabismus and amblyopia this level was not revealed.

The average level of voice force development was noted among 40% of the children aged 5-6 with normal speech development and among 65% of the children with suppressed dysarthria having strabismus and amblyopia. In the course of the conversation the preschool children used a colloquial volume voice. When implementing experimental tasks the children of the given level had more difficulties

when changing voice volume gradually. Narrowing of the dynamic range was also exposed: as a rule the preschool children changed voice force intentionally to two parameters (from a quiet voice to one with normal volume or from a voice of normal volume to a loud one).

The children with normal speech development among preschool children with an average level of voice force development may be conditionally divided into two categories: the first one when implementing the tasks on intensifying and weakening a voice did not use whisper, the second one – a loud voice. The children with suppressed dysarthria who have strabismus and amblyopia had mainly difficulties when using a loud voice.

The low level of voice force development among the preschool children with normal speech development was nor revealed while in the group of the children aged 5-6 with suppressed dysarthria having strabismus and amblyopia was revealed among 35% of the respondents. It is typical of the given group of the preschool children to use a quiet (weak) voice. Lowering a voice to the end of the uttered phrase ("voice fading") was observed among some of the children. Dynamic range borders narrowing was revealed among the preschool children in the course of experimental tasks implementation. Voice force changing to two parameters was available to the children in exercises on abrupt pronouncing of vowels according to the pattern and on their own. The children with suppressed dysarthria had difficulties when implementing the given tasks with a loud voice. Voice intensification and weakening when pronouncing vowels gradually in one breath and also when counting from 1 to 5 was impossible for the children with a low level.

The second series of the diagnostic tasks was devoted to articulation apparatus structure and speech motor state research. The methods of G.A. Volkova and M.A. Povalyaeva lay at the basis of these researches [2]. The purpose of the research was articulation organs structure study, revelation of speech motor peculiarities and development levels of children with suppressed dysarthria having strabismus and amblyopia. Lips, teeth, tongue, palate, occlusion structure peculiarities were appraised first of all in the course of the experiment. Speech motor investigation

included a series of static and dynamic exercises allowing to reveal cheekbone muscles, muscles of lips, cheeks and a tongue state. The children were put into a high, average and low level of speech motor development depending on the results of the implemented tasks.

The third series of diagnostic tasks was led to revelation of breathing peculiarities according to the recommendations of K.P. Bekker, T.V. Kolpak, I. Maksimov [3]. The purpose of the method was physiological breathing type and character detection, phonational breathing maturity peculiarities and levels revelation among children. Study of breathing type and character was carried out in the process of observation of the preschool children and also in the course of conversation with them. The experimental research included tasks on mouth and nasal inhalation and exhalation differentiation, tasks on stating amount of words when breathing out among the children when they pronounce sentences. The children were put into a high, average and low level of breathing maturity depending on the results of the implemented tasks.

Conclusions.

Some peculiarities of voice force among the children with suppressed dysarthria having vision disorders were singled out on the results of the conducted research. Some of the children were noted to have voice force disorders: the voice was quiet, weakening to the end of the uttered phrase. Usage of a loud voice in independent speech is unavailable to the majority of the children. Dynamic range borders of the preschool children are narrowed. As a rule, a change of voice force from whisper to a voice of speech volume is available for the children. But there were cases of full impossibility of voice force change. The most difficult for the children was to intensify and weaken a voice when pronouncing vowels gradually and pronouncing separate words. The preschool children coped with the tasks according to the pattern more successfully than with the analogous tasks according with the verbal instruction. A voice force change at the involuntary level did not have gross violations: impossibility of usage of a loud voice was observed only in some cases.

The research results also showed that the typical features of speech motor for all the children with suppressed dysarthria having strabismus and amblyopia were: motion volume and precision incompleteness, difficulties or absence of motion substitution and succession of transition from one articulation motion to another, amimicry. It was observed that some children had organs of articulation paresis, spasticity, others – tremor, synkinesis, tongue deviation, hypersialosis.

The children were noted to have the following breathing peculiarities: it had a superficial, noisy, unrhythmical character; the inhalation was weak, not deep, the exhalation – of short duration.

The method of the data correlation analysis was used for revelation of a connection between the sorted development levels and voice force, speech motor and breathing peculiarities among the children. We managed to confirm theoretical propositions about existence of dependence between the three above-listed variables with the help of the given mathematic method: the higher the level of breathing and speech motor development is, the higher the level of voice force development among the children is.

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THE PROBLEM OF MONOLOGUE SPEECH OF CHILDREN WITH A HEARING DISORDER STUDY

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In the given article the notion content of connected speech, monologue speech is analyzed, a monologic form of speech characteristics are revealed, its differences from dialogue speech, ways of studying connected speech of preschool age children, peculiarities of monologic utterances of children with a hearing disorder are examined

Key words: connected speech. monologic utterance, children with a hearing disorder.

The problem of acquiring connected speech by children attracted attention of researchers in the field of linguistics, psycholinguistics, pedagogy long ago. At presence interest to this problem is still alive as far as connected speech is a reflection of child's intelligence development (L.S. Vygotskiy, A.A. Leontiev, A.R. Luriya, N.N. Poddyakov, L.S. Rubinstein, A.F. Sokhin and others) plays social and communicative roles (A.G. Arushanova, T.I. Grizik, M.I. Lisina, O.E. Smitnova, O.S. Ushakova and), is connected with speech and language development of children (T.A. Ladyzhenskaya, A.M. Leushina. M.R. Lvov, E.M. Strunina).

From the point of view of linguistics connected speech is regarded as a unit of time possessing considerable length and which can be divided into more / less complete (independent) parts [2].

In the limits of teaching a native language connected speech is regarded as an integral semantic and structural whole including connected between themselves and topically united complete segments (E.A. Barinova, T.A. Ladyzhenskaya, M.R. Lvov and others). A.V. Tekuchev considers connected that kind of speech which is

organized according to logics and grammar laws, is a unit, a system, has relative independence, completeness and is divided into more or less significant parts connected between [13].

From the point of view of methodology of preschool age children speech development semantic detailed utterance (a row of logically collocated sentences) providing communication and mutual understanding is understood by connected speech (M.M. Alekseeva, A.M. Borodich, V.I.Yashina), a detailed statement of certain content which is carried logically, successively and precisely, grammatically correctly and (A.F. Sokhin). In methodology the tern "connected speech" is used in three aspects. Firstly connected speech has a procedural character and is a speaker activity. Secondly it acts as a product, a result of this activity, in the form of a text or an utterance. Thirdly it is correlated with a name of work section on speech development in preschool pedagogy. According to A.A. Leontiev, an utterance is a communicative unit (from a separate sentence to a whole text) complete in content and intonation, characterized by a certain composition and grammatical structure [9]. According to T.A. Ladyzhinskaya, M.R. Lvov an utterance is a certain speech production more than a sentence [7].

The researches of A.M. Leushina, L.S. Rubenstein showed that connected speech of the preschool age children may be situational (connected with a concrete, visual situation and does not reflect a thought content in speech forms) and context (the content is clear from the context, building of an utterance is required without taking into consideration the concrete situation with the help of only language means). Mainly situational speech has a character of a conversation and context speech – a character of a monologue [10, 12].

Connectedness (L.S. Rubenstein), succession (E.P. Erastov, T.A. Ladyzhinskaya), integrity (A.A. Leontiev) and utterance logico-semantic organization (T.M. Dridze, N.I. Zhinkin, I.A. zimnyaya and others) are basic characteristics of connected speech.

L.S. Rubinstein defined connectedness as speech framing adequacy of a speaker's or writer's thought from the point of view of its clearness for a listener or a

reader [12]. In addition to these characteristics of connected speech A.A. Leontiev names integrity. He says that integrity is a feature of a text on the whole as a semantic unti, integral structure and is defined in the whole text unlike connectedness which is realized in its separated segments. Integrity is not correlated with linguistic categories and units, it has psychological nature [8].

E.P. Erastov, T.A. Ladyzhinskaya note that a widespread type of statement succession is a succession of complex subdominant relations: temporal, spatial, causative, qualitative. Statement succession disorder has always negative reflection on text connectedness [5, 7].

According to N.P. Erastov, connected speech has four basic groups of connections. Logical connections (speech referring to the objective world and thought) belongs to the first group. Functional-stylistic connections (speech referring to communication partners) belongs to the second group. Psychological connections (speech referring to communication spheres) are in the third group. Grammatical connections (speech referring to the language structure) belong to the fourth group [5].

Connected speech is in a form of a dialogue and a monologue, in a written or oral form. These forms of connected speech are contrasted with each other in scientific-methodological literature according to their correlation (A.A. Leontiev), communicative orientation, motives and target audience. A structure, language means character, a control degree and utterance planning (G.O. Vinokur, I.A. Zimnyaya, A.A. Leontiev, A.R. Luria, T. Slama-Kazaku, V.P. Yakubinskiy and others).

In a broad sense a monologue is an utterance by a single person which is not interrupted by any cues for a long time usually requiring preliminary preparation and is for a certain audience [11]. From the psycholinguistic point of view connected monologue speech is speech of a single person communicative purpose of which is informing about some phenomena, facts of objective reality (A.G. Zikev, I.A. Zimnyaya).

A main difference of a monologue from a dialogue is in the following:

1. Infants' and early age children's monologue with the respect to a dialogue is secondary (T. Slama-Kazaku). skills for a monologue are formed much later (A.A. Leontiev). this is connected with late naturity of a planning and regulating speech function with the respect to a communicative one (A.R. Luria).

2. A monologic utterance is longer and is for purposeful information transfer, it has a one-sided and continuous character of an utterance (G.O. Vinokur, L.P. Yakubinskiy).

3. When making a dialogue, its content and language means are chosen by a speaker, limited usage of non-verbal means of information transfer is noted here (I.A. Zimnyaya, A.A. Leontiev).

4. A single person's thought which is unknown to listeners is expressed in a monologue, an utterance is more detailed and has more complete formulaation of information (A.A. Leontiev).

5. A monologue has a single topical development, while a dialogue is usually polytopical (O.I. Moskalskaya).

6. A monologic cue unlike a dialogue one is addressed first of all to oneself and does not presuppose a word reaction of interlocutors, making a dialogue takes much time for preparation and longer preliminary deliberation.

7. Connectedness in a monologue is supplied by a single speaker and is supported bi inner motives (A.A. Leontiev).

8. Connected detailed utterance realization supposes keeping in mind a made program for a whole period of a speech report, usage of all kinds of control over speech activity process (current, subsequent and preemptive control) with the help of auditory and visual perception (A.A. Leontiev).

There are some kinds of functional-semantic types of a monologue speech: description, narration, creative narration, retelling (V.P. Glukhov, L.A. Dolgova, O.A. Nechaeva and others). according to a purpose an utterance id divided into informative (serves for knowledge transfer), persuading (is referred to audience emotions), stimulating (is directed to impel the audience to different kinds of activity) (A.G. Arushanova).

The researchers note that monologue utterances elements appear in speech od normally developing children at the age of 2-3 (T.A. Ladyzhenskaya, F.A. Sokhin, O.S. Ushakova, L.P. Fedorenko and others). Preconditions for further development of monologue speech of preschool children is turning of external speech into inner be the age of 4-5 (A.A. Lublinskaya, A.R. Luria), end of the phonetic-phonematic speech development process and active aquiring a morphological. grammatical and syntactical structure of a native language (A. N. Gvozdev, O.S. Ushakova and others). By the age of 4 the children are capable of acquiring such kinds of monologic speech as description and narration and by school education - reasoning (A.G. Arushanova, O.S. Ushakova, T. B. Filicheva) and by the age of 6 - the skill of planning monologue utterances (L. R. Golubeva, N.A. Orlanova).

The problem of studying connected speech in deaf-and-dumb pedagogy is in a number of works (R.M. Boskis, L.M. Bykova, E.E. Vishnevskaya, A.G. Zikeev, A.S. Zykov, K.V. Komarov, K.G. Korovin, E.P. Kuzmicheva, Zh.I. Shif and others). However owing to the speech development specificity of the deaf ad the hearing-impaired most researches touched dialogue speech forms. in the works of R.M. Boskis, S.A. Zykov, Zh.I. Shif peculiarities of written monologue utterances of deaf schoolchildren are shown due to a specificity of their speech development [3, 6, 14]. these peculiarities are in the following:

1. Not keeping succession, narration logic breach, placing some primary information together with secondary are typical for connected speech of deaf schoolchildren (S. A. Zykov).

2.Deaf children when building a connected utterance make many mistakes in grammar which show in an erroneous combination of suffixes and inflexions, in difficulties of correct usage of language categories (number, gender, declension, case), in hampered mastering of grammatical connections of government (Zh.I. Shif).

3. Mistakes of deaf children indicate the fact that inflexions changes are not a way of thought expression. There are usually sentence fragments in monologue utterances where there is lack of these or those parts. Sometimes typical words

transpositions and an insufficient skill of choosing dependent parts of a sentence of original chains of sentences which substitute dependent clauses occur (R.M. Boskis).

4. Dropping of one or other parts of a sentence is typical for independent utterances of a deaf child. This can be regarded as a result of limited vocabulary. Usually missing words in a sentence are unknown to a child. Repeated word transpositions are very typical for deaf children's connected speech. Nouns playing s role of object in a sentence are placed by them very often before a verb (predicate). (R.M. Boskis).

5. Abstract parts of speech appear in deaf children's sentences after concrete ones. For example, a numeral is often after counted objects. Interrogative words and the particle expressing negation are also often placed before a verb (R.M. Boskis).

Up to early 70s of the 20th century connected speech teaching was built on the basis of colloquial speech: children were asked questions, they replied [4]. As a rule, these utterances were unaddressed and were not stimulated by personal motives. Deaf children could make whole texts, narrations, descriptions from sentences built this way, direction to solving communicative tasks being absent [6].

Accordingly, monologue speech is one of connected speech types, has preconditions for further development and certain characteristics which differ it from dialogue form of speech. The problem of connected speech study is in few researches in the field of deaf-and-dumb pedagogy. However basically these researches are devoted to study of school age children's with a hearing disorder written connected utterance. In this connection study of structure, content, used language means character, oral monologue utterance control and planning degree of preschool age children with a hearing disorder in comparison with hearing peers seems very important to us.

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FORMING OF LEADERSHIP QUALITIES IN STUDENTS AS A TOPICAL SOCIAL AND PEDAGOGICAL PROBLEM

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This report raises the issue of the significance of the formation of leadership skills in students of pedagogical University as an integral part of professional training of future teachers.

Key words: leadership, leadership quality, leading teacher, professional activity, social adaptation, competitiveness.

One of the most urgent needs of modern society is the formation of a socially active, comprehensively developed man, who is able to find his place in society, corresponding to his individual abilities and peculiarities. It is obvious that the number of the most popular and professionally important personal characteristics includes leadership which is viewed today as a set of qualities, reflecting the extent of the purposeful activity of the person transforming reality and also himself.

Under constantly changing social, economic and political conditions it becomes extremely important to train professionals capable of organizing their professional activity under tough competition. Training future leaders has become a strategic task of the state, which can be fulfilled through provision of appropriate psychological, pedagogical and organizational conditions for development of leadership potential in the educational process, both at school and in the framework of the higher professional education. The importance of forming leadership qualities is determined by the development of the abilities of reflection, exerting a positive impact on people, active and responsible attitude towards society and socially important activities.

In the modern Russian society the problems of positive socialization of the personality and its personal development are becoming very acute. The society has a special order for pedagogical universities. It is the formation of a leading teacher who

is able to achieve success, to unite children around humanistic and creative ideas. Such kind of a teacher is demanded by the economic situation of the country, in particular entering Russia the system of market relations.

Innovative processes require effective managers in different spheres of professional activity: scientific, educational and other. The task of training them lies, first of all, on higher education institutions and presupposes creation of leadership and organizational skills for today's students [2]. Formation of leadership qualities occupies one of the leading places in the structure of self-consciousness, and as a result educational process focuses on future and is determined by professional orientation.

In modern conditions in the field of education significant is the problem of determining the effective methods of identification, formation and development of leadership potential of students of teacher training colleges. The study of this field, as well as the development of programs for the development of leadership qualities of the future teachers becomes important and promising area, both in theoretical and practical sense. «Leadership qualities can be formed only by the teacher, who owns psychological and practical knowledge of developing them in students: skills to persuade and lead the team of like-minded people, purposefulness, activity, mobility, initiative, efficiency, readiness for self-development, faith in their own strength, optimism» [1]. At present time it is necessary to create such conditions which will ensure the full-fledged, comprehensive development of all the personal qualities of future teachers, including leadership. These conditions should strengthen the positive development of the personality of students and the formation of professionally important qualities of leadership, to create the atmosphere for the social, spiritual and moral well-being of students, to gain confidence in their forces and possibilities, and, as a consequence, to achieve the optimum position in the surrounding society.

Russian teachers, V.F. Basharin, V.YU. Bolshakov, N.A. Puchkov, A. Avdeeva, E. Tikhomirova who are engaged in this study believe that teaching leadership can be as through special courses on leadership and various disciplines. This requires not

only an awareness of the importance of forming of leadership qualities in children and young people, but also the possession of these qualities by teachers.

In our experiment aimed at identification of awareness of the importance of the formation of leadership skills in students and readiness to work at their formation 113 students of IV-V courses of Kazan Federal University in the town of Elabuga took part. So, in the opinion of students of pedagogical specialities, leadership qualities of a teacher contribute to improving the quality of educational services provided by the school (100% of respondents), and also affects the development of the personality on the whole (98% of the respondents). The currency of forming leadership qualities, their significance for the subsequent professional activity is confirmed by 98% of the students surveyed. The urgency of forming of leadership qualities, in their opinion, is determined by:

1) the necessity of teachers of the new generation that meet modern social requirements;

2) the importance of leadership qualities in the process of formation of the competitive personality of a future teacher;

3) the influence of leadership on increase of efficiency of pedagogical activity;

4) regulation of the process of forming of leadership qualities in students the presence of these qualities of the teacher;

5) the ability of the teacher-leader to take an active part in the reform and transformation of the educational process at school.

The survey showed that leadership qualities are important not only as a means of self-affirmation of the personality in his student years, but also for the subsequent social adaptation of the graduates of the pedagogical University. Leadership qualities contribute to the increase of the competitiveness of the future teacher in rapidly changing conditions of life. The creation of the higher educational institutions of the conditions conducive to the formation in students qualities of leadership, conscious attitude to the importance of active life position in the conditions of competition on the market of educational services is necessary to provide future teachers with possibilities of the effective implementation of their professional activities.

Unfortunately, the higher pedagogical education is not fully focused on the personality of the future teacher, on the formation of his leadership qualities. In the ratio of theoretical and practical training of the specialists the Russian education system is characterized by theoretical orientation. And this is one of the reasons why sometimes a student that has good knowledge, can not establish himself as a teacher. In this case it is necessary to approach to the problem of forming of leadership qualities of the teacher taking into consideration the fact that the effectiveness of professional training is largely determined by the degree of their formation. Besides, it is very important that the teacher-leader is a true bearer of moral values.

Thus, the necessity of forming of leadership qualities in future teachers is determined by the need of the society in leaders, strategic goals of modern education, the necessity of formation of the Russian elite. Currently the problem of early detection, education and development of future leaders is being actively investigated in pedagogy, psychology and different countries of the world. Both in Russian science and educational practice its popularity is also increasing.

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JUSTIFICATION OF THE CONTENT OF DIDACTIC PRINCIPLES AS THE THEORETICAL BASIS OF THE DIDACTIC COMPETENCE OF FUTURE TEACHERS PHILOLOGICAL SPECIALTIES

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Modern conditions of humanitarian training future teachers philological specialties use the basic principles and concepts of didactics of arts education. Formation of the content of education must come from the general didactic principles and particular methodological pointing to the general direction of the activities necessary for practical training.

We emphasize that the general principles of choice of content-oriented vocational training have been repeatedly discussed in pedagogy and didactics of many scientists (Babansky Yu, S. Batyshev, Belyaeva, S. Goncharenko, R. Gurevich, Dubasenyuk, V. Zagvyazinsky, V. Krajewski, W. Lednev, J. Lerner, Novikov, M. Skatkin etc.).Principle - the basic starting position of a certain theory, science as a whole. [6] A management idea, the basic rule or requirement to work. [1] Didactic principles define the content, organizational forms and methods of training activities in accordance with the purposes and patterns of training. [4] If the law states that established a principle shows how it can be implemented in practice, by analyzing the patterns that are active in the learning process, it is possible, in our opinion, logically and convincingly, to identify principles of didactic competence of future teachers philological specialties.As part of a systematic presentation of the content of training Kraevsky B., J. Lerner and N. Skatkin define three levels of its formation [3, 5]: 1.The level of general theoretical view when the content is fixed generalized information about the content (elements), structure and social functions of interpretive socio-cultural experience, which is transmitted from the previous

generation to the next. 2. The level of the subject (course) when the content of the information recorded for the overall idea of predestination, specific functions, secondary and higher education and the role of subject matter. 3. Level of educational material, when the content is recorded information about the knowledge, skills, and skills that must be mastered in accordance with the educational qualification characteristic. General patterns cause learning principles of learning content at theoretical representation. On the latter, in turn, are based principles of learning content at a training course, which expanded by specific patterns of learning. Principles of formation of the content of education at the school level material specify principles of content at the highest levels and show how can be realized in practice, both general and specific patterns of learning.

Define the specific manifestations of didactic principles in the system of philological training future humanities-based competency approach.

Didactics principles reflect the objective laws of the learning process serve as the initial postulates. Number of teaching principles can increase as the identification of new features of regular training process, approaches and new goals and objectives of higher education. All the principles of learning are interrelated and interdependent, complementary and interdependent and are applied in the selection of the content, methods and techniques, organizational forms and training tools.

The principles inherent in any learning process, but in this case, they have their own specific and essential to the process of formation of future teachers didactic philological specialties. The basic principles of philological training that precede the development of models for the formation of didactic competence of teachers philological specialties, main of them are: the principle of modeling professionally oriented activity (pedagogization), the principle of objectivity in the areas of training, the principle of science.

The content of the principle of scientific learning in Higher Education for Teaching Future Teachers philological specialties fundamental in determining the content and methods of the discipline of its study is to develop knowledge of scientific methods of knowledge in a particular manifestation and methods specific to

a particular stage of development was discussed (philological) science, how they continue to enjoy the scientific community at this time.

Under the scientific method to understand the content of education should be the qualitative characteristics of educational content, requires proper education level of modern science, creating a true picture of students general methods of scientific knowledge and illustrations of the major patterns of the process of scientific knowledge. [2]

From this it follows that only highly competent teacher philological specialties can simply and available to explain the complex philological (literary studies or linguistics) the problem will lead good examples and clear arguments, not using outdated terms are linguodidactic / didactic literature vocabulary.

Didactic principles of science, based on the fundamental principle provides sufficient theoretical knowledge base, high-quality general education, breadth of general and professional outlook.

With the principle of scientific principle is closely related to systematic and systemic learning. Science - a system of knowledge, and their assimilation requires a systematic study of work, including manipulation of theoretical concepts and practical way to transform reality. Philological specialties from teacher to implement the principle of systematic requires systematic preparation for lessons, a thorough analysis of the subject of each class, permanent control and objective assessment of learning outcomes. Learners to assimilate knowledge in basic sciences in the system, an adequate system of scientific theory, it is necessary in the content of education in basic sciences to include more specific methodological knowledge: general scientific (including linguodidactic and didactic literature) terms of knowledge about the structure of knowledge (knowledge about the theory, law, concept, scientific fact, experimental and applied knowledge), knowledge of the methods of scientific knowledge (empirical and theoretical). Provisions included in the content of liberal education teacher philological specialties, should be sufficient to ensure that the trainees had the holistic view on the matter, so that they can serve as a guide in the learning process.

The principle is to measure interdisciplinary connections in the content of the disciplines of the dialectical relationships that operate in nature and are known to modern science. Interdisciplinary communication serve as the equivalent of between scientific, and methodological basis of a process of integration and differentiation of scientific knowledge. Thus, the implementation of interdisciplinary connections involves coordinated study theories, laws, concepts common to the related disciplines profile training, scientific methodological principles and methods of scientific knowledge, the formation of general education methods of thinking.

Today, despite the theoretical work on the problem of interdisciplinary connections, many academic disciplines in the minds of the students give disparate, unrelated to each other information. This is particularly acute problem in the content areas of philological training, which is based on the principle of integration of humanitarian and technical knowledge. Modernization of higher education provides, in this perspective, integration of disciplines, combining related disciplines in an integrated, which in turn will contribute to an integrated concept of knowledge and skills. Principle of modeling professionally oriented activities (pedagogization) future teachers philological specialties involves identifying common tasks, their transformation in teaching and production targets, the choice of forms of organization of the educational process and teaching methods.

The principle focus of professionally oriented training in philological high school is very special. Social needs associated with the development of philological thought, and the formation of scientific and linguistic literary schools demands of the next stage of development of philological science, are expressed in the requirement of the principle, that is, focus on the study of general scientific principles and specifics of many branches of philological science in the teaching profession philological specialties.

One of the important principles in the light of a hike to the competency training in philological high school is the principle strength mastery of didactic competence. This principle is ensured by relying on all kinds of memory and learning methods of memorization training in the self-study and self-knowledge, the use of the repetition

and analysis, ongoing and final control of knowledge, skills, experience, and with the help of the teacher and his active process control. Future teacher philological specialties need to focus not on individual learning principles, and in their system, providing evidence-based goal setting, selection of the content, methods and organization of students, to create favorable conditions and analysis of the educational process.

Thus, designated for the implementation of the principle of sufficient opportunities for further theoretical and practical work on the problem of changing approaches to the content and organization of the educational process in the humanitarian high school in order to focus on the formation of future teachers didactic philological specialties. Basic principles that are specific to humanitarian training precede the development of didactic models of formation of future teachers philological specialties and determine the rationale and development of its theoretical foundations.

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THE SOCIOCULTURAL BASES OF TRANSFORMATIONS OF PARADIGMATIC FOUNDATIONS OF PSYCHOLOGICAL AND PEDAGOGICAL KNOWLEDGE

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In this report the problem of transformation of psychological and pedagogical knowledge on the basis of paradigmatic approach to education, the changes of an educational paradigm, in connection with sociocultural changes in science and society is considered.

*Keywords: paradigmatic approach, sociocultural transformations, educational paradigm, transformation of paradigmatic bases, psychological and pedagogical knowledge***.**

In modern sociocultural conditions, education is the most important factor of formation of new quality of economy and society, it's role increases together with growth of influence of the human capital. Radical revaluation of educational system as a whole gives it the status of the major strategic resource, and in this regard priorities of the state are defined from the orientation and the efficiency of educational strategy. In this context, the search of the new educational paradigm, which will be providing the success of the status advances of the state, is becoming the necessary strategy of the development of the state. At the same time the modern interpretation of a sociocultural phenomenon of education dictates the search of the

latest educational strategy in the universal measurement, allowing to form a common educational space based on the principles of an institutionalization, integration of societies. The fact of the crisis in education, caused by the system crisis of world society is accepted and doesn't demand proofs nowadays. [1]. The plurality of the existing paradigms which consider the purpose of the education on different theoretic-methodological bases can be viewed as a typical indicator of the crisis of the educational system in the whole. The objective preconditions of reconsideration of priorities of an education system, formation of new conceptual and methodological bases of educational activity has ripened, i.e. there is a need of paradigmatic shift in education.

There is also a need of philosophical and culturological analysis of the concept "paradigm" and its modern categorical status, research of its contents and specific opportunities of application to education.

In this regard initial ideas of creation of traditional and new systems of the educational theory and practice, and also concepts embodying their contents, models and the samples lying in the basis of this variety, deserving names and qualifications really paradigmatic have to become a subject of special attention and judgment. In these conditions there is a need of the philosophical, methodological, system and complex analysis of them, considering features of education as a phenomenon of culture, connected, in turn, with such main types of life, as the nature, the society and the person.

In the whole, the system analysis of fundamental orientations of the modern education which are forming during the search of its new perspective paradigmatic models, and also the ways of their possible integration is actual, first of all, in the theoretical and all-world outlook plan. It is connected with a number of essential factors which contain deep changes in a political and economic system, reorientation of society to new types of the social and economic relations, the tendencies of globalization. The Attempts to find the ways of harmonization and synthesis of diverse approaches and paradigmatic orientations of education, being guided by pragmatical reasons, without profound search and the analysis of the possible

uniform metabases for their association of philosophical and methodological level, can bring only, and quite often and lead either to eclecticism, or to opposition of one paradigmatic orientations to another as the most perspective, effective and correct [2].

The classical science was consistently delimited from the other forms of comprehension of the world: religion, art, ordinary knowledge, domestic and know-how activity. Non-classical idea of reality as about probabilistic, deprived clear the necessitarian beginnings and consisting of some difficult self-regulating systems world led to the appearance of the new learning subject which has been directly included in reality learned by it. So, the means of cognition of this reality were defined by the features of the device of studied object, as well as by the ways of interaction of the researcher with it [3].

The post-non -classical model of scientific knowledge started arising in the last third of the last century owing to understanding by the scientists the sharpness of ecological problems, a wide circulation of new information technologies, and also because of increase in scales and a variety of human activity, changes of it's influence on sociocultural and environment. Even more distinctly expressed anthropic character is peculiar to post-non-classical model of scientific knowledge. It is shown in the ways of cognition of the reality, which is represented in the form of set of "chelovekorazmerny complexes" (V. S. Stepin's term [4]) [5].

The main characteristics of post-non-classical science are: recognition of synthesis of rational and extra rational ways of comprehension of truth; definition of the purpose of scientific knowledge as designing of models and concepts of the description of studied reality, an indirectness of receiving knowledge, definition of a subject of scientific knowledge as nonlinear, self-perpetuating systems. "Weakness" and "force" of psychological and pedagogical science is defined by to what paradigm of cognition the scientists adhere to. In this regard, it makes sense to consider paradigmatic approach not only as a technique of definition of accessory of the procedural party of educational activity, but as methodological means of correlation of substantial essence of educational activity with more deepest bases of knowledge of human essence as a whole.

The problem of realization of a paradigm is a problem of adequacy of the basis to the principles opening it, the contents, means, to conditions and forms of humanistic education. Therefore, paradigmatic approach to development of the content of psychological and pedagogical knowledge first of all has to set points of support for development of the personal component integrating cognitive and activity components with a support on "tasks" of that paradigm which is adequate to "time calls" [6].

In turn, the lack of tools of a self-reflection in these or those settled approaches doesn't allow them to enter the normal dialogical relations with other traditions. More precisely, these relations always are, without them existence in the field of knowledge is impossible, but they aren't used fully, their potential remains uninvolved [7].

The designated changes in education cause in further consolidation of theoretical base as areas of knowledge and socially significant type of professional activity, and also cause importance of strengthening of mechanisms of interaction of teachers with scientific community.

Sociocultural preconditions to development of a new educational paradigm are considered in unity with a perspective of system civilization crisis, sociocultural transformations, formation of information society.

Condition of efficiency of a modern education system is theoretical-methodological justification of the innovative strategy adequate to the being formed educational paradigm and providing: community of ideas, methods, norms, projective technologies, interdisciplinary communications; creation of uniform educational space, development of models and mechanisms of improvement of multifunctional educational system; transformation of methods of forecasting and design on the basis of the principles of sociocultural convergence; internationalization and nationalization of the higher school [1].

The paradigmatic analysis of transformation of psychological and pedagogical knowledge in system of leading paradigms by the method of similarity and distinction shows, that any of them isn't independent and self-sufficient values

without attraction of other paradigms. At the same time, at different level of adequacy to sociocultural requirements of society and a different directions of educational process all leading paradigms of an education system have an all-humanistic basis. Thus, systematization of innovative educational strategy of development of psychological and pedagogical knowledge is possible by means of all methodological approaches in the comparative analysis of their teoretikal-methodological unity and interaction.

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PROBLEM OF THE CHILDREN LEARNT HELPLESSNESS SYNDROME PREVENTION AGAINST THE WEAKENED SOMATIC HEALTH

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The article concerns the problem of specifics in the sphere of a "the learned helplessness" phenomenon formation. Thus it is suggested that the somatic status of the child, style of the parental relations and the fixed forms of family behavior are the factors determining development of "the learned helplessness".

Keywords: the somatic status, the will-power development, the learned helplessness, style of the family relations, the parental relation, the fixed forms of family behavior.

Introduction. Studying of often ill child phenomenon in the preschool age is an important scientific problem. Despite a large number of the all-strengthening and improving actions developed by traditional medicine, the problem of the help, development and training somatic sick children remains urgent.

In N.G. Veselov's researches it is specified that in traditional medicine often illness is defined among the senior preschool children (5-7 years) children who are ill with flue 4 and more [2].

Special, qualitatively different nature of often ill child identity development is caused by his personal features which are in many respects closely connected with nature of child relationship the with parents, his subjective knowledge and the relation to health, and not just objective weight of a disease [3; 7]. All this defines a peculiar behavior of the child in an illness situation which researchers characterize as adaptive. There are specific features of interpersonal interaction and activity of often

ill child. Limitation of sick child surrounding communication, objective dependence on adults (parents, teachers), aspiration to receive the help from them [6].

Types of parental behavior in situation of child illness are shown depending on their specific psychological features. In particular, the disturbing parents concentrated on health create the atmosphere of fear, uncertainty, and expectation of serious illnesses and a bad outcome of a disease. In the same situation selfish parents aspiring to demonstrative behavior can use an illness of the child for drawing attention to the person. Very confident in the forces and opportunities, self-confident parents give attention to the child in general and during an illness in particular usually insufficiently. All cases are united by one feature: parents, realizing problems of the child, generate the secondary alarm aggravating harming somatic state [4; 7; 10].

Clinical, medical psychological and pedagogical researches specify that the somatic illness is a crisis situation for the child and his family. As somatic disease is often developing at very early age, the influence of ineffective parental relation is rather difficult to eliminate or change.

The learned helplessness is a phenomenon being more object of western physiologists and psychiatrists studying. It is being formed in the period of the childhood in the certain socially caused conditions and mentioning all spheres of psychological manifestation of the person.

In psychological science this phenomenon is defined as the special condition arising at the person after rather long stressful influence, which isn't possible to avoid. The number of incentives includes regular stress, the failures, low self-assessment supported from the outside in combination with the underestimated level of claims which take the basis. In external manifestations the learned helplessness is shown by braking of the behavior, the weakened motivation, violation of informative activity and its efficiency, besides this phenomenon promotes emergence and strengthening of psychosomatic frustration.

The main feature of the learned helplessness is its tendency to generalization. Having shown in one life situation, it extends on all aspects of vital activity of the person. Consequence of similar experience is refusal of attempts to solve even quite

feasible problems and to overcome insignificant obstacles. Extent of generalization of the learned helplessness depends completely on nature of last subject experience and its psychological installations [9].

Speaking about the preschool age proceeding in a situation of illness, it is possible to claim that considerable degree of maintenance responsibility of life experience of the child lies on his direct social environment which structure is caused by the frequency of recurrence of manifestation of somatic diseases.

In modern Russian psychology the helplessness problem was developed enough by D.A. Tsiring (2010). D.A. Tsiring's researches is approached to studying of helplessness and a position of personal approach. By author's definition, "personal helplessness is the quality of the subject including unity of specific personal features, the arising at interaction external and internal factors, defining low level of subjectivity" (that is low ability of the person to transform reality, to operate events of own life, to set the purposes and to reach them, overcoming different difficulties – that is essence and the content of any strong-willed action) and to the activity which was showed in features and behavior of the subject [11, p.7].

Studying mechanisms of personal helplessness formation, D.A.Tsiring assigns a significant part to injuring events including frequent somatic diseases and recurrence of chronic aggravations. Frequency of negative vital events among children with obviously expressed personal helplessness is much higher, than among children possessing rather developed independence. Also it was established that personal helplessness increases vulnerability among children suffering from frustrating factors and situations, causing perception of events as injuring.

In direction of identification the degree of importance of learned and personal helplessness phenomena, in studying the factors determining development of the identity of often ill child at preschool age, it is important that helplessness is shown in activity of the subject by decrease in its success. Children having expressed manifestations of helplessness, are less successful in educational activity, unlike the independent schoolmates that is shown in decrease in progress, informative

requirement, and also high-speed, approximate and communicative indicators of educational activity [7].

Helplessness is formed and "learnt" gradually, under the influence of not so much disease or understanding of degree, nature of influence of the somatic status on activity and activity of the child, but under the influence of social response to features of somatic health of the child. The fixed forms of family behavior play significant role in formation of negative tendencies in emotional and strong-willed development of the identity of the child as a family member. The system often shows the fixed forms of behavior which don't promote productive changes and adaptation to them, and, on the contrary, quite often interfere with development of her certain members and family system [5].

By development and growth the sick child mother doesn't increase a necessary distance between them and, doesn't change perception of the child, continues to apply already habitual, nonflexible receptions and education methods, infantilize child, deprive his independence, make the lowered demands to the child, make decisions for him. Thereby mother reduces motivation level to achievement of positive result of activity that can lead to negative consequences in development of the strong-willed making identity of the child. This phenomenon is quite often observed in families with often ill children as psychologically infantile child, appearing in the certain circumstances demanding the independent decision and responsibility (the situation characteristic for school training) without mother, experiences considerable difficulties. Respectively, protective mechanisms of mentality switch on – escape in an illness.

Stereotyping and fixing of parents on a certain type of the parental relation to the child (lack of orientation to desires and possibilities of the child in combination with a hyper patronage), inadequate understanding of the phenomena of an illness and health, and, as a result, specific understanding of bases of observance of a healthy lifestyle in a family of the child, lead to decrease in a level of development of all components of strong-willed action and formation of the learned helplessness.

In due time during specially organized experiments M. Seligman revealed that people behave helplessly in the same situation after several unsuccessful attempts to avoid an unpleasant situation, even when the person still in forces to change something. Researches showed that the clinical depression is connected with unwillingness of the person something to undertake for improvement of the condition. The formation of this syndrome takes rather short period [9].

Now the learned helplessness is considered as a condition arising as reaction to uncontrollable events for the person, tending to generalization. The founder of the theory of the learned helplessness M. Seligman emphasizes that the condition of the learned helplessness is formed as a result of the experience received in the childhood and teenage age [9].

Thus, generalizing all described concepts, it is possible to draw the following conclusions:

1. children of the preschool age having the status of often ills, possess specific features of development which distinguishes them from healthy contemporaries on a number of qualitative characteristics;

2. one of distinctive features of the child of the preschool age with low level of health is phenomenon manifestation "the learned helplessness".

The confirmed fact is the preschool age is sensitive to development of strong-willed action, formation of independence, activity of the child, and also, relying on the researches testifying to importance and expediency of his development during this period, testifies to expediency of the system of the forming actions development aimed at the development of strong-willed action of often ill children of the preschool age and correction of phenomenon of learned helplessness manifestation.

In modern psychological researches social factor is considered as set of a public microenvironment: family, contemporaries, educational institution. Thus, as an important factor of personality development and its activity, and a development condition are defined: success of its self-realization in activity and in interaction with people around.

Conclusion. The situation of illness creates a special social situation of child development which develops the ambivalent relation of the child to an illness and

health, special relationship with the contemporaries, being characterized deficiency, prevalence of tightly-overwhelming style of education in a family, the lowered level of activity in the course of communication and activity is characteristic. As a result such special, "qualitatively other" the situation of development has braking impact on development of strong-willed action of often ill children of the preschool age. Among the factors having influence on development of strong-willed effect of often ill child, it is possible to allocate somatic health of the child, psychological features of his development, special social situation of development of the child and spiritual aspect of perception of the categories "health" and "illness". Introduction of specially developed program of the psycho-pedagogical correction promoting formation of strong-willed action in the period of the preschool age, is effective concerning development of all its main components, on condition of the purposeful and systematized impact on three main categories of subjects of educational process: often ill children of the advanced preschool age, parents and teachers.

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INFLUENCE OF FINANCIAL ISSUES ON STUDENT EUROPEAN MOBILITY

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This article describes the interconnection between European mobility and economic situation in the country. Is analyses importance of economic issues for academic mobility in general. The article also shows current mobility trends under the influence of economic situation.

Key words: financing mobility, economic crisis, economic issues, Erasmus, budget, academic mobility, European mobility.

Introduction. It is obvious that an issue of European mobility is not only an educational one, but is closely connected with economic situation of countries, involved in this process. Interconnection between mobility and economic development shows in several ways: educational fees influence university selection decisions; level of salaries defines ability of families to support their students or opportunities of students financing their mobility period by themselves; overall economic situation in the EU affect state programs financing mobility, e.g. Erasmus.

Taking a closer look at the obstacles of student mobility we see that financing mobility period is one of the major ones. [1]

Main part. Problems connected to financing of student mobility are founded first and foremost for an impressing amount of students, i.e. the system of state support with grants and loans schemes and the availability of such state support to the general student population.

The data show that in the majority of countries participating in the study, only about a quarter of the student population or even less actually receive financial support through state assistance.

The sufficiency of the financial support provided by these schemes compared to the general living expenses in the home country is another obstacle not only for taking up studies in the home country, but also when considering a study period abroad. The portability of state support, i.e. the possibility to benefit from state support of the home country also during studies in the host country, was intended to promote mobility of students both in organised programmes as well as for so called free-movers, who organise their mobility period wholly by themselves. However in a number of countries portability of grants and loans to the host country remains problematic which limits the available financial resources of mobile students, especially for free movers not funded by EU programs.

While EU mobility grants are an undeniable means to promote student mobility, data shows that they provide for only a small margin of the financial resources needed during the mobility period and only to a minority of all mobile students, since

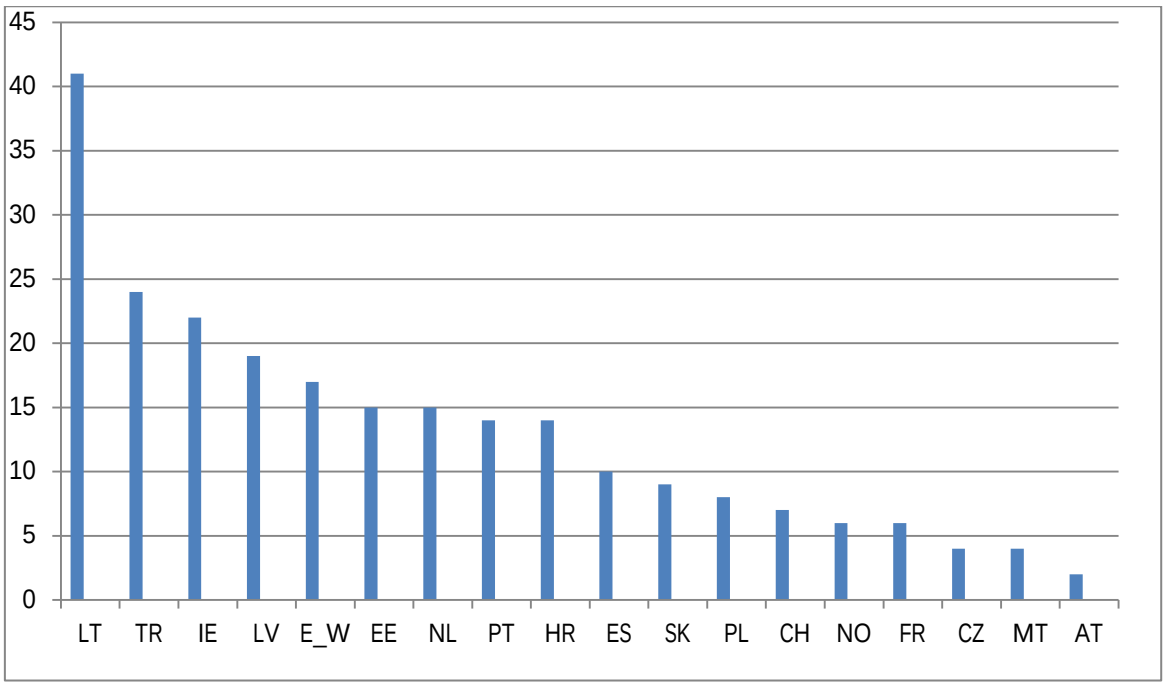
in the majority of students are organising their mobility periods outside of any programme.

However insufficiencies in portability of grants and loans and insufficiencies in the amount of public support to students are not the only obstacles in connection to funding of student mobility. Sufficient funding for the mobility period abroad also needs to take into account the diversity in living standards between the Bologna countries. This is especially relevant for students from Eastern and South-Eastern European countries studying in Western and also Northern European countries, as the deviation between living standards is especially great among these. [3]

Thus, according to Eurostudent research, among students planning an enrolment period abroad, the amount of those who expect an additional financial burden comprises 57% in Austria, 43% in Switzerland, 60 % in Germany and 68% in Poland. Among students not planning an enrolment period abroad this amount is respectively 65%, 52%, 70% and 74%, which makes costs, associated with mobility, the most common obstacle in the perception of students. [2]

Figure 1 shows the share of Bachelor students' total expenditure used to cover fees to higher education institutions. It describes one of the key costs students cover in order to participate in higher education. We focus here only on students who are not living with their parents as this is the dominant form of housing for students in most countries.

Figure 1: Expenditure on fees as share of total expenditure for an average Bachelor student (not living with parents) by country, as % of total monthly expenditure



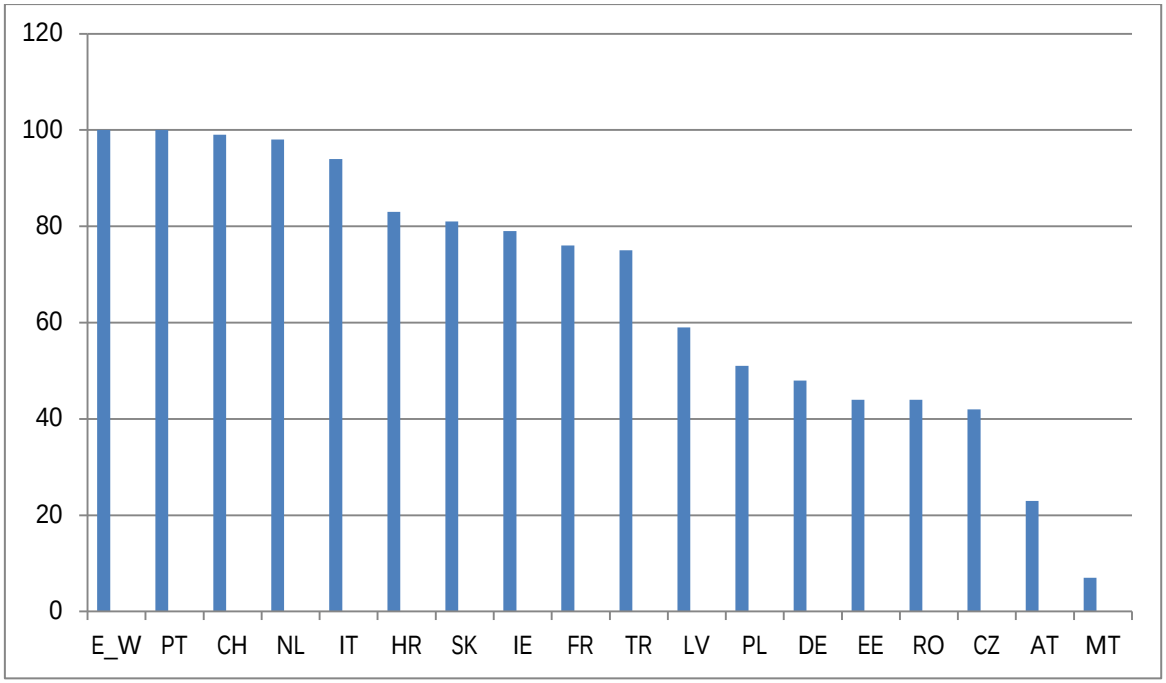
Source: EUROSTUDENT IV, Subtopic E.2. No data: DE, IT, RO, SI.

(AT = Austria, CH = Switzerland, CZ = Czech Republic, DE= Germany, DK = Denmark, E/W = England/Wales, EE = Estonia, ES = Spain, FI = Finland, FR = France, HR = Croatia, IE = Ireland, IT = Italy, LT = Lithuania, LV = Latvia, MT = Malta, NL = Netherlands, NO = Norway, PL = Poland, PT = Portugal, RO = Romania, SE =Sweden, SI = Slovenia, SK = Slovakia, TR = Turkey)

For students not living with their parents, the share of students' total expenditure used to pay fees to HEIs (Higher Educational Institutions) varies considerably in the countries observed. Denmark, Finland and Sweden do not charge fees for Bachelor students. In Austria, Malta and the Czech Republic the expenditure on fees is less than 5% of students' total expenses; in The Netherlands, Estonia, England and Wales and Latvia it is already between 15% and 20%, whilst in Ireland, Turkey and Lithuania these costs make up over one fifth of students' average monthly expenditure; indeed in Lithuania the share is around two-fifths.

Figure 2 shows that not all Bachelor students pay fees, although in most countries more than half of Bachelor students are required to pay fees.

Figure 2: Share of Bachelor students paying fees, by country, in %



Source: EUROSTUDENT IV, Subtopic F.9. No data: ES, NO, SI.

For example, in Austria, the Czech Republic, Romania, Estonia and Germany the share of Bachelor students who pay fees is under half, whilst in England and Wales, Portugal, Switzerland and the Netherlands (nearly) all Bachelor level students contribute to HEIs for their studies. This result can be taken to mean that the impact of fees shown in Figure 1 is an underestimate for the students paying them in all countries apart from England and Wales, Portugal, Switzerland and the Netherlands. In countries where the share of students actually paying fees is near to or less than half, the impact of fees for individual students is probably twice as high as estimated in Figure 1.

The differences between Bachelor students who pay or do not pay fees shown in Figure 2 are related to differences in study modes (e.g. in the Czech Republic part-time students pay fees, whilst full-time students do not), in student status (e.g. in Estonia, Latvia and Lithuania, around half of the students are on state-paid study places) or related to place of study (e.g. in Germany). [4]

Education fees are not the only way how financial issues affect European mobility. One more aspect of dependence of mobility on financial situation is

economic situation in the state. As mobility period is often funded by some state programs, e.g. Erasmus, less money means fewer opportunities for students to study abroad. Therefore, another key point of this article will be interconnection between economic crisis and mobility.

Many countries affected by the economic crisis are struggling to develop strategies to arrest the adverse effects of job and income loss on their citizens. Many crises in the past emanated from public sector investment/savings deficits, leading to large-scale budget deficits and borrowing. The current crisis has many similarities with the East Asian economic crisis: it started from the financial system and it has affected first professional and white collar jobs. However, it is different from the past crisis in that the financial systems of the developed countries are responsible for the crisis, which is global in its reach, as it spreads to both middle- and low-income countries.

The crisis has affected education in several ways. First, the crisis has affected the job prospects of graduates. A survey of 250 companies in the UK shows that vacancies are expected to decline by 5.4 per cent and salaries by 8 per cent. Consequently, many employers are suggesting that students take a year off (Spencer, 2009). This may have a negative effect on the demand for higher education.

Second, the financial crisis will lead to reduced funding for education. Governments may find it difficult to extend the same level of funding in real terms. The private corporations which used to invest and contribute to education funds may not be able to do so. The capacity of households to invest in the education of their children will be reduced in the context of job losses and reduced income levels.

Third, many universities have lost their investments. For example, many universities had invested their savings in banks which have become bankrupt. Universities, such as Oxford and Cambridge, lost millions of pounds.

Fourth, student support systems will be severely affected. The difficulties in obtaining loans may affect enrolment in those universities where fees are high.

Fifth, there may be a freeze on programs and staff recruitment. There has already been a freeze on recruitment in many universities since 2008. This means that

students may have to extend their stay in the universities and they have thus gone on strike.

Sixth, aid to education by bilateral and multi-lateral agencies may decline. The economic crisis may further worsen the situation and the impact of the global financial crisis on aid, especially for developing countries, is threatening development, particularly when it comes to advances in education. [5]

Listing out the consequences of economic crisis it is impossible not to mention situation with Erasmus program. The Erasmus program enables students in higher education to spend between 3 and 12 months in another European country – either for studies or for a placement in a company or other organisation. Any student enrolled in a participating higher education institution in one of the 33 Erasmus countries can benefit (EU Member States, Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey). Erasmus is a part of the EU's Lifelong Learning program and accounts for more than 40% of its budget. The Lifelong Learning program also covers the Leonardo da Vinci program (vocational education and training, at least 25% of the budget), the Comenius program (school education, at least 13% of the budget) and the Grundtvig program (adult education, at least 4% of the budget).

Erasmus has been one of success stories for the European Union and celebrates its 25th birthday this year. But it faced a cash crisis that could endanger the future of this innovative scheme to encourage student mobility. The budget cuts affect a range of programmes, including Erasmus Mundus, Lifelong Learning and the 7th Framework R&D Programme, and were ordered by the EU Council of Ministers over the summer.

But hopes of saving the scheme were raised by an overwhelming vote in the European Parliament last week to restore the EU’s Lifelong Learning budget, which includes Erasmus. Campaigners have launched a ‘Save Erasmus’ petition on Facebook attracting thousands of signatures as a last minute bid is made to overturn €1.9billion billion slashed from key EU’s projects, including the flagship Erasmus student exchange programme.

The European Commission's proposal for the overall EU budget for 2012 amounted to €132.7 billion. However, the final budget, agreed by Member States and the European Parliament, was €129.1 billion. The 2012 budget also had to cover some €5 billion in unpaid bills held over from the previous 2011 EU budget, which was also underfunded. The Commission, the Council and Parliament agreed to take stock of budget implementation in the course of 2012 to see if additional funding would be necessary. The three institutions have been in regular contact regarding funding shortfalls affecting numerous programs; however they have not reached an agreement. Janusz Lewandowski, the Commissioner for financial programming and the budget, is expected to propose an 'amending' budget later this month to bridge the deficits. Seven countries – Austria, Britain, Finland, France, Germany, The Netherlands and Sweden – have so far refused to agree to European Commission proposals to increase expenditure in the 2013 budget by 6.8% to €138 billion. [6]; [7]

The Commission has already transferred around 99% of the 2012 budget for the Lifelong Learning Program (LLP), which covers Erasmus, Leonardo Da Vinci, Comenius and Grundtvig. In total, it has transferred €980 million to national agencies in the participating countries and to the Education, Audiovisual and Culture Executive Agency (EACEA) which runs part of the LLP. Around 45% of this sum is earmarked for Erasmus grants.

But this money does not match the grant commitments previously made for Erasmus and its sister programs. The Commission was therefore recently forced to request an additional €180 million from the EU budget to meet its commitments under the LLP up to the end of 2012. The shortfall in the case of Erasmus this year amounts to around half of this sum i.e. €90 million.

The deficit in the 2012 budget means that the Commission has not been able to reimburse payment claims from national agencies for LLP grants totaling over €118 million.

The claims have been filed by the following national agencies: Austria (€6.3 million), Belgium, French-speaking community (€3 million), Belgium, Dutch-speaking community (€4 million), Czech Republic (€7 million), Germany (€32

million), Ireland (€2.2 million), Estonia (€2.75 million), Lithuania (€4.3 million), Poland (€29.5 million), Slovenia (€2.7 million), Slovak Republic (€5 million) and UK (€19 million).

The Commission also expects to receive further payment requests totaling around €100 million before the end of the year from Latvia, Sweden, Belgium (German-speaking community), Denmark, Malta, France, Croatia, Hungary, Netherlands Switzerland, Norway, Romania and Greece. It will not be able to meet these payment demands either unless the EU budget receives an injection of funds soon. (Non-EU countries participating in Erasmus and its sister programs pay to be part of the scheme).

The total EU budget 2007-2013 was €975 billion in current prices. The Lifelong Learning program is €7 billion which represents 0.71%. The current shortfall for the LLP is about €180 million.

The total proposed EU budget 2014-2020 is in current prices €1.156 trillion. The budget proposed for the future Erasmus for All program is €19 billion, which represents 1.64% of this total.

Moreover, crisis has led to changes in mobility trends, in particular boosting mobility in the south of Europe. As the European Union's sovereign debt crisis continues to unfold this year, there are increasing signs that economic uncertainty at home is further encouraging students from the most-affected nations to pursue studies abroad.

There is now an emerging north-south divide within Europe as students from countries such as Spain, Portugal, Greece, Ireland, and Italy are increasingly looking at study and work opportunities in more stable economies – notably the Netherlands, the UK, Germany, and Sweden – as a way to avoid the worst of the economic downturn in their home countries.

Those students are motivated not only by the availability of their desired programmes of study, particularly those given in English, but also by opportunities to remain in their host country to work after graduation. The intention to remain after graduation for work is well established among a sizable proportion of international

students, but it is being amplified in the Eurozone now as many students face poor employment prospects and severe austerity budgets at home.

In fact, there is increasing evidence that university-age students are bearing the brunt of the economic crisis in Europe. Youth unemployment rates have soared across Europe, doubling by some measures over the last four years, and are continuing to rise faster than overall jobless rates.

The news coverage is full of gaudy statistics – "one in three youth unemployed in Greece, one of two in Spain" – but these numbers are to be interpreted cautiously. In a recent report on the issue, Canada's *Globe and Mail* newspaper related youth unemployment statistics to an alternate measure of labour force participation: the youth unemployment *ratio*.

An unemployment rate of over 50% in Greece and Spain only indicates what is occurring among a relatively small fraction of the total youth population: the group that is actively working or seeking work.

It ignores others who are choosing not to participate in the job market, perhaps because they are students, stay-at-home parents, too discouraged to look for work, or any other reason.

The ratio accounts for this difference by including everyone – job market participants or not – in the equation. When viewed in this light, the youth unemployment ratio, which is the number of jobless youth as a percentage of the total youth population, is just 15% in Greece and 20% in Spain.

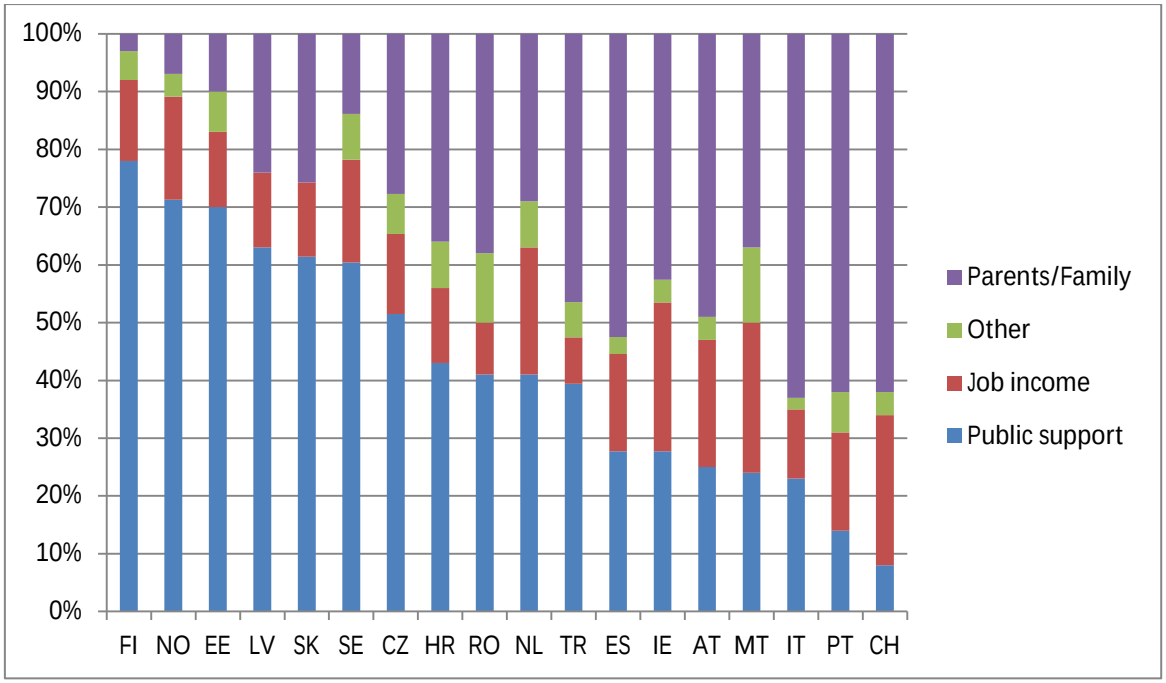
However, two trends stand out: even by this more tempered measure of youth unemployment, joblessness among university-age students. Also we can say that:

§ has increased sharply over the last four years and;

§ continues to grow faster than overall unemployment rates. [8]

To highlight the importance of state funding, Figure 3 shows sources of financing mobility period.

Students indicating a particular source as primary source of funding for their enrolment abroad by type of source



Source: EUROSTUDENT IV, Subtopic F.9. No data: ES, NO, SI.

Conclusion. To sum up, the interconnection between finance and European mobility manifests itself in:

- additional economic burden for students becomes one of the major obstacles of mobility;
- the quantity of bachelor students paying fees varies from 80% to 100% in most countries;
- as many students rely on state support of mobility period, exchange programs may be endangered by the crisis.

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The organization of students' independent work in institution of higher education of a pedagogic type

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In this report we studied a theoretical and practical aspect of the organization of students' independent work, analyzed types and form of students' independent work within some general professional disciplines. We pointed at the fact that independent works influence the increase of the level and quality of knowledge, the formation of professional competence, and peculiarities of its organization.

Keywords: students' independent work (SIW), types and form of SIW, general professional disciplines, control over SIW, conditions and shortcomings of the organization of SIW.

Modern innovations in educational system make each teacher search, select and introduce effective methods for the improvement of educational process. Changes in the system of higher education in Russia are accompanied by the introduction of systemic activity-oriented approach and the percentage extension of students' independent work when reducing classroom studies. The quality of the formation of professionally significant competences should remain at a high level.

The number of SIW in institutes of higher education makes up no less than 50% of time from the total hour volume provided for the learning of disciplines from basic educational packages (BEP), including general professional disciplines. SIW is binding on each student, has a systematic, uninterrupted character with gradually complicated tasks in accordance with the definite stage of a discipline-learning.

SIW is an organized form of education which presupposes the management of students' learning activity without teacher's direct part. It has an effect on the formation of student's personality and ideology, it develops his ability to self-education and self-improvement. The degree of acquirement of an independent work influences the quality and level of bachelor's training for professional activity, and his competence.

A tactical purpose for the organization of SIW is to form an ability to work with educational and scientific literature intelligently without assistance. A strategic purpose for SIW is to acquire an ability and motivation to self-education.

The solution of the following problems should be put into effect in the course of independent works: learning the discipline content; acquiring the skills of

independent work; forming the motivation to self-education; attaching and systematizing the accumulated knowledge; gaining new knowledge and its turn to settled abilities, skills and convictions; forming the general cultural and professional competences in the chosen field of activity.

SIW is made up of three interconnected forms stipulated by the BEP:

1. Classroom SIW is done at studies (lectures, seminars, practical works) under the leadership of a teacher;
2. Extracurricular SIW is organized over and above the studies, isn't regulated hard and is controlled by a teacher in part;
3. Research or creative SWI is supervised by the leader of a research.

Frequently SIW is used as the students' extracurricular learning activity aimed at the work with sources of information, at the transformation (accumulation, systematization, structurization) of knowledge and ability in the professional sphere.

The organization of classroom SIW on general professional disciplines is complicated due to a small hour volume intended for its study. In accord with modern demands for the preparation of a bachelor of a pedagogic type, there are the following general professional disciplines to be studied as a classroom SIW: «Personal and social safety», «Age anatomy and physiology», «Principles of medical knowledge and healthy life-style».

We used the following types of independent works when organizing an extracurricular SIW before a theoretical and practical preparation for a classroom SIW:

- work with dictionaries, reference books and textbooks;
- annotation and reviewing of educational texts, scientific article;
- preparation for the defence of reports and multimedia presentations on given subjects;
- compilation of glossaries, schemes, tables and mind maps;
- compilation and solution of text and case tasks, situational problems;
- learning and consolidation of practical skills and methods;
- reviewing of certain problematic issues;

· preparation for the current and final control.

Tasks for an independent work, their content and nature may be of a variable and differentiated type taking into account the specific of a discipline and the level of student's learning activity. They must be systemic; their execution must continuously extend the previously acquired knowledge, the development of thinking, the elaboration of abilities and settled skills. That is why each task for SIW consists of two parts, namely binding and optional. The last one is for the students with higher level of independent learning activity. Its execution is taken into account in final control.

Such a type of a SIW as reviewing is accompanied by individual and group counseling on making up a review in order to define the content, objective and goals of the theme. During the review's preparation each student should demonstrate an ability to synthesize knowledge gained in class, to formulate and inquire into a chosen theme on his own [2]. Such a work promotes the formation of skills of both speaking to the audience and independent material possession. It helps to form independent thinking and communicability. A list of recommended themes of reviews and multimedia presentations is presented in the work programmes of each discipline. There are the following criteria for the review evaluation: correspondence between the content and the research theme; depth of material examination; correctness and completeness of the use of different sources; grasp of terminology and speech standards; execution of the review.

One of the most interesting types of a SIW is the work on mind maps. They make it possible not only to develop the forming notions but also to control the level of student's knowledge on a certain theme quickly and to identify mistakes and inaccuracies in the formed notion. The mind map, invented by a psychologist Tony Buzan, is, to his mind «the external expression of radiant thinking ... associative thought process that proceed from or connect to a central point» [1], in this case to a notion. The positive effect of its use is associated with the union of the work of cortical centers of GNI of the left (logical) and right (figurative) hemispheres of the brain. It is also associated with the support on an individual's multi-dimensional

associative thinking, the information systematization and the activation of memory processes.

The preparation for the current and final control includes students' work on the systematization and generalization of knowledge, the assignment of practical abilities and skills. A list of exemplary questions submitted for an end-of-term test (examination), is presented in the work programmes of each discipline.

In addition to the preparation for classroom studies, the following SIWs are organized:

- elaboration of certain questions that are submitted to independent study;
- preparation and participation in student theoretical and practical conferences, subject competitions;
- execution of portfolio of individual achievements.

An extracurricular SIW includes an individual learning of certain questions or themes using educational, methodical and scientific literature and also the Internet with links to the used sources. For instance, the following themes in the curriculum of «Principles of medical knowledge and healthy life-style» are submitted to an individual study: «Care of injured and sick», «Description of children's infectious and non-infectious diseases», «Rational nutrition is the way to active longevity». The practice of the SIW organization found that the drawing of mind maps promotes the more effective individual learning of notions, than the note-taking of questions does, because the first one permits to include the notion to the system of personal associations, while the second is just a rewriting of textbooks.

Students should work out various variants of test tasks of both closed and open types during the study of certain themes. The individual drawing of test tasks promotes not only the systematization and the exposure of students' qualitative knowledge level, but also prepares students for their professional activity.

The most complicated type of a SIW is the development of situational problems and case tasks. This work requires of a student some creative activity, because it is necessary to model the situation mentally, identify the problem and

formulate a question to be solved. These creative tasks are performed individually, depending on the level of independent learning activity.

Students' participation in subject competitions and theoretical and practical conferences is also considered to be individual. Participation in such activities promotes the growth of the individual's general cultural and professional competences in connection with gaining the experience of public speaking.

According to the results of independent works students should execute the portfolio of their own achievements, i.e. a folder which consists of all the works a student has done on a certain discipline (tests, reviews, schemes, tables, reports). It is not only a proof of SIW, but it promotes the mastery of an important competence, namely the ability to lead and draw up a document.

According to the analyzed results of extracurricular SIW, there are some essential shortcomings connected with the influence of external and internal factors. The internal factors include the absence of motivation, required learning abilities and skills, student's disorganization and cognitive passivity. These factors lead to such serious shortcomings in the fulfilment of individual works as an untimely and formal execution of tasks, plagiarism. Among external factors are organizational mistakes and faults on the part of the teacher, namely no exact deadlines, no timeliness of planed control, the lack of classroom analysis of typical mistakes, the lack of principles in the estimation of reviews, presentations, test developments, misunderstanding of the main goal of an independent work by students.

Garunov M.G. and Pidkasisty P.I. [2] pointed out the importance of the formulation of a cognitive goal and objective. The presence of the cognitive task helps the students to organize activities, realize the goal of the work; it also promotes the emergence of inner motivation. A teacher, seeing the students' preparation level for independent learning activity, should determine a concrete task by the degree of complexity and the deadlines, put a cognitive object and systematically monitor its solution in order to overcome the mistakes. The organization of students' work in the system Moodle (Modular Object-Oriented Dynamic Learning Environment) helps a lot in controlling the execution of certain types of work (testing).

It is important to create the following favourable conditions in order to optimize the quality of SIW: motivation of students to independent cognitive activity; the presence and availability of the required educational, methodical and reference materials in print and electronic forms; the access to the Internet; the presence of the necessary equipment for performing SIW; the presence of guideline or guides for the execution of individual works taking into account the specific of each discipline; the presence of concrete terms of execution for different types of SIW; the system of regular monitoring of the quality of the SIW; consulting support of a teacher; the presence of facilities for individual and group independent work.

Thus, the organization of SIW on general professional disciplines of a pedagogic type has the following features:

- the more widely used is the extracurricular SIW; it is more diverse and differentiated;
- the low level of the first-year students' independent cognitive activity doesn't let them widely use such types of SIWs, as the formation of subjective opinions of the problem, analytical analysis of popular science articles, test developments, situational problems, case tasks, participation in theoretical and practical conferences, subject competitions;
- the compliance with the principle of the accounting level of students' readiness for independent learning activities, and the above conditions promotes the growth of SIWs' quality.

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ABOUT WORK OF A PEDAGOGICAL WORKSHOP "INCLUSIVE EDUCATION. USE OF A RESOURCE OF TYYUTORSKY MAINTENANCE"

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In this article results of carrying out the Russian conference "Preparation and Additional Education of Teachers for Work in the Inclusive Educational Environment" are considered.

Keywords: education, technologies of training, tjyutorsky maintenance, teacher, additional education.

Russian education feels need of serious changes for area of preparation and additional education of teachers for work for the inclusive educational environment.

In this regard carrying out to the GBOU SPO base of the city of Moscow Teacher training college No. 10 of the Russian conference "Preparation and Additional Education of Teachers for Work in the Inclusive Educational Environment" was very actual.

The special attention is deserved by questions of use of resources of tyyutorsky maintenance which were discussed within work of a pedagogical workshop "Inclusive education. Use of a resource of tyyutorsky maintenance".

In work of a workshop took part 18 people representing the highest, average professional educational educational institutions and comprehensive schools from Moscow, Kazan, Balakovo the Saratov region.

Among them FGBOU VPO the Moscow state humanities university of M.A.Sholokhov; GBOU VPO Moscow city pedagogical university; Institute of equipment, technology and management (branch) of FGBOU VPO of SGTU of a name of Gagarin Yu.A. Cities of Balakovo of the Saratov region; GAOU VPO Moscow institute of open education; GAOU SPO "Kazan Teacher Training College"; GBOU SPO "Teacher Training College No. 10" of Moscow; GBOU SPO

"Polytechnical College No. 13" of Moscow; GBOU Special (correctional) comprehensive school VIII of a view No. 442 of Moscow; GBOU High comprehensive school No. 468 of Moscow.

During workshop work "Inclusive education. Use of a resource of tyyutorsky maintenance" there passed an exchange of opinions between all participants of discussion being teachers, methodologists, the teachers working in educational environments of educational institutions.

Presentations of innovative ideas were represented and discussions about use of resources of tyyutorsky maintenance of educational process in work with students and pupils of educational institutions were conducted.

Topical issues of inclusive education, the perspective tools of educational process providing features of creation of training systems of a special purpose were considered. Social value of application and use of a resource of tyyutorsky psikhologo-pedagogical escort of children with OVZ is defined.

Unique conceptual and scientific and practical reports from experience of preparation of teachers for work in the inclusive environment were given: Karpenkova I.V. candidate of sociological sciences, psychologist of the Center of rehabilitation of disabled from childhood "our Solar World", associate professor of tyyutorsky maintenance of educational activity of GAOU VPO Moscow institute of open education; Ushakova E.V. candidate of psychological sciences, associate professor, deputy director of ISO and KR GBOU VPO ISOIKR GBOU MGPU; Ibragimova R. G., methodologist of GAOU SPO "Kazan Teacher Training College", Kazan; Nilsen T.A. - the teacher - the speech pathologist of GBOU of Special (correctional) comprehensive school VIII of a look No. 442; Karaseva L.N. - head of the structural unit "Elementary school" of GBOU SOSh No. 468 of Moscow.

For the first time, in the conference on-line mode, the doctor of pedagogical sciences, the professor managing Information Systems and Technologies chair of the Balakovo institute of equipment, technology and management of FGBOU VPO of SGTU of a name of Gagarin Yu.A. took part in work of a workshop. Vishtak O. V. who told about features of creation of training systems of a special purpose and

creation of the electronic materials which are using in practice of work of higher education institution.

Thus, workshop work "Inclusive education. Use of a resource of tyyutorsky maintenance", carried out within the Russian conference "Preparation and Additional Education of Teachers for Work in the Inclusive Educational Environment", I helped to designate and discuss once again problems of use of resources of tyutorsky maintenance in practice of work of educational institutions, I designated prospects of introduction of resources in practice of work of the teacher and the teacher, I planned solutions of a problem of use of a resource of tyyutorsky maintenance of education in modern society.

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SOCIAL ORDER ON PERSONALITY MODERN SCHOOL GRADUATE

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This report examines the contradiction between the social order of modern society in shaping the personality of the graduate schools and educational institutions. Keywords: social order, educational institution, government contracts, the needs of students, socialization, personality development of the graduate. This

article discusses the conflict between the social order of modern society in shaping the personality of the graduate schools and educational institutions.

Key words: social order, educational institution, government contracts, the needs of students, socialization, personality development of the graduate.

Currently, one of the current problems is the formation of the personality of the modern school graduate. Modern society is characterized by the appearance of huge flows of new information in all areas of knowledge. In these circumstances, there is a modern social order of society on the formation of the personality, which can not only adapt to a rapidly changing socio-economic conditions, but also to orient himself in the situations surrounding life, being responsible for their actions. Social order - an order of society in relation to the education system as a whole or to a particular educational institution. According to Artsevi M.N. [1, p.38], the social order can be defined as a reflection of the interests of those parties whose needs are addressed in the activities of the educational institution. As the stakeholders involved in the formation of the social order, are: 1) the direct participants in the educational process - students and teachers, and 2) parents, representing the family, and 3) educational institutions of primary, secondary and higher education, and 4) state representing the interests of society in general. Characteristics of the social order in relation to the educational institution formed, according Artsev M.N. [1, p.46], the following main components: the state order (its content is determined by regulations, namely the state educational standards), the needs of students (identified during an interview, oral interviews, expert assessments of teachers), parents' expectations (identified through interviews, questionnaires, etc.), professional and educational needs of teachers (established through interviews, questionnaires, public discussion of school problems), requirements and expectations professional education institutions (defined in the analysis of reviews of graduates and successful passing of entrance exams, etc.).In socio-political terms, the government puts the general requirements for a citizen of the country, his philosophy and morals, paramount socially necessary qualities. Not programmed process of education, and its result in civil ideal.

According to Kolesnikov LF [3, p.7] now instead of the traditional tasks of education scholar at the fore education outside the box thinking man the creator. If the first level of education is determined by the number of learned rules memorized poems, ability to solve standard problems, but now the main thing - to be able to set and individually to solve new problems, invent, be creative in any job. Consequently, the doctrine can not be only a preparation for a future life, it is increasingly to be and work-life balance, coupled with the research finding, labor productivity, the various forms of communication. Meanwhile Kochetova A. [4, p.29] believe that scientific and technological progress, the information revolution, the development of the mass media contributed to the transformation of society from traditional, static to dynamic.

Therefore, the education system faces the task to prepare people for life in the face of uncertainty, constant variability of social life. In theory and practice of pedagogy emphasizes the importance of individual and personal approach in the education of the individual. Increasingly discussed transformation of the traditional goals of education full and harmonious development of the individual to prepare the individual to self-life self-determination, self-starting mechanism, self-development and self-empowerment for creative integration of the individual into the community for personal happiness and social good. A requirement of modern society is the spiritual orientation of human development. Educated man - a man of culture, a man brought up that has the attitude that helps preserve its vital culture. L. Kolesnikov [3, p.8] believes that a person should be prepared not only to normal, but for the trials to lifestyle change for change. It is impossible to believe that the period of the general crisis of culture, education painful elements of the new culture, global change and shift our children will avoid changes, problems, painful metamorphosis. Rean A.A.[6, p.13] this formulation of such problems as the responsibility of education, self-sufficiency, personal positivism. Their achievements and the corresponding development of the individual connected successfully social adaptation and psychological health. The harmony of mental and physical strength of the body increases its reserves and creates favorable conditions for creative expression rights.

The content requirements of the society depends on age, social status of the person to whom they are offered. Social status Mudrik A.V. [5, p.45] is defined as a position in society, characterized by certain rights and responsibilities. According to A.V. Mudrik [5, p.8], society acts as the "complex on the country's social relations between people, which is the structure of the family, social, age, professional and other nominal and real groups, as well as the state." The process of education are influenced by the society due to the fact that the various social strata and professional groups have different ideas about what a man should rise from their children, and therefore have different requirements for the organization of the education system and the social experience of the younger generations. These requirements take the form of expectations of certain behavior. In Greater sociological explanatory dictionary is the following formulation of social expectations - "are the components of the system of regulation of social behavior and interaction in groups, a system of expectations, requirements for standards of execution of individual social roles."

Members of the public (group), which occupy a position, other associated with members of the public (group) impose adopted in the group requirements for social behaviors [2, s.990]. Social expectations reflect the degree of obligation to the society prescribed behavior and activity, without which it can not function successfully. Thus, modern society needs people independently, critically thinking, able to see and creatively solve problems. Thus, the main directions of development of the educational system are the following: intellectual and moral development of the individual on the basis of its involvement in a variety of self-purposive activity in different areas of knowledge that the person was not a mindless cog in the political, ideological, and other machine. In terms Terekhina B. [8, p.138], the identity of the modern Russian citizen as specific media new public relations encompasses a new quality - the desire for self-expression in the economy. In support of this commitment we can not allow the material rather than spiritual values have become the only source of rules and judgments of the younger generation. The concept of "socialization" has been actively used in the study of Western authors from 30 years of the twentieth century, with the beginning of a systematic study of the

contradictions between the practice of child care and the needs of society. Riesman D. [7, p.122] considered the mechanisms of socialization in different types of societies. In traditional societies, the socialization process is done on a "focus on tradition." Here is the formation of an individual's fear of being disgraced in the case of non-socially accepted norms, which performance is expected of him. Modern society is characterized by increased mobility, the rapid accumulation of capital, expansion, that is, the principle of "orientation - on myself." Naturally, such a society requires a new type of character - enterprising, enthusiastic, willing to take risks and the new.

The third type of socialization D. Riesman described as "orientation - on the other." In this society, education, leisure, services combined with the growing needs of information and education. Individual's behavior is determined by various influences - communication systems, fashion, authoritative bureaucracy, etc. All types of socialization to some extent co-exist in modern societies [7, p.123].Nowadays hard get someone who does not know how to achieve goals, succumb to difficulties. Striving for success in any activity at school age can be a good basis for the further orientation of the individual socialization, professional self-determination and achievement in any activity. In modern society, it is important to shape the identity of the positive motivational orientation and a high level of need for success, with strong motives permanent cognitive activity. To be successful in a market can one who is well able to determine the purpose of activity, predictable options to achieve it, choose the most rational and morally justified, analyze the progress and results, learn from temporary setbacks. It is important to the development of students' activity-such universal abilities that are needed in the modern labor market, namely, the ability to project activities, analyze the results of work, to motivate themselves to master a new subject material, and build collaborative relationships. It should be noted that the content of the social order depends on a certain period in the life of society. Comparing the content requirements of the state and society in the modern period and the socialist era, it can be said that the requirements for the formation of personality changed dramatically. Previously,

people acted as an object of education, its tool, programmed people as a builder of communism, to be betrayed by his ideals. Today it is necessary to form such personality traits as a dynamic, constructive, mobility necessary in the accelerated pace of development. What is the role of secondary schools in the implementation of the social order on personality graduate high school? In its social essence of the school is an institution that prepares for life in society. Scientists suggest that the surrounding human environment will change in the course of his life 3-4 times.

Therefore, the specificity of fundamental education in the twenty-first century, it is obvious to show that any educational system must be able not only to equip the student's knowledge, but also because of the rapid updating of knowledge to form a need for continuous capture of them. Independent and creative approach to gaining knowledge will accompany the entire active period of life. In our time, education has to find creative, innovative. In a world where volatility has become not only a feature of scientific and technological progress, but also the way of life of the masses, general and vocational schools are required to transmit to future generations not only the previously accumulated knowledge, but also to prepare them to deal with the problems that the individual and society has never before encountered.

At school, positive changes that lead to the achievement of results. While these changes are:1) understanding the nature of change in the social situation, new needs of society, its expectations with respect to the structured system of education the individual, and; 2) the construction of a theoretical model of the graduate that meets the new demands of society and the profile of the educational institution, and; 3) analysis of the actual output of the school from the perspective of new identity needs, and then change, elimination or addition of characteristics of the individual in accordance with the social order, and; 4) analysis of the methods and principles in the educational system, in this case aimed at the transformation of innovative schools, producing a mass product obsolete, non-competitive for admission to higher education or advanced at the present the labor market, and; 5) the formation of ideas of perestroika all levels of the educational process, the system of administrative and management methods, and; 6) to develop specific ways to convert educational

system, from the desired changes in student and completing necessary for this change in professional development of teachers, educational system. In our opinion, the social and educational situations require leaving the school a brand new, differentiated product through its graduate school is not the average mass. Having considered the various points of view of the scientists on the role of secondary schools in the implementation of the social order, we can draw the following conclusions.

The school is a basic element of education, to which society places its order for the formation of a future citizen. Modern society increasingly based on scientific knowledge, which irreversibly affect our lives and the content of the social order. The changes occurring in the methods and forms of communication between people in the organization and division of labor, methods of acquiring knowledge and information, the subject of human activities also affect the social order, in the implementation of which should preserve the best traditions of Russian Natural Science and Mathematics, and Humanities art education, given the wealth of experience of the national school. Thus, by defining the social order as the requirements of society in relation to the education system as a whole or to a particular educational institution, we have come to the conclusion that modern society needs a man, alone, critical thinking, able to see and creatively solve problems. In the educational system, there is a transition to authoritarianism to humanistic, person-centered model of the organization of the educational process. Formation of man as a soulless cog ideological and political system is passing. The leading role in the formation of identity, compliance, public education institution belongs. All the changes in the social life, the inevitable impact on the school, with the result that there is a change in the education system.

An important feature of the success of the educational institution, in our opinion is the conformity of social order form individual student that meets the needs of modern society. We came to the conclusion that those schools whose work is creative, innovative character can form a person who is known for its high professional standards, the level of communication, the ability to make decisions and

take responsibility for their performance. Such a person can more easily adapt and self-determination in the rapidly changing conditions of life. Strategic directions of development of educational systems in modern society is the formation of the intellectual, moral rights, on the basis of its involvement in a variety of self-purposive activity in different areas of life, and a leading role in implementing the requirements of the society belongs to educational institutions, where the social order is transformed and adjusted in consciousness and understanding management and teaching staff of a particular school, ensuring the formation of the society needs the person, according to the chosen method of achieving the "ideal."

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THE CHARITABLE ACTIVITIES OF THE ORTHODOX PARISH OF THE VILLAGE OF ПЛАСТУНОВСКОЙ OF KRASNODAR REGION

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In this article considered the role of the Orthodox world-view in the life of the Cossacks and the modern activity of the Orthodox parish of one of the villages of the Krasnodar territory - Пластуновской.

Key words and phrases: charity, mercy, consciousness, the Russian Orthodox Church, society, moral values.

Cossacks, occupying new territory, carried her touring the Church, which had given them the Prince G.A. Potemkin. Кубанцы prepared clergy of its own among. Laying the military settlements of the Cossacks immediately laid the Church. The first monastery, set in the Kuban - Ekaterino-Lebyazhy, approved by the numerous requests of the Cossacks by the order of Catherine II by 24 July 1794. The monastery served works of mercy: «Forbearing to petition Our loyal Troops of the black sea military government and the elders, Gracious command: in the villages of this army, of favorites in their place, a monastery of deserts, which would be the elderly and the wounded in war the Cossacks, on богоугодному your desire could take advantage of the calm and the monastic life...»[6]. When you first open the Kuban convent - Mary-Магдалинской the desert, " has been opened a school for girls.

A great role in organization of educational establishments in the Kuban region has played host Archpriest about. Kirill Россинский. In 1805, according to the author of «the History of the Kuban Cossack Voisko» F. Scherbina, F. Bursak sent to the Cossacks with the offer of cash donations for the opening of the first military school [10, c.744.]. Responded 117 people. Among the donors for the construction and the opening was Archpriest Kirill Россинский. It was uneventful, who had his house

man, however, had renounced his salary in favor of the students. To. Россинский was very inconvenient for the officials and канцеляристов. He had never been the case formally. The motto of life To. Россинского, Kuban educator, troop Archpriest, were the words «Serving others, lavish yourself.» Draws the attention of the continuity of the traditions of education in the region. In Krasnodar in the summer of 2006 opened Екатеринодарская theological Seminary. «To get the fruits of the spirit, you need to with the same zeal to spiritually educate the people, and for this it is necessary, that the shepherds were prepared» [9,p.1].

The first set in Екатеринодарскую theological Academy surpassed the most courageous expectations. 34 people were full-time Department and 22 by correspondence. Draws the attention of the high level of demands on going. They demonstrated their knowledge of the Law of God, Catechism, the economy, the Constitution of Russia, read the Psalter in the old Slavonic language. The Seminary will teach 51 object, including computer science, mathematics, life safety [10, p. 24]. In addition to the English language, students will learn Latin and Greek. Among the subjects were: reading, penmanship, grammar, arithmetic, sacred history, drawing and military Affairs.

The largest temple in the Kuban region became Catherine Cathedral, which holds 4 thousand people at the same time. The laying took place in 1990. Consecrated it was in 1914. The architect of the Cathedral was an outstanding architect И.К.Мальгерб, who was involved in the construction of most of the brick Екатеринодарских buildings of the city. One of the limits of this temple is dedicated to the Holy Martyr Catherine, in honor of which was named the temple. The day of the Intercession of the Holy virgin 14 October is celebrated as the feast of Cossack, in this day, for the first time the Cossacks were volunteers took part in the battle of Kazan in October 1552 during the reign of Ivan the terrible. We can say that the most common in the Kuban region have become temples of the Holy virgin. Other venerated saints are Saint Nicholas and Elijah the Prophet. Many temples in the Kuban region dedicated to the Mother of God. And, of course, George, Alexander Nevsky, John the warrior. Often churches are named in honor of the great festivals of the Church: the ascension

and transformation.

The first stage of the work was to study the work of Orthodox parishes of the Kuban Cossack villages. Our group visited the stanitsa Пластуновской. The village Пластуновская was founded in 1794. In the same year was founded a wooden Church, which several times has undergone changes. In 1870 it was decided to build a brick Church with a limit in the name of Saint Methodius Olympic. The story of the life of Saint Methodius full of legends. Greeks consider him Bishop of the city of Patara in the Lycia. Jerome Стридонский in the composition «About famous men» writes that Methodius was «the Bishop of Olympus in Lycia, and then TIR». It was one of the main полемистов W century against contemporary языческо-philosophical and еретическо-Christian doctrines. Methodius was different humility, was meek, but vigorously struggled with the various heresies, especially heresy оригенистов. After he left behind a rich and a fully developed doctrine of morals, detailed interpretation of the Holy Scriptures. According to legend, he was seized by the pagans and in 312 was sentenced to death by the beheading of. The construction of the temple was engaged in an outstanding architect И.Мальгерб. In 1899, the construction of the temple was completed. Was built five-domed with шлемовидными cupolas of the Church in the Byzantine style. It was consecrated in honor of the ascension of the Lord, the second limit was consecrated in honor of Saint Nicholas (winter). In the temple there are a lot of interesting icons, which fit to be called unique. One of the most revered icons - the icon of the Vladimir Mother of God (XVI C.), denizen of the Cossacks-Plast members for the Foundation of the village and the Church. This icon was arched, but completely preserved the purity of paints and sends the original intent of the author. Further history of the temple, its a wonderful escape from the destruction of Christian believers bind it was with this icon. This Church has survived by a miracle. He tried to blow up. When the explosion struck door frame and part of the Northern wall, the people gathered at the temple, heard a woman weeping. Ran inside, but nobody was found. Someone said: «This is the mother of God is crying.» It is amazing, but the villains, whose names are still afraid of the станичных children, did not dare to repeat the attempt. The

prayers of our lady of Vladimir Church was saved. The other icon - Martyr and healer Panteleimon. She was brought Cossacks-Plast members of pilgrimage in Greece on the Holy mountain of Athos. On the reverse side, the inscription, that sanctification happened on the Holy mount Athos in the Russian-Пантелеймоновском monastery in 1881. The icon of the three saints, the middle of XIX century. Fryazhskogo letters from the gold, unusual, oval, is located in the altar. In the temple there are icons executed in metal in the early nineteenth century with the image of ветхозаветских of the prophets, the apostles двунадесятых feasts and saints of God's saints. At the present time in the Church are kept particles of the relics of the Holy saints.

Still, the main decoration of the Church is a miracle survivor of an ancient iconostasis. Carved the three-tier gilded iconostasis was brought in 1957 from closed in the city. Kiev Church of his father Nikolai Baranov, who was Abbot of the temple in 1959. He is remembered by many generations of elderly villagers. In 1999 was written and donated to the temple of the icon of the ascension of the Lord, which is also included in the iconostasis.
... «Camp for people in distress» was founded in the village of Пластуновской father Sergius on the site of one of the long-ruined offices of the former of the local collective farm.

At the Church of the Ascension of the Lord produce a dome with a diameter from 0.5 to 12 m., накуполные crosses from 1 to 12 meters of any size and complexity, поклонных crosses on 1 to 12 m., tents for bell, the drums, rotundas, altar apses. Finishing metal is coated with titanium nitride or any other material, polymers, brass.

The technological process is complex. To make the dome of the need to prepare for him a frame basis, cook it, обшив iron, and only then, leaf by leaf sheathe sverkayushimi gold sheets. The process of their production, in turn, is this: first galvanized sheet iron grates on the special machine, venture he is preliminary processing, and at the last stage of the processing on another machine is the process of sputtering of titanium oxide, - that he glittering as gold on the domes of many

modern churches. The dome, made in the «Camp.» glitter in one of the temples of the city of Armavir. Weigh the domes of many, raise them up on the ropes. Expect a dome need in strict accordance with the laws of physics, the calculation must be accurate, but the eye «zeroing in on».

In the camp of the cost of the shop for the production of iron-forged products, are machine tools: lathe, milling, drilling, and other necessary equipment. Here produce the railings, fences, monuments, and other products. Around the Central building of the Pension Fund of the city of Krasnodar is a fence, made homeless, who have become the masters of the «Camp for people in distress». Here living people help to restore the documents, some find long-seeking relatives.

This is only one of the manifestations of charity Пластуновского of the Orthodox parish. Much is being done abbots to help children, needy families and invalids. The Ministers welcome the use of the library of 11 thousand names. In the temple actively help people.

Compassionate service helps the person feel love, buy dedication, meekness, gentleness. To quote the words shown on the Orthodox site of the temple of the village of Пластуновской: «Our task is to acquire the grace-filled gifts of the spirit, to make our heart to others, fill it with Christian love to all those who are around us. And the more of us that love, the more the grace of God will contribute to our cause»[4].

According to the results of the trip conclusions can be drawn:
1. The activities of the Orthodox parish of the village of Пластуновской has many aspects, is innovative, different pronounced social service of neighbour, influencing the public consciousness.

2. In charitable work of Orthodox worship is pronounced educational character, directed on formation of positive qualities of the personality - diligence, fortitude, patience and responsibility.

3. The event, initiated by the Holy ascension of the temple of village stimulate creativity in the parishioners.

4. Significant role in providing charitable actions has the personal example of the staff of the priests of the temple.

5. «A camp for people in distress» helps to acquire the people practical skills that can be used in the future.

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THE METHODS OF IMPROVING OF THE EDUCATIONAL PROCESS AT HIGHER MATHEMATIC PRACTICAL TRAINING

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There is presented a technique of work at the math practical lessons, with using of teaching aids for independent students work. Was made an analysis of the positive and negative aspects of active lessons.

Note: independent students work, the ensuring of educational program with teaching aids.

Independence as personality property formed only in activity, that’s why sustainable skills and deep knowledge can be attaining only by students independent work. The educational process is necessary to make for developing ability to study, forming of student’s self-development, creative using of acquired knowledge and new ways of adaptation in professional activity in modern world.At the first lecture professor usually testing a first-year students for identify of their level of school background. The results of testing allow identifying that school material is acquired weakly and often grade point average (GPA) in the group is less then “satisfyingly”. Next sad fact is – most part of first year students not able to work with literature sources. So the question about choosing the more convenient variant of educational

program organization is accordingly has. So one of the most effective methods of practical training is using the teaching aids on studies topics.At the practical lessons for each student issued the teaching aid which contains a brief description of the subject, the variants for independent work and solution of the model variant. The examples in the teaching aid made with allowance of complexity of task, time for it implementation and with confidence that student with the middle ability could counting the model variants and learn some practical material.

At the first practical lesson beginning, professor explains the structure of teaching aid and methods of work with it, and its necessary to draw audience attention for regular and indispensable using the theoretical materials during independent work.

The lesson is started from join elaboration by professor and students of the theoretical material which described in the teaching aid: basic definition, formulas, properties and then give out a task. After that students begin to work with personal task and if they have difficulties with their work they ask for professor help. As opposed to traditional training, training with teaching aid is allowing to each student to work at their own pace. The weaker student don't need to keep up the presentation of new material on the board, he can anytime get a further help from professor.

Any form of the independent work must have a feedback encouraging the students. In this regard at the each lessons is fixed the minimal number of the task, which implementation allow to student get a set-off by the theme an get a high score in the rating system. If the task has not been fully implementing (especially for weak students), it can be complete at home and then take by defense at the consultation.

The main problem that arise during these lessons (the first two- three weeks) – unwillingness and inability by students to work with theoretical material. And the main of the professor mission – explain to students their needs to view the property or formula, from the lesson. At the third, fourth lesson the students more carefully reading the theoretical material, or the text of a model solution of the task and calls for the help become less.

The examples that elaborating at the practical lessons partly has something in common with the task, that has to done in independent home work. The most part of the student has a PC at home, so all of the teaching aids issued in electronic form. Its allows quickly calculate the home work, because the student became familiar with the structure, contents of the teaching aid and with some methods of solving tasks, which he independently counted at the practical lesson. The teaching aid contains a chapter of additional tasks. Some of the most advanced students, who complete their variant of the task before the end of the lesson, could examine it with professor or independently. This allows making ready the most advanced student for University Olympiads.

This kind of the practical lesson has positive aspects. Here some of them:

1. The independent work of entire students group.
2. The educational material is examined by students in short time.
3. If student need a professor`s help, professor may in individual way fill up the gap in student`s school base.

Unfortunately, the teaching aid wasn’t used at every practical lesson. In the middle of the semester with students was conducted a practical lesson with traditional methods without using a teaching aids. After that student was interviewed what kind of teaching program is more convenient? The opinions were separated. The weak students who don’t keep up the work on the board and from time to time needs a professor`s help, were agree to conduct a lesson with the teaching aids. Another part of students, the most advanced (approximately 5%), suggested that if you working with teacher at the blackboard, you have more chances for study of the tasks independently. Because if students have solution of model task, most of them prefer to use it without thoughts.

From the experience of this kind of lessons, students in the process of study are actively beginning to use literature sources: books with the theoretical material, reference books, not only printed, but also in electronic form. If at the beginning of the semester most of the students viewing the main formula, then in the middle of the semester they are more mindful in reading theoretical material.

But one shortcoming should be note. Most part of the students prefers to use the solution of the model variant for implement a task in time. As a result – some theoretical material learning less. But in the solution of homework, students have to analyze it in detail, so this gap is filling up.In the end we note, that decrease the number of lecture to independent lessons benefit, often doesn't solve the problem of improving, or saving educational quality at the same level. Decreasing the level of classroom work isn't necessarily accompanied by the increase of independent students work. Therefore increasing the role of independent work in the classroom is one way to ensure a high level of students independence and improve the quality of training.

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OVERCOMING OF THE FEELING OF LONELINESS OF THE PERSON BY MEANS OF INCLUSION IN SOCIALLY-PSYCHOLOGICAL TRAINING

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Loneliness as a complex mental phenomenon acts as the object of the different humanities: sociology, classical social philosophy and psychology. However, thus, that one of the difficult psychological problems of the modern person is loneliness, in domestic psychology very few special works are devoted to loneliness, its essence, genesis, displays and etc. The researches of such scientists as O.S.Alejnikovoj, S.L.Verbitsky, M.A.Davydovoj, I.S.Kona, L. V.Kuznetsovoj, V.I.Lebedev and others point out at it.

One of the most striking features of loneliness is a specific feeling of full absorption in oneself. The feeling of loneliness isn't like a local sensation, experiences, it is complete, absolutely inclusive. In the feeling of loneliness there is "self" sign; it informs the subject who he is in this life. In psychological dictionaries the loneliness is treated as one of the psychogenic factors, influencing an emotional condition and mental health of the person. Leading experts recognize influence of internal factors on genesis of feeling of loneliness, however, in available dictionaries this position isn't shined, the attention is accented on consequences of influence of such psychogenic factor on the person internal, subject determinants of loneliness, actually, are excluded. Existing researches alone clearly show that this is not a factor that causes the state, but the mental state itself, the experience.

In S. G.Korchagina's works the emphasis is placed on loneliness kinds as on any results of infringements of mechanisms of identification – isolations [4]. Thus, the loneliness can be defined as a mental condition of the person caused by infringement of dynamic balance between identification mechanisms – isolations that is shown in subjective experience of impossibility or unwillingness to perceive adequately communication with society.

In fact, narrowing of possibilities of an exit for limits of the empirical, directly given existence, including by the discharged reflection or recreating imagination is peculiar to lonely people. It interferes the anticipation of the future, metaphorical reconstruction lacking, lost, reduces restoration of resources of the person, supporting a condition of "emotional hunger», a constant dissatisfaction. Based on the proposed by O.V. Khukhlaeva terminology, people with diffuse loneliness can be

attributed to the second type of psychological health - at risk. By this author assumes that individuals are generally adapted to society, but they have a low level of reflexive abilities, there is no positive attitude towards him. [5] Thus, the diffused loneliness connected with one or plural attempts of identification with other person or people, postpones the subject from own existence. It is inevitably expressed not only in the experience of loneliness, but also in a greatfear of him.

The individual form of work with the person enduring feeling of loneliness, can't fully promote to the development in the subject of ability to establish constructive communications in group. And also, the group form of the organization of the psychological help in the conditions of significant increase of number of the persons, having a feeling of loneliness is economically more favourable. The data show that the diffuse feeling of loneliness is prevalent in the youth environment, therefore, subjects were characterized by amplification mechanism of identification.

Personal resources are the leading factor of the overcoming, changed dynamics of interpersonal relations, infringements of dynamic balance between identification-isolation and separation of cognitive construct of objective reality. Change is possible through the inclusion of people experiencing loneliness inconditions where direct internal changes will involve the possibility of obtainingfeedback.

When the person gets to a situation of discomfort first of all the emotional sphere is frustrated, and, quite naturally, the person reacts to this situation negative experiences. Thus, the purposeful psychological help to the young men enduring subjective feeling of loneliness that assumes reflection development, and formation of a steady positive self-appraisal is required.

In our study, which was conducted over three years, we used two diagnostic questionnaires "Loneliness" developed by S. G.Korchagina [3]. The total number of respondents was 502 persons.

It has been revealed that among persons of youthful age there is a significant increase in quantity of the persons, having a feeling of loneliness. There is dynamics of increase of experience of destructive feeling of loneliness, namely, 2010 at 20 % of examinees the feeling of loneliness, in 2011 and 2012 – at 43 %, accordingly is

revealed. If to speak about diffuse form of loneliness, then, the proportion of respondents with a diffuse loneliness in 2010 was 59.7% in 2012, young people experiencing lonelinessdiffuse, was 94%.

In the student's environment a prevailing kind of loneliness is diffuse. It is peculiar to every third student.

Proceeding from methodological bases of carrying out and the organization of work with people of group of the risk, having subjective feeling of loneliness, the overall objective of the socially-psychological training spent by us on the basis of club in a residence "Diamond" has been defined - to promote comprehension and realization of internal resources of the person, allowing to reach self-determination in life. For object in view achievement have been used symboldramatic motive "lake", technics of self-support «I believe that I …», elements of the metaphorical training described by I. V.Vachkov, psychological fairy tales and discussion [1, 2].

Application of methods of mathematical statistics has allowed us to reveal the level of reliability and accuracy of the collected data and to receive on their base scientifically well-founded results. Comparison of the results of the experimental and control groups before the training indicates that initially there was not statistically significant differences between groups. But after the social-psychological training results re-diagnostics indicate that the on scales «Superficial experience of possible loneliness» and «very deep experience of loneliness, absorption in a loneliness condition» there were statistically significant differences. After including in the training groups persons who experience feelings of loneliness and their passing four sessions, the group structure was significantly changed. In particular, in the experimental group there got much less people in the experimental group who do not experience loneliness. There was a tendency to decrease feelings of loneliness feelings, fell sharply the number of people stung by this feeling, while in the control group slightly increasedtheir number and the number of people who are not experiencing a feeling of loneliness, decreased (Table 1).

Table 1.

Expressivenesses of feeling of loneliness in experimental and control groups after training (statistics)

Expressiveness of loneliness	Eg	Kg	F*	The significance of distinction between Eg and Kg
Don't endure loneliness	33,3	25	0,509	none
Superficial experience of possible loneliness	40	18,75	2,687	found
Experience of actual loneliness	13,35	18,75	0,409	none
Very deep experience of loneliness, absorption in the condition	13,35	37,5	2,21	found

Thus, the distinction between control and passed socially-psychological training experimental groups on indicators of superficial experience of loneliness φ * - Fisher's angular transformation equal 2,687 is revealed at an one-percentage significance value, on a scale of very deep experience of loneliness where the indicator φ * makes 2,21 at a five-percentage significance value.

The results of monitoring of a condition diffusefeelings of loneliness at students before training in 2012 are presented in table 2.

Table 2.

The results of monitoring of diffuse feelings of loneliness among students

Expressiveness of loneliness	Quantity of examinees before the training (%)	Quantity of examinees after training (%)
Don't endure loneliness	26,6	33,3

Superficial experience of possible loneliness	26,6	40
Experience of actual loneliness	20,2	13,35
Very deep experience of loneliness, absorption in a condition	26,6	13,35

At the analysis of results has been used G criterion of signs, where G emp = 0 ≤ 1 (G cr. At r = 0,01). It testifies that typical shift (reduction diffuse loneliness) grows out of training influence.

Thus, along with traditionally used psychological technicians, it is necessary to use the above described means of work with the people testing the diffuse feeling of loneliness. It will help to diversify an arsenal of the practical psychologist for effective creation of favorable conditions, for the purpose of the decision of the general problems of psychological well-being of the person and social health.

And in the conclusion:

1 . The loneliness – objectively existing mental phenomenon having long traditions of judgment and studying, also remains debatable now. There is a contradiction between approaches to understanding of the nature, genesis and loneliness manifestation.

2 . The loneliness can be defined as the mental condition of the person caused by violation of dynamic balance between mechanisms of identification isolation which is shown in subjective experience of impossibility or unwillingness to perceive adequately the communication with society that leads to updating of processes of understanding of.

3 . The people having subjective feeling of loneliness, treat the second group of psychological health, on O. V. Hukhlayeva's classification. Activization of personal resources - the leading factor promoting finding of balance between mechanisms of identification isolation that together with formation of the positive self-relation, development of reflexive abilities on means of receiving feedback,

transforms cognitive construct of the personality. It is base for finding of psychological health.

4 . As a result of diagnostics it was established that there is dynamics of increase of experience of destructive feeling of loneliness at persons of youthful age, and in particular a diffusion type of loneliness.

5 . Social and psychological training is approved as the effective remedy, allowing to render to young people a psychological assistance in overcoming of subjective feeling of loneliness.

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GENERAL METHODS OF THE PROFOUND DIALOGUE THEORY IN THE HIGHER PEDAGOGICAL EDUCATION.

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Universal (general) methods of profound dialogue theory in the higher pedagogical education are being considered in the article. The author of the article draws attention to the fact that the effect of the profound dialogue does not occur autonomously; it is not a single act of pedagogical education; it's always a way where a gradual approaching to the existential revelation in the context of an educational pedagogical phenomenon is being accomplished. Each of the stages on the way to the real profound dialogue is a realization of the regulatory principle of independence. In the basis of this realization lie the essential instrumental schemes; they are the foundation of building; the result of building are the methods.

Key words: “a profound symbolic representation”, “convergence”, “symbol”, “sign”, “ artistic image ”, “profound (deep) thinking”, “event-trigger conflict”, “event”, “world-attitude ”, “self-presentation ”, “intension ”.

The effect of profound dialogue does not occur autonomously. It is not a single act of pedagogical education. It is always a way where a gradual approaching to the existential revelation in the context of an educational pedagogical phenomenon takes place. Each of the stages on the way to the real profound dialogue is a realization of the regulatory principle of independence. In the basis of this realization lie the essential instrumental schemes which are the foundation of the building. The result of the building are the methods. This is a system of methods operating in the horizontal and vertical scales. In the vertical scale they are arranged in three levels: the general methods the profound dialogue organization, the sub-level methods of the profound dialogue organization and the individual (uncommon, special) methods of the profound dialogue organization. In the horizontal construction at each of the levels they are presented as follows: the methods of profound conceptions (ideas) creation, the methods of rational thinking, the methods of deep (profound) thinking and experiences, methods of self-action and the methods of reflection.

This article discusses the general methods of profound (deep) dialogue in the higher pedagogical education.

General methods of profound dialogue in the higher pedagogical education.

Ascent to the symbol →	Presentation (conception) of the total side of the symbol →	Presentation (conception) of the individually-personal side of the symbol →	Independent (self-) Representation of the symbol comprehension

The first at the general level is the method of figurative deep (profound) symbolic representation. A substantial diagram of the virtual representation was laid into its basis (Fig. 1).

Fig. 1. The scheme of the figurative deep symbolic representation method.

The scheme in the real educational process, remaining the essence of the method, is developing in the instrumental phenomenon way representing the three fundamental causal stages.

First stage – the origination of a profound symbolic representation.

Second stage - the interpretation-representation of the main parties of the basic conflict and their inter-penetrating convergence.

Third stage - the representation of a profound symbol understanding of the subject of education.

Each of the stages is represented by the three procedural interrelated parts.

First stage - origination of a profound symbolic representation.

Part one - behavioral representation, its analysis and the ascent to the symbol.

Part two – rational semantic interpretation of the symbol.

Part three - the transition of a symbol into an artistic image.

Second stage - the interpretation representation of the main parties of the basic conflict and their inter-penetrating convergence:

Part one - the problem interpretation of the total side of the artistically symbolic image.

Part two - profound individually-personal interpretation of the artistically symbolic image.

Part three - the convergence of the conflict parties in an educational event.

Third stage - the representation of a profound symbol understanding of the subject of education:

Part one – the task on representation of a profound symbols' comprehesion of a subject of education.

Part two - the latent stage of independent creative representation of a subject of education.

Part three - presentation of a deep understanding of the symbolic image of the subject of education.

As a result, it is obvious that the method moves along a significant scheme, where in the beginning the behavioural incident turns into a symbol confirmed by an artistic image which is a virtual start. The essence of a certain universal total view of the world takes place at the second stage, the view being present in the artistically symbolic beginning, which is then being contrasted with the individually personal interpretation of the original image. This intransigence of alternatives of the total and the individual is transferred into the supporting for the subject of education bringing them together event. But the actual resolution of the conflict between the total and profound personal happens on the need during an independent creative interpretation of one's understanding of this synthesis of the subject of education. The need here is caused by the inability to resolve the conflict of the image by imposing of the stereotyped opinion. The pedagogical effectiveness here lies in the independent, creative, effective resolution of an alternative image.

The method of figurative symbolic deep representation in the real educational process in any forms of space can go forth as a method of an intallectual deep symbolic image, artistic symbolic figurative representation, the effective profound figurative representation and reflexive deep figurative representation. These methods are identical in their significant schematic building and are similar in the structure of

method's occurance. As a difference it is possible to specify different content and designof instrumental building.

The method of the profound thinking awakening. Under the awakening is meant such method building which raises the subject of education to the thinking act of self-consciousness in which the subject is experiencing the thinkingness as a whole state of his self. This transformation into a thought opens up a possibility of its adaptation in the realities of the educational subject's life.

It should be noted that the awakened depth of thinkingness is not yet a real state of a profound dialogue, but represents only the most close to it act of preparing the student for the future existential revelation.

As with the previous method the method of the profound thinking awakening consists of three stages and is based on the essential "flower" scheme. In this method the basis is the associative schematic concenter to which during the whole act of awakening returns the subject of education, filling this association scheme with the extracted content, and in the end using a holistic schematic intellectual representation arising as a result for the decision of actual problems of education (Fig. 2).

First stage - associative-schematic concenter.

Part one - a presentation of the sign or a symbol.

Part two - the transformation of sign or symbol into the associative scheme.

Part three - the task of filling the associative concenter's content opened in the mental activity.

Second stage - phased rational analysis of educational content and filling it with the conclusions of the associative scheme.

Part one - the problem statement.

Part two - heuristic conversation.

Part three - is an independent study.

It should be noted that the key conclusion of the each logical part returns and becomes a component of the content of an associative scheme.

Third stage - is an independent decision of actual problems of education.

Part one – the task in the context of the associative scheme.

Part two - procedural performance of task.

Part three - presentation of the task.

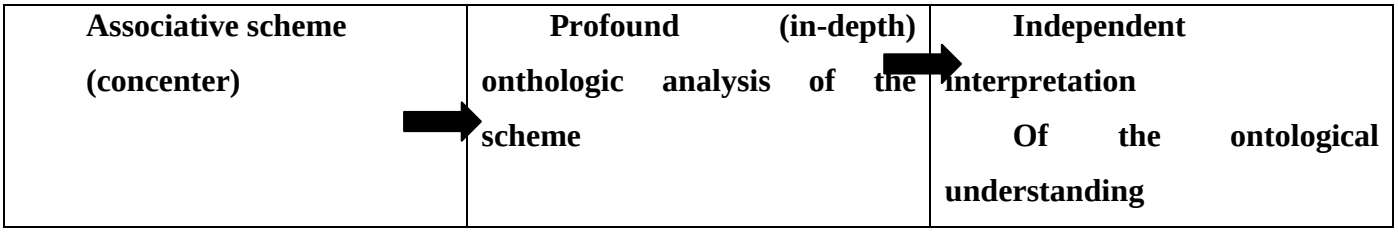

Fig. 2. The method scheme of the deep (profound) thinking awakening.

It is important to understand here that the act of independent thinking which in fact alienates the subject of education from the actual notions and facts, turning it into a free flow of thought, arises as a matter of fact in the discovery of links between the key definitions of the content and the associative scheme. However the greatest achievement of this method is the practical embodiment of associative results into the practice of educational tasks.

Let us also note here that the method of deep thinking awakening can act both in absolutely rational conceptual form and in the ethical and aesthetic categorial analysis; in the instrumental constructs preparing students for the direct educational practice. It is meant here that the shown event-trigger method scheme is in its essence the functioning of the instrumental “flower” scheme.

The method of organization of the deep semantic experience.

The instrumental scheme of the “core” was laid into the basis of the profound semantic experience method. According to this scheme it is said about such organization of live experiences, where a gradual approaching to the effect of the deep semantic dialogue is being accomplished on the basis of the deepening identity law of the educational subjects' life priorities and the person of culture. The notional basis of this movement is represented by the definitions formulated by the ideals of the highest spiritual manifestation. The informative keynote here may be the idea of self-sacrifice, service to humanity, truth, goodness and beauty. From these positions the profound dialogue is the most important component of the professional teacher's

image formation. The effect of the vertical deepening towards the existential revelation is clearly shown in the “core” instrumental scheme. The method will be shown in the horizontal plane and the real movement of semantic identities will be reflected in it, oriented at the space of different levels (Fig. 3). This may be a profound dialogue in the conditions of a contemplative journey, contemplative excursion, in the conditions of a lecture, a seminar, practical classes, educational-pedagogical practice, but the essence here is the same – it is the profound dialogue experience. A method develops in three stages:

First stage - the identity of semantic parts of the educational subject and a person of culture.

Second stage - the identity of the judgments of the educational subject and a person of culture.

Third stage – inter-penetrating identity of the educational subject profound dialogue experience and a person of culture.

First stage - the identity of the judgments of the educational subject and the person of culture. It consists of three parts focused on the identity.

Part one - an image of a cultural detail from the educational subject's life: a pen, a book, a photo, a favorite painting and etc.

Part two - an image of a detail from a person of culture's life (an outstanding teacher): a goose quill, an author's work, a favorite painting and etc.

Part three - finding a semantic identity of the shown details in the educational subject's life of and a person of culture.

Second stage - the identity of judgments of the subject of education and a person of culture. An identical co-thinking lies in its basis.

Part one - the analysis of students' judgments about the cause of the semantic identity of the details.

Part two - the analysis of the person of culture's judgments on the sense of understanding of life in connection with the details.

Part three - the development of a common identity judgment on the meanings of life of a person of education and a person of culture.

Third stage – inter-penetrating identity of an experience of a profound dialogue of a subject of education and a person of culture. A fragment of an artwork lies in its basis consisting of the trinity of means of expression (word, depiction, music).

Part one - introduction to an art fragment: key words, their characteristics, indications of a deep-level conflict of the artwork.

Part two - an artwork in the focus (accents) of a conflict.

Part three - the estimation of the empathy effect.

A comparative details' identity of the educational subject's and the subject of culture's lives →	**A comparative deep judgments' identity of the educational and cultural subjects** →	**An inter-penetrating identity (experience in the basis of an artistic image)**

Fig. 3. Scheme of the method of the profound semantic experience's organization

As a result despite the horizontal cause-and-effect presentation of the method the effect of the near-identity becomes clearly visible - each subsequent stage of identity is a new stage of approaching the experience of a deep-level sense where the highest point is the contemplation of the meanings of life in the dialogue of experience.

Thus the method of semantic experience of profound dialogue is an instrumental scheme following which you can achieve the desired effect of revelation. Meanwhile the method of semantic deep experience is, among other things, the representation in the aggregate live experiences which is the movement from a spontaneous behaviour through the methods of cognition to a state of self-consciousness and from it - to adaptation and conscious action. In this case an actual detail from the educational subject's life is the embodied object of spontaneous behaviour: each has its own detail and its habitual use and application. The realization of semantic analogies is carried out in the first and the second stages of the identity and here we use the methods of cognition which are transferred into a dominant in this method identity of experiences. Evaluation bears within an adaptive sense binding the dialogue with a conscious action.

The represented formal instrumental scheme of the method is an invariant of its sustained functioning and developing on the significant scheme of “core” the method

of semantic experience may represent a movement to an intellectual experience the educational phenomenon's essence; a movement to experiencing the mental causes of a phenomenon, to experiencing deep-level, personal-dialogical fundamentals of existence, to discovering and experiencing of deep effective and reflexive grounds of educational phenomena.

The method of event-trigger of conflict. The “rhombus” scheme was laid in its substantial grounds. It, as it has been said, is relevant to the implementation of rational and semantic revelations of students in their independent work. It is necessary to give here an explanation of three major categories: independence, event-trigger-*ness* and conflict. The discovery of awakening of semantic grounds of deep-level (profound) dialogue requires a strict, well-defined, progressively relievo organizations of all methods. In this case, the method of the event-trigger conflict, the instrumental scheme of which implies independence of the subject of education, is always used after the methods ringing the intellectual thinking and the methods of deep-level semantic experience. This is explained by the fact that each of the preceding methods, is aimed at the performance of a qualitatively different tasks. The method waking up thinking in its essence is turned to the external analysis of concepts and facts that give rise to deep thinking activity. Firsly, the method of experiencing of deep personal sense is personified, and secondly, it opens up a possibility of identical understanding representation and experiencing of deep inner personal meanings of the educational subject and the person of culture. The intransigence of the external and internal alternatives' opening in the conditions of a total substantial building becomes obvious here. The convergence and the resolution of the conflict parties can not happen under the influence of an imposed by the teacher already known formula, no matter what. The resolution of the conflict between the intellectual external and deep inner emotional sides is possible only in a free independent interpretation of each individual participant of an educational process. This kind of individual autonomy is achieved by the presence of a deep-level semantic conflict, which is laid yet in the conditions of the initial views on the investigated educational phenomenon, but this conflict leitmotif is so vitally

important, that being cennected with absolutely all the students and teachers, its understanding resolution applies only to every individual participant of the pedagogical process. The definition of an event-trigger-ness in the method is connected again not with the external subjective and educational event, but with such organization of an educational phenomenon study in which the touch to existence, which becomes co-existence, happens to a person experiencing a qualitative change of his attitude to the world. Thus this co-existence is happening not to someone, but with everyone living through own intellectual or moral change.

The method of event-trigger conflict develops in three stages (Fig. 4).

First stage - the motivation of an independent action.

Second stage – creative realization (implementation) of the independent action.

Third stage - effective creative presentation of an independent action's product (outcome).

First stage - the motivation of an independent action. It ss represented by the three continuing each other parts.

Part one – a motivational useful characteristic of a task (the task necessary in its usefulness for a student group, a faculty, an institute, a school).

Part two - the creative formulation of a task, it must be performed in an unusual form (the form of sleep, flight, participation in a conditional conference, a concrete making of volumetric objects, etc.).

Part three - an exact formulation of a task for an independent action.

Second stage - creative realization (implementation) of an independent action.

Part one - focus on an essential independent remembrance of substantial components for a creative independent action.

Part two - independent creative interpretation and performance of a suggested task.

Part three - a preliminary connection of materials of significant memories and creative comprehension in self-presentation.

Third stage - effective creative presentation of the product of independent action.

Part one - independent construction of a productive presentation.

Part two - the final modeling self-presentation of the product of independent action.

Part three - the actual presentation of an independent action's product, the evaluation of the influence effect.

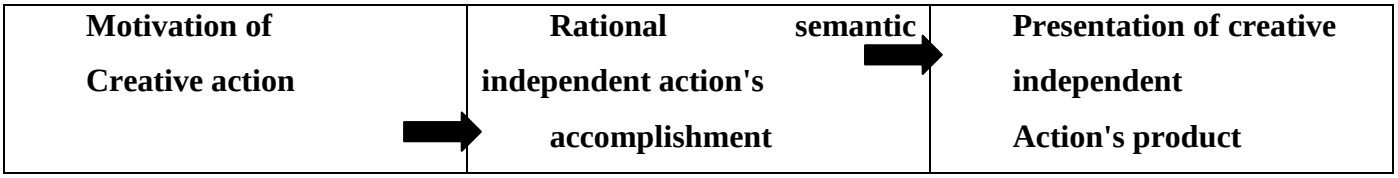

Fig. 4. Scheme of the event-trigger conflict's method

Some explanations on each step of the method are necessary here.

At the first stage only three parts, - formulating a creative individual task, the fulfillment of which must change, that is to develop, to improve the students ' attitude towards the world, - is used the motivation of independent action's objective benefit that is the success or failure of those who perform this task depends firstly on the fulfillment of this independent task. This external notional stimulation in conditions of group work becomes an inner motive. At this stage such conditions are created when an individual task acquires a character of an unusual extreme form and also from an external stimulation in an attempt to carry it out it takes on the character of internal motive. And finally, formulating the task the reliance on deep-level inner foundations of life is being carried out semiotically, where the idea of existential choice is used as usual.

At the second stage it is necessary to describe the logic of its developing parts. The derived assignment is inherently connected with the memory of its possible form from the experience of the last study, from personal experience, and it is always turned to the existential essence of the phenomenon which is relevant to the N.A.. Berdyaev's phrase “Memory always existential”. The second part of the creative task interpretation is the same way inherently understandable. Turning to it always comes after the memory has exhausted itself. The concept of “self-presentation” is connected with the fact that usually a student's micro-group carries out the initial synthesis and presentation of things made for themselves inside the micro-group, as the convergence in this case can not be born in the conditions of the discussion. And

only a bright idea of the product presentation to others creates conditions for effective inter-penetration of alternatives.

At the third stage it is necessary to specify that its main task is the presentation of a creatively created product to others, it is an attempt of spiritual injection, and therefore - the dialogue by means of one's own creation. It is for this reason the first part is the word-thinking design of the future presentation and then the transformation of the product into an artificial object of presentation, which is a kind of rehearsal inside the group. And only the third part, which represents a free understanding of a creatively created product, is capable of provoking a feedback spiritual dialogue reaction.

The last thing necessary to specify is as follows: the event-trigger conflict's method can be used in the form of insight intellectual games, in the form of business role-play games, in the form of artistic creative tasks' accomplisment in the conditions of educational practices and also in the conditions close to the maximum to the realities of life in the modern society (volunteer movement, etc.).

The method of profound semantic reflection. The method of profound semantic reflection is usually used in the completion of the functioning of the educational forms of different levels. Its task is to return of the subject of education from the conditions of educational spaces into the deep-level meanings of professional actual relations and to one's own professional and personal meanings of life. The method is based on the scheme called “swallows”, the essence of which, as has been shown, lies in the incompleteness of the problem-spiritual decisions in the higher education conditions, in the transition of these decisions into the space of independent professional orientation and understanding of the deep-level meaningful motives of life. The method of profound semantic reflection develops in three stages (Fig. 5).

First stage - a significant memory.

Second stage – actual semantic hypothesis building.

Third stage - organization of understanding of the real problems of life.

First stage - a significant memory. Develops in the context of mutually complementary parts.

Part one - conceptual intentional memory.

Part two - factual intentional memory.

Part three - artistic intentional memory.

Second stage - actual semantic hypothesis building.

Part one - a hypothetical assumption about the role of concepts in the actual meanings of profession and life.

Part two – a factual assumption about the role of facts in the actual meanings of profession and life.

Part three – artistic interpretation of deep-level ideas in the actual meanings of profession and life.

Third stage - organization of understanding of the real goals of life.

Part one - the formulation of a generalized fundamental problem of reflection in the actual meanings of profession and life.

Part two - the hypothetical assumptions about the resolution of actual problems of profession and life.

Part three - formulation of the problem of deep-level reflection in the conditions of a free interpretation in the actual meanings of profession and life.

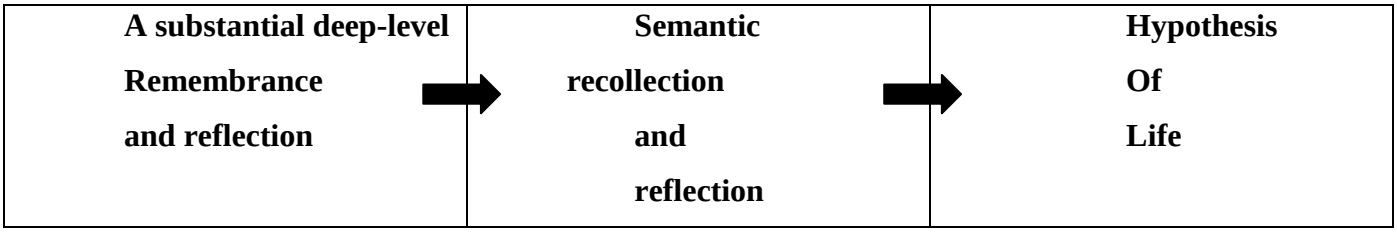

Fig. 5. Scheme of the deep-level semantic reflection's method

It is necessary to notice here that the first stage of the method is connected with the intentional remembrance and is understood as creation of conditions in which the subject of education recalls from a certain stage of training and education only what he intentionally is close to - which concepts, facts, artistic images are in greater harmony with his semantic preferences. It is the approach in the context of free intention, - which means a search for one's own semantic preferences, - which opens up opportunities for making assumptions about the role of these or other substantial

components of pedagogical education in the actual professional and personal semantic contexts.

The pathos of the profound semantic reflection's method is based on the idea of the unsolvability of a conflict in the conditions of students' audience with the participation of a taecher in terms of imposing stereotyped solutions. The task of the method consists in the transition from the opened in the educational space of the semantic formulas profession and life to free self-reflection, in which the subject of education is defined by the quality of his professional and life motivation at a certain educational stage.

Thus we have presented the five methods of general level, which are meant to create the conditions for the emergence of visual images, development of thinking, deep-level semantic experiences, creative action and reflection.

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WORK WITH THE GIFTED AND ABLE STUDENTS IN LESSONS OF TECHNOLOGY: THEORY AND PRACTICE

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In the given report theoretical aspects and methods of work with gifted and able students in class technologies in educational institutions.

Keywords: gifted and able students, the signs of giftedness, the levels of learning, technological education.

The most important goal of modern education and one of the priorities of the state and society – upbringing of moral, responsible, initiative and competent citizen [6, p.9]. Federal State Educational Standard (FSES) aims to provide education and socialization of students, their self-identification by means of personally and socially meaningful activities, including through the implementation of educational programmes. [7] Due to the implementation of the FSES the teacher has an opportunity for working with gifted students, as they can not live by the rules of the system, programmed for the average school children.

Gifted children - children that find a general or a special talent (in music, art, technology, etc.). Cleverness taken to diagnose the rate of mental retardation – the level of the child`s lead among other equal conditions of his peers (the tests of intellectual giftedness and IQ are based on it) [4, p 396].

English researcher G. Revesz believes that the study of giftedness in childhood can be not so important, but it is more important in adolescence, as in this period the forms of talent are, not only manifested, but developing. The period between 13 and 20 years is the most important for developing talent. Even the abilities that manifested in childhood develop to the real talent only in youth. Therefore, at the age of 3 to 16 years (conditional limitation) one should pay attention not to the identification but to development of aptitudes, and then of skills that can later develop into a talent [1, p.153].

Signs of unusual abilities of the child can not be separated from the age: they are largely conditional on the rate of maturation and aging changes. AI Dorovsky characterizes the psycho-educational signs of gifted children as follows:

- early childhood (1-3 years). Insatiable curiosity, endless questions, the ability to monitor multiple events, large vocabulary, verbal enthusiasm to color the speech, the use of compound words and complex sentences (detailed). Increased focus on one thing, persistence in achieving the results in the field, he is concerned, the ability to draw, music, arithmetic, impatience and impulsiveness, creativity and imagination;
- pre-school (4-6 years). Good memory, intuitive leaps (leap through the "floor"), a vivid imagination, imprecision in distinguishing reality and fantasy, exaggerated fears, egocentrism, fine motor coordination, choose of company of older children and adults. Good, open, quick-witted, excellent mastery of the art of verbal communication; enormous curiosity, invention of his own words, a tendency to take an active research of environment, acute response to injustice;
- school period (7-17 years). Success in any undertaking, good results, the need for collecting, classifying, performing complex and long-term jobs with pleasure, a great sense of humor, of memory, the formation of the skills of logical thinking.

Severe setting to the creative execution of tasks, possession of major components (skills) to study, originality of word associations, building a clear image of the upcoming activities, the creation of alternative systems [4, p 396].

Work with gifted children should not be limited by assessment of a gifted child, and can not be based on testing only - the extent and originality of the gift are found in the course of training and education, when the children of a meaningful activity. Early specialization should not be premature, excessive. Special schools, extracurricular activities, centers of creativity, different clubs, studios, student Olympiads, contests, children's amateur are supposed to promote the identification and development of gifted children. It is unacceptable to delay the development of gifted children. Teaching load, forms of training and education of such children should be appropriate to their abilities. Caring for gifted children involves a combination of skills with general education and the improvement of the individual ones.

Modern researches of the problem of gifted children (D. Gilford, E.Torrens, D.B.Bogoyavlensky etc.) consolidated view of intellectual talent and creative talent (creativity). [4]

Derivation of general education with its forms provides a great opportunity for the development of intellectual giftedness: classes with intensive study of particular subjects, specialized classes, flexible classes and classes, profiled at university. Subject teachers in general education institutions (schools or high schools) must determine the levels of complexity of tasks according to general intellectual abilities, not taking into account the classes of low-level training (corrective), so as they oriented to facilitated training programs and the adaptation of the child in school and social environment.

According to the existing didactic classification there are five levels of learning (from zero to four) [5]: understanding, recognition, reproduction, use and creativity.

For technological education it is desirable to use the levels of complexity, offered by MN Skatkin and NM Zvereva [2, 131]. Job levels are selected on the combined three groups of activities: reproductive, algorithmic, constructive,

productive, creative. Besides, complication of the task can occur at every stage of the educational process (tutorial session). This approach allows us to identify gifted children, who show their worth at all levels of the learning in secondary schools. Let`s give an example that shows how this can be organized for gifted and talented children in lessons of technology, which provide training in "Technology of household activities" in the middle school (see Table 1):

Table 1

Learning in the study of the topic "Sanitation and Hygiene. Physiology of nutrition "in the 5th grade

The characterization of the levels	The content of the levels		Thinking operations
	The presentation of the new material	Practical work	
level I			
Pupil knows the terms, concepts, facts, interpret thoughts.	Protection when working in the kitchen. Diet. Nutrients.	To find and present information about the content in food vitamins, minerals and trace elements	Recognition, recall, playback
level II			
Usage of the tasks in a familiar situation (algorithm design)	Dishes in the kitchen and looking after it. Providing the 1st aid to burns, cuts and food poisoning.	To compose the menu that is in charge of a healthy lifestyle	Understanding, application, comparison
level III			
Usage of the tasks in an unfamiliar	Food Pyramid. Caring for the surface of the walls	To compose the menu with dishes made of low-calorie products	Analysis, synthesis, conclusions

situation	Quality determination of drinking water.		of the investigation

The examined levels of learning in the study of one of the topics under "Recipes" in the 5th grade (Table 1) shows the overall development of students in the transition to the FSES general education, where students are encouraged to learn the content in stages, to the extent possibility. One of the leading general didactic method in working with gifted children will be actively developing method-where knowledge is not given as a finished product, and the teacher organizes and directs the students on getting knowledge, as they have very developed rate of advance in the study of the educational programme. Let`s consider the options of works of gifted and talented children in the study of the topic. It would be the following:

Level I - Artwork and technology. Collection of proverbs and sayings related to health and nutrition and food in general.

Level II - Making weekly menu. The calculation of the purchase of products on the created menu. Development of the menu. Writing essays: "Household chemicals in the kitchen", "Contemporary dishes and taking care of it," etc. Report on a new topic in the form of presentation. Attending the extracurricular activities (clubs, electives).

Level III – Identification of ways to clean (filter) water. Gathering information about purchasing bottled water in its territorial district, region, or city. Price marketing. Development of crosswords and annogramm in physiology and basic nutrition. Participation in scientific conferences and competitions at various levels in multi-age approach.

All these signs are manifestations of original assignments, of spontaneous and voluntary choice, sometimes the initiative of the students, but the technology teacher needs to dispense them a feasible implementation. Great attention should be given to routine control of learning. In "Cooking" the main criteria are the criteria for practice sensory evaluation, compliance time and safety at work. In the considered study the

themes will dominate the individual and differentiated approach to the evaluation of the object of labor.

On the example of the topic we saw what extraordinary tasks gifted and able pupils can perform.

Today the transition of educational institutions in the GEF of the second generation helps it, which was adopted in 2008. According to it, the technological education innovations have appeared. The content of the program [3] highlighted invariant compulsory part of the author and variable components for 25% of the total training time. Here the teacher technology allows varying course content, students are interested in it and the training level can introduce new topics to enhance the technological content or increase the classroom hours, available by model programs. Before examining, each part of the course "Technology" ("Cooking", "Creating products of textile materials." "Arts and Crafts", "Decoration", "Electronics", "Modern manufacturing and professional self-determination", "Research and Technology experienced activity"), the teacher must be checked in order to identify cross-section of abilities and interests of students. There can de included an inquirer, which is offered by pupils or their parents, the mini-project, which fits into a lesson or part of it, etc.

The very process of identifying gifted and talented children is complex and time-consuming. During the observations and diagnostic technology teacher can recognize them immediately, because in contrast to the talented students, average ones hardly cope with difficult tasks, or with the teacher` s help. Extraordinary minded children do the tasks without the teacher`s help, express great interest for the object of labor, culture of performance is high- level, rate and quality are the same.

The problem at this stage, that teacher has to face– educe talented children and help them to show themselves and deepen their skills. Teacher of technology offers gifted children at the present stage:

- individual programs for technology education classes;
- execution of experienced research activities (creative projects);

- individual assignments of increased difficulties while studying each topic of the course with the elements of design, redesign and ultimate design of textile and / or decorative items;
- attending of extracurricular activities at educational institutions;
- training in the profiling class or special schools;
- collaboration with the creative studio, narrow specialists (designer, artist, nutritionist, etc.) for advice;
- competitions, scientific conferences and object-oriented Olympics not only municipal, but also of national and even international levels;
- creation and work of the school to transform the material, energy and / or the provision of services;
- work in museums and art exhibitions, etc.

The teacher should create conditions for the early self-profiling and even training of the ward.

According to statistics, the level of intelligence of the graduates of Russian schools is reduced by an average of 1.5-3% per year. We must not forget that gifted children is a national pride. Therefore, the identification and work with the extraordinary and creative children is an important task in Russia.

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THE DEVELOPMENT OF MATHEMATICAL SPEECH OF STUDENTS «PEDAGOGY AND METHODOLOGY OF ELEMENTARY EDUCATION»

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Methodologically skillful use of mathematical language provides awareness exercises, accelerates the development of thinking as a set of logical operations, the ability to deductive reasoning, rational manipulation of sign systems, spatial concepts, remember and imagine.

Programs on teaching mathematics does not cover such an important issue as the preparation of future teachers to work on developing mathematical language primary school children. The manual on how to mathematics, which are now available to students, the questions of the students' speech is not highlighted in a special section. To some extent, this problem finds its reflectiontion in some sections of techniques, but it is done haphazardly, on a case by case basis.

Solutions to the problem is achieved by introducing a special course "Creating a mathematical question." Preparing students performed in lectures and workshops, where future teachers are "linguistic minimum", aimed at improving their linguistic culture when writing term papers, reports and essays on the subject, as well as the passage of teaching practice in schools.

There are two levels of formation of speech. Correct, precise, logical and clear speech - this is only the first stage of oral cultures. The above qualities are the basis for the formation of all other communicative speech, the second stage of oral cultures. Analysis of psychological, educational and methodological literature suggests that the mathematics lessons can be most effectively influence the formation of the next five communicative speech accuracy, consistency and accuracy (lower level), clarity and relevance (the second level). It should be noted that the learning of mathematics influences the formation and all the other qualities of speech, although to a lesser degree.

The main directions in this work.

1. Dictionary work is aimed at understanding the meaning of mathematical terms, learning the correct spelling.

2. Work on the sound side of speech, which is reduced to the formation of the correct pronunciation and reading mathematical terms.

3. Building a culture of mathematical language, which is reduced to the ability to build a coherent mathematical expressions, logical explanation.

Implementation of these areas is possible using the methods and specific techniques.

1) game "Typing". Letters written on a blackboard in a random order, you need to collect them from the word

ORZASNT (difference) USMAM (amount);

2) the game "word is lost." Of a series of letters to find the mathematical term.

IKLPLYUSNT, MINSUMMAOECHISLO;

c) to be negotiated with the words in a sentence with an appropriate ending:

(7 +2) +1 to the sum the number 7, and ... 2 1

3) the expression 8.4 Sergey read as follows: "From the eight take four." Whether he read it? Correct the errors in the speech:

- ... To give 6;
- ... Back to the example, it will be seven;
- ... Length is six inches;

- ... The difference of numbers, five apples;

4) read in different ways

2 +3 ("two plus two", "add two to three", "put two and three," "The sum of two or three", "two to three increase", "three more than two," "The terms of two and three ").

5-3 ("Five minus three", "five subtracted from three", "Three of the five subtract", "The difference between five and three", "Five reduced to three", "In three less than five", "five decreases , subtract three ").

When working with the proposed assignment, the teacher monitors the correct pronunciation of numerals, the rational order of words in the utterance, the possible permutations of words without prejudice to the meaning of the utterance, the use of mathematical laws for a variety of formulations. This is the content offered to students in the opposite way: "Write down the sentence (sentence) as a mathematical expression."

Exercises of this kind not only extend the vocabulary of the student, but also contribute to the formation of ideas about the uniqueness and universality of mathematical language, which is very short, concise describes the surrounding reality. These views are laid in the foundation of mathematical knowledge and outlook in general, based on the attitude. Students begin to understand and accept mathematics as a powerful tool for the understanding of reality, and not just as a set of actions that can perform and a car.

5) Find the words from the conversation, in which the hidden action:

add (increase)	subtraction (decrease)
added	pulled back
came	gone
arrived	left
poured	cast
tied	unleashed

Work with this dictionary allows the mathematical point of view to clarify the meaning of certain prefixes, on the other hand, promotes the development of an informed mathematical operations through the images of the native language.

6) Special assignments for the study of numbers.

8 + 10 =

Explanations of students should be based on knowledge of the composition of the numbers on the model, which offers a teacher: "In an empty cell to insert the number 2, as part of the number 10 - is 8 and 2" and "Meaning of 5 + 4 = 9, as 5 and 4 - Composition of the number 9. "

Fill in the empty cells. Explaining the decision:

7) program focuses on the development of coherent speech in solving word problems.

1. Reasoning choice question, model, plan, expressions.

2. Isolation of primary and secondary in the task.

3. Comparison of problems finding a common and different in terms of the problem.

4. Drafting tasks, feedback given.

5. Repetition of tasks by the control words.

6. The division of the text tasks into simple sections.

7. Analysis of the problem from the issue of the data or from the data to the issue.

Mathematical language used in higher education, different from the language school mathematics, particularly the presence of specific logical constructs for him: That is why problems of the students in the study of mathematical sciences often have a logical character, and the fact that students with great difficulty mastering the language. The level of logical mathematical literacy speech at its spontaneous formation unsatisfactory. Therefore, a special organization of this formation.

The study showed that there is a real possibility of efficient generation of logical mathematical literacy speech of students

Summing up, we say that multiple aspects of the course enables communication between the time ferent branches of scientific knowledge, which provides additional opportunities for STI detection and development of the verbal component of mathematical ability younger students. Thus, a special course helps to prepare teachers to solving the full development of children, implezations their potential.

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DEVELOPMENT IN YOUNGER SCHOOL STUDENTS OF EDUCATIONAL KNOWLEDGE OF MATHEMATICS

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In this report we describe influence of steps of activity kinds (reproductive and productive) at development by pupils of elementary school of educational knowledge of mathematics. Knowledge of different levels according to their application in different kinds of activity is described.

Key words: knowledge, cognition, reproductive and productive activity, education.

Each educational knowledge has not only an objective component – abstraction degree (V.P. Bespalko [2]), but also subjective qualities of informative opportunities of the pupil. And what necessary and sufficient volume of educational knowledge has to be, depends on a way of use of knowledge in activity (E.L.Belkin, A.I.Ivanov, E.N.Leonovich, F.P.Hakunova, etc.).

In psychology distinguish two kinds of activity: reproductive and productive. Reproductive activity assumes exact reproduction of the shown sample. It is rather performing activity. In the course of productive activity pupils apply already acquired knowledge in new conditions that gives the chance to receive new knowledge. Reproductive and productive activity can be carried out with various degree of independence (with a support, with the help or without a support, the help). [1]

It gives a chance to design educational knowledge according to the capacity of children. Received in different types of activity educational knowledge can be four levels which are an important indicator of development of the informative sphere of pupils. [3]

Assimilation of new educational knowledge begins with repeat from the teacher. Children receive knowledge of the first level. In spite of the fact that it is possible to call such knowledge "superficial", this level is very important for creation of the approximate basis of further studying of a training material, development of informative interests, expansion of the general erudition.

Gradually children pass to independent reproductive activity. Children do as the teacher showed. The volume of educational knowledge of the second level necessary for assimilation, has to be adjusted and established precisely in educational programs. This knowledge has to be estimated by the teacher [4].

Activity of pupils consists in accurate reproduction or partial reconstruction of the studied objects.

Application of knowledge in new non-standard situations demands productive activity.

It is the third level. At this stage to pupils offer non-standard tasks.

To choose scientific information which children need to study, create its model. E.L.Belkin in detail described equipment of creation it [1].

Educational information is a top of model, and communications between them have to be model edges. Analyzing the area of the scientific knowledge corresponding to the chosen educational subject, make the list of educational elements which characterizes as a first approximation the volume of a training material on this subject.

For example, "Addition with Transition through Category". List of educational elements: sense of addition, algorithm of addition, algorithm of addition with transition through category.

Define "an initial educational element" – this element which in the description contains everything in the generalized look that children need to remember at a lesson. It is an initial element of model. In this example sense addition will be an initial element. Represent process of consecutive division of an initial educational element which in this case works, on the one hand, as a source of educational information, and with another – as its receiver. The sequence of division of an initial educational element in model is established by means of its other orders (basis).

Sequence of division of an initial educational element: sense of addition → additional components → properties of addition → addition without transition through category → algorithm of addition of figures with transition through category.

So that to acquaint pupils with "Addition with Transition through Category", it is necessary to give knowledge of addition and figures. It needs to be studied before direct studying "Addition with Transition through Category". That will give orientation in this subject and will be initial educational knowledge.

Activity of pupils at this stage will demand the help of the teacher. But so studying of more difficult training material begins.

After studying "Addition with Transition through Category", train it to apply, activity of children also remains reproductive, but already independent.

The system of educational knowledge given initially correctly allows to pass to productive activity.

It is necessary to systematize knowledge, observing hierarchy and sequence, using equipment of creation of model. It will allow to show to pupils a place of educational knowledge in the complete scientific theory which will help them to understand communications and dependence between objects, to apply the received knowledge in similar and variable situations.

It is possible to claim that the educational knowledge grows out of scientific knowledge and has the characteristics

The educational knowledge is an element of ideally expressed result of the scientific knowledge, having one of four steps of abstraction (phenomenological, analitiko-synthetic, predictive or axiomatic), set at a certain level of assimilation, proceeding from an assessment of future need of the trainee in ability to operate with knowledge during reproductive and productive activity.

This definition of the pedagogical category "knowledge" creates a basis for creation of didactic system of training. The account objective (an abstraction step) and subjective (level of knowledge) characteristics of knowledge allows to set the predictive purposes of training, to set demanded quality of knowledge, to select the maintenance of a subject matter.

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INNOVATION MANAGEMENT OF EDUCATIONAL ENVIRONMENT OF HIGHER SCHOOL

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New prospects and tendencies of higher education need new methods of work in the field of education based on the most important principles of methodology of modern scientific thought.

Key words: innovation, innovation process, higher school, innovation management, quality of education.

The analysis of the innovation movement in the context of education development makes is possible to point out three important aspects of its social and pedagogic significance: innovation movement creates the prototypes of educational institutions of an open civil society; innovations are a real factor of developing the educational community and forming the professional associations in education; innovations are a bearing structure of the social and technological mechanism which transforms a reform and development of education into a new quality, i.e. constant and stable renovation of education [1].

The analysis of the literature [2; 3; 4; 5] and wide experience of higher schools makes it possible to state that the innovation processes so far: are of an unsystematic character; do not cover all the fields; often are of a forced character; not always are guided by scientifically grounded recommendations; are not coordinated with each other; do not have enough resources (labor, information, scientific and methodic, legal and organizational ones).

The organizational and managerial reasons having a negative impact on the development of innovation processes in higher school are as follows: inadequate level of influence of the innovation approaches authors on the processes of educational institutions development; professional incompetence of some managers and a certain part of scientific and pedagogic staff.

Awarding to P. Shchedrovitsky [6; 7], the main reason of modern crisis in innovation movement in the sphere of education is a management crisis.

Apparently, due to this reason the traditional system of management are severely criticized for their undemocratic, commanding style of wok inability to solve the problems efficiently, fictitious character of activity preventing from positive reforms in the sphere of education and hypertrophy of administration and inspection control.

The traditional managements systems in education were criticized by M. Potashnik and A. Moiseyev [8] who underlined their vivid political and ideological orientation which prevented from any manifestation of a different trend of thought or action. The system of management, being not just inertial and focused on reproduction of target standards, accumulated considerable experience of hampering the education initiatives and innovations. Neglecting the needs of educational system development, the management system, according to the authors, even less care of their selfrenovation; their orientation on self development practically is not seen, nothing to say about the creation of efficient mechanism of such self development.

The problems existing in the system of education, their novelty and complexity prove that the knowledge about management is not sufficient. At present, there is an urgent need of development of new conceptual and technological models of solving fundamentally new management tasks which becomes possible if the innovation management is supported by a modern theoretical base.

Under innovation management we understand a process of organizing such purposeful impact on the object which results in the transition to a required state.

The object of such management is considered to be that part of educational environment of higher school the state of which requires changes and can be influenced purposefully, i.e. can be managed.

One of the most important statements of modern science of management is a postulate on the absence of good management is general. Management can be (and must be) efficient in relation to a concrete object.

Taking into account all mentioned above, it should be noted that properly organized the so called resonant impacts on complex systems are extremely efficient. They should be coordinated with the internal tendencies of complex system development. Complex system appear to be selectively and typologically sensitive and they demonstrate unexpectedly strong responsive reactions to the relevant to their internal organization resonant disturbances [9].

But for this purpose, the system of management should have adequate to reality and rich in content image of the managed object. Such image becomes a means and instrument of managerial activity.

To manage the innovation processes it is important to take into account the low of management system unity which says that the managing and managed system should make up a certain unity with caused and affect relationship. What should be pointed out is that the higher a degree of conformity of the managing system to the managed one (i.e. an object), the more efficient the management is. The mechanism of management in this connection should correspond to the abilities of subject and complexity of object.

The necessary diversity and complexity of the managing system should not be lower than that of the managed object.

To give a rigorous and comprehensive definition of complexity (including the complexity of the system or object of management) is not so simple. The subjective notion of object complexity is connected with the difficulty of solving the tasks. The objective characteristic of complexity depends primarily on qualitative and quantitative differences in the components and connections of the system. i.e. its quantitative and qualitative diversity.

The innovation processes at higher school as a complex object of management are characterized with the following features of complexity:

- absence of mathematic description;

- management objects behavior which makes the process of analysis difficult. A number of processes in education system appear to be unexpected and incidental;

- intolerance of management. The thing is that a complex object exists and functions irrespective of subject and its needs. Management has an external character in relation to object. It is natural that due to that fact any management upsets "normal" functioning of the object, i.e. changes its independent behavior and makes it independent of the subject.

The innovation processes are known to have their bearers – teachers and managers and their aims, directions and values do not often coincide and sometimes even contradict the purpose of management. That causes a negative reaction – the object "resist" and the education system as a whole impedes the changes;

- non-stationary, dynamic character. The more complicated an object the faster its change. In education system this process proceeds in natural dynamics, rapidly which makes the management a difficult activity;

- non-reproduction of results. The feature is characterized by a different reaction of object to the same situation or management at different moments of time. The education system is constantly changing and ceasing to be itself. Under the influence of internal and external factor unexpected reactions and certain changes occur, especially in the conditions of purposeful innovation activity. The result is that the aim of managing such complicated dynamic object is innovation processes cannot be achieved in full measure.

- the mission of innovation management is to raise the receptivity of education to innovations; you aim it at constant renovation of integral education process, provide for achieving positive results and meet the demands of education services customers. Under modern conditions, there appeared an urgent need of transition from practice of "elimination" of small defects ad applying separate, local innovations to a long – term innovation strategy in education. In this connection in managing the innovation processes it is expedient to take into account a set of propositions formulated by I. Ansoff, T. Peters, R. Waterman [10]:

- unity of internal and external environment factors;

- openness of the system;

- catering for customer's needs;

- ensuring the quality of services and assessment of quality by the customers;

- process approach and constant improvement;

- ability to function under condition of constant changes;

- using the support of intellectual potential as a main source of innovation activity efficiency;

- management system orientation to strengthening role of organizational culture and innovations, staff motivation and style of management.

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MONITORING OF THE REFLECTION OF EDUCATIONAL PROFESSIONAL ACTIVITY OF THE STUDENT

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In this article the possibility of carrying out the monitoring the level of development of educational professional reflection activity of the student of higher education institution on the basis of computer diagnostics is considered.

Computer program allows us to diagnose the level of reflection development according to the comparative analysis between the student's subjective estimation and the computer objective estimation of the student who carried out the special collated standard professional tasks results.

Results of diagnostics remain in a database and allow to investigate the monitoring of the reflection development level dynamics.

Descriptive information: monitoring, professional readiness, computer diagnostics, reflection, educational professional activity.

Introduction. The management of any process assumes control, i.e. a certain system of checking the efficiency of its functioning.

Control is urged to provide an external (the control of the teacher) and internal (self-checking of the pupil) feedback. The control is directed on the obtaining information, analyzing of which teacher introduces necessary amendments during teaching and educational process (contents changing, a choice of forms and methods of pedagogical activity, reorganization of all system of work).

For identification the level of student's professional readiness it needs to fix the state of its component's development, to define the qualitative and quantitative characteristics, to carry out the monitoring of their development dynamics, to carry out operational feedback, to point out the defects of process of vocational training and correct them in due time.

The main aim of the higher education institution is the preparation of the student, capable to solve professional problems in a certain production situation. The educational and professional task shows the problem situation demanding the use of professional abilities from the student. The solution of educational and professional tasks models fragments of real professional activity. The professional reflection of the student is shown in judgment of his own actions in the course of the solution of educational and professional tasks; abilities to define the main shortcomings of educational professional activity, to reveal the difficulties in its performance and on the basis of the drawn conclusions to make decisions on correction of available shortcomings; aspiration to raise level of professional readiness.

By the reflection of the educational professional activity, the student takes a detached view of it, analyzes the actions and fixes ignorances, defects. Such analysis promotes further self-improvement of educational professional activity of the student.

One of the important components of professional activity of the student of a pedagogical higher educational institution is methodical activity. If as standard professional tasks in the computer program to use educational and methodical tasks, it is possible to reveal a level of development of a methodical reflection of the student of a pedagogical higher educational institution.

The computer program of diagnostics of a level of development of a methodical reflection of the student allows to reveal adequacy of an assessment the student of the methodical activity. The program provides carrying out the comparative analysis of subjective estimation of a level of development of methodical competence and the methodical thinking which has been carried out by the student and objective estimation by the computer of results of performance by the student of specially picked up educational and methodical tasks. The size of the difference received as a result of the comparative analysis, can serve as an indicator of a level of development of a methodical reflection.

The results received by the computer in the process of diagnostics of professional readiness of students have to be as appropriate processed, are presented, collected and kept. Various methods depending on purpose of solved tasks are

applied. In this computer program of diagnostics the quantitative method of an assessment of received information is used. On the basis of quantitative estimates levels of development of studied components (optimum, admissible, critical, inadmissible) are defined. The conclusions can be presented in different forms - text, graphic, databases, etc.

The window of the main menu of the computer program of diagnostics contains the following main areas: area of registration diagnosed, area of direct work with the program, work area with a database. Area works with a database assumes the following elements of the interface: registration diagnosed, search of a surname diagnosed in a database, list sorting, removal from the list. Possibility of storage of results in a database allows to trace the recorded indicators and to carry out monitoring of quality of development of a professional reflection.

By pressing the Output Result button on the screen of the monitor there is information on a level of development of a reflection of the student in a numerical and graphic look; by pressing the "Output Result on Group" button there is information on a reflection level of development on group as a whole.

Let's describe how there is a statistical data processing for the comparative analysis, allowing to define a level of development of a methodical reflection of the student.

It is possible to receive numerical value of a level of development of a methodical reflection, having defined a difference of two estimates: the mark which is put down by the computer, and a mark which is put down to by the student. The divergence in values of these two estimates shows adequacy of a self-assessment. The computer program "Diagnostics of a Methodical Reflection" allows to study a level of development of a methodical reflection of the student on the basis of a self-assessment the student of own methodical competence and methodical thinking.

The received results of a self-assessment (value judgment) are compared to the results received by the student at performance of tasks of computer programs. Difference of these two values: the mark which is put down by the computer, and a mark which is put down to by the student, it is possible to take for an indicator of a

level of development of a methodical reflection. In case of an adequate self-assessment the difference comes nearer to zero, that is the level of development of a methodical reflection is near optimal. The quantitative index of a difference of values of these two estimates shows level of adequacy of a self-assessment to a real level of development of this component. It can be or underestimated or overestimated. In case of high self-esteem it is possible to draw a conclusion that the student doesn't see shortcomings of the methodical activity, so, can't carry out necessary and its timely correction. The underestimated self-assessment, notes uncertainty in own methodical knowledge and abilities that, as a rule, won't allow the student to realize the opportunities fully.

Results of diagnostics are displayed on the chart in the form of two triangles: the area of the big triangle, which top are on mutually perpendicular axes, there corresponds to an objective assessment of a level of development of methodical competence and methodical thinking of the student the computer program, and a smaller triangle - value judgment of a level of development of these components by the student (self-assessment). The difference of these two areas can be considered as an indicator of a level of development of a methodical reflection of the student.

Level of a methodical reflection (r) is estimated on a four-point scale: optimum ($0 \leq r \leq 10$), admissible ($11 \leq r \leq 20$), critical ($21 \leq r \leq 30$) and inadmissible (31 and less).

Conclusions. Participation in a self-assessment, correlation of results of own activity with a sample stimulates reflection development by the student of results of educational professional activity that provides increase of its level.

For an intensification of process of diagnostics of professional readiness of students the following advantages of computer technologies were used:

- providing external feedback (control of the teacher) and internal (self-checking of the pupil);

- providing different types of feedback teacher and student, program and student, program and program;

- computer visualization of educational information;

- storage of large volumes of information on results of diagnostics of students in a database with possibility of easy access to them;

- automation of processes of information retrieval activity, processing of results of diagnostics;

- automation of processes of organizational management by professional readiness of students and control of dynamics of development.

Listed above possibilities of means of new information technologies allow to carry out in the course of monitoring of quality of training:

- registration, collecting, accumulation, storage, information processing about studied components of educational professional activity of the student;

- quick feedback between the teacher and the student, the student and the program;

- monitoring of dynamics of a level of development of professional readiness of students.

The computer program belongs to software of educational appointment; it is intended for use in the course of preparation of students and are the tool allowing objectively to estimate a level of development of a reflection of own educational professional activity of the student and to carry out monitoring of dynamics of its development.

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Imashev G.

EFFICIENCY OF EXPERIMENTAL EDUCATING IS IN POLYTECHNIC EDUCATION

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In the article the results of pedagogical experiment are examined in development of polytechnic education in the process of educating to physics at high school on the modern stage.

Keywords: "polytechnic education scientifically is technical progress, modern production, technology, pedagogical experiment, efficiency, educating, course of physics, mastering level".

Polytechnic education in scientific works of scientists stands out as one of the main components of the process of formation of the personality of the future society is very important also in the context of current production. The identity of the new society should possess strong knowledge, a broad cultural and polytechnic vision to be conscious and creative attitude to work, quick to master-of-the-art technology and modern technology.

In this paper, the content of experimental work on the polytechnic education at the present stage, it is the impact of the proposed system. The effectiveness of our methods of polytechnic education in the process of studying Physics in high school verified by pedagogical experiment.

In preparation for the experiment we have prepared and reproduced methodological recommendations for teachers at different stages of the experiment, the experimental lessons plans, teaching materials, tests, training options and descriptions of new labs, perfected a technique for specific lessons.

This analysis of the tests students revealed gaps in knowledge of pupils [1]. Coefficient of absorption of elements of knowledge was calculated by the formula:

$$K = \frac{n}{N} \times 100\%$$

where n is the number of correct responses, and N is the total number of items of knowledge.

In addition to atomic analysis of experiential learning, validation is carried out using the method comparing the results of two independent samples on the basis of

$\chi 2$ (Chi-square) to calculate the significance of differences in levels of students of experimental and control classes.

With a view to identifying the level of knowledge and skills in the process of studying Physics in both experimental and control classes were held in check. The responses of students were divided into three categories according to the levels of knowledge and skill: low, medium, high levels of [2].

Levels of polytechnic education of students in the study of physics are presented as Figure 1.

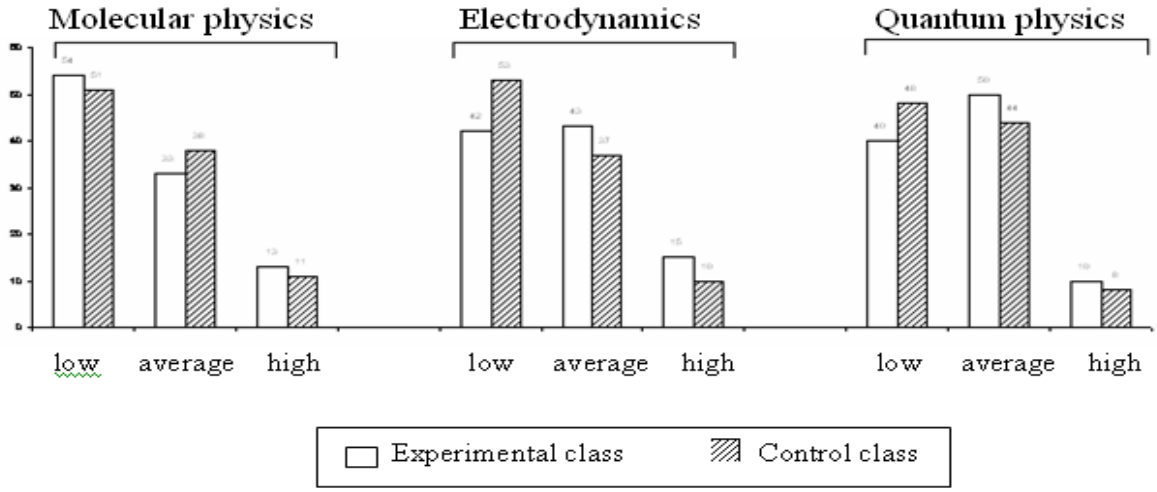

Fig. 1. Levels of polytechnic education of students in studying physics

As you can see from the picture, the low level of the Polytechnic students ' preparedness to analyze the structure and principle of action of technical objects. Only 15% of all students in experimental classes able to apply knowledge in new situations. Many students of experimental and control classes often fail to explain the device technical objects, do not know the physical devices and installations are not able to calculate, Assembly and disassembly, finding fault. Low absorption material was observed on disclosure of Polytechnic physical bases of creation of new materials with given properties, electric power and manufacturing automation. Ascertain the cut confirmed the need to improve technical education to students on the basis of our models on the readiness of students for Polytechnic education [3].

The study showed that the lessons-learned conference independent works, problem solving and laboratory work are not fully used to improve technical education while studying physics at secondary school.

Thus, the results showing the experiment showed that there was a need for further development and strengthening of polytechnic education of students on courses of physics and improved methods of its implementation.

Results of the control tasks, check the depth and strength of absorption of selected topics on electrodynamics and quantum physics "electrical intensity. Capacitors, electric current. Processes in the electric circuit, magnetic field and electromagnetic induction, electric current in semiconductors "," Electromagnetic swing "," electromagnetic waves "," photoelectric effect and its application in engineering ", are shown in Figure 2.

As you can see in Figure 2, the experimental class students most successfully mastered the material on the use of polytechnics photo effects -91% on electromagnetic fluctuations of -90%, -90%, and semiconductors in the control class, respectively -63%, 62% and 60%. Students know properties of electromagnetic waves (86% to 55% in the experimental and control), can explain the phenomenon of electromagnetic induction and its application in engineering (85% to 56% in the experimental and control), are able to uncover the processes in the electric circuit (79% to 50% in the experimental and control), the correct answers on average 86% to 57% in the experimental and control classes.

Based on the responses of students found that they are able to apply knowledge to explain the physical bases of creation of new materials with given properties, electric power, microelectronics and automation [4]. Students have acquired the ability to describe physical phenomena and regularities in modern equipment, perform laboratory work, solving the technical content.

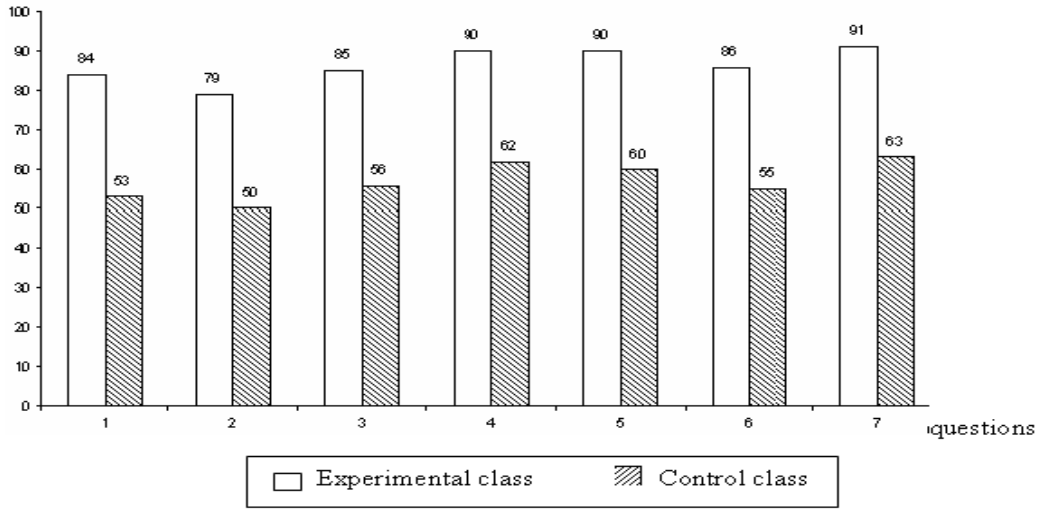

Fig. 2. the rate of assimilation of the Polytechnic material on selected topics course of Physics for experimental and control classes

Students test class of incompletely answered questions, failed to disclose the technical application of physical phenomena and regularities. Special difficulties for students in control classrooms led to the explanation of the foundations of the important directions of scientific and technical progress.

Shown in Figure 2 indicate that levels of polytechnic education of students of experimental classes higher than control. This is because the proposed

Polytechnic courses material electrodynamics and quantum physics proved comprehensible students and assimilated them at the highest level.

At the final stage of teaching experiment in the control and experimental classes conducted tests, a comparison of the knowledge and skills of students by level. To this end, students were offered tailor-made job, revealing the physical fundamentals of energy, development of new materials with predefined technical properties, computing and automation [5].

Test results on the physical fundamentals of control tasks the main directions of scientific and technical progress are presented in Figure 3.

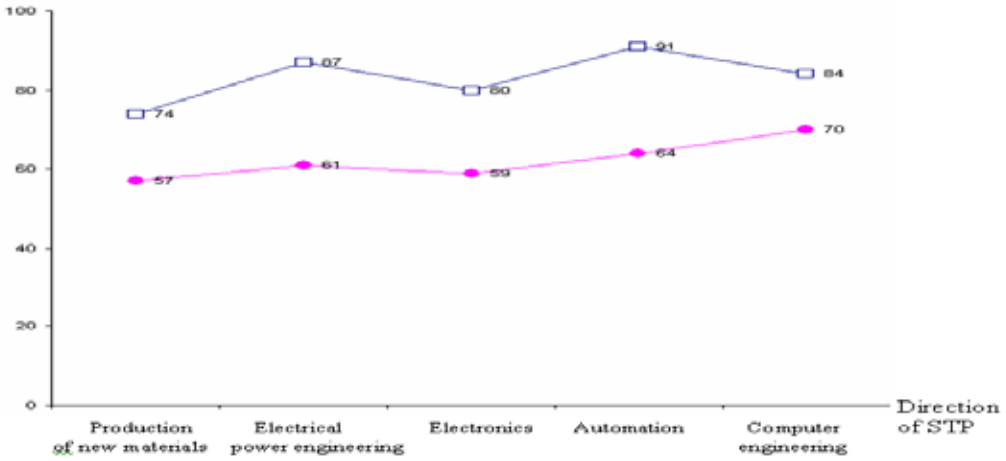

Fig. 3. levels of mastering the physical foundations of modern production

Figure 4 presents the comparative quantitative levels of polytechnic education of students of experimental and control classes on electrodynamics and quantum physics.

According to figure 4, the number of students with low level of technical knowledge and skills in the experimental classes in 3 times lower than in control; mid and high level of 85 per cent of pupils have shown experimental classes and control classes-52%.

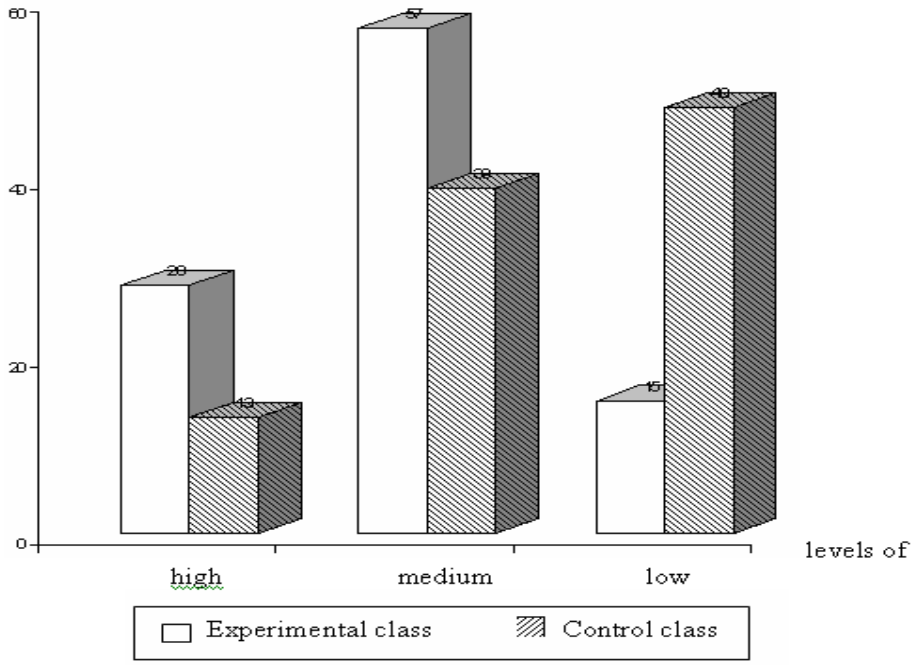

Fig. 4. Comparative levels of polytechnic education of students in physics

The levels of knowledge and skills show that increase students ' knowledge of experimental classes' at all three levels compared to ascertain the experiment (see Figure 1).

The figures indicate that the level of technical knowledge and skills in the experimental classes has increased on average by 16% compared with the control class.

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SYSTEM WORK ON FORMING READING ACTIVITY OLDER PRESCHOOLERS AS THE BASIS OF LITERARY ELEMENTARY SCHOOL

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The article, based on the analysis of the scientific and theoretical foundations of literary development is a system of reading activity on the formation of the older

preschoolers. At the heart of the literary work as a work of art, so the author focuses on the work of the figurative-expressive means of language, cognition promoting young readers artistic images.

Keywords: reading activity, literary development, cultural field, reading skills, artistic image and perception.

To date, one of the pressing problems of education is the problem of familiarizing children to books and reading. The earlier a child learns to perceive fiction than previously formed an interest in reading and reading activity begins to take shape, the better will be the process of entering the individual in the world of literature and art.

The system works on the formation of the reading of the older preschoolers is seen by us as a process and as a result of the process. Any educational process consists of several components: cognitive (cognitive), communicative, value, activity and creativity. The result of the process - the acquisition of children is not only new knowledge and skills, but also attitudes and world-attitude, that is, personality changes, and its development.

In the process of literary education a child receives a system of scientific knowledge about the literature as a literary art and as a science, masters skills necessary to communicate with the literature as an art form, and the skills necessary to understand the work of literature, and develop their creative writing skills. So there is a process of literary development, resulting in a value system is developed in the field of literature as an art.

The system works on the formation of reading activity and literary development is aimed at older preschoolers:

1) the expansion of the reading, the formation of conscious reading motivation (ability to learn new things and get aesthetic experiences) - cognitive and aesthetic components;

2) the development of imagination and thinking during the reading and literary creativity;

3) expanding the horizons and the cultural field of the child and raise it needs to

read;

4) the development of connected speech;

5) form a system of reading skills necessary for full communion with the artwork;

6) lay the groundwork for evaluation activities, the ability to carry on a conversation on the read;

7). laying the foundations of moral and aesthetic values and aesthetic taste;

8) training in the understanding of artistic, scientific and educational work, which includes the formation of reading skills and the theoretical and literary knowledge;

9) education interpretive activity (expression of his understanding of the different ways in speech and artistic activities), which includes the formation of speech skills and creativity;

10) the development of literary skills (emotional sensitivity to words, the ability to visual images and verbal specificity figurative generalization).

All of this is key to children's needs in reading, of formed their reading activity aimed at the development of preschoolers works of different genres, as well as demand in their own assessments hate speech reading, literary creativity and preparedness of kindergartens to the perception of more complex art form and content of literary works, their successful literary development in the elementary school.

In the course of ascertaining the cutoff we have found that the analysis of the work of art for preschoolers - a complex phenomenon. because itself a work of art is a complex system consisting of a number of interrelated elements. Consequently, the ability to analyze - a system of private skills-oriented comprehension of the individual elements of the product (songs, images, language, etc.) as part of the artistic whole. This explains the difficulty of the analysis.

The analysis of the work of art - the ability to creative, requires a willingness to find a solution to the child if known in advance a set of rules and operations, consistent implementation of which will lead to the goal. Therefore, this ability can

not be formed by performing special exercises, working out the sequence of actions, ie, by the algorithm. Mastering them is in the process of creativity of children, in the process of reading and analyzing the work of art.

In developing the system takes into account the experience of creative activity preschoolers are not only in the process of reading and analyzing the work, but also in the creation of their own texts. In this speech abilities are formed based on reading skills.

Thus, we can assume that the leading element of the content of the initial phase of literary education is the experience of creative work, is embodied in the system of reading and verbal skills, which takes possession of the child.

The basis for the perception and evaluation of figurative-expressive means of the language is the representation of the word as a means of creating an artistic image and expression of the author's attitude that children acquire in the process of text analysis. This skill can be decomposed into two components: to perceive, that respond, to see artistic detail in the text, emotionally respond to it; recognize its role in the structure of the image and the text in general.

When recreating in the imagination of verbal images created by the writer, the child will help active imagination, sensitivity and a good memory. Here are the following skills: to recreate some images and pictures on the basis of copyright only parts not dorisovyvaya way to holistic (re-creative imagination) recreate holistic images and pictures, using both the author details and personal experience (imagination), or graphically capture describe reconstructed images and pictures.

In the analysis of the literary works of the child must also establish a cause-effect relationship, to see the logic of the action. Older preschoolers are not yet able to master the concept of "composition" in its entirety, but it is important to teach young readers to reflect on the relationship between episodes, tracing the dynamics of emotions, the birth and development of the conflict, linking the actions of the character and his character, to conceptualize the role of landscape, portrait, speech characteristics. This ability is not limited to a formal restatement of the plot - it is important that the child is aware that the literary work is not random parts of

episodes, characteristics that all the elements are connected in a system together and understand the work (his idea) can only detect the link elements each other.

In the analysis of the product is important to take a holistic image-character. Holistic perception of the artistic image assumes that the reader comes an emotional relationship to it, that the reader relates the reasons, circumstances and consequences of actions characters, sees the development of the image. Simultaneously, the reader must see how this or that images are connected with the general idea of the work. It is impossible, if not formed prior skills, as image-character - item songs and is created using a variety of composition and language tools.

To adequate development of the ideas of the author cites only communication between all elements of the work. This skill - a synthesis of all these reading skills, which are represented in the system, from simple, basic - to more complex synthetic.

So, based on the reading of the child is the ability to perceive figurative and expressive means of the language according to their role in the work. Without this skill can not recreate images and pictures described writers. Clear idea about the images leads to the need to understand them, to understand and causes of conflict, which in turn causes empathy appearance reader evaluation, which compares with the author. Ability to develop the idea of the product absorbs all private readers' skills. Awareness of the ideas developed leads the reader to the need for a fresh look to the language of work, and in its composition, and the images, that is, enhance the aesthetic experience.

The child becomes a reader immediately, with the first classes. To all the readers' ability to show complex, they first need to teach the child. Therefore, the first lessons a child must work the works in which the idea is expressed by using a minimum of artistic media, with the elementary plot, simple compositions, unique author's attitude, and a very small volume. At the same time, they should be of interest to children, are available on the ideological content, contain vivid artistic element that promotes the expression of the author's relationship to his subject.

For this purpose, selected small genres of folklore and poetry, children's play, with the brightness of the art form and a simple conceptual content. On riddles,

tongue twisters, proverbs and sayings, fables, etc., children's poetry scene is easy to show the role of the senior preschool figurative-expressive detail, composition, ways to show the author's attitude, enhance children's imagination, to teach methods of text analysis. At the same time, of course, there will be the reader's perception correction: it will become deeper and more accurate. Then you can begin to explore more complex art form and ideological content of the works.

Important to teach the child to translate their thoughts into coherent speech. Speaking skills are formed based on reading skills as the transfer of experience in his own literary creativity.

Basic literary and rechevedcheskie knowledge is created in the process of observing the peculiarities of specific works. Of children do not need to require a verbal reproduction of findings, all findings teacher formulates itself in the form accessible to children. It is important to represent accumulated in a particular system to monitor each individual element enriched text representation of the work as an artistic whole. Necessary to teach preschool child methods of analysis works, the operations that makes the reader in the process of emotional and conceptual development of the text. Methods of analysis - is both a means of understanding a work of art, so the choice is determined by the reception: features of a literary text, a task that must be addressed in the analysis, its accessibility to the student [1, p. 65].

Important and the experience of emotional and value relationship to the world (emotional evaluation activities) because gain experience, to join the spiritual values only through empathy characters and the author. It is also necessary to build a study of the work, that it affected the child's soul, so the idea was not only aware of the reader, and his experiences.

To all this system has led to a pre-school children an adequate perception of works of literature to define psycho-pedagogical and methodological terms.

The first thing you should pay attention to pre-school children - students, not readers. The content of the artwork they hear the teacher. Therefore particularly important level of teacher skills expressive reading. The task of the educator - each a work of art to convey to the children as a work of art, to reveal his plans, infect

emotional attitude to literary characters, their feelings, actions, or the lyric's experiences, that is, the intonation to convey their attitude to the characters and actors. So, before you introduce children to the product, the educator must himself understand and feel it, to be able to analyze the part of the content and artistic form. And, of course, the teacher must possess the technique of reading and storytelling - clear diction, intonation means of expression (correctly set logical stress, pause, own pace, being able to speed up or slow it down in the right place to raise or lower your voice). Only on the condition of the child presenting to the expressive work of literature each genre can say right perception.

To form a children's ability to listen actively work, listen to the artistic speech, the ability to perceive the literary work, realize along with the content and elements of artistic expression, it is necessary to develop and nurture it from an early age.

Convey to the child, and cognitive and moral, and aesthetic essence of a literary work is a difficult task, but a necessary one. Therefore, when analyzing the text is very important too not moralize, properly combine questions about the issues of the artistic form of the product.

Ushinskii wrote: "... not pedagogically arrives who, trying to explain to young readers every word imposes on a small and sometimes empty a story that diverse interpretations of the word."

Many provisions of KD Ushinskogo about perceptions of literary works, the development of "the gift of speech" through exercise from an early age, have not lost their importance in our time.

Provide aesthetic appreciation of literary works and the child and his awareness of the content and means of artistic expression possible with targeted educational guidance.

In pedagogical practice, we often encounter a one-sided approach to introduce children to the fiction. It comes down to the use of cognitive and ignores the aesthetic features of works of art. Caregivers pay attention to the assimilation of the content of the work, moral exhortations, arising out of it, and tend to forget about the aesthetic impact on young readers. Rightly said this Samuil Marshak, "It keeps us in the work

of educators. Almost always, they evaluate the product only from the topic. Require that all of the text, all words and turns of phrase are clear child, and this often leads to zalizannosti and sleek, the etching of the product of the writer's personality ... We must also learn new words and new, unfamiliar warehouse speech. Let people from youth accustomed to the fact that art images do not fly themselves, as Gogol dumplings into his mouth, and sometimes require the reader focused and engaging. "

Best contribute to the formation of preschool children perception of works of fiction following methodological criteria:

1. Communicative orientation training: creating a natural necessity of communication (communication with the literary work, its author, educator, children), promotion of communication with the work and its author as well as the works of other art forms.

2. The choice of works for the study should take into account not only the psychological characteristics of the child's interests and age, but also his personal experience as otherwise the product can not be perceived by the child.

3. Teaching tricks to understand the text, that is, methods of analysis of literary works and techniques of his own creative activity in the process of learning which, in turn, a system of reading and verbal skills.

4. Post-theory literature and rechevedcheskih knowledge and training in practical application, it is also necessary for an adequate understanding of the work and its expression in speech.

5. Integration activities, the need not only for personal development and education of the older preschoolers need to communicate with art, but also to help the child understand the art of speech through conversion to other forms of art.

6. The combination of logical and intuitive, emotional approach in understanding the art of words. Since the ability to understand anything or anyone - the ability to advanced, for teaching older preschoolers need to pay attention not only to the logical development of the work or receive any analysis, but also on intuition and emotional comprehension of art expression. Come to understand the author's position child can in different ways, and the occupation must give him the

opportunity to move from one side, as it is more convenient, but on the other - still in the right direction.

The whole complex of psychological, pedagogical and methodological conditions optimally promotes the older preschoolers high level of perception of works of fiction.

The proposed system works on the formation of the reading and literary development of the older preschoolers built as a system of growth of the preschool reader considering the complications of both the literary text, and the activities of the older preschoolers.

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THE POSTULATE OF RECAPITULATION IN EDUCATION

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The article presents a category of recapitulation in the context of pedagogical science. It is shown how the antiquity in education is connected with the modern industrial educational civilization. It is displayed how the education of the middle ages can be the source for education of the modern informational civilization. This kind of ontological interpretation gives an opportunity to represent in the article the main characteristic features of the new school and the image of the new subject of education.

Key words: “recapitulation”, “civilization”, “the new middle ages”, “source”, “the family image”, “professional active image”, “communicative image”, “the councilar all-unity”.

The category of recapitulation, borrowed from biology, characterizes the relationship of phylogenesis and ontogenesis. It only means that the individual maturing of a human goes through all the stages of the genus. It only seems that the society, living by the standards of community, starts its activities with its perfect forms. In reality public relations go through all stages of collectivism again from the most primitive forms to a gradual ascent, to the perfect forms of collective life and education. Civilization, in the basis of which lies the individual paradigm, rejects the ideas of collectivism completely, criticizes them and, in a moral sense, comes to hatred. Then again, under the forms of the modern individual human manifestations, it passes through all the stages of individualism from the most primitive and persistent to perfect personal intentions, revealing the secrets of the spirit. Surprisingly, but a human in his maturing process sees the world through the prism of what inheres in his attitude to life. Indeed, in one's youth the views on family, activities, friendship are qualitatively different from the views of adulthood. At wisdom age views begin to take on substantiality and although it is all one and the same view, but it has a different proximity to the vulnarable phenomenon of human life flow. However, it is from the position of the age-specific attitude to life that human looks into his own past, the past of the country and humanity condemning or accepting it. And it is exactly in this way that one's own contemporary self goes again through all the stages inherent in his generation with its attitude to life. In his ontological formation a human repeats the phylogenetic experience of humankind and his own ethnic group. And it is important to understand here that every appeal to the social phylogenetic experience changes its angle and is presented in the form necessary for the human living in actuality. And it turns out that collectivism (socialism) views the formation of humankind only from the position of collectivism. All forms of economic, political and cultural life have already taken place in the past.

And what is born in one separately taken country has already been present in the experience of humankind beginning from the Ancient Egypt, Greece, Rome and the middle ages. As soon as a person in his poly-humane maifestations enters the paradigm of individualism, - immediately the entire experience of humanity appears

only as personified, only in the struggle everyone with everyone, only in the struggle of human with himself and all the others. We assume that collective experiences of the past become here unreasonable, mistaken and become a delusion.

The industrial society, - which was occupied by the creation of a scientific picture of the world, and consequently, by its ideological orientation, - has undoubtfully repeated all the steps of this development: knowledge drawn to the objective world. Humankind appeared to be following a way of transforming it into a mechanism from nature to human consciousness.

The idea of recapitulation in biology is of course a significant phenomenon explaining a lot. However, the stages of individual formation in ontogenesis are not considered and it is not clear why it goes through the stages of the fish and frog. It is not a frog or a fish in fact. In the conscious educational recapitulation everything in this sense is defined enough. For example, if the country is dominated by the state form of absolutism, then in its formation the society redoes all the stages of absolutism, - only in an aggregated, short-term and primitive form. The same thing happens in the formation of modern capitalism. People re-experience various forms of exploitation from primitive slavery and the people's sale to noble wage labour and reasonable profit, to the ethics and aesthetics of cooperation in the capitalist economy.

Recapitulation is being accomplished in an even more pronounced manner in education. From the empirical experiments, - which have already been functioning in the experience of humankind, - to nature-conformity of Yan Amos Kamenskiy; from the first primitive returns to the experience of free education to the ideas of Rousseau and Tolstoy; from the chaos of corporal punishment in the beginning of XIX century to the Herbart's punishment system; from elemental searches of the primitive socialist forms of education to the Makarenko system, the Komsomol and pioneers. Every time education puts forward a new idea, spontaneously returning to its roots, and repeats the already passed by humanity way, enriching it by a new understanding of education and upbringing of the younger generation. This is the essence of recapitulation in the society, culture and education.

Meanwhile, we need a more definite answer to the question of why a modern human enters the informational civilization with the need of the recapitulation postulate.

In what sense a human of the informational civilization will re-capitulate to his roots and what forms will he have to go through periodically, before the integrity of a new society and a new human consciousness will be determined?

It should be noted here that we are entering a proto-stage of the informational society, where it is said about the birth of a human image of a new civilization. This kind of understanding requires a re-capitulated look back to “revival”, where the experience of a new human image of the industrial civilization has already occurred. Therefore the pathos of birth of the human image of the new civilization we experience again, just like we will naturally experience the all one day arising proto-images of all known civilizations.

Entering a new civilization, humankind should naturally make a mistake, assuming that it continues to live and improve the old capitalism. And in fact it repeats all the phylogenetic forms, which once humankind experienced, entering new civilizations, including the industrial one.

In fact, a totally new human of a new informational civilization is born, and the real source of this birth is the middle ages. Moreover, Berdyaev determined our civilization as the “new middle ages”. It is postindustrial (informational) and outwardly looking, the same as the old medieval society, and of course, from the point of view of recapitulation, it should go again through all the forms, leading humankind to the “middle ages” and all subsequent manifestations of the middle ages, which are possible on the way to the actual and practical things in the information proto-civilization.

It should be noted that the antiquity, as the source of industrial civilization, was in fact a being-other total body of humanity and its intellect. Therfore the middle ages is a being-other mind and spirit of humanity in its imagery original form. At the present time the focus on the objective world and on the creation of its scientific picture is completed. Humankind goes through a metamorphosis of transition into the

real mind and spirit. It turns out that the physical source is tested in an industrial society and spiritual, and intelligent ones will be tested in the new informational society. In what form will mind and spirit appear in the new civilization? The mind in its other-being will reflect the creation of the informational system, and the spirit will be reflected in its culture.

The middle ages is the center of recapitulation and is the first experience of the systematic organization of life. The rigid hierarchy of power, the cities-fortresses, not less rigid social partitions, the ethics of chivalry and Catholicism. The whole society is differentiated hierarchically and is subject to faith. This is also reminiscent of our social status - the collapse of the Empire, isolation, fragmentation, the diversity of regional beliefs, and here - the desire of the cities to isolate themselves, to subordinate the country under the influence of cities and castles. At that time the lands were in the basis, now the same cementing foundation are the mega-cities which are closing up more and more and, - together with closing, - making connections with other megalopolises, establishing the hierarchy of modern groups and strata. However only the beginning of proto-informational society comes finally to its own certainty, and, living through re-capitulatory primitive forms of its formation, determining a place for everyone in the mega-city and formulating a moral code for life.

Thus, the recapitulation postulate reads: each new civilization and its culture, and therefore education, reveals (discovers) itself as a new form, passes the re-capitulatory stage, - again and generally, - passes through all the stages of its images which had been already experienced by humankind. Cities are fighting for the surrounding territories. Estates inside cities choose streets to live and die in the struggle for their rights. And in the modern megalopolis the territories are taken by force again, elite areas arise, there are confusion and chaos of lawlessness, which will be undoubtfully brought to order under the influence of the system-defined computer intelligence.

However, this is only one aspect of the life of the new computer middle ages, and here is the other one: it is the ethics and aesthetics of relations for survival in

large cities. The basis for such ethics can only be meanings, because no other basis for living on equal terms in identical megalopolises does not exist.

The mind has demonstrated its one-dimensionality and monotony, strangely aligning people in their aspiration to survive and open in its pure form the capacity to experience meanings of this surviving equality.

Let us look at the other side of the feudal estate. Who is a peasant working on the ground and surviving as a renter, but the user-person. And the landowner is the same user under the monarch. From a peasant to a large landowner all the middle ages people were users of the one monarchical owner. From these positions the information society, - where the user is a disjoined component of the system (in metaphysical terms), - is undergoing only an inaccuracy of its staying in a mega-city: the user has not learned to define his place in it, that is – he has not learned to adapt.

On the other hand, he still does not understand that in such total informational dictate, where you are only an element of the system in fact, just faith is meaningless, and the main thing - it is useless. It must be a faith which helps to adapt, to find one's place, to be a representative of some very specific group of people, to be where the megalopolis needs, to carry out the activity the megalopolis needs. It is for this reason a human opens gentleness, patience, diligence and hence - the benefits for the system compliance, which is success in fact.

Hence the person of the information society (civilization), having entered its initial proto-stage, generates his own image himself. This image, in our opinion, corresponds to such educational phenomena as adaptation, survival and success.

Hence, the person of the information society (civilization), having entered in its original protostage, generates its own image itself. This image, in our opinion, corresponds to the educational phenomena as adaptation, survival and success.

All the continents are practically formed on their own.

The new middle ages in the proto-stage from its mono-informational and poli-cultural phases will go to the rigid ethics of megalopolises. From this point of view education in its components inherits just very similar character and will be pursueing hard the goals of the megalopolis, mastering the life ethics of urban spaces.

We are interested in the modern image of the school, where the formation of a human proto-image will be held, - capable to adapt and survive in the system of a total megalopolis, having the basics of ethics and aesthetics, the ideals and values of the modern civilization.

It is important to relate here the bi-directionality of the being formed image, especially typical for Russia. On the one hand, it should be a human skillfully adapting in the informational space. On the other - it should be addressed to the ethics and aesthetics of human relations, to the deeper meanings of life. For this reason, all the stages of education should be permeated by this inter-penetrating dualism. Each stage has its own dominant configuration.

The school of the 1 stage - the school of the family way (image) - from birth to 10 years old. The so-called family school. It consists of four stages: the maternal school, kindergarten of the first stage, a kindergarten of the second stage, the primary school.

Then goes the family school of the second stage, - from 10 to 14 years old, - the school of general socio-productive adaptation.

The family school of the third stage, - from 9^{th} to 10^{th} grades, - the school of spiritually-moral education.

The school of the fourth stage, - social and professional adaptation, - the 11^{th} grade.

The school of higher professional adaptation: universities, institutes, military schools, spiritual academies.

Essentially, - with a proper understanding of the adaptative education and training, having idea of the school pathos, which prepares one for the real life, - the suggested structure is the only one capable of implementation. Meanwhile, the process of entering a modern megalopolis and life-long abiding in it, where only the adaptability of the correctly chosen place gives a person an opportunity to be happy, requires, as it was in the classic middle ages, a serious real training, which should be completed not by a spontaneous entry into reality, but by pedagogically and psychologically integrated system of entry.

That is why the education of a new civilization has another third stage called life-propedeutic. It is based on the communication in the mega-city - in family, in professional activity, in the human community. This is a special constructive form of education, covering the age of youth from 25 to 33 years.

Only the sensible mind of Russia is capable of such a dream, - and of course, - of the creation of an adequate to this dream education. It is obvious that huge schools-complexes are the signs of the future Russian humanity, where a human, - able to adapt in the megalopolis of the world and bearing in himself a sense of future happiness, - will be nurtured.

The source of this new civilization, in our opinion and according to Berdyaev, is the “middle ages”, and the new civilization and the new education are “new middle ages”. “Processes, aimed at the overcoming of national restraint and at the formation of universal unity, I call the end of the new history, its individualistic spirit and the beginning of the new middle ages” (1). Therefore, if we talk about this from a position of recapitulation, then the “new middle ages” must again go through all the stages of the medieval attitude to life in the light of modern spontaneously emerging tendencies, and then already one's own tendency will fill it with new qualitatively certain content. It is on this basis, that the modern megalopolis is functioning, gradually turning into a fortress-city, with a mayor-dictator, with a cruel moral code, with streets determined by occupations and sociality.

We go back to the origins, we live it through again, filling our life with new meaningful contents. Humanity appeals to heaven again and passes its most primitive maxims from natural superstitions and community singing to practical Christianity of modern Protestant communities; from the mystical images to Catholicism; from primitive paganism to the re-adoption of Orthodox Christianity, and to a new understanding of religious philosophy.

Humanity, creating a new form of consciousness, re-capitulates to its source; this is the essence of the modern social structure and the formation of a modern human.

It is important to see here that recapitulation creates a basis for a meaningful change of the educational postulate.

When it comes to the family school, it is already re-capitulatory factor, as it is connected with the origins of family education, laid foundation in the middle ages. Family education covers all the spaces from birth until the completion of the secondary school and is of course understood not as an economic unit of society, but as a basis of deep-level survival and adaptation. The whole educational formation of the future-adapted family is permeated by the dynamics of family roles. The image of the father and mother, the son and daughter will be significantly represented. The mental and spiritual meanings of family life will be substantially actualized. The codes of family behaviour in the European middle ages will be brought to assistance, in Russia - Domostroy.

Family in its creative role for life will be restored by education again. From these positions the elementary school as part of the family education without a doubt will be uncovered to its contents, methods and forms - into the formation context of the family way of life, where mathematics, writing, reading, child labour will be studied in the name of family benefit.

Productivity of the school of the second stage is the categorical effect of recapitulation, that is the ascent to the ancient roots, where education and upbringing have a vital labour's character. From these positions the experience of a productive family adaptation will have in its content both the most primitive utilitarian forms of productivity and the high-level manifested instrument and artistic activity. It is in this school that a schoolboy will open thinking meanings of family life again, where fatherhood, motherhood, sonship will be experienced not as rational categories, but as meanings of real life, as leading images of reality. The family for the human of a new civilization becomes a way of life, a form of biological and environmental comfort, the basis of adaptation in society. From these positions a person requires internal and external prospects. In this sense he is capable of raising his eyes to heaven and see the God the Father, the Son and the Holy Spirit as a family, the Mother of God, Sofia as

an eternal warmth of a family bliss; a beautiful lady as the idea of femininity; chivalry as the idea of masculinity.

It is recapitulation that turns consciousness to the deep roots drawing the structural components of education to the highest meanings of existence. That is the way the instrumental structures of the third stage family school will unfold, the school of spiritually-moral education.

It must be said that the school of classical middle ages was essentially an estate-school. Meanwhile the estate is the result of family development.

From the noble and not noble, working and lazy families grew up whole family clans, which later would become a class privilege status and work out moral codes.

Recapitulatory consideration of this problem from the position of today points to the same way of a modern family, which is divided professionally at first, then - economically and later – socially, and so casts might arise again. It is for this reason that in the newborn modern education arises a school of the fourth stage, which deals with the social adaptation of families in the future profession.

Professional education from the standpoint of recapitulation will be largely practiced and will represent a special practical professional program of life. However the most important recapitulatory turn waits for the special professional education in the perspective of the call to serve people and humanity. This is explained by the megalopolis dictate.

The choice of occupation in a complex stratification of the social life must be sustainable, based on the faith in the usefulness of one's mission on earth. All other approaches to professional education in the context of the informational society will lead to its marginalization.

Speaking about humanity as a single entity the two main forms of this total property are rational and reasonable attitudes towards the world. In the general movement of humanity the mind and reason exist in inter-penetrating unity. The mind is deprived of holistic vision and is focused on the certain segments of the attitude to the world. It lies in irreconcilable hostility at least between the body and spirit. Yet inside of physicality goes on a constant struggle for a place under the sun. And in the

spiritual manifestations the understanding of the essence of life, the ways to existential revelations go so far that thinkers call each other “charlatans”. However, at the level of the total movement the mind lives in continuous communication with reason. The elements of a reasonable view of the world exist in its depths not disappearing and inspiring the mind to move. But the mind, as a subject's manifestation form is turned to a holistic understanding of all the phenomena and processes. It cannot treat the Earth, - the nature of the universe, - as separately existing. It considers the subject of humanity as a concentrated highest achievement of the natural universum, laying in it the elements of purposeful life and psychism from the very birth of planet Earth. The mind is not able to separate the humanity with its single indivisible consciousness and self-consciousness from the solar planetary system. It considers this natural riddle as a living organism capable of spiritualizing. A holistic vision of the mind knows no boundaries and at the same time is limited by a spontaneous intuitive sense, transforming the Universe into a new level, at which the star systems, acquiring integrity, enter the energy and spiritual dialogue. In the general movement of humanity the mind and reason inspire each other to the vital activity on the way to all-unity. However, the mind in its empirical paphos always turnes its eyes to the sky of reason. But the reason, fueled by the energy of the mind in its invincible aspiration to a whole does not reveal the magic of its look from intellectual tendencies aspiring to it. So they abide at the level of humanity. Essentially the time is so condensed and the space is so much subject to distance. The understanding of this “love” is possible only on a level with the help of a mythical intuition. If we overemphasize and bring autonomy into this level of life, then people will probably never know about the humanity as a single entity. And the subject would disappeare without a trace. It is for this reason that rational and reasonable measure of relationship descends to the level of phenomenon. And it exists here not shared and step by step. The mind is given to people in the form of actually living civilizations and lives through with a concrete substrate of people from the beginning to the measure where the reason requires the integrity of mind. When such contradiction does phenomenally arise, the civilization of reason comes

actually to replace the rational civilization where the tendency of reason arises. Here humankind abstracting from the previous civilization begins to bear, of course, in the context of opportunities of this civilization the idea of humanity movement in a holistic harmony of all-unity. The industrial civilization from the Renaissance to the end of the 20th century, for example, seems to be the civilization of reason. The informational civilization also seems to be the civilization of reason the space and time of which we are entering today. It is important to understand here that the epistema, as a one-dimensional phenomenon is turned to the outer cognition of the world. This can be understood as an attempt to transform the objective world into a system of knowledge, into knowledge of the world. And that is why the main category of the rational industrial civilization is the co-knowledge. For a human of the 16^{th} – 20^{th} centuries cognitive activity was the leading one. The knowledge of the world were becoming the inheritance of cognition. The human of this great era put the facts, concepts and laws as cornerstones for his activities. He cognized the discovered knowledge of the world and it became the sole criterion and a practical guide for action. Some generalized instruments of cognition appeared from here, - that is the ascent to knowledge. And despite the variety and diversity of different techniques all came down to two methods: induction, that is the ascension from private facts to general formulas and deduction, i.e. - to the movement of cognition from general concepts to the particular facts and conclusions. In the best case it turned into inductive-deductive cognition. These methods were applied in all spheres of human activity. Behavior occurred historically before the consciousness and so the whole movement towards the knowledge permeated with deduction and induction was starting then, actualizing congenital and acquired habits, being transferred into the conscious level and returned to the conscious life behavior. The tribal cognitive quality arose in that way. Different segments of reason expressed themselves like that too. This special phylogenetic quality should have become the basis for perception of the world by every human. It is here that the postulate of recapitulation began to act most boldly. First from the universal one and then from the civilized way of cognition, deduction and induction passed to the private educational field. Secondly,

education in order to develop its own system formations was turning again back to the basics, and on the way from the Renaissance to the end of the 20th century went again through the whole way of the deductive-inductive formation turning it into methods and forms. Essentially, every qualitative fragment of education of the Renaissance epoch of empiricism, rationalism, positivism, the socialist system of education, - was a recapitulatory repetition of cognitive methods. And essentially, the inductive-deductive building in the educational training united the behavior, consciousness and conscious behavior in a kind of unity. Of course, at the first glance education and its methods on different continents, in different educational systems differed from each other in their forms. But substantially they were all focused on knowledge, and in their history they implemented the postulate of recapitulation ascending from the most primitive forms of cognitive activity to the complex science-based methods of developmental education and upbringing. Recapitulation of reasonable understanding of the world is qualitatively different from the intellectual paradigm. Here, attitude towards the world acquires a two-dimensional character, where the body and spirit are always in a purposeful movement towards a complete unity, where everything is subordinated to the substance of integrity. This is expressed firstly in the self-consciousness. Self-consciousness is the inner deep-level state of humanity, civilization, education, human. This the transformation of the consciousness into itself, into the self-ness. This subject of humanity is not something external, but is this representation itself. This can be either thinking process or deep-level experience, or the declaration of will. All, forgetting about the external, is permeated with a sense of one's own self-ness. This is when the civilization by means of distinguished persons is covered by their intellectual energy and reincarnates into the idea at all levels of human existence. This is where education comes out of the search, leaving the diversity of interpretations, and turns into a single tool, correlated with the order of humanity and civilization. This is where all the participants without a shadow of a doubt are subject to its influence, and all the means, methods and forms are functioning in the context of a single building. Consciousness is the highest achievement of the human attitude to the world, therefore it has the centripetal and

centrifugal functions, i.e. consciousness attracts on the one hand, it is the internal intension of all vital human manifestations. On the other hand it inspires, develops adaptation, stimulates behavior, the basis of which is meaning. It turns out that the whole conditional circle of life lies under the influence of the self-consciousness, where from a spontaneous behaviour a transfer to consciousness, from consciousness to self-consciousness, from the self-consciousness to the adaptive consciousness, and from it - to the meaningful behavior take place. In the contact of spontaneous and conscious behavior a human life acquires the quality where the circle of existence is completed. Here lies a defining feature of the postulate of recapitulation. The thing is the act of self-consciousness, on any level it comes up, is a personification of the all-human mind. This is defined by the fact that the revelation of self-consciousness is the expression of integrity, culture, educational phenomena or the integrity of a person. In this context the mind has a direct, frontal connection with self-consciousness. The informational civilization being understood as a reasonable phenomenon, by generating its culture develops new ways of discovering a holistic vision of all the phenomena and processes. The dominant component here is the self-consciousness lying at the top of the pyramid of the whole mind's contact, hence the whole five-component continuum of life absorbs then the means of ascenting to the integrity. Here the mind is the intention of behavior, self-consciousness is the intention of consciousness, adaptive consciousness is the intention self-consciousness, the conscious behaviour is the intention of adaptation. Each way of ascent to the integrity within a reasonable paradigm incorporates the whole intentional circle. Most clearly this is seen in education. Methods, arising in its actual system, are born in the context of a five-component circle. If these are the methods of figurative representation, then they begin with a spontaneous behaviour and end up with a meaningful behavior. The same thing happens in the newly discovered methods of thinking, deep-level experience, meaningful action and reflection. Thus, the essence of recapitulation consists in the fact, that the reasonable paradigm of the informational civilization, as some tribal holistic quality, goes in the education again

through all stages from the most simple techniques to complex methods, following again the way of tribal totality.

Each time humankind returns to its beginning anew, re-capitalating the way of newly discovered immanent being. When the being, i.e. the meaning of humankind's life, uncovers to the same itself, - that is the very moment of contemplative independence. Humanity turns away from its heavenly creators and lives through the state of this discovery. We mean the fluctuations of cultural revelations, when the genii of science and culture accumulate the immanent pulse, preset by spirituality, when the arising total state of creativity covers with its gust the all living on earth people. The bursts of such great insights penetrate into music, painting, poetry and represent a moment of the happening existence of humankind. This is the link with the divine plan of the Universe, with the future of humanity in its spiritual and councilar all-unity.

Any civilization, being born of the earth substrate, intuitively moves to this existential insight, to this independence spirit, living through which it returnes again to the reality of natural human manifestations, improving the nature as the bodily brain substrate. Although this is the return on an already another, more perfect level, where the revelation contributes to the progress, i.e. the movement in which the earth and humankind are increasingly perceived as a single organism, aimed at transformation of the planetary solar interaction into a unified system of life. However, every time the creativity of the earthly physicality comes to a standstill, and then a new burst of creative spirit gives hope...

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ETNOPEDAGOGICAL BASIS OF MORAL EDUCATION OF PRIMARY SCHOOL CHILDREN IN MODERN SCHOOLS

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At the present stage of development of our society, activation of human factor acts as one of the conditions for further social progress. One of the important tasks today is to prepare children for life, breeding as individual. The child does not prepare for life – he lives, and how he will grow largely depends on the environment. In this regard, the mission of the secondary school is to train responsible citizens, able to evaluate what is happening and build his activity in accordance with the interest of the people around him. Solution of this problem is associated with the formation of stable moral qualities of the pupil. At the present stage of social democratization in our country, the particular importance of realization of the major humanization problems of training and education is given to universal culture. Culturological approach is expressed in the way people acquire material and spiritual values. Such values in the conditions of schools in Yakutia are traditional methods and forms of children education by means of national pedagogics. These theories are, in particular, the doctrine aiyy and “kut-sur” school.

National traditions of the Yakut culture play an important role in moral education of children of younger school age. Customs and traditions of the people Sakha give to education a certain system and symmetry. These system and symmetry, being the public phenomenon, act in the form of the principles, norms, rules, ideals that regulate human life. Progressive national traditions of education enrich the pedagogics theory with the reasoned provisions, regularities of process of education and training, and student teaching - effective ways, receptions and educational tools. Cultural development of the personality, richness of human identity are defined and provided by social and cultural conditions of its existence. The cultural space is the surroundings of the daily human habitat. Moral upbringing is the directed formation

of moral relations of school students to people, society, the Homeland, to itself and work as the materialized attitude towards the human. Moral qualities of the child are formed and shown in the course of relationship with environment. The circle of these relations extends when children enter the school. The child becomes the member of collective with certain rights and duties, joins in serious systematic activity - the learning. He is required the strong-willed effort directed on submission of his behavior to perform the duties of the school student, to master the new ways of communication with children and with teachers. Implementation of new requirements assumes development of purposeful behavior, ability to supervise it, to constrain itself, to operate the actions and emotions, i.e. continuous self-checking of behavior of the child is shown from the first school steps, and his moral consciousness is formed gradually, in process of acquisition of new knowledge, experience, ability. Education of moral qualities is inseparably linked with development of available understanding of the surrounding phenomena at the child, with gradual formation of his views and belief. It is known that the outlooks on life, representations that is good and that is bad, fair and unfair, good and evil, are founded since the early childhood and from manual of the adults and own supervision.

The pedagogical aspect of forming of children's humanity as the foundation of human's morals is well stated in works of K. D. Ushinsky. The central place in general process of children's upbringing, in his opinion, should take teaching humanity. He wrote that first of all it is necessary to bring up humaneness in a child and then to construct any building on this strong basis. However Ushinsky warned teachers from this kind of breeding that might generate too kind person. The need for kindness to people and dignity of human have to develop in close unity. There are two directions that interflow in his requirement of humane upbringing of child: one shouldn't raise the cruel man, but it's important not to make him "absurdly generous".

As Volkov G.N. says, younger school age is a favorable time for a moral child development. Suggestibility and weak will characterize the school student of 7-9

ages. He infinitely believes in teachers, without having a thought that teacher might be not right in his requirements, actions, behavior.

The knowing of the principles and ethics has a great importance in formation of moral consciousness. Development of moral behavior surely includes pupils' knowledge of the morals, gradually complicating in process of their breeding. The younger school student thinks mainly by means of evident representations, his abstract thinking needs a constant support. In the beginning of school life there is a new level of self-consciousness of children that most precisely expressed by the phrase "inner position". This position represents the conscious attitude of the child towards himself, towards surrounding people, events and affairs – such attitude that he can express by words and actions. Emergence of an inner position becomes a turning point in further destiny of the child, determining by itself the beginning of its individual, rather independent personal development. The fact of formation of such position is internally shown in that the system of ethical standards to which it follows or tries to follow always and everywhere, is allocated independently from developing circumstances.

Thus, it is necessary to consider the following ethnopedagogical bases of moral education in development of the identity of the child:

- Giving to school students original moral merits, feeling of deep respect to people, especially to parents and to elders, selfless hospitality;
- Expressing boundless love and respect for the identity of the child and, as a rule, excluding corporal punishment from the methods of upbringing;
- Using work as the most important method of breeding a child for transferring the production skills of parents to them;
- Considerable influence of oral national creativity (epos, fairy tales, songs, sayings and so on) on setting standards and rules of behavior of young men and girls (yuryung-uolang, kyys kuo).

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THE INCLUSION OF THE CULTURAL COMPONENT IN THE TEACHING OF ENGLISH GRAMMAR

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This research shows the importance of the culturological aspect of foreign language teaching. The quality of international communication depends on the opponents' mutual understanding. Knowledge of the studied country's linguoculture intensifies communication and overcomes the barriers of understanding.

Key words: international communication, multicultural society, intercultural approach to foreign language teaching, grammatical constructions of a language, modal verbs.

Modern conditions of the progress of society depend to a large extent on the process of its globalization and integration; there is a gradual disappearance of borders between different countries and cultures. These enlarge the intensity of contacts among the population and extend international tourism and cultural relations. Most people seek not only to see the world around, but also to establish business relations with other countries. The impetuous entry of Russia into the international community; considerable changes in the spheres of politics, economy, culture, education; changes in relations between our and other countries; joint solution of global problems in the spheres of science have

increased the motivation to learn foreign languages. Thus, there is a complicated task in the educational system to prepare the rising generation for life in a multiethnic, multicultural society [4]. In this respect, an intercultural approach to foreign language teaching is of great interest today. It provides the development of the individual in the process of learning the values of two or more cultures.

N.D. Galskova notes that «the main criterion of the proficiency in a language is the mutual understanding with a communicative partner, not the linguistic correctness» [3], i.e. it is important not only «to be able to speak, read, write, listen correctly in a foreign language», but also to take into account the culturological component in teaching foreign language, because studying the language, we learn the culture of native speakers.

Lack of competent knowledge of the culture of the studied country becomes the source of misunderstanding in the intercultural communication and favours the failure of contact. Ignorance of the peculiarities of the national psychology can lead unprepared communicants to the state of discomfort, protest or the feeling of «cultural shock». Mentality, national customs, traditions, and norms of behavior can become a serious difficulty for the understanding and effective communication between people. The solution of this problem is urgent.

It is very important to take account of the interconnection between cultural values and the grammatical system of the language, referring to the cultural component. Otherwise grammatical interlingual interference may appear, i.e. the breach or departure from the grammatical norms of a foreign language as a result of the shift of grammatical skills and abilities of the native language system [2].

There are national-subjective cultural values on the basis of the English and Russian languages. Therefore when explaining, introducing, training and organizing the productive use of grammatical constructions of a foreign language, there should be a constant work on the study of their cultural significance.

Modal verbs are of the greatest interest when teaching the English language, because with no account taken of the cultural component, modal verbs can be used as direct translated equivalents of Russian constructions. In this respect, it is a

grammatical mistake and is an indication of ignorance about the cultural values of another country.

The English textbook for tenth-formers «Spotlight» [1] explains that in the prohibitive meaning the following modal verbs are used: *mustn't, shouldn't, can't.* The fact is that these verbs become «loan translation» from Russian and definitely convey the mentality of the Russian people. In the modern Russian-speaking culture the desirability or undesirability of an action is formulated in the form of prescriptions, not descriptions as in the English-speaking culture. Some examples of the use of modal verbs are given in the textbook, so that the pupils could learn to use them correctly in oral and written speech (Table 1). But the following fact is overlooked: a native speaker of English is unlikely to use modal verbs in some cases, because it breaks his cultural traditions and the choice of an individual. Categoricity of these commands leads him to the sense of vulnerability [5]. In most cases it is better to replace some sentences with modal verbs by the structures correspond to the Anglo-American linguistic culture (Table 1). In the left column of the table there are examples from the given textbook, which don't take into account the cultural component. In the right column there is an alternative, which more corresponds to the cultural traditions of the studied language.

Table 1

Examples of speech constructions

Excluding the cultural component	**Considering the cultural component**
You mustn't dump rubbish here. – *Вы не должны сваливать сюда мусор.*	No rubbish here. – *Здесь не мусорят* (in the meaning of «*если вы не хотите доставить неудобство себе и другим*»).
You mustn't feed the animals in the zoo. – *Вы не должны кормить зверей в зоопарке.*	Thank you for not feeding the animals. – *Спасибо за то, что воздерживаетесь от кормления животных*.
You mustn't use your mobile phone in here. – *Вы не должны здесь*	(This is) Quiet work area. – *Это место для спокойной работы.*

пользоваться мобильным телефоном.	
You mustn't swim here. – *Вы не должны здесь плавать.*	No swimming by recommendation of county health dept. – *Здесь не плавают по рекомендации министерства здравоохранения округа.*
You mustn't park here. – *Вы не должны здесь парковаться.*	No parking. – *Здесь не паркуются.*
You mustn't enter this area. – *Вы не должны входить на эту территорию.*	No admission. / No entry. – *Вход запрещен.*
You mustn't smoke here. – *Вы не должны здесь курить.*	(This is) no smoking area. / Thank you for not smoking. – *Здесь не курят. / Спасибо за то, что воздерживаетесь от курения.*
You should not drink that water. – *Вам не следует пить ту воду.*	No potable water. / Caution: don't drink. – *Вода не пригодна для питья.*
You should not leave the tap running. – *Вам не следует оставлять кран открытым.*	Thank you for closing the tap. – *Спасибо за то, что оставляете кран закрытым.*
You can't take photographs here. – *Вам нельзя здесь фотографировать.*	No photographs here. – *Здесь не фотографируют.*
You can't take your dog on the train. – *Нельзя брать собак на поезд.*	Sorry no dogs. – *Вход с собаками запрещен.*

The qualitative teaching of a language is impossible without an account of the linguistic culture. A foreign language speaker should not only formulate his thoughts correctly, but also keep up the cultural norms accepted by the native speakers. The assimilation of the language forms with no account of the value of its cultural component leads to the modelling of communication, which reflects a person's own

cultural norms and which comes into a conflict with the semantic perception of speech by the native speaker.

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TEENAGERS' PERCEPTUAL ACTIONS WITH TACTILE PERCEPTION OF THE OBJECTS WITH VARIABLE FORM

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1. INTRODUCTION

Nowadays the process of intensive penetration of computer systems, learning game programs in different spheres of human life is widely spread all over the world.

But at the same time it creates the additional load on perceptual processes of people. Students are not prepared for such a load whose, if compared with adults, psychological processes and personality structures haven't been formed yet. Computer games if used irrationally may lead to computer addiction and affect their health, touch-sensitive, motorial and cognitive development [1; 2; 3; 6].

One of these problems is the substitution of perceptual operations by "technical imitation", which makes the activity of a person useless, leads to the disorder in the perception, breaks the capacity to conduct perceptive actions which scan the forms of objects (flexibility, plasticity, fragility of different parts of its form). An object with a variable form has degrees of freedom; it can be changed in the process of influence (e.g. plasticine, a book, a flower and others). An object without a variable form is unchangeable in the process of influence (e.g. a table, a brick, etc.) [2; 5]. There are a formal model and an algorithm which are used to make any perceptual influence on an object: 1. Perceptive system in case of perception actions has got a mechanism of active influence on an object and a mechanism of synchronous measurement of its conditions at the moment of the beginning and the end of each influence. 2. The influence of a subject of perception on an object is strictly single-dimensional, elementary. 3. The influence of a subject of perception on an object is short, it means at the moment of absence of outer influences on an object [4].

In this respect the urgency of study of teenagers' perceptual actions becomes vivid.

2. PLAN OF RESEARCH

The items discussed above made us to make the investigation. The main aim of it was the study of peculiarities of teenagers' perceptual actions while percepting objects with variable form.

For the experiment we chose four types of teenagers:

1. A – average teenagers (they don't play computer games, don't do in for drawing, have got good health).

2. V – visually impaired teenagers.

3. D – teenagers who go in for drawing.

4. G – teenage gamers, who attend computer saloons and play computer games there.

Such a choice was made in order to investigate the state of touch-sensitive and motorial up-bringing of the analyzed types of teenagers; and to investigate the necessity of psychological aid in case of revealing or not revealing of touch-sensitive and motorial underdevelopment.

The statement that presence or absence of specific peculiarities and gender differences of teenagers of different age groups when they make perceptual actions with objects having a variable form was taken for the hypothesis.

For checking of the hypothesis were used such methods as:

1) author's projective method "Focus of attention" for the revealing of the dominance of spatial or objective attention by A. Severin (2009);

2) methods of multidimensional scaling by W. Torgerson (1958);

3) video filming of movements of hands when a person touches objects with a variable form by means of an experimental device and video camera (Fig. 1).

Fig.1 – The experimental device and video camera.

The materials for the investigation were 9 objects (see picture) with a variable form (36 pairs) (Fig. 2) prepared beforehand and special printed cards to fix the data, the experimental device with video camera, materials for the method "Focus of attention". For the research of teenagers' perceptual actions when they percept objects with variable form a special experimental device was made and the method of step-by-step complication of perception of objects with variable form when they were

shown to teenagers was used. The hands' movements of tested people when they touched the objects were filmed.

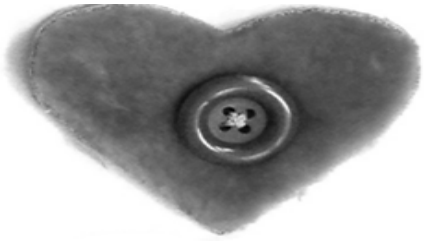

Fig.2 – The object with a variable form.

Qualitative and quantitative methods of analyses were used for the data processing.

The investigation was held in Brest city and Zhabinka during 10 months in 2009. 223 male and female teenagers took part in it, 60 of them were artists, 60 – gamers, 60 – average teenagers, 43 – visually impaired teenagers. The age of respondents was 13-15 years (students of 7^{th} -8^{th} forms of Brest secondary schools № 5,9,30 and a specialized school for visually impaired teenagers in Zhabinka.

The research consisted of two stages. The first stage included the preparation of materials for the research, the establishment of the contact with teenagers. The second stage included the research itself. The diagnostic work was done with average teenagers first, then with teenage artists, after that with teenage gamers, finally, with the visually impaired teenagers. The methods of research were used one by one: the author's projective method "Focus of attention" by A. Severin was used and special forms were filled in; the modified method of multidimensional scaling by W. Torgrson. For its modification we developed and scientifically proved the method of stage complication of perception of objects with variable form, which included three successive stages:

The first stage – two figures were shown to a tested person (36 pairs altogether) to touch them visually; touching by hands wasn't allowed. The tested estimated different qualities of the given pairs of figures and gave them from 0 to 9 points (the differentiation and the estimation of objects was done only by means of the visual analyzer without the tactile one);

The second stage – the tested person touched the offered pairs of objects without looking at them. The objects were in the experimental box. After that he/she estimated the difference of their forms and gave them from 0 to 9 points (the differentiation and the estimation of objects was done only by means of the tactile analyzer without the visual one);

The third stage – the figures were touched by hands and visually (the tested person watched his/her operations with figures on the monitor and gave for the difference of qualities of pairs of given objects from 0 to 9 points by means of tactile and visual analyzers at the same time).

So in the course of the research the teenagers were shown 9 pairs of objects with variable form presented in pairs (36 pairs altogether) for touching and estimating of differences between them by means of visual and tactile analyzers. The special device with video camera was used for this purpose. The tested person estimated the difference of qualities of the given pairs of objects by giving them from 0 to 9 points. The hands' movements of tested people when they were touching the objects were filmed. For the presentation special matrixes were used (Fig. 3).:

№	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1		**9**	**26**	**14**	**19**	**24**	**6**	**20**	**1**
2			**18**	**5**	**12**	**34**	**29**	**16**	**31**
3				**22**	**32**	**3**	**27**	**36**	**8**
4					**15**	**28**	**11**	**35**	**17**
5						**7**	**23**	**4**	**30**
6							**13**	**33**	**25**
7								**10**	**21**
8									**2**
9									

Fig.3 – The matrix of presentation of pairs of objects to a tested person

Special matrixes (Fig. 4) for the fixation of the obtained data were used (the estimation of pairs of objects by teenagers):

Date____Time_____Respondent_____

№	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1									
2									
3									
4									
5									
6									
7									
8									
9									

Fig.4 – The matrix for fixation of estimation of objects

3. RESULTS

In the course of our research the following results were received:

According to the first method “Focus of attention” the following was revealed: 1) the teenage gamers needed the longest period of time to study the cards – 31-45 minutes and average students needed 25 – 30 minutes, less time was needed for two other groups of teenagers – 12-25 minutes and teenage artists – 5-11 minutes; 2) the boys from all the groups finished the tasks almost twice as quickly as the girls; 3) interesting data were revealed according to the predominance of spatial (S) or objective (O) or mixed (M) attention. The results are shown in the Table 1:

Table 1.

Predominance of the type of attention

Respondents		Predominance of the type of attention, number of people		
		S	O	M
A	girls	20	7	3
	boys	14	10	6
D	girls	25	3	2
	boys	23	6	1
G	Girls	8	16	4
	boys	5	7	20
V	Girls	2	7	8

	boys	6	6	14

4) the data given above underwent the content-analyzes (coefficient of Yanis) with the help of the two formulae (1 and 2, also 3,4,5,6):

$$\text{a) } C = \frac{f^2 - f * n}{r * t}, \quad (1)$$

with f>n, if r=11 and t=2.

f – the predominance of objective attention, n – the predominance of spatial attention, r – the amount information, t – general amount of information analysis.

$$\text{b) } C = \frac{f * n - n^2}{r * t}, \quad (2)$$

with f<n, if r=11, and t=2.

The generalized research gave the following (gender peculiarities of respondents were not taken into account): the first for mula describes the data of average teenagers and teenage artists (C_a = 38,6, C_d = 98,2); the second formula describes the data of visually impaired teenagers and teenage gamers (C_v = -14, C_g = -12). Thus teenage artists and average teenagers have objective attention, visually impaired teenagers and teenage gamers have spatial attention.

The data of boys and girls were taken separately. The following results were obtained: according to the first formula (C_{ag} = 15,45, C_{ab} = 5,09, C_{dg} = 26,14, C_{db} = 23); and to the second formula (C_{vg} = -2,2, C_{vb} = -5,0, C_{gg} = 0,73, C_{gb} = -13,6). Obtained data shows that girls artists, boys artists, average girls, average boys, girls gamers have objective attention, spatial attention have boys gamers, visually impaired boys and visually impaired boys. Mixed type of attention wasn't analyzed.

5) Having applied the second method of multidimensional scaling by W. Torgerson the criteria for comparison and estimation of objects with variable form were revealed (the criteria were offered by the tested teenagers and taken into account: structure and thickness, the size of buttons, flexibility of figures, presence of holes in buttons(their number)). After that the differences were fixed in special forms.

As an example we will give two matrixes, which received after the analyses of data according to one of criteria (texture) (Fig. 5 and 6):

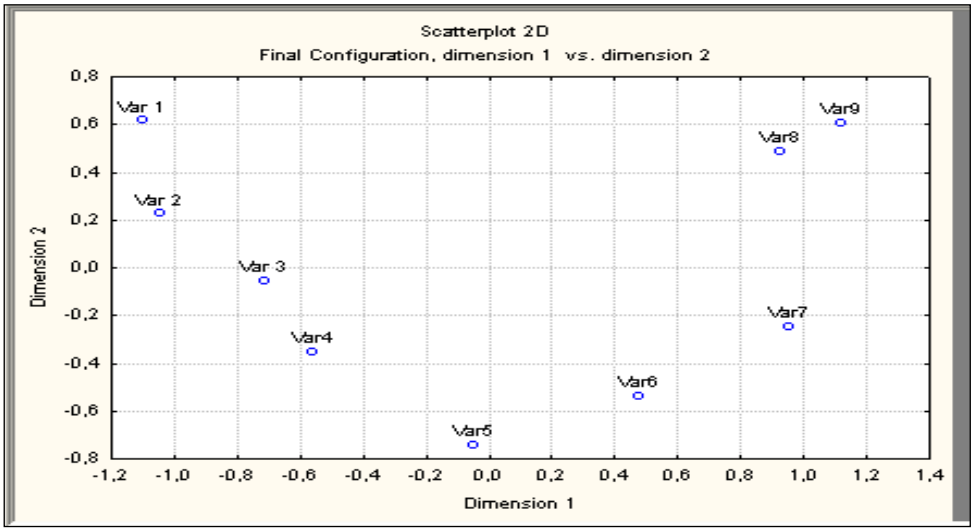

Fig.5 – The matrix of the teenage artist.

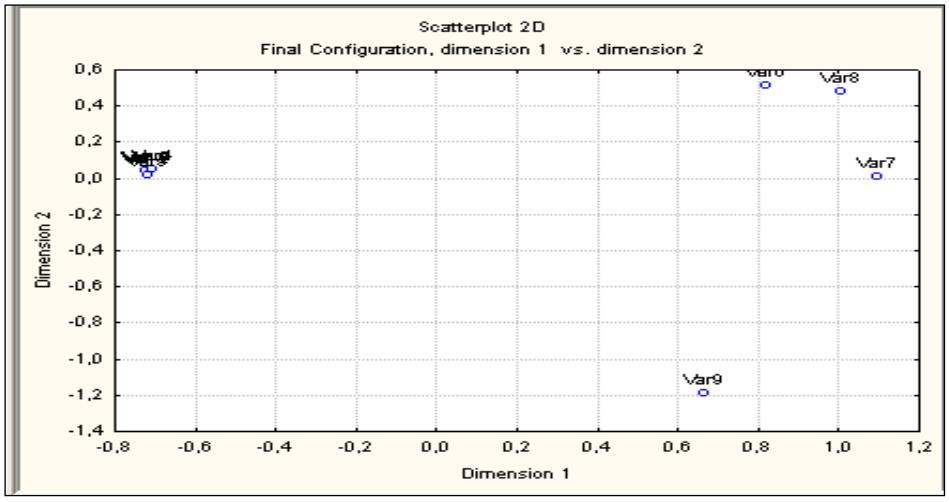

Fig.6 – The matrix of the teenage gamer.

Primary analyses showed that:

1) the first three groups of tested teenagers singled out the following criteria of estimation of objects (structure, flexibility of a button), the fourth group (teenage gamers) singled out structure of a button and presence of holes;

2) according to the correct perception of differences of the given pairs of objects we got to know that the least number of mistakes was made by teenagers who attend drawing classes; the second place took visually impaired teenagers; the third – teenage gamers; the fourth – average gamers. Thus, computer games probably

partially block and partially develop perceptive operations of teenage gamers when they percept objects with variable form, and drawing classes on the contrary help develop sensor progress of teenagers.

3) the fastest and the most exact estimation of objects was when the respondents used eyes and hands. It shows that the process of perception must include eyes and hands, or if to be more exact their coordinated combined movements in the process of perception of objects.

Having applied the third method the video files were obtained. They show movements of hands of respondents. The analyses didn't reveal gender differences in the process of perception of objects with variable form except the time difference (boys spent 2-3 times less time to touch the objects than the girls).

4. CONCLUSIONS

The research helped make the following conclusions:

1) four groups of respondents were studied (average teenagers, teenage artists, teenage gamers and visually impaired teenagers);

2) the hypotheses was confirmed, as definite specific peculiarities and gender differences of teenagers from different age groups were revealed in the process of perception of objects with variable form;

3) it was found out that drawing classes effect favorably the sensor development of teenagers, but computer games on the contrary lead to the worsening of perceptive actions;

4) the author's method "Focus of attention" was tested on four groups of respondents for the revealing of predominance of spatial or objective attention;

5) the further analyses of matrixes was planned with the help of the method of multidimensional scaling using the program Statistica 7.0 for the increasing of effectiveness of the received data and for the establishment of correlation between the used methods;

6) the ways of possible work were planned for rendering help to teenage gamers to improve their sensor development.

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PROBLEM TRAINING OF FUTURE TEACHERS TO TEACHER IMPACT ON THE EMOTIONAL SPHERE STUDYING

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This report reveals the need to find the optimal combination of emotional and rational in the educational process. Presented a course on the choice of students, aimed at preparing students for pedagogical impact on the emotional state of students.

Keywords: emotion, emotional, sensual sphere, a combination of emotional andrational, intellectual, emotional, pedagogical impact, techniques and methods of pedagogical influence on the emotional sphere.

As a means of shaping the competitive personality of the future teacher is to intensify its emotional - sensual sphere. In pedagogical terms of a solution to this problem appears as a search for the optimal combination of emotional and rational in

the educational process. Only interpenetration of emotional and rational in the educational process can ensure the formation of an active person, as emotions cause, regulate, support cognitive activity of students. Emotional experiences play a major role in the formation of the value of man's relationship to the world. In addition, the emotional and sensual excitement in learning areas has one goal - to prevent or remove the intellectual and mental overload students.

In this regard, the future teacher should know that no doctrine, no training chemise not occur in isolation from emotional and sensual sphere, which inevitably involved in the process of learning. Man as a subject of practical and theoretical work, which recognizes and changes the world, is not a dispassionate sorer tasseled of what is going on around him, or in the same dispassionate machine, producing certain actions like well-coordinated machine. Acting, it not only makes certain changes in the nature, in the objective world, but also affects other people, and he is feeling the effects that come from them and from their actions and behavior, changing his relationship with others, he feels that with happening and it is performed, it is in some way to what is around it. Experiences of this man's relationship to the surrounding area of emotions or feelings [9]. VK Vilyunas defines emotion as «a large class of processes of internal regulation of mental activity, mental reflection in the form of direct partisan experience» [4, p. 25].

Importance of the problem of human emotional development hardly needs justification. What are the conditions and determinants are not guiding the life and human activities, internally and mentally they become effective only if they are able to penetrate into the sphere of his emotional relationships, and brake, and a foothold in it. Therefore, training in content, methods and forms cannot ignore the laws of the emotional development of the individual.

Pedagogical impact on the emotional state of students will contribute to the search of information to support the state of satisfaction and pleasure, and conversely negative emotions cause of action against education. Creating an emotional response, it should be borne in mind that the power of emotions to dosing. The optimal excitation processes are considered moderate strength in combination with the

braking process with a degree of increasing emotional saturation, which ensure UT active but quiet cognition trained yuschihsya.

To prepare future teachers for pedagogical impact on the emotional state of students, we have developed a special course (optional course for students studying). The purpose of discipline: the formation of scientific and theoretical knowledge of students about emotional events, methods of pedagogical influence on the emotional sphere of students.

Objectives of discipline:

- To help students ideas about emotional person;

- updating of scientific-theoretical and experimental study of the positions of the emotional sphere of human rights;

- The development of the psychological skills to diagnose emotional development of students;

- The formation of skills to apply methods of pedagogical influence on the emotional sphere in the classroom.

This special course covers the following topics of discipline and their contents. Topic 1. Emotions and feelings.

The concept of emotions and feelings. Classification of emotions and feelings (SL Rubinstein, Boris Dodonov, DC Tikhomirov, VL Popluzhny, IA Vasiliev et al.) Physiological mechanisms of emotion. Functions of emotions: evaluation of human motivation to activities regulated.

Theme 2. Intellectual emotion.

The concept of intellectual emotions and feelings. Function of intellectual emotions. Characteristics of intellectual emotions: surprise, guess, doubt, confidence, joy, delight, etc.

Theme 3. Means of pedagogical influence on the emotional sphere of students in the arts.

The ratio of the educational process and the arts. Emotional material, emotional form. Characterization techniques of pedagogical influence on the emotional sphere

of students, "estrangement", or change the logical time sequence, changing the angle of presentation of knowledge about the subject.

Theme 4. Elements of theater pedagogy as a means of teacher impact on the emotional sphere of students.

Theatrical work and pedagogical impact effect on the emotional sphere. The system of Stanislavsky as general pedagogical teaching. Reception performance «emotional contamination».

Theme 5. Culture and technique of speech as a means of teacher impact on the emotional state of students.

Pedagogical communication. Levels of communication: functional business, vozdeystvenny, emotional. Doctrine KS Stanislavsky a logical perspective. Technique of creating a logical perspective: change of intonation, pause, pantomime, mimicry.

Theme 6. Problem situation as an emotional tool in the learning process.

Characteristics of problem-based learning. Stages resolution training problems and intellectual emotion.

In addition, this special course includes a self-study students, which includes the use of theoretical knowledge obtained in the course of classroom practice, which in turn will contribute to a coherent theoretical and practical framework for the study discipline. A list of suggested topics to guide the student's independent work is not only a theoretical statement of a particular fact through the special course, but also the use of the knowledge directly into practice in the use of diagnostic techniques and analysis of sources.

Assignments to students for independent work.

Theme 1. Emotions and feelings.

1. The structuring of the material studied (emotions and feelings), based on the instrumental didactics its logical processing.

2. Of the various manuals, record approaches to the classification of emotions and feelings.

Theme 2. Intellectual emotion.

1. The structuring of the material studied (intellectual emotions) based instrumental didactics its logical processing.

2. Be ten questions on the topic.

3. The study of the individual characteristics of emotional development of children.

Theme 3. Means of pedagogical influence on the emotional sphere of students in the arts.

Develop content of two lessons on the textbook material using techniques of pedagogical influence on the emotional sphere of students.

Theme 4. Elements of theater pedagogy as a means of teacher impact on the emotional sphere of students.

Develop the content of three lessons on the textbook material using techniques: reception «bright spots», the creation of a situation of empathy teacher and students; nudity teacher in the presentation of his feelings about the presented, disclosure and transfer of their attitude to the subject and assessment reports, etc.

Theme 5. Culture and technique of speech as a means of teacher impact on the emotional state of students.

Develop the content of three lessons on the textbook material using techniques of pedagogical influence on the emotional sphere of students, based on the culture and art of speech.

Theme 6. Problem situation as an emotional tool in the learning process. Develop the lesson on the material using the textbook problem situations.

Our work shows that, provided systematic call work on the creation of problem situations in teaching ton, the use of complex techniques of pedagogical influence on emote tetragonal area students, dominated by positive emotions tonal tone. All this contributes to the predominance of students' cognitive interests and needs, faster «being involved» students in learning and cognitive activity.

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THE PRINCIPLES OF PROJECTING A QUALITY SUPPORTING SYSTEM OF HIGHER EDUCAITON ON THE EFQM BASIS

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In the article there have been substantiated the principles of projecting a quality supporting system of higher education on the basis EFQM model, that take into account features of the model in the context of tendencies of development for a the quality supporting system of higher education. Has been determined the conformity of worked out principles with the features of the model and it's criteria.

Key words: a EFQM model, systems of quality supporting system of higher education, principles of projecting.

1 INTRODUCTOIN

The analysis of the ISO model of the series 9001:2001 realized in system of the higher education of Kazakhstan, showed that is built on “what the organization must do", and the main method in standards ISO is an audit, thus the results of this method – is statement of the fact of conformity or non-conformity with a list of non-conformities which one must delete [1]. The use of these standards will allow obtaining a qualitative estimation only, at the same time one has to fill in a lot of documents, in our opinion, the use of these standards only, will make educational establishments to be oriented on the results of check and timely remove found out lacks. This fact is a some brake in improvement of educational activity.

In accordance with the State program of education development in the Republic of Kazakhstan for the years 2011-2020 [2] in the future there will be realized the principles of autonomous of higher schools in academic, finance and managerial activity of higher schools, thus now the higher schools need to work out on their own innovational mechanisms of education quality assurance. One of such mechanisms, in our opinion, is introduction of a Model of Improvement – the model EFQM (European Foundation for Quality Management) [3]. The role of the model EFQM is to find out fields for improvement, which realization will raise competitive ability of enterprise, thus a result of introduction of the model is assessment of the level of maturity as a level of approaching to perfect action within accepted model with a list of branches for improving, in which one can make changes.

On the basis of the said by us is being solved the problem of projecting the quality assurance system of higher education on the EFQM model basis. A initial task for us is to work out methodological aspects of projecting a system providing a required theoretical substantiation to technologies for projecting, that will be an essential condition of their prognostic direction and educational efficiency. In the previous work [4] we had substantiation a method of selecting methodological approaches to projecting quality assurance system of higher education on the basis of the EFQM model. By taking into that toward conceptual bases of system projecting in the field of higher education has some attitude an establishing the principles for

projecting, the next step in solving the given task is substantiation of principles enabling to account a complexity and specific features of the system projected.

2 GENERAL PRINCIPLES OF PEDAGOGICAL PROJECTING

In accordance with active approach to research objects, processes, phenomena the activity is connected with fulfillment of different projects. Now there is no fields of activity in which are not worked out projects. They are needed in any case when it's required to work out the ways of turning a current situation into other one, more optimal, to create artificial objects and structures, to work out algorithms of actions, to plan stages of achieving certain aims and etc. As H.E.Muraveva shows [5], "Objects of pedagogic projecting can be a pedagogic system, a content of education, educational process, pedagogical technologies and means, an educational system of educational organization, region, city, a personality of a leaner, managerial system, pedagogical innovations and etc.".

Exist two principles of the pedagogical projecting. The first – **a principle of human priorities**. This principle is orientated on a man, i.e. a participant of sub-system, process or situation. The second principle of the pedagogical projecting is ***a* principle of self-development.** The present principle means to create system, processes or situations dynamic, flexible, able in the course of realization to changing, rebuilding, complication or simplification [6].

L.I. Gure [7]: giving these two principles, completes them with the *following principles:*

— a principle of dynamism, offering a movement of system from the essence of higher order to that of more low one;

– a principle of completeness, supposing an assurance of realizing in projected object the system of requirements to its functioning;

– a principle of diagnostics, supposing arranging a constant link, realization of measuring tools, monitoring of functioning the system in practice;

– a principle of constructive integrity, proposing to establish a stout interlink between components of methodological system and the stages of its' projecting and realization in practice.

In the mentioned literature source [6] along with the principle of self-development *a principle of system*, which, in the author's opinion, is that a subject of projecting must be considered, firstly, as an integrity, secondly, as totality of interconnected elements, and, thirdly, as an element of a system of more high level, at the same time it's underlined, that this principle is used when projecting technical systems too, that says of an essential unity of this process irrespective of a field of it's use.

In the [8] is given a list of them only, and coinciding with previous ones by one point only:

- A principle of prognostics;
- A principle of step;
- A principle of norm;
- A principle of feedback;
- A principle of productivity;
- A principle of cultural analogy;
- A principle of self-development.

To continue the list of the sources on defining the principles of pedagogical projecting, obviously, is not worth, since it's clear that by scientists were substantiated general, universal principles, and each researcher adopts certain principles that meet its own projecting. Therefore, we also can go in this way:

1) As general principles of projecting to adopt the principle of human priorities, the principle of self-development and the principle of system;

2) To substantiate the principles of projecting, taking into account a specificity.

3 SPECIFIC PRINCIPLES OF PROJECTING A QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION ON THE BASIS OF EFQM MODEL

Firstly, one should note that features of a subject of projecting have been taken into account by us in selection of methodological approaches to projecting the quality assurance system of higher education on the basis of EFQM model and has been accepted a systemic-synergetic approach, that will allow to take into account inequality and nonlinearity of the system. In connection with it one needs to lean on the synergetic principles of projecting, given in the [9]:

1. A principle of openness.

2. A principle of additionality.

3. Correlation of managerial actions and internal tendencies of self-organization of developing system:

4. Taking into account of a variety of possible ways of system development.

5. Non-equilibrium, non-linearity.

Indeed, the quality assurance systems of higher education as social systems, have open feature, i.e. adopt the affluences of social and reply them with its' changes, keep including into its structure new elements. Taking into account of it's complexity in them, correlate different and even contrary tendencies of managerial activity (need of stability and conservation of the system, along with assurance of it's changes, development), ways of management and etc., at the same time a managerial activity of development must be agreed with it's own tendencies of change of system and take out it to own ways of development, by providing for optimal forms of organization with an optimal way, with minimal expenditures, i.e. to optimize a development process.

In the quality assurance system of higher education are marked out three sub-systems:

- a sub-system of quality management;

- a sub-system of internal guarantee of quality;

- a sub-system of confirmation of quality (external estimate of quality),

Thus we consider purposeful to adopt a principle, which can be named ***a principle of modularity***. Support on this principle will enable to project separate blocks or their adaptation to new conditions. Realization of this principle has got its

advantages and disadvantages. On the one hand, a model structure will allow to project gradually (step by step), acceleration of introduction; on the other hand, will be appear menace of excess and subdivision. In order to avoid negative phenomena, one should choice right a projecting strategy. In the practice exist two principally different *strategies of system projecting.* One is named projecting "from below" of bottom, and the other one is "from the top into bottom". Projecting from below to upwards is that are projected all composite elements of a future object, then on the basis of them are created more big blocks. Projecting from up to below is based on working out a system in whole in compliance with general aims of the project by gradually transmission to projecting of composite ones of a system till creation of elements of very low level of projecting. The first strategy has got an advantages that achievement of aim will be done, however it's disadvantages are that at the same time can be missed general aims of the project. The second strategy has got the same advantages, i.e. provide for achievement of general aim, however it has some certain disadvantages: failure in low levels of projecting can appear in all the process. When using both strategies it's important to remember that all times one needs to search for compromise between them, and then one can provide realization of module principle in practice.

As it has been noted in the introduction, there will be a task of substantiation of principles, enabling to take into account complicity and specific features of a system projected. The following *features of EFQM model* are marked by us in the context of tendencies of quality assurance system of higher education:

1) EFQM model promote that not only leaders of establishment, but it's personal must have got "qualitative culture" (meet to tendency "distribution of movement for providing and guarantee of high quality for higher education");

2) EFQM model allows to estimate the achieved results and on their basis to note the ways of approaching to perfect company (meets to a tendency "transmission to innovative high and high occupational education, providing of it's every kind of modernization and balance (adequate, variety, flexibility, mobility,

economy, a new content, projecting of new types universities and educational establishments)";

3) EFQM model is directed on determining fields for improving (meets to tendency "change of all system of manage education quality, enabling subjects to fulfill free choice of the ways of self-educating, self-improvement of occupational activity");

4) Only EFQM model allows to express the results of an activity in quantity (in points) (meets to tendency "improvement of estimation system of functioning of educational systems, international comparisons of a education quality and higher education especially").

By taking into account these features the following principles were accepted by us.

1) A principle of technological effectiveness, we understand this as guaranty of a result of projecting on the basis of continuity, step-by-step, continuity of development and working out. Continuity is a principle of projecting new functional opportunities of a system, which is compulsory use of a before compiled experience, also conservation of all useful resources and means for further use. *Continuity and step-by-step* of development are based on that quality assurance system can be changed, thus along with conservation of before non-worked experience and resources occurs step-by-step development.

2) ***Possibility of control of processes and their monitoring.*** Multy-aimed use of information in the quality assurance system requires an availability of high reliability of data, for which a constant control is needed. Regular monitoring is needed for obtaining qualitative and quantitative features of functioning of the system of the basis of use of modern informational technologies.

3) ***Orientation on the first persons of organizations-users of the object of projecting.*** Successful fulfillment of work on creating a system, it's development and exploration is possible providing support them by the first person of organization-user for the system. An analogue position to which adhere D.Yampolskaya and M.Zonis [10], which among the principles of creation of organizational structure of

enterprise are named as *ideology of management*, to which adhere top management, since values, principles, style of management can have an influence considerably on development of horizontal links, a scale of manageability, quantity of levels of management and etc.

4) Taking into account of psychological aspects of projecting and running of the object of projecting. One can theoretically build a system, work out a mechanism of collection, conservation and searching of information and etc., but, if at the same time won't be taken into account human factor, interests of working people in the system, conformity of them to functional distribution of tasks and a volume of authorizations of employees which are defined by strategy, policy, procedures, it's difficult to expect successful running of such a system. Developers need to pay attention to a structure of motivation, a level of qualification, professionalism, competency of a personnel, carefully thinking how will be realized practically ideas in a future system by taking into account of human factor, how will be taken into account of interests of users and other interested people, who are not subjects of projecting, and generally external environment, which is characterized by complexity, dynamism and uncertainty.

For more complete imaging the EFQM model, one should have given it's nature, however, we consider, that there is enough quantity of literature on this model (See, for example [3]). Thus in the table made for the purpose of ordering worked out principles in conformity with marked out features of the model, we'll name criteria of the model only, by defining their place in the matrix **(table #1)**

Table # 1

Conformity of worked out principles with the features of the EFQM model and it's creteria

Features of the EFQM model	Specific principles of projecting of quality assurance system of higher education	Criteria of the EFQM model
Will promote that not	Orientation on the first	Leadership

only leaders of establishment, but also all it's personnel must have got "quality culture"	persons of organization-users of an object of projecting	
	Taking into account of psychological aspects and running of the object of projecting	1) People (personnel) 2) results for workers
Will allow to estimate achieved results and on the basis of them to note the ways of approaching to perfect company	A principle of technology effectiveness	1) Processes 2) Team "results" 3) Partnership and resources
	A principle of openness	
	Correlation of managerial actions and internal self-organization of a system developed	
Is directed on defining fields for improving	A principle of technology effectiveness	1) policy and strategy 2) processes
	A principle of module effectiveness	
	Taking into account of variety of possible ways of development of a system	
Allows to express the results of activity in quantity (in points)	Possibility of a control of process and theirs monitoring	Key results of activity

4 CONCLUSTION

On the basis of an analysis of literature, results of his own research the author was able to ground the principles for projecting a quality assurance system of higher

education on the basis of a EFQM model, which correspond to both general pedagogical projecting and specific, considering quality assurance system with view of synergetic, also taking into account of features of the EFQM model in a context of tendencies of development of quality assurance system of higher education. Has been determined a conformity of worked out principles by marked out features of the model and its criteria. Such systematization has been done for the first time in a pedagogical science.

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SOCIAL AND PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF TEENAGERS' ETHNIC CONSCIOUSNESS

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In this article features of development of ethnic consciousness of teenagers reveal, the contents, structural components, the main directions and levels of its development is described.

Keywords: ethnos, consciousness, ethnic consciousness, ethnic culture.

In the conditions of social and economic instability and uncertainty of life, the role of ethnic culture, values, behavior rules as necessary conditions for socialization of the personality, formation of its individual and psychological features and spiritual and moral development considerably increases. In this plan development of ethnic consciousness of pupils is one of aspects of the personality socialization (2). The ethnic consciousness is understood as comprehension by people of the belonging to a certain ethnic community. It is based on feeling of spiritual, cultural and psychological bond with the native people. Ethnic consciousness, being the integral form of consciousness of the personality, acts as a leading factor of development of personal qualities, defines the direction of its activity, behavior in situations of a choice, contact with people.

The ethnic consciousness as a difficult and multilevel phenomenon in gnoseological sense represents triune system which consists of the following components:

1. **The cognitive component** – includes information and theoretical knowledge about national, contains general concepts about ethnodifference and ethnointegrating signs of ethnos. Knowledge of culture, tradition, customs, ethnos way of life, and also knowledge of ethnopsychological features of the personality (an image "I"), on the basis of knowledge of the ethnic identity and a community of the ethnicity joins;

2. **Emotional and valuable component** – the various internal relations of the person to elements of ethnoculture and to as to the carrier of a certain ethnic identity. The self-relation, self-assessment and the relation to ethnos as a whole join. Assessment themselves, experiences in connection with awareness of the ethnic identity are mediated by real life of the personality in the course of a constant ratio of the living positions, installations, values with requirements and norms of that ethnic community as which the identity of ranks. This, some kind of, social and moral attitude towards as to the representative of ethnos, to the ethnos and to other ethnic communities;

3. **Behavioural component** – behavioural installations, joint activity, understanding of as the subject of the ethnic community, the self-control which is understanding as process of regulation of the mental activity, the behavior in the form of a ratio of the motives, acts, the purposes, opportunities with those requirements and norms which lay down conditions of activity of ethnos before the personality join.

Logical completion of development and formation of all presented components of ethnic consciousness is formation of high level of international communication's culture. And in case of not formation of structural components of ethnic consciousness level of culture of international communication falls.

The main criteria at development levels definition of ethnic consciousness are: ethnic knowledge, ethnic self-identification, understanding of as the active subject of an ethnic community, adaptation to interethnic correlations.

Based on the allocated criteria, we allocate three levels of development of ethnic consciousness:

The first level – low – is characterized by that feature sets on which teenagers identify themselves with an ethnic group differ scarcity, vagueness and small quantity. The general ethnocultural features are specified only, clear ideas of their semantic value aren't had. Indistinct identification of with an ethnic group is observed or, at least, value of own ethnos in the life isn't realized. Low adaptation to interethnic

correlations that is shown in the increased frustration, aggression, lack of tolerance to contemporaries of other ethnos is observed.

The second level – average – is expressed that teenagers realize the ethnic origin. Ideas of ethnic signs, ethnocultural features are more various and differentiated. However they have no idea of as the carrier of certain ethnic lines, i.e. own ethnopsychological, ethnic features aren't realized. They don't put themselves as the active ethnic subject that involves formation of the ignoring relation to own ethnos, and to other ethnoses.

The third level – high – is expressed that teenagers possess accurate ethnic identity. Ethnic representations not only are various and differentiated, but also are characterized by a multiaspects, logicality and a reflection, i.e. realize semantic values of these or those ethnic phenomena. Except ethnocultural features they mark out own ethnopsychological features, put itself as the active ethnic subject. High level of adaptation to interethnic interactions that is shown in the adequate and loyal relation, understanding, to aspiration to cooperation, absence of frustration, aggression to representatives of other ethnos is observed.

The main directions of development of ethnic consciousness are:

- familiarizing of pupils with national culture taking into account age features and motivational spheres;

- creation of special pedagogical conditions where pupils not simply passively acquire knowledge, and are active participants of pedagogical process, show the relation to ethnoculture elements;

- complex impact on all structural components of ethnic consciousness (cognitive, emotional and valuable and behavioural);

- increase of the general level of consciousness of the personality by means of the self-knowledge, an adequate self-assessment and the self-relation;

- formation of international communication culture by acquaintance of pupils with cultures of other people.

The personality, acquiring the cultural values accepted in ethnic society, chooses a way of the people’s life, its spiritual moral principles, thereby forms the

ethnic consciousness (3). The person has a feeling of participation to culture, values of the people. He starts perceiving himself the carrier of certain ethnocultural and ethnopsychological features. Understanding of as the representative of the ethnic group creates preconditions for careful attitude to its cultural values, preservations, enrichments, developments and their transfers to new generation. Acquiring cultural symbols the child not only learns ethnic reality, but also receives behavior standards. Cultural symbols comprise moral and moral codes, behavior rules, good and evil standards that, in turn, becomes a valuable reference point, psychological installation in behavior of the child. The personality, by means of native culture develops in the psychological and sociocultural plan.

In development of ethnic consciousness, by means of knowledge of culture of the people there is a gradual transition to universal, world culture, at the child complete attitude, system thinking (1) is formed. Forming the ethnic consciousness, creating of the "I"-image, the person understands the initial essence, the uniqueness and a worthiness, as carrier of ethnic culture. And it is the precondition for understanding of uniqueness of other nations, the patient relation to them. Therefore development and improvement of consciousness of the child, both in individual, and in the ethnic plan has to become a main goal of training. Education is not only assimilation of knowledge, but also process of creation of the "I"-image.

Development of ethnic consciousness is a necessary condition of full and harmonious development of the personality.

Therefore each teacher has to aspire:

- to create all conditions in order that the child realized himself the representative of the people;

- to bring up at children feeling of national advantage each child felt worthy the people, adequately presented the people, deserved respect for representatives of other people;

- to impart to children love to cultural values, property of the people;

- to bring up in children call of duty and responsibility for preservation and cultural development of the people;

- to impart to children feeling of participation, usefulness, personal participation in life of the people;

- to achieve that each child was able to use and apply in practice and in private life national traditions, customs, ceremonies;

- to bring up the self-assured people who are adequately estimating, the forces and the opportunities, capable validly and kindly to treat friends, the contemporaries, all acquaintances and strangers;

- to help children with disclosure of the opportunities and abilities, realization of internal forces.

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ACADEMIC MOBILITY IN HIGHER EDUCATION

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In this report we describe the phenomenon of academic mobility in a globalized society. We outlined the variety of programs available for mobile students. Essential requirements and obstacles were overviewed.

Key words: academic mobility, European higher education area, the Bologna Process, the Erasmus program.

Academic mobility is an old phenomenon and it has already become a profile issue among the students and teaching staff . The number of countries involved has increased hugely in the last decades. This is a contemporary kind of mobility that enables students to acquire qualifications with a difference, enhance their employment chances and integrate into various communities.

There are two types of academic mobility: inside (within a domestic country) and outside (going abroad to study for a limited time). The question of mobility is a matter for universities and high education in its entirely and not just a matter of bringing new students into universities. Universities should be more interested in this process and seek their budgets in a globalized economy. Unfortunately, academic mobility suffers from cultural, socio-economic and academic barriers. In most cases it is rather difficult to enter the European higher education area but the appearance of the Bologna Process helps to lower these obstacles. As one of the crucial requirements of the Bologna Process, academic mobility means a possibility to transfer one university to the other one in order to experience, overcome national self-sufficiency. Students may get knowledge, improve their linguistic proficiency and find a promising job. Mobile students are frequently divided into free movers (students travelling on their own initiative) and program students (using exchange programs at department, faculty, institution).

Key principles of students mobility are: learning abroad in the frame of mobility programs is free of charge; students only carries the transport, accommodation, meal; medical assurance costs; students' home universities are obliged to recognize the credits got in the receiving university.

Academic mobility is two way round trip circuits from home institution to the host partner institution and back.

Nowadays, there are a great variety of mobility programs (the Erasmus program, ENEN, SICUE, UNITECH, Leonardo, GRUNDTVIG, COMENIUS) that enhance education quality and diversity.

One of the leading program is the Erasmus program . It is aimed at increasing attractiveness of European higher education fostering international cooperation,

accelerating mobility for university students in the EU and worldwide. Paving the way to higher education policy for the EU, it has also provided European students scholarships and opportunities to get firsthand experience of studying in another European country.

In the mid-90s, only a few international advisers had an objective understanding of what student international mobility implied. Most started from scratch and spent the rest of decade and beyond trying to figure out how to internationalize their campus through international academic mobility. Many challenges and obstacles are however still standing to the free movement of students, teachers and researchers. Financing, recognition, language and cultural barriers, states regulations within the European Higher Education Area and outside EHEA, the quality of study period and many other legal or informal barriers to mobility should be removed and international opportunities related to mobility should be made public. Each person who wants to take part in one of the above mentioned programs should be aware of required documents. Required documents guidelines: proof registration; transcript of records; draft study plan; motivation statement; your current CV; recommendation letter; passport; 12 month-rule declaration; letter of support of the host university and the home university; invitation letter .

The year 2013 is expected to be yet another year for international students' mobility worldwide.

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Tretyakova I.S.

THE RESEARCH OF DEVELOPMENT OF FUTURE TEACHERS' RESPONSIBILITY

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Nowadays, taking into consideration various global trends, immeasurably increases the value of harmonically developed, socially active person. All educational institutions of Ukraine set the target to prepare the highly educated, fully developed professionals. Highly qualified specialists training includes not only the required amount of theoretical knowledge, practical abilities and skills but profound personal qualities that enable person to adapt successfully to future professional activities, acquire social and personal maturity, seek professional and personal self-improvement.

Under the circumstances of education renewal, teachers' seeking for the ways and means to enhance the professional teachers training, a special role belongs to the formation of the responsibility of the teacher as an integral part of professional self-identity.

The scientific researches of K.O. Abulkhanova-Slavska, I.D. Bekh, M.I. Boryshevskij, L. Kolbergh, G.S. Kostiuk, J. Piaget, M.V. Savchyn, J. Rotter, W. Frankle responsibility is viewed as one of the generalizing qualities, the result of integration of all mental functions of personality and its subjective perception of reality, emotional attitude to duty. I.D. Bekh. views the responsibility as a quality that concentrates conscious individuals' duty, the necessity to act, provides man's recognition of his involvement into social and natural life, a kind of a total identity.
A well-known modern scholar Boryshevskij M.I. emphasises that morally perfect man not only understands the crucial importance of moral values, but also actively introduces them into his daily life displaying such moral qualities as kindness, fairness, tolerance, honesty, integrity, respect to another person, dignity, responsibility, integrity.

Responsibility is a complex and multi-level phenomenon. That is why the problem of responsibility has been investigating by scientists in all times and became the subject of scientific interest in different fields - philosophy, sociology, psychology, pedagogy, political science. According to the existentialists, human

activity is associated with a choice. J.-P. Sartre said that choosing ourselves we choose a person in general. So, I am responsible for myself and for everybody, I create the image of a man whom I choose. It is works of J.-P. Sartre that played a main role in the idea of responsibility development which declared the basal loneliness of a man, his life as a response to the world, not only freedom from but also freedom for creation of himself. A well-known phrase is Sartre: ".. we are doomed to be free" [4, p.61].

Psychology views the responsibility as different forms of activity control of a person from the point ov view of his beliefs, norms and rules. In psychological dictionary we find the following definition: "Responsibility is a control of various forms implemented to the person's activities in non-standard or not civilized norms and rules" [3, p.53].

K. Muzdybayev defines responsibility as a result of integration of all mental functions of a person: subjective perception of the world, his own vital resources evaluation, emotional attitude to duty, will. Scientist emphasises that the responsibility is manifested in feelings, it also serves as a character trait of a man. K. Muzdybayev has an interesting view of responsibility. He believes that responsibility should not be only for the past but the future as well. The responsibility for the future is the result of ability to understand the subject of personal responsibility for the discharge of duties and anticipate the consequences of activities.

Psychologist K. Abulhanova-Slavskaya defines responsibility as guaranteed achievement to their own results of the individuals for a given subject and with different level of difficulty. She also views the responsibility as a form of internal acceptance of the need and its voluntary implementation.

In Ukraine, Savchyn M.V. was the first who made the implementation of the epistemological, ontological and axiological approaches to the study of responsibility, analyzed the relationship of this quality with such personal formation as motivational sphere and identity. He also highlighted the role of unconscious in responsible behavior of the individual. Scientist emphasized that the development of

responsibility is realized towards harmonization of rational, emotional and motivational and behavioral initiatives.

Modern scientists Hurlyeva T. notes that modern science has a positive trend to consider not only the responsibility of the individual to society, but society to the individual as a special property of the subject of social actions. The idea of subject-subject relationships between the individual and society is approved. It is recognized that individual responsibility is the necessary condition for freedom realization, which is also an exercise of other people freedom, society and the state [2, p.78].

The great meaning in development and forming personality's responsibility behaviour is quantitative increasing of motives of self-regulation, peak of which, in M.Y. Boryshevsky's opinion, fall out in youth age. Youth age should be considered as decisive in process of formation personality and development mature responsibility. Exactly in this age person has already had some experience in self-regulation of behaviour and can take the responsibility for his own actions. So, youth age should be considered as decisive in process of formation personality and development mature responsibility.

For determination of level of development of responsibility in youth age we have conducted the experimental research on base of Melitopol State pedagogical University with using diagnostic methods "Inquiry of multimentional-functional analysis of responsibility (after B.P. Pryadeynym)". 68 first-year students of natural and geography faculty took part in research. Mentioned methods give the possibility to find out 8 aspects of responsibility, which expose such components as motivational-emotional, cognitive, behavioral component, peculiarities of orientation of personality and its self-control. According to results of methods we have determined, that 20,6% of first-year students have expressed characteristics of responsibility, for 55,8% of respondents neutral is typical,, situational reveal of responsibility and 17,6% have unnoticeable responsibility (irresponsibility of character). So, analysed adductional results we can notice, that for majority of first-year students of higher pedagogical institution situational reveal of responsibility is typical.

For investigation of level of formation of particular kinds of responsibility, which define it as professional important quality of future teacher, we have used "Methods of determination of responsibility" (author M.A. Ostasheva). These methods allow us to fix the level of revealness disciplinary responsibility, the responsibility for yourself and for others. So, the results of research have shown, that 26,5% of respondents have a high level of revealness of disciplinary responsibility, 67,6% have middle level and 5,9% have low level. This facts enable us to say, that for modern students the great meaning for development and revealness of their responsibility have the control by lectures and parents etc. As to responsibility for yourself, then 29,4% of students have high level, 64,7% have middle level of responsibility and 5,9% have low level. Here we can say about students' avoidness to take full responsibility for their actions and deeds and searching of possibility to find excuses for their irresponsibility. The percent of revealing the responsibility for others have divided in a following way: only 8,8% of first-year students have high level, 79,5% have middle level, 11,7% have low level. Mentioned results have shown, that the majority of students have middle level of revealness of all kinds of responsibility, that is why it is so important to elaborate and introduce developing-remedial events to develop higher level of students-future-teachers' responsibility.

So taking into consideration all above-mentioned we can say that responsibility is integral quality of personality, characterized by: knowledge and experience of duties, general rules of morality, understanding and acceptance of personal, group and social necessity, correct orientation under the circumstances of free choice means to achieve moral purpose, results prediction, willingness to act in accordance to the individual and the general requirements and be responsible for actions before himself, others and society.

Category of responsibility in the general scientific understanding is based on the philosophical doctrine of predestination social behavior of the individual, his relation with freedom and necessity as a prerequisite for the implementation of subject functions of the individual. The starting point for determining the degree of responsibility in general philosophical terms in all epochs was the question of the

relationship between freedom and necessity. Prerequisite to the responsibility is an individual choice of the only possible behavior.

The results of research have shown that the majority of first-year students have middle level development of responsibility. Also there is a particular part among respondents, which has low level of responsibility. It has rised to some concerns and gives us an opportunity to talk about necessity of introduction in studying-educational process of university developing-remedial programme, which orient on development and forming higher level of modern students' responsibility.

In future we plan to introduce developing-remedial events (developing-remedial programme, special course for students-future-teachers "Psychology of future specialist's responsibility"), orient on formation responsibility as a factor of future teachers' professional self-perfection.

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Prots M.O.

HISTORIOGRAPHY OF THEORETICAL AND PRACTICAL DEVELOPMENT OF ALTERNATIVE SCHOOLS (SECOND HALF OF 20TH CENTURY AND EARLY 21ST CENTURY) IN THE CONTEXT OF HISTORY OF UKRAINIAN PEDAGOGY

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The article describes the coverage and role of alternative schools and innovative pedagogical practices of the second half of 20th century and early 21st century in research works of pedagogues and historians of pedagogy. The general overview of historiographic materials on the subject allows us to state that no systematic research has yet been undertaken on the theoretical and practical issues of development of alternative schools in Ukraine.

***Keywords**: historiography of research, innovative pedagogical practices, alternative schools.*

Problem definition: Historiographic analysis of previous research and writings on a given topic in the history of pedagogy within a specified period is an essential method for in-depth study of the theoretical framework of the subject. It also allows to evaluate the scientific novelty of research subject and establish correlative links between its various aspects. [6]

The purpose of this work: Summarization of historiographic works on the subject of our research: theoretical and practical aspects of development of alternative schools in Ukraine in the second half of the 20th century and early 21st century.

Recent studies analysis: Having analyzed available databases of historical and theoretical research works on the topic, we have reasons to believe that there is presently no published study in the field of pedagogical history that would contain a

comprehensive analysis of development of alternative schools in Ukraine in the said period, or a historiographic overview of the subject.

Presentation: Our historiographic analysis of the subject covers archive records, research theses, monographs, methodological materials and relevant newspaper and journal articles.

Reference base of the study is a considerable corpus of historical materials and research works of mid-20th century pedagogues and contemporary scholars.

In the history of Ukrainian pedagogy, theoretical summarization and systematization of findings on practical application of pedagogic theories started in 1930s with valuable works of M. Skrypnyk, T. Lubenets, A. Makarenko, and others.

Issues of analysis, summarization and dispersion of innovative pedagogical practices that could form a basis for an alternative school have not received proper attention for several decades. The first research works in this field (by O. Arsenyev, I. Kayirov, I. Ohorodnikov, M. Pistryak, V. Sukhomlynsky, V. Chepelyev, and others) have only been published by early 1960s.

A considerable body of relevant historical information has been found in archives, most notably annotated catalogues for the Ukrainian Soviet Socialist Republic (UkrSSR) Central Directory of advanced pedagogical experience and methodical materials of Central Teacher Training Institute of the UkrSSR Ministry of Education (CTTI).

The Central Directory of advanced pedagogical experience had been compiled at the Central Teacher Training Institute in accordance with the Minister's of Education Order No.55 of March 28 1979, and the Terms of Reference that had been subsequently developed by the Ministry. The Institute had accumulated over 120 testimonies with detailed description of advanced pedagogical practices employed by individual teachers and schools. More than 40 of these have been included into the Central Directory, listing achievements of innovative pedagogues across UkrSSR in creative implementation of pedagogical novelties of the time into everyday practical work.

Aiming to promote these achievements and ideas, in 1981 the CTTI had prepared an annotated catalogue with addresses and general information on the work of leading pedagogues of the Ukrainian Republic. The contents have been organized by field of pedagogical practice, such as: national upbringing (R. Marenyuk, methodologist and teacher of elementary grades, secondary school No.4, Nova Kakhovka, and others), improvements to the teaching process (T. Ryzhyk, methodologist and teacher, secondary school No.1, Sevastopol – speech improvement; M. Huzyk, chemistry teacher, Ananyivka secondary school, Odesa oblast – use of lecture/seminar system in teaching chemistry; V. Tsymbalyuk, Ukrainian language and literature teacher, Skvyra secondary school No.1, Kyiv oblast – encouraging critical thought and creative approach in teaching literature, and others), labour and vocational training, management and control, etc. [4]

Methodological materials of CTTI summarizing the experience of prominent innovative pedagogues, such as T. Siryk, M. Paltyshev, O. Khmura, V. Tsymbalyuk, V. Shatalov, S. Shevchenko, and others, also form an important portion of our historiographic research. They provide valuable information about innovative teachers and their methods in the form of recommendations for implementation and other similar documents. For example, such recommendations have been developed for practical implementation of experience of V. Tsymbalyuk, Ukrainian language and literature teacher at Skvyra secondary school No.1, Merited teacher of UkrSSR. They contain detailed overview of his methods for encouraging critical thought and creative approach in teaching literature, aimed at developing an active live stance in students. His innovative system of efficient literature teaching based on principles of the developing education, and his matrix of psychological principles that stimulate students' capabilities and critical thought have also been described. [12]

Innovative pedagogues also contributed to promotion and dissemination of their ideas, using their research theses to describe their personal achievements and positive experience of their alternative schools (V. Haluzynsky, M. Huzyk, V. Ilchenko, V. Sukhomlynsky, S. Sukhorsky, S. Lohachevska, P. Losyuk, V. Tsymbalyuk, and others).

For example, V. Sukhomlynsky's research thesis for Candidate of science degree ("School director as manager of education and upbringing work", 1955) deals with various aspects of managing an educational institution, many of which retain their importance till the present day. In particular, the thesis describes interaction between the director and his deputy, cooperation with staff and school as a whole, and different dimensions of management: in-class teaching, polytechnic education, knowledge testing and evaluation, homework, etc. [3, p.406]

S. Lohachevska, elementary grades teacher at Balakhivka secondary school, Kirovohrad oblast, has based her research thesis ("Didactic Principles of Differential Teaching Organization of Elementary School Students", 1998) on her personal system of differentiated teaching that utilizes objective methods to determine the pupils' level of readiness to the school learning process. The thesis provides description and experimental verification of the differentiated tasks system and 10 methods of its application. [10]

M. Huzyk, chemistry teacher and Director of alternative school complex in Yuzhne, Odesa oblast, explains one of the basic approaches of his personality-oriented didactic system in his research thesis ("Mixed system of educational process management in comprehensive school"). This thesis is a part of a wider theoretical and experimental study of a humanistic school pedagogical model that Mr. Huzyk has been pursuing for the last thirty years. [5]

In contemporary historiography, only some aspects of our subject have been addressed in research works of the past two decades. In particular, research theses describe innovative practices of O. Zakharenko (by S. Zakharenko, N. Kalinichenko, N. Orlova), I. Tkachenko (by A. Ivanko, N. Kalinichenko, O. Maksymchuk), S. Lohachevska (by O. Avtamonova, P. Sikorsky), T. Siryk (by N. Fedorova), and other pedagogues.

O. Avtamonova's research thesis "Development of advanced pedagogical experience in secondary schools of Ukraine in 1980-1994" contains some information on alternative schools in Ukraine in the mentioned period [2]. She summarizes the pedagogical experience of specialized subject teachers (O. Basarab, L. Dashevska,

S. Lohachevska, O. Hlazova, B. Kozyarsky, A. Reznik, and others), and touches upon the issue of summarization, systematization, and analysis of advanced pedagogical practices and ideas of best innovative teachers from across Ukraine in the period of 1980 to 1994. Certain common principles have been identified in records of innovative pedagogical practices, and it is likely that these principles determine higher efficiency of innovative teaching technologies.

I. Tkachenko's pedagogical views on the nature and role of socially beneficial labour in the formation of a harmonic personality have received comprehensive analysis and systematization in O. Maksymchuk's research thesis "The system of professional education in I.G. Tkachenko's pedagogical heritage" [11]. The author has employed methods of integral historical and pedagogical analysis to demonstrate Tkachenko's contribution to this problem and define the importance of his legacy in the history of Ukrainian pedagogical science; some previously unlisted archive materials have also been introduced.

Another comprehensive study on pedagogical work and legacy of I. Tkachenko has been performed by A. Ivanko in research thesis "Educational activities and pedagogical inheritance of I.G. Tkachenko (1919-1994)". The author defines the nature of Tkachenko's pedagogical system and its main components: scientific background of school management and the use of labour in the upbringing process. The thesis marks Tkachenko's contribution to theory and practice of combination of education and labour (which he viewed as core requirement for harmonic personality development). Aspects of interaction and mutual enrichment between indigenous pedagogical systems of I. Tkachenko and V. Sukhomlynsky have also been covered in the thesis, along with Tkachenko's contribution to establishment and development of Sukhomlynsky studies [8].

S. Zakharenko's research thesis "Problems of family education in the pedagogical heritage of Zakharenko O. A." provides valuable information for our historiographic research. The thesis describes O. Zakharenko's contribution to the theory and practice of family upbringing, as well as his views on formation of family schools. The author has distinguished, analyzed, and summarized the basic concepts

of Zakharenko's family upbringing system, and provided substantiated arguments in favor of creative application of this system in the present days. Over 200 previously unknown materials (including articles, pedagogical essays, presentations, etc) from Zakharenko family archive have been introduced to scientific circulation. [7]

Another valuable historiographic source for our research problem is a monograph by N. Kalinichenko entitled "Labour training of students in rural schools. Second half of 19th and 20th century" [9]. The author underlines the importance of labour in educational and upbringing processes as one of the key factors of personality formation. The book also covers essential aspects of labor education models in rural alternative schools of Ukraine: Pavlysh and Bohdanivka schools in Kirovohrad oblast, and Sakhnivka school in Cherkasy oblast, along with description of experimental implementation of these models in Komyshuvate secondary school in Kirovohrad oblast, where N. Kalinichenko is a director.

Methodological materials of O. Avtamonova's reference book "Optimal technology of teaching", which amount to a monograph, are also of great significance to our research. Upon thorough psychological and pedagogical analysis of advanced practices and works of leading innovative teachers of Ukraine O. Avtamonova has developed a new teaching technology based on the following groups of principles: i) structure of students' learning activities; general pedagogical principles of educational process; collaborative pedagogy principles; physiological, psychological, and pedagogical mechanisms of perception, digestion, memorizing, reinforcement, and practical implementation of acquired information, formation of practical skills and abilities. The author sees the process of assessment, summarization, and implementation of Ukrainian creative pedagogues' achievements as being unjustly hindered by lack of comprehensive characterization for innovative pedagogical practices as pedagogical technologies based on scientifically substantiated fundamental principles mentioned above that determine contents, forms, methods, and tools for a highly efficient education process. [1]

Conclusions: The reference base identified for this research is a multi-component body of resources that allows for detailed overview and analysis of

various aspects and dimensions of the research problem. The scientific and historical sources reviewed in course of this work offer sufficient volume of facts on theoretical and practical development of alternative schools in Ukraine throughout 20th century and in early 21st century.

A historiographic analysis of research problem allows us to conclude that individual aspects of alternative school development have received certain attention in pedagogical science. But as of the present day there has been no published work that would encompass the problem of emergence and development of alternative secondary schools in Ukraine in its entirety, and no research on teaching systems of many alternative schools in rural areas has been completed.

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A TASK-BASED APPROACH IN TEACHING SPEAKING

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In this article we suggest some approaches to development speaking skills through task-based approach to teaching a foreign language.

Key words: task-based approach, critical thinking, teaching-learning process, speaking skills.

Getting students to think, to solve problems, and to become autonomous learners is not a new goal for education. Teaching strategies such as discovery learning, inquiry training, and inductive teaching have long histories. The Socratic method, dating back to the early Greeks, emphasized the importance of inductive reasoning and of dialogue in the teaching-learning process. John Dewey(1933) described in some detail the importance of what he labeled reflective thinking and the processes teacher should use to help students acquire productive thinking skills and processes. Jerome Bruner (1962) emphasized the importance of discovery learning and how teachers should help learners become 'constructionists' of their own knowledge. Richard Suchman (1962) developed an approach called inquiry training in which teachers within the classroom setting present students with puzzling situations and encourage them to inquire and seek answers.

Some practitioners adopted task-based instruction out of a desire for a meaning-focused approach that reflected real-life language use.

Other practitioners, like Prabhu (1987), adopted tasks because they firmly believed that task-based interaction stimulated natural acquisition processes and were less concerned with real-life situations.

Task based learning (TBL) as it is understood in teaching circles today, comes from a radical methodology first described by an educator in India. Prabhu's 'Communication Teaching Project' proved to be very successful in primary and secondary schools in Bangalore. The children were taught English solely through 'tasks' without any kind of language focus. Today, this 'pure' form of TBL has, in many cases, given way to 'watered down' forms of varying degrees.

What's behind the task?

During the task students are meaning what they are saying

The task provides a real purpose for communication

Students are free to use whatever language they want

Many people believe that learners learn better though taking part in meaning – orientated interactions

Various classifications of tasks have been put forward, both by researchers (e.g. Duff, (1993) and Piaget al (1993) and practitioners (Prabhu 1987, Willis 1996). Here we will concentrate on some of those drawn up for pedagogic purposes, to help teachers design tasks for classroom use. These can be divided into three categories according to the basis upon which they were drawn up: (1) the gap principle, (2) reaching a decision or solution, and (3) cognitive processes.

Classroom activities can be classified as *citation, simulation,* or *replication*.

Willis (1996) offers a classification based on six major cognitive processes in order to help teachers devise a set of tasks around one topic or theme. Her task categories, in approximate order of cognitive challenge, from simple to more complexes, are: 1.Listing (of things, people, actions, processes, requirements, etc.) through individual or group brainstorming or fact-finding, reading, and/or use of reference materials. 2. Ordering and Sorting. 3. Comparing and contrasting. Subsets include matching and finding similarities or differences (in texts, diagrams, pictures, etc.). 4. Problem-solving. 5. Sharing personal experiences.

6. Creative tasks and projects.

This classification can be used in designing speaking activities for developing communicative competence. Longman Dictionary of Language Teaching & Applied Linguistics defines the *Communicative Approach* or *Communicative Language Teaching* as “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.” (Richards et al 1992:65)

Here are different types of fluency activities promoting communication and collaborative learning.

Opinion-sharing activities

Activities where students compare values, opinions or beliefs, such as a ranking task in which students list the qualities of a good manager (teacher, learner; factors for success; survival kit etc) in order of importance.

Metacognition (Thinking about your thinking)

Tell the students to write down 25 things they want to do in their lifetime. When the students have written down 25 things they want to do. Write the following on the board:

A = things you want to do alone.

F = things you want to do with your family or friends.

S = things that cost a lot of money.

E = things that require a good education

D = things that are dangerous or risky.

Have them label each item on their lists with A, F, S, E, D (they can be more than one). Then ask students what surprised them about their lists. "I am surprised that" This task makes student think about themselves, better understand some things about themselves, their character.

Problem-solving activities

Such as choosing candidates for a job, solving a hypothetical problem, layout problems (neighbourhood, zoo etc).

Giving Advice

Level: Intermediate and above

Skills: speaking, critical thinking

Organization: groups

Work in groups of three or four. Chose one of the following letters and write an answer.

Variation 1 Each group writes a problem letter, makes two copies, exchanges problems with two other groups, and writes answers to the problem letters it gets.

Variation 2 Each group writes a problem letter. Four or five students (the experts) then come and sit at the front of the class. The others read out their problem letters; the 'experts' give their advice.

Extra lessons

I'm seventeen and I've fallen in love with my maths teacher. He's in first teaching job since he left university, and there's only about ten years' difference

in our ages. Recently he's been giving me extra maths lessons after school and yesterday he asked me out for a drink. What should I do?

Thus, the above mentioned examples of activities help developing students' speaking skills in real to life situations.

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MODERN ADVANCED TRAINING COURSES IN THE "UNIFORM INFORMATION AND COMMUNICATION SPACE OF EDUCATIONAL INSTITUTION" DIRECTION

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In this work the program of advanced training courses in the "Uniform Information and Communication Space of Educational Institution" direction is considered.

Keywords: professional development, information and communication technologies, educational institution.

For competitiveness increase on a labor market, the professional has to deepen constantly the theoretical knowledge, get new and improve available skills. Especially this problem sharply costs in educational institutions.

Training at advanced training courses is directed on possibility of growth of the teacher in the professional plan. They give the chance to listeners to improve

information competences of area of modern technologies and practice of their use of pedagogical activity.

In this regard in MGGU of M.A.Sholokhov the program and advanced training courses in the "Uniform Information and Communication Space of Educational Institution" direction was developed. [1] In the program authors are formulated the following tasks:

1. To acquaint with the standard and legal and methodical base of educational institution reflecting questions of use of modern of information and communication to technology in practice of work of the teacher.

2. To add, specify, concretize and generalize knowledge of listeners in the field of modern hardware and program and methodical providing educational institution.

3. To form skills of improvement of the contents, organizational forms, methods and technologies of use of modern interactive tutorials in work of staff of educational institution.

4. To train in a technique of use modern information and communication technologies in subject domains and practice of work with children in educational institutions.

5. To develop skills of distribution and synthesis of the saved up experience by students through participation in remote competitions, the Olympic Games, Internet forums, social networks.

6. To improve psikhologo-pedagogical culture of listeners and creation of conditions for their creative growth and development of the teacher.

Training is calculated on 144 school hours and takes 4 months.

We submit the thematic plan of work of the program of advanced training courses in the "Uniform Information and Communication Space of Educational Institution" direction.

Subject 1. Standard and legal and methodical base of educational institution.

1.1. Legal bases of use of ICT in educational institution.

1.2 . Health saving technologies in practice of works of educational institutions.

1.3 . Scientific and methodical base of educational institution.

1.4. Information and educational environment of educational institution, as instrument of introduction of FGOS of the third generation

Subject 2. Methodical bases of preparation of evident and didactic materials means of ICT.

2.1. The organization of personal space of the teacher in educational institution.

2.2 . Receptions of preparation of evident means and educational and methodical materials in Microsoft Power Point.

2.3. The Internet in educational and educational activity of educational institution.

2.4. Electronic testing in the Off and On-line modes

Subject 3. Interactive boards and communications in educational activity of educational institution.

3.1. Selection and the analysis of the electronic resources used in educational institution.

3.2. Receptions and methods of preparation of electronic materials for work in educational institution.

3.3. Technique of use of interactive boards in practice of work of educational institution.

3.4. Network educational communities, projects, conferences and Internet forums.

Subject 4. Information space in subject domains and practice of work of educational institution.

4.1. Methodical aspects of use of means of ICT in game activity of the being trained

4.2. Methodical aspects of use of means of ICT in educational (in preparation subjects) activity of the being trained

Subject 5. Psikhologo-pedagogichesky and communication aspects of culture in professional activity.

5.1. Ethical and esthetic bases of use of ICT in educational space

5.2. Psikhologo-pedagogichesky aspects of activity of the professional

5.3 . Communicative technologies as component of professional culture of the teacher

Subject 6. Total control.

1.1. Course work/project

Thus, we presented detailed thematic planning which was included into the program of advanced training courses in the "Uniform Information and Communication Space of Educational Institution" direction.

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SUBSTANCE OF ADMINISTRATIVE ACTIVITY IN SECONDARY SCHOOLS

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The report contains an analysis of the substance of administrative activity in secondary schools in the context of modernization. Keywords: administrative activity, general education school, modernization.

Reforming the education system often begins with some changes in education management and administration of educational institutions. Therefore, the effectiveness of educational processes are largely dependent on the effectiveness of administration.

The success and efficiency of secondary education depends on the scientific approach to manage them in terms of democratization, decentralization of the

education system in the state, the formation of new social and economic relationships among objects and subjects of educational relations.

Because of indistinct interpretation of goals of the institution and goals of administration in teaching practice today has appeared a problem situation. Its cause is a conflict that can only be described as a lack of unity of purpose of education, which determines by society and objectives of the educational process in individual secondary schools. This process can be seen as a means to achieve institutional objectives of the educational facility, but presently is not fully ensure their implementation, so it is important research topic.

To substance of administrative activities of a school leaders are typical the fact that a significant part of it - is the internal control. It is carried out by long standing traditions that presented in the scientific literature since Soviet times and today's regulations. The authors interpret intraschool control as the control of the teacher activity. In this regard it should be noted that in schools administration activity, there are two types of tasks. The first related to the development of the existing educational system, and the second with ensuring its functioning. Clearly that intraschool control, within an administrative cycle, is aimed at checking how well carried out the planned objectives of management are.

The main thing in the substance of administrative activity is the developing of an integrated system of schools activity, that it should meet the modern demands and can create the preconditions for the purposeful development of students. Through new features, content of education and training updates (introduction of state standards of education, training concepts, profiling and individualized educational process, author's curricula, textbooks, manuals, educational systems) , introduction of new educational technologies happen (developmental, modular, differentiated instruction, the use of methods of design and simulation, creative personality); the forms and methods of training and education are improving (dialogue forms of communication, training modules, etc.); methods of controlling the students knowledge and skills are transforming (indicators of students development being built, rating assessment systems); content, forms and methods of administering the

educational institutions being modernized (importance of managerial functions of controlling the innovation process is increasing, multivariate models of administration are created);

author's models of educational institutions appearing (lyceums, high schools, colleges, etc.).

Modernization of the content, forms and methods of administration creates a new type of school heads - an open, democratic, competent, humanistic, creatively directed. At the same time updating administration is a prerequisite for the development of creative abilities of school heads, able to develop his own style of management, periodically updating the content, forms and methods of its activities.

Rational combination of classic and upgraded features, forms and methods of administrative activity of school heads in modern terms are the key to effective formation of the creative team of teachers and students, democratization and humanization of the educational process and openness of schools as dynamic social system.

Thus, most of the content of administrative activity is developing an integrated system of schools that would meet the requirements of time and created the preconditions for the development of targeted students. Modernization of the content, forms and methods of administrative activity creates a new type of school heads.

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THE INTERNET'S IMPACT ON THE EDUCATIONAL PROCESS

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The author writes about the role of the Internet, its resources and opportunities in today's information society and its impact on the educational process and its forms. The article describes the positive and negative aspects of the Internet.

Key words: *information society, education, Internet, Internet-technologies, e-learning.*

Humanity in an ever-evolving, modernized and supplemented with new elements today's world, continually increasing the pace of their intellectual, technical perfection. This century belongs to the information age. Computer science and society, in recent years, acquiring a global character, is one of the strategic directions of the development of civilization, the results of which are clearly manifested today [7]. It is now becoming an urgent problem the relationship between modern information technology and the characteristics of the formation of a holistic educational environment. Application of computer technology in education provides a great opportunity to both teachers and students. [8] Reforming the Russian education due to the transition to the information society, with integration into the global system of education, which is associated with the development and implementation of the educational process the new information and communication technologies. This process is seen as the creation of a unified educational electronic environment [9, 10]. The role of the Internet and Internet technologies in this process is obvious, because now in the education system is a constant introduction of new special subjects at the expense of others. Because, although the weekly load of students and length of training does not increase, increases the density of the flow of educational information [2, 8].

Internet is rapidly spreading around the world, firmly entrenched in the educational process. With the Internet, students and teachers have access to the largest archives of knowledge of the world, satellite weather stations and thousands of other research and educational institutions and sources. Internet can provide distance learning, based on the request. Teachers and students can not only work on the network, but also to work with its partners around the globe. Latest teaching techniques can be used together by communication through a global network of many teachers and to be integrated into the curriculum. Internet is the infrastructure, which is necessary for all educational institutions [3].

The role of Internet technology in education seen in the opportunities that accelerate the process of obtaining scientific knowledge, availability, processing speed, storage capacity of large amounts of knowledge. Capabilities of Internet technologies in education can make learning more accessible and faster for any user on the network. At each trial, these features give different results depending on a user's goal. These opportunities provide people the conditions under which any person, regardless of geographic location to another and the material level, education level, he can obtain the necessary knowledge in the required volume and breadth.

Information technologies have brought to the education space for new means and ways of learning. First of all, it concerns the distance education, which, having a number of advantages over other forms, becomes more and more popular today.

Difference of distance education from other forms of learning is that learning is an individual. The teacher gives assignments, advises a student in the event of problems, tests and checks work, helps to prepare for exams. Training materials are not a student receives in the form of conventional textbooks, and in electronic form. Relationship between a student and a teacher over the Internet. And in this regard, even more important is the role of the teacher, which is the most important task - to learn to live in a world of information, do not get lost in the huge flow of information, to be able to find and use the knowledge [1].

The Internet, as a huge number of digital libraries. Whereas previously it was necessary to visit the regular library to get a book or textbook required, today the

information you need can be obtained from the comfort of home. Online you can find almost any publication, research paper, magazine, or to obtain data about the interesting research.

The positive impact of the Internet on the educational sphere can be defined as follows: students living in remote areas, where education is at the proper level for the modern society is not got a chance to have access to information and knowledge resources, which previously could only dream of, and you can create new opportunities for intellectual cooperation and cognitive learning, students from different parts of the world had the opportunity to interact with students of other nationalities, which allows to reach a new level of cultural development of society, there are new opportunities for education for the disabled, which is now available for study in the same amount and quality as their peers attending regular, adults can learn through the Internet or be retrained on the job, the job duties and in addition there are and additional opportunities for professional development. Also, in real learning processes can be used, and worked previously solved problems associated with the practical activity of the future graduate [5, 6].

There are very wary of the negative features of the Internet-based: plagiarism, downloading other people's work (essays, reports, term papers and diploma projects, dissertations, etc.), the rejection of traditional books in favor of electronic, health damage (visual and hearing impairment, mental disorders) without censorship (pornography, promotion of suicide, extremism, etc.) addictive (leads to dependence, man falls out of the real life) [4, 11].

Thus, the Internet was originally designed for the transmission of information, structuring of the total of the knowledge and research. For people to be able to use all the information for work or study, and above all to their advantage. From the social and philosophical point of view, the informatization of society should be seen as a global civilizing process, which already has a significant impact on virtually all areas of human life and society, and in the future will largely determine the shape of the whole of the global information society - the new civilization of the twenty first century . That primarily affects essentially the sphere of education [10].

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THE DEVELOPMENT OF EDUCATION IN THE REPUBLIC OF SAKHA (YAKUTIA) IN THE POST-SOVIET PERIOD

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The article touches upon areas of cultural and historical evolution of the education system in the Republic of Sakha (Yakutia) in the XX-XXI centuries. Tendencies of the national schools, stages of development of educational innovations are identified. The characteristics of the basic components state leading system of education is given.

Key words: evolution of education, the development of national schools, the stages of development of innovative processes, state and social management.

There was an increase of education development in some regions of Russia in the post-soviet period. In Yakutia it got an international level and was called "yakut pedagogical miracle" [1]. It was seen in national school's regeneration, progress of talented young people and new ways of leading state system.

Changes in the education system of Yakutia in the post-Soviet period were caused by several factors. First, the overall political and psychological climate of democratization and openness, the development of socio-pedagogical movement and the "school restructuring from below". Second, the process occurring in the ethnic regions and associated with the formation of the national state and the awakening of national consciousness. These processes gained cultural-national character in

Yakutia. In our opinion, this was due to a combination of factors: the right politics, traditions, historically linking people of Sakha with Russia.

In 1991, the concept and the state program of renovation and development of the national schools in the Republic of Sakha (Yakutia) were adopted. The policy created conditions for the realization of the constitutional democratic training and education rights for children to study using their native language, national culture; promotion of creative opportunities for students and talented young people, and others [4]. The concept of innovation and development of national schools was based on educational ideas of democratization, liberalization and humanization of the educational process. The principle established concept: children' right to study in their own language from preschool age to the end of secondary education, the formation of the moral qualities of children with the ethno-psychological characteristics of cognitive processes and traditions of folk pedagogy, initiation of the younger generation to the national culture, customs and traditions of the native people, to their spiritual, moral and ethical values, a combination of national and common to all mankind culture, etc. [3]. Yakutia realized different types of national education: national ethno cultural education, ethnically oriented school education, the main part is the national-cultural component, cultural studies school, where the content of the national culture is not only the object of study, but also a kind of analysis and discussion, dialogue with other cultures, multicultural education, and others [2].

Thus, in the 1990s, the idea of a national school was one of the key factors in the transition from a centralized system of education to the state of the national-regional.

By the beginning of the 2000s, there were about two dozen new types of schools, federal schools making experimental work and many of regional, hundreds of school museums and national workshops of craftsmen and artists practiced the ideas and techniques of education. Thus, among more than 1,200 workshops with national bias there were academic (675 shops), 105 training and production, 112 workshops "Yhyayaan", 147 school cooperatives, 205 farms, 35-year-round production teams, covering more than 50% of pupils in primary and secondary schools. National workshops formed such skills as: a thread (including on mammoth

bones), turning, sawing, stamping, jewelry - forging and casting, sculpture, ceramics, cuisine, national sewing, carpet making, weaving, embroidery and knitting, mosaic patchwork, applique, taxidermy, flowers, etc.

Thus, the concept was not only generally accepted in the Republic, but the system supplying (regulatory, financial, economic, educational methods, skilled and professional management). In our opinion, it played an important role in the conception of ideas in educational practice.

Analysis of trends in education in the period shows that the development of educational innovations, state and social system of education management is important.

Modern innovation processes in Yakutia showed the following stages of development: individual variability, cooperative, sphere-institutional. The main characteristics of the first "individual variability" stage (late 1980s-early 1990s.) are: development of innovative processes in the context of the variable education, development and use of the mechanisms of innovation (official recognition, competition for the status of federal and regional schools making experimental work, the creation of the Association of Rural Yakutia innovative schools "Eureka Kerien-Uhuyu" department of pedagogical innovations in the Ministry of Education, etc.), activation of innovative pedagogical movement as the main quality of this new formation period. New organizational and management arrangements (school district, development management, elements of state and social system (trusteeship conference, the different types of educational systems as a co-organization of the school and other social and educational institutions, etc.).

In 1991-1997 18 variants of curricula were created, the number of new educational institutions increased from 15 up to 63. There are various models of schools Minorities of the North, from nomadic tribal community school to school, focusing on training the national elite (school "Arctic", in Neryungri). They opened schools according to the principle "from native world - to the world of human values" - associated schools based on world experience - Montessori, Steiner, Freinet, etc. Work with gifted children started to develop in republic. At the beginning of the

2000s there were good results in the development of gifted children and adolescents. During these years, under President's control was formed and implemented a special state program "Gifted Children» in Yakutia. The central data bank about capable children, developing training center, the Association of Development Training, Community work with gifted and talented children "Dogur", a number of presidential schools, physical-mathematical motion "Lensky Forum" were created. The Olympiad movements, competitions of research projects for students and teachers, summer school international communication, training abroad, etc were developed. For example, at the end of the XI International Olympiad for schoolchildren "Tuymaala-2004, the team of Yakutia took one of the first places to number of medals ahead of students from China, Germany, Belgium and other countries.

Mechanisms of innovation were competitions to get status of federal and regional schools making experimental work, the creation of the Association of Rural Yakutia innovative schools "Eureka Kerien-Uhyyuu" pedagogical innovations department at the Ministry of Education, etc. This has increased diversity of media practices and intensified the individual areas of education development.

"Cooperative-network" stage of development of educational innovations (mid 1990's - early 2000's.). During this period, in various parts of Russia different models of educational networks: the so-called "special partnership" (Krasnoyarsk region), " school community" (Penza Region), "trajectory-Network for Rural Education" (Altai Territory) "modular organization of education in the region", and various educational associations, "network University", regional and inter-regional innovation networks, etc appeared [3]. First education networks in Yakutia were appearing.

Education networks in Yakutia had varied: for example, networking cultural and educational initiatives and innovative educational institutions, networking schools by territory, type, or profile, network resource centers, corporate information network of educational institutions of Yakutia . In this and the following periods there was not only a series of new models of schools for minorities of the North, nomadic ("nomadic nomadic school-kindergarten," Community School, govern, taiga, fixed nomadic, Sunday, summer), but also on the number of network nature of the forms of

organization of education ("Network nomadic school", "part-time center of nomadic schools," etc.). Then management network (the network of school districts of the republic), social and educational associations of citizens (care network, manage the public councils, parents' associations, non-profit organizations), project network formed.

The network approach was the basis for the educational policy of the Republic, became one of the options for school education in rural areas [6]. "Sphere-institutional" stage of development of innovative educational process (the 2000s). This period is characterized by using innovation as a means of building new educational institutions integrate education into other social practices, the establishment of education as a public sphere. Transition to a sphere, the institutional organization of education in republic was through the strengthening of institutions supporting innovation in education, and the cultivation of new educational institutions, the redistribution of functions between management and innovative structures, government and the public sector.

Strengthening of educational innovation support institutions requires appropriate regulatory support. In 1992-2002 the Republic of Sakha (Yakutia) adopted 20 laws and government programs in education, published 40 orders, 30 orders of the President of Sakha (Yakutia), 80 orders and 60 orders of the Government on various aspects of education and training for children and youth. For example, in 2005-2006, documents with no analogues in the Russian educational law - the Law of Sakha (Yakutia), "State support of educational institutions located in rural areas" and the Regulation on the organization profile learning general upper secondary education in the Republic of Sakha (Yakutia) were prepared and submitted for approval to the State Assembly (Il Tumen) and the Government of the Republic of Sakha (Yakutia) [2].

Institutions' strengthening that support innovation was held by transferring the part of the state budget in the area of innovative processes in education that made possible existence of complementary traditional and innovative. In this case, the project of new educational institutions creates the conditions for the modernization of

education. It works by transferring managerial functions to innovative movement and its institutions, both at the national and district levels, the funding of regional schools making experimental work, innovative publications, seminars, participation in new forms of innovative movement.

Thus, in the sphere-institutional level the main stage, the public and social regulation of innovation in education was working out. Thus innovation is considered as a factor of directed tendencies formation and in as an influence on republic socio-economic development.

The analysis of management practice showed that its modern evolution towards state-public system passes through a series of stages that are associated with the expansion of the field of management subjects, the emergence of the social debate practice and partnership formation of public educational agreement (national remit in education). The results are considered as the main components of the system of state and social management education.

In particular, among the factors that characterize the growth of social actors and communities, affecting the public decision-making in the field of education is the guardianship movement. The analysis shows that nowadays it is characterized by the evolution of the expanded role of the trustees (influence on the content of education in the skilled policy), institutionalization of guardianship (care tips, Republican Association and the Forum of Trustees), infrastructure development, relationships with different government and public institutions. Research’s data suggests that there is a rise of public guardianship status; it becomes a mechanism for embedding education in other social practices (accounting for care and maintenance activities in education in the grand total tenders for public contracts fixed in national legislation). In the professional and business vocabulary, in actual practice, the movement of trustees fixed notion of "negotiation platform". There are meetings of trustees, representatives of governmental and social forces to discuss and address issues related to education. All this indicates that the guardianship is in fact an important part of the emerging system of social partnership.

Study also pointed out that today the qualitative transformation of particular social, cultural and educational initiatives in the current model of social partnership, drawing its legitimacy at the level of educational institutions, local governments and public authorities is taken place. Social partnership involves the organization of interaction of the three sectors: government, business structures (industrial), and represents the interests of the citizens in the formation of non-profit community. In this case, as shown by the materials of the study, the instrumental basis of social partnership is the technology of the negotiation process, matching the educational needs of different social and professional groups and ages and their representative social and educational institutions. The accumulated experience in this field, program and project activities, the implementation of specific programs of social partnership in the country at different levels allow to model types and structure of social partnership programs, and the main classes of problems, conditions and mechanisms for their implementation.

Materials research provides reason to believe that the key problem of the evolution of social and public education system and the management of its development today and further term is to overcome the exception of parts of the whole, creating the conditions for the formation and development of social and educational processes of some kind.

The study showed that the increase in the development of education in the Republic of Sakha (Yakutia) was due to a favorable mix of cultural and historical conditions in XX - XXI centuries, political, educational, informative and managerial decisions provided intensive renovation and development of the education system in republic. Key decisions: the development of the national school, the level of funding for education, the creation of conditions to support gifted children and teacher’s work proved the priority of education in public politics and public opinion and contributed not only to the preservation of the education system, but the output to active development.

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PRINCIPLES OF FORMATION OF THE TERMS OF CHILDREN'S READING

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In article one of the most pressing problems of the literary education of younger students - formation of a circle of children's reading. Author on the basis of analysis of the problem from the perspective of school practice and methodological experience illuminated in the literature presents some approaches in its formation available for the classroom teacher.

Keywords: terms of children's reading, children's literature, a junior high school student, a reader, an illustration, the principles of children's reading circle.

The ability to correctly form the basis of children's reading circle teacher's professional activity. Not having this ability, you can not grow a talented reader in a child. The problem of formation of a circle of children's reading there for a long time. Even in ancient times people took care of the development of what can and should read the children. The subject of the adults' attention in the first place was the content of books read to younger generations. Even then, there was a stable view of the fact that children and adults of various range of reading. At all times of the existence of mankind to attend to the problems of moral works for children, regarding them as a

fundamental principle of human formation in a child. A particular concern was the historic adults reading, because without knowledge of the history of the country can not become a good citizen. Constantly going debate about what constitutes a children's product, what criteria it must meet. Questions range of children's reading had been raised in the XVIII century. (I. Pososhkov, Novikov) and developed in detail in the XIX century. in the works of Belinsky, Chernyshevsky, N. Dobrolyubova Tolstoy, K. Ushinsky. But still the problem remains difficult in the method of reading for children because of its many aspects: a person engaged in the issues of children's reading, should have the same depth and comprehensive knowledge in the field of Russian and foreign folklore, Russian and foreign children's literature and children's reading. He needs to have a good educational and psychological training, as children's reading circle is formed of age-appropriate child perception of the artwork. Anyone who deals with children's reading circle, must constantly monitor the trends of development of children's literature, children's book publishing, to be able to give a correct assessment of the critical innovations of the book market, to know where you can get information about what is published for children of a certain age. Himself to be a competent reader to believe in the power of influence of artistic expression on the person and understand that the formation of a circle of children's reading - a process that calls for a serious and painstaking attitude. What determines the content of children's reading circle?

1. The age of the reader, his passions and preferences. Even as a child shows interest of the child to a particular genre (fairy tale), a certain type of literature (poetry) by a certain author and the book. Memorable they work children can listen to without getting tired.

2. A special role in the formation of a circle of children's reading skills play a man in the fields of literature, his awareness. As a junior high school student or a particularly rich in knowledge, no comprehensive information, it is necessary to speak about knowledge and beliefs about adult children's literature. The wider and fuller they are, the more interesting children's book will be presented to the child.

3. On the condition and level of development of literature itself. Preference realistic literature in 50 - 80th. The twentieth century. given to children because non-fiction in those years was not published.

4. Attempt to return to the children's reading game works oberiutov failed: they were not reprinted poems.

5. The monotony of literature has made monotonous circle of children's reading. The children's reading of the turn of the twenty-first century, dominated literature and fairy tale nonsense that is not conducive to education versatile reader.

6. From the state of public funds and family libraries. The fuller and more diverse they are, the more correct it will be possible to form a circle of children's reading [1].

Great influence on the formation of a circle of children's reading has the time, in which the reader lives, his ideas, ideals, needs. When choosing a book to read, we have to think about the formation of positive emotions child's positive activity as a result of understanding the content of the work.

Creating a range of children's reading suggests guide children's reading. On this occasion, there are polar opinions. Some believe that the management of children's reading deprives the child of the right of free choice of books for their own reading.

Others speak of the need for skilled care to the child. Children's reading circle can not and must not be the same. Apart from reading, which depends on the educational program. Performed in the facility, there is a home, a family reading. Home Reading - Variation is part of reading the contents of which depends on education, knowledge of children's literature, taste and capacity of parents. Variability of reading plays a positive role, since it helps preserve the uniqueness of the child-reader.

Forming a circle of children's reading is an important theoretical and practical issue that requires constant updating. Its decision can not be approached only from a pedagogical point of view.

Relying on the definition of the principle, this S.I. Ozhegova – «basic, the initial position of some theory, teaching science», consider the principles of children's reading circle.

The starting point for the formation of children's reading circle are psychological, literary, historical and literary principles. Consider their content.

Psychological principles: age-appropriate children account of the special perception of children, including the perception of artistic images created as a means of expression, and graphic means.

1. While reading, you should pay attention to student fatigue during prolonged, monotonous occupation, poor concentration and switching, insufficient memory, the lack of personal experience, will not contribute to the comprehension of the text deeper self. We should not forget about the psycho-physical features such as the lack of development of phonemic hearing.

2. The perception of a work of art - it is a deep comprehension of the meaning of the text and its impact on the reader (listener).

Very often, the perception of the younger schoolboy act morally - ethical attitudes of the family, the environment, the time in which he lives, and understand the product, depending on the personal moral experience.

Only careful backwater works to read and observe the process of perception on the part of the adult books will lead to the goal [1].

Pedagogical principles: accessibility, visibility, entertaining, dynamic plot; educational value products.

The concept of accessibility is often interpreted one-sidedly: affordable, so clear, of course. But in the modern methods of reading for children available is such a product, "which creates the conditions for the emergence of an active mind-reader child, intense feelings, emotions, imagination, leading to the solution of a literary problem - penetration into the design of the writer" [2, p.29] . The content of the product will be available for the student when, above all, accessible language will work, its artistic features, when it will meet the level of mental and intellectual development of the child and, at the same time will be a little ahead of that level. One

measure of the availability of the book will be of interest to her, and the desire to listen to her reading.

The books should be illustrated as illustration helps to understand what is happening, explains what is not in the experience of younger students, or what the author is not what drew my attention. B. Konashevich said that the illustration may be a «commentator of the text to clarify or supplement the plot of» making the details, etc.

Requirements that apply to the book clarity - clarity, simplicity, expressiveness, lack of details and the details that make it difficult perception. Illustration should be in color, and the colors - match reality. But I. Timofeev observed and described the child's interest in black-and-white illustrations, and then concluded: "... the color of itself, regardless of what is shown with it, has a tremendous power of the unconscious emotional impact. The color image is drawn mainly to the feeling, and black and white - to reason "[3].

Another view of the visibility of the children's book - a portrait of a writer or a poet. Of the two books of the same author's better to introduce a range of reading the one where there is a portrait of its creator, the viewing of which will help to tune in to the perception of the product, and the feeling that arose in the "acquaintance" with the author, the text closer to the student, will be the basis for further communication with it.

The interest of the plot - one of the essential principles of the selection of books for children's reading, closely related to that principle as dynamic. The plot is sluggish, overextended, having a plurality of side-lines, whose relationship can not install a child younger students are not interested.

The educational value of the works as the principle (in the traditional method - test) - this is an issue at the turn of XX-XXI centuries. does not have a unique solution. In traditional methods of speech and teaching aids to familiarize students with literary fiction (V. Fedyaevskaya, N. Karpinskaya, V. Gerbova, Alekseeva, V. Yashina and others) under the educational value of the work refers to their ideological orientation, the positive impact on child in shaping the moral qualities of

the personality, the presence of didactics in a literary text. In some methods (eg, Alekseev, V. Yashin) ideological orientation of children's books is the primary criterion for the selection of books for children's reading, while the skill of the writer, the artistic value of the works devoted to the second place.

Contemporary authors (children's writer and critic L.Yakovlev) reject the idea of something with the education literature, children's literature urging to take a full part of literature as an art form, not to make it an application to pedagogy.

History is not only Russian but also foreign children's literature testifies pedagogical ideas in a fiction - its specific feature. And the fact that literature is perceived as one continuous teaching, she is not to blame. During the XX century. her carefully made a textbook of life and teaching materials for different techniques. This succeeded as writers, poets, and writers of various aids. The purpose of this time - to return the status of children's literature, art.

Principles of literary criticism: the inclusion in the children's reading all kinds of literature: the epic (prose), lyrics (poetry), drama, different kinds of art: folklore (oral art of the word), fiction (written, fixed on paper, book art of the word); diverse genres as folk (folk tales, lullabies, pestushki, nursery rhymes, zaklichki, saying these, Flip-fiction, children's folk songs, scary stories) and literary (author tales, poems and poetic cycles, miniatures, novels, stories, a fairy-tale romance, encyclopedia, and other non-fiction genres).

Historical and literary principles:

1) an indispensable presence in the children's reading circle works like a native literature, and world. Be sure to pay attention not only to the history of literature, the works that have passed a library selection, but also on modern literature, ie literature, which is created in front of the present generation;

2) thematic variety of products. Children's literature on diverse topics. She has a conversation with the reader about everything: the nature and the animal world, about the relationship between children and adults, about friendship, family, duty to the parents and family of the child, honor and duty, about the war and the history of their country, etc. All these and Other topics to be presented to younger students and

as eternal and as modern/ If, for example, the theme of war during World War II is treated as a heroic theme as the theme of defending the homeland, but now it sounds like the theme of opposition to the war as an event, mutilating the human psyche, which deprives children of their childhood, sowing destruction, bringing misery (M. Yasnov «Translation Chechen»). Modern man needs to understand the immorality of any war, defend, protect peace on earth. This attitude to war literature forms a student from childhood. This once again suggests that choosing a child a book, you need to listen closely to the needs of the time. As a requirement of the time sounds UNESCO Statement "What books are needed for children" (1977): «Children need books that would cause concern for the Earth, our small planet on which we all live». This requirement can not be ignored;

3) the variety name of copyright. This will allow young readers to get acquainted with the variety of approaches to the image of the events taking place in nature and the world, or, on the contrary, the same approach, which will be perceived as the only true with respect to his subject (see the image of the hero's death in the product V. Bianchi «Snow Book»,«in the tale Kozlova «However, we will always?» and the poem S.Mahotina «Puppy», where the tragic conflict resolution is beyond the realistic narrative). For the reader, the child heroes of these works do not perish. They disappear. World of realism is fabulous. The general approach to the subject of the various authors - evidence of respect for the child's mind [1].

A well-formed circle of children's reading implies taking into account gender differences children. This means that an adult, pick up books to read to children, should be aware that the girls do not forget to read the books which speak of the virtues of women, on the conduct of the house, the women's mission (V. Odoyevski "handmade ditty"; B. Potter " Uhti-Tukhto "; E. Blaginina" That's what my mother, "etc.). Boys are also more will be interesting literature on the strong, courageous people, travel, inventions, human behavior in emergency situations, etc. (B. Zhitkov "On the Water", "Arias stone" and other works of a sailor and writer S. Saharnova; N. Suryaninova "Wonders of iron: the product of blacksmithing masters", etc.).

Sociological studies show that girls are now read more than boys. This is also not to be forgotten, giving advice to parents on how to choose what to read to children.

In addition to the principles of forming a circle of children's reading, there are criteria for the selection of books for children's reading. Criteria - a measure of a sign. Assumptions have to be fundamental, the symptoms can vary. At various times, offered a different assessment criteria of the text. So, it's artistry V. Belinsky, availability, knowledge of child psychology of those who write books for children. We N. Dobrolyubova this nation, realism, a deep ideological content, the availability of artistic form. K. Ushinsky talked about the diversity of subjects, and Leo Tolstoy put forward only one criterion - the artistry. V.Fedyaevskaya complement the classics, drawing attention to the need to give children the work related to their personal experience. The policy tool created in the XX century. The authors do not distinguish between the principles and criteria for the selection of books for children's reading, considering the most important ideological direction and pedagogical (educational) value of the work. Much of what previously existed as a criterion, is now settled and is perceived as a principle (availability).

An important criterion for the selection of works for the younger students reading should be the quality of the text: the content, which reflects the universal values of human life, and his artistic performance, which shows the skill and talent of the writer, on his understanding of the nature of childhood.

The works included in the range of children's reading, to be imbued with humanistic ideas to bear the eternal values of goodness, justice, equality, labor, health and happiness, peace and tranquility for everyone. But this idea does not have to be preachy. Literature for children should not solve the problems of morals correct. Literature must have a conversation with your child about what is ideal and how to achieve it, what is the eternal truth and how to follow what is true and false values of life. Its main goal - to teach children to think not only about the read, but also on what is happening around, analyze and draw conclusions. All of this contributes to the development of the mind and soul a little reader.

Forming a circle of children's reading, you should pay attention to the fact that children's literature is peculiar phenomenon sets. It is manifested in different ways. Often we are faced with the fact that the writers create a large number of works on related topics, which are one and the same characters. We note the recurrence plots, the same artistic techniques, and at some point the reader begins to feel that «the writers have begun to develop a quantitative 'norm'» [4, p. 194.]. Everyone has their own reasons for the writer's creative behavior, such as requests from readers to continue the cycle of A. Volkov, recognition and appeal of the hero from Mikhalkov and so on. The writer of this kind can remain in the history of literature and the reading of memory, associating with anything: Volkov - with the history of Oz, S. Mikhalkov - with the image of Uncle Stepan. But these works are not always destined to have a long life.

Thus, the problem of forming multiple aspects of children's reading circle indicates the need myself to be literate adult readers, own practice of evaluating works of art, the principles and criteria for their selection. [1]

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DIAGNOSTICS OF RESEARCH SKILLS OF TEACHERS OF PRIMARY SCHOOL IN THE SYSTEM OF POSTGRADUATE PEDAGOGICAL EDUCATION

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The article analyzed the questions on diagnostic of research skills of teachers of primary school in the system of postgraduate pedagogical education. On the base of analysis of psychological and pedagogical literature the author determined classification of research skills, worked out the system of assessment of levels of development of research skills of teachers of primary school.

Key words: research skills, research activity, diagnostics, levels of development, teacher of primary school.

Quality of the educational process, its conformity to social demands, scientific approach and perspective mostly determined by stage of readiness of pedagogue to work in conditions of heightened level of complication, high technological and informative level of school education. Time demands new challenges before pedagogue; he must do his own choices, revise formed approaches to the organization of cooperation with pupils in the teach and upbringing process, be open to innovative processes in education. For achievement of determined aims teacher must be ready to decide pedagogical tasks and situations, so he must have definite level of professional competence, which includes research competence itself.

Skills of teacher to manage educational process training process which is constantly changing, and its advancement to higher level of development testifies to formed skills of pedagogue to carry out pedagogical research. Important condition in this case is research activity of teacher which demands objective analysis of his work on reflective base, diagnostics of formed researched skills.

Works of B.Bitinas, N.Golubev, M.Knyazyan, L.Korzhova, I.Smoliuk are devoted to the problem of diagnostics of research skills. But mentioned researches are concerning mostly pre-university stage of preparing of pedagogical personnel in the system of continuing education. Analysis of scientific literature testifies that nowadays the problem of diagnostics of research skills of teachers of primary school in system of postgraduate education has not been researched enough, that's why contemporary situation actualized necessity of all-round learning of this phenomenon.

The aim of the article is to opening of methodic and results of diagnostics of levels of research skills of teachers of primary school in the system of postgraduate pedagogical education.

Definitive analysis of notion "research skills" testifies to absence of common approaches to understanding of mentioned term. To our mind thought V.Zahvyazyinskyi is right about the fact that "... research element was and as we think, will be mostly the most important element of practical pedagogical activity" [3, p.6]. Thus, in monograph of S.Bryzgalova [1, p.6] research skills are interpreted as mean of realization of "separate activity". Works of I.Zymnya, O.Shashenkova [4, p.9] research skills are determined as ability to self dependent observational, research that teachers get in the process of decision of research tasks. Analyzing development of research skills of teachers in the process of perfection of his qualifications L.Gorbunova thinks that research skills reveal and develop in teacher when he has individual analytical direction to professional activity. Research position of a teacher, she considers, this is first of all the forecast of pedagogical activity, playback of different variants of teaching and upbringing influences, assessment of their effectiveness. Research skills reveal and develop in the teacher, thinks L.Gorbunova, when he has analytical direction of his individuality to professional activity, which appear only in situations when he feels real problems and he has not in her arsenal means for their decision [2].

Research skills of teachers of primary school we examine as complicated, complex and polyhedral individual creation which permits to fulfill professional and

research activities, forms in the process of its fulfillment having proper knowledge, skills and habits.

Different determinations of notion «research skills» stipulate their different classification. One of the conceptual approaches to determination of structure of research skills is support on component structure of scientific and search activity. According to the components of this activity a number of authors marks such kinds of groups of research skills: cognitive, diagnostic, forecast, constructive (L.Gorbunova) operational, intellectual, constructive (V.Yelmanova), methodical, operational and logical, perspective and cognitive, instrumental and applied (I.Katashyns'ka) informational, operational and gnostic, diagnostic, communicative (O.Chuhaynova) analytical and synthetic, communicative, forecast, creative, reflexive, informational, special (V.Bazeliuk).

To our minds research skills for teacher primary forms are integration of his professional theoretical knowledge, practical and communicative skills, factor of development of pedagogical culture and one of its indicators. Development of research skills passes in the process of decision of pedagogical tasks and it becomes benefit for teacher during his scientific search. For their use teacher must create his activity in accordance with the general rules of heuristic search:

a) analysis of pedagogical situation (diagnostic);

b) projecting of results in accordance with given materials (forecast);

c) guaranteeing of complex of means necessary for experimental check-up of theoretical results;

d) construction and realization of teacher and upbringing process;

e) critical assessment of received results;

d) forming of new tasks [6].

We specified which skills should be directed to this or to that group and our further scientific search we directed to finding peculiarities of diagnostics of research skills of teachers of primary school.

Pedagogical diagnostics – (from dia – "transparent" and gnostics – "knowledge") is the system of technologies, procedures, means, methodic and

methods of getting information, directed to learning and cognition of state of objects (subjects) of teaching with the aim of connection of meanings that characterize normal or a little bit unmoral moving of pedagogical process [5]. The aim of diagnostic of levels of development of research skills of teachers of primary school is giving necessary help to pedagogical personnel in the professional development and self-development, and also dynamics of their individual growth.

On the ascertaining stage of our research we chose diagnostic set of instruments and determined criteria and indicators according to that we assessed the stage of development of research skills of teachers of primary school. Diagnostic of levels of development foreseen to coordinate how teachers were theoretically and practically prepared ready to scientific search; organizations of research and experimental work; developing of necessary skills and habits of research activity, inculcation of pedagogical innovations into practical activity; creation of own creative tasks, methodic, readiness to experimental activity.

Criteria of research skills were readiness to research activity, which was complex system of generalized professional and individual qualities of the pedagogue, structural formed and expressed conscious attitude to research activity as component of professional activity:

• motivate and individual readiness which shows motivation of scientific, research activity and creative projecting;

• theoretical and cognitive readiness which is determined by the level of incorporating special scientific, philosophical, psychological and pedagogical knowledge;

• constructive and projecting readiness, connected with operating by technology of research activity, skills to organize it and to analyze it.

Results of carried out researches and also analysis skills of criteria of development of research skills were the base for working out of complex of assessment and self assessment researched levels of development of research skills of teachers of primary school. In the basis of worked out we put principles of systematic

character, universality, objective character, transparence and partnership of participants.

In connection with the fact that, that the process of development of research skills of teachers of primary school is examined by us as a complicated dynamic system, we chose those criteria, that reflected definitive state of their development and diagnosed result of influence of system of postgraduate pedagogical education on the levels of their development.

The first diagnostic cut was conditioned by need to determine among teachers the level of development of research skills according to motivate and target criteria, the indicators of which were: presence of professional motivation to operating by research skills, that foreseen development of motivational sphere, and also positive attitude to scientific and research activities. Presence of developed motivational sphere reflects formed in professional and pedagogical growth that guarantees successful movement and effectiveness of scientific and research activities of teachers.

Content and procedure criteria foreseen operating by the system of psychological and pedagogical knowledge of teachers concerning organization and carrying out of independent research activities operating by teachers' psychological and pedagogical knowledge.

Joining of all criteria and indicators into united system permitted to characterize levels of development of teachers' research skills.

High level of development of research skills that is proper to teachers that have complex imagination about essence and structure of research skills, frequently use scientific terminology, perfectly operate forms and methods of pedagogical work, constantly show initiative and creativity in the organization of pedagogical process, apply new pedagogical technologies. Such teachers operate well theoretical and methodological knowledge, carry out diagnostics and self diagnostics on high level, can research pedagogical processes and can change them actively. They use innovative teaching technologies; their activity has productive and creative character.

Teachers, that have *middle level* of development of research skills operate by the content and know the structure of research skills, use them during working out of methodic, pedagogical recommendations, generalizing their own experience. They use partly innovative teaching learning technologies; they work over their self perfection, professional growth. The activity of teacher has productive and creative character.

Teachers with enough level of development of research skills understand their essence but their own research activity limits to methodical work. Pedagogical activity of such teachers directed to the development of knowledge, skills and habits of pupils. Their work has mostly traditional methods and ways of teaching and cognitive activities. In the pedagogical process they orientate on pupils, his interests and needs; they use different methods of teaching, including those, that favour activation of cognitive activity of pupils but without their careful didactic grounding. Activity of teacher has reproductive and partly creative character.

Teachers with *low levels* characterized by limited imagination about the content and the components of research skills. They understand the essence of this notion insufficiently they can't guarantee the organization of educational process. Pedagogical activity is monotonous, research skills according to contemporary pedagogical demands formed on the level of one-side explanation. They agree with the importance of research activity in school, but they don't understand its essence or don't show activity in its carrying out. For the teachers with low level of development of research skills typical feature is absence of habits of self diagnostics, reflection and correction of their own activity. This category of teachers repeats stereotype examples of behavior through formal attitude to their own pedagogical activity. Such pedagogues have low motivation to self perfection, and accordingly, to creative growth. Activity of such teacher has reproductive character.

Assessment of level of research skills of teachers of primary school on the courses of perfection of qualification was carried out as test tasks, built on the base on diagnostic map. Received results (three assessments of knowledge and skills of teachers of primary school) were fixed in the general table. It was calculated average

arithmetical indicator according to the blocks of knowledge and skills and it was made general summary mark for every teacher. We exposed that only 5% of listeners operate research skills on high level. It's important to mark that these teachers systematically make self analysis of their lessons, forecast results of their activity and they have their own style of pedagogical activity.

Other part of participants of experiment revealed other signs while learning mentioned aspect of problem in comparison with previous characteristic. 22% of teachers (medium level) episodically analyzed their own experience of carrying out of lessons, want to work mostly using known, but used methodic proper to their tastes, according to the created conditions of professional activity. The main difference of their pedagogical activity in comparison with previous categories of teachers exposed in their inability to use flexible creative methods, to apply creative approach for decision of problem situations.

About half of the teachers (63, 2%) can't emphasize object and subject of research, formulate hypothesis, forecast expected results; teachers are able rather perfunctorily to characterize essence of their innovatory searches, they don't rest upon any strictly outlined pedagogical ideas in their work, they show difficulties during systematization of work including exposing learning and generalizing of pedagogical experience on the base of its scientific understanding and analysis.

Learning of general level of development of research skills of teachers of primary school favored to exposure of the main contradiction and concretely: between need in teachers-researchers and insufficient level of their development in the conditions of perfection of their qualification.

This fact, to our minds, we can explain by constant rise of demands from the side of society to the complex of knowledge, skills and habits of teachers of primary school; insufficient working out and orientation of integrated programs (special courses) to the development of research skills. Thus, analysis of received questionnaires gave us opportunity to realize growing need of teachers of primary school in operating research knowledge and skills.

Carrying out questionnaires, analysis of their results, observations for teaching process in Communal higher educational establishment of Kherson academy of continuing education, Zaporije, Mykolaiv regional institutes of postgraduate pedagogical education and pedagogical activity of teachers of primary school, learning different documentation during ascertaining experiment gave us opportunity to expose objective reasons: absence of standards on the content of postgraduate education of teachers of primary school, imperfection of teaching plans and programs of educative activity, according to them the process of perfection of qualification of this category is carrying out the content of studies doesn't take into consideration individual character of teaching and it is little differential, form of studies comes to seminars and lectures. Little time is for carrying out «round table», organization of thematic discussions, training computer studies using teaching subjects and so on.

Thus, worked out by us criteria of research of phenomenon reflects the level of formation, factors, that influence on the development of research skills of teachers of primary school, and also peculiarities of organization of perfection of qualification. Outlined factors don't exhaust in a full measure touched problems. In perspective we forecast learning the main factors of research skills of teachers of primary school, working out didactical conditions of influence on development of research skills of pedagogue.

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Richter T.V.

DIRECTIONS OF THE WORK ON FORMATION OF COGNITIVE INDEPENDENCE OF STUDENTS OF PEDAGOGICAL INSTITUTIONS OF HIGHER EDUCATION IN THE PROCESS OF TEACHING OF INFORMATICS MEANS OF REMOTE SENSING TECHNOLOGIES

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In this paper we consider the main directions of the work on formation of cognitive independence of students of pedagogical universities in teaching computer science in the online mode.

Key words: cognitive independence, pedagogical University, student, computer science, remote sensing technology.

In the present orientation of educational activity of higher schools, including pedagogical, on the decision of the new challenges connected with increase of

efficiency of process of training, improvement of its structure, updating content, search for the most effective methods and techniques of work with students, allows you to acknowledge expedient and perspective direction of the application of innovative technologies of distance learning. They help create the conditions for the activation of thinking and intellectual initiatives of students, the development of professionally important features and creative abilities of the person, which determines the development of students ' cognitive independence, affecting to increase their professional competence and competitiveness in the labour market.

With the purpose of formation of cognitive independence of students of pedagogical universities, we have adapted the existing principles of training to the process of mastering the course of Informatics in the distance learning environment: the systematic nature of the (continuous nature of the use of remote sensing technologies); flexibility (initial diagnosis of students ' knowledge in the field of Informatics, observance of individual pace of learning, providing a differentiated approach); visualization (the orientation of the multimedia possibilities of electronic educational resources); modularity (the study of the material at the rate of Informatics blocks); the selection of the content of the separate structural units (splitting the modules of the training elements); conscious perspective (provision of individual trajectories of training in a remote environment with an indication of the action plan for the mastering of the new material); reflexivity (the ratio of students to the activity through self-examination, continuous correction of the educational process) [1].

According to the nature and characteristics of cognitive independence of students of pedagogical universities, as well as with account of peculiarities of the use of remote sensing technologies in the educational process we identified the following areas of work on formation of the personality in mastering the course of computer science [2]:

1. Presentation of the teaching material system blocks:

- block incoming information creates the possibility of an initial evaluation of the quality of preparation of students in the field of Informatics, allows to carry out

correction of the knowledge, in accordance with the individual needs of students through electronic test materials;

- block of theoretical training provides mastering the system of new knowledge on the subject with the use of remote resources;

- training involves the implementation of the action on the absorption of samples studied cognitive operations, their transfer to the same material by means of corresponding software;

- training aimed at forming abilities and skills transfer acquired knowledge and ways of activity in the changed situation;

- creative provides for the fulfillment of tasks and exercises that require finding new ways of their decision, realization of the received knowledge in unusual situations and scientific-research activities;

- unit of output information allows us to analyse the efficiency of the educational process and to make appropriate adjustments in its content and organization.

2. The study of the material at a rate of computer science by means of information nodes, including training modules with the following structural elements: familiarization with the theoretical material, questions for self-control, a complex set of tasks, tests.

3. The use in the process of teaching of Informatics of educational and methodical complex, which includes three components: modular program, the rating plan and information nodes.

Well as remote sensing technologies appropriate to use in the educational process of ungraded schools [3].

The graduates of the higher school with a high level of cognitive independence, must have the following personal and professional characteristics: a sustainable motivation to the manifestation of cognitive activity for self-improvement and self-realization in professional activities, the overcoming of difficulties in their own cognitive activity; conservation values of professional self-realization in cognitive

activity; the ability to critically analyse their own cognitive activity; ability to solve complex problems by means of cognitive activity; personal and professional growth.

An important condition for the effective development of cognitive independence of students of pedagogical institutions of higher education in the mastery of computer science are: consideration of the age and individual characteristics of; a change in the assimilation of knowledge; introduction in the educational process of the system of creative tasks; the use of collaborative forms of organization of studies; a shift of emphasis in the activity of the teacher on a heuristic method; creating positive motivation and high emotional state.

The main factors influencing the process of the development of students ' cognitive independence of pedagogical universities in teaching computer science are: peculiarities of intellectual activities of the students, with a high level of development of professional thinking, memory, imagination, and other mental functions; specifics of learning motivation, needs in the mastery of computer science; the peculiarities of reflection, aimed at analysis and assessment of their practical activities; limited training time, the intensity of training.

In the structure of development of cognitive independence of students of pedagogical universities in the training of computer science with the help of remote sensing technologies we allocate such interlinked components: motivational, strong-willed and substantial co-operating.

Model of distance learning computer science students of pedagogical universities considers the process of learning as the information-educational environment, based on modern means of data storage and transfer. In the center of this model is the teacher as facilitator of the learning process, the functions of which include the adjustment of the speed of reading, student advising on all aspects of educational activities, including professional self-identification.

The use of remote sensing technologies in the educational process of pedagogical University in teaching computer science is characterized by the fact that: allows you to create a unified educational environment in any geographical point; wide use of training, which is implemented through the телелекции and

импринтинговые video-lectures to help the student to create a coherent, structured picture of the investigated field of knowledge; regularly uses глоссарное and algorithmic learning; use of immersion in the sphere of development of education, will organize for the students of the independent search for information, its creative understanding and separate action in constantly changing conditions; provides an individual rate of assimilation of knowledge, formation of professional competence in the field of Informatics.

The use of remote sensing technologies in the process of training to computer science students of pedagogical universities in the development of cognitive independence has the following advantages: opportunity to build a system of information science, providing each student individual trajectory; a radical change of the organization of the process of learning of computer science by moving it in the direction of systemic thinking; creation of effective system of management of information-methodical support of education process; effective organization of cognitive activity on the basis of individual-oriented and individualized approaches.

In addition, the use of remote sensing technology in teaching Informatics allows to solve a number of fundamentally new didactic tasks: study of the phenomena and processes in micro - and macrocosm, inside the complex technical systems on the basis of use of the means of computer graphics and computer simulation; to represent in a convenient for the study of the time-scale of the various processes actually taking place with very large or very low speed.

The students acquire knowledge, declarative way, based on a consistent presentation of the portions of the educational information on the subject with further control for its assimilation (electronic textbooks, test and monitoring programs, guides and training database, training videos).

The process of the introduction of the elements of distance learning in the course of Informatics graduate school, may include the following stages: the platform of choice for the creation of a training course on Informatics; development of training materials with the purpose of the course content in computer science and provide

greater information content of the training system; the development of practical recommendations on the use of the course in the process of learning.

Consider the methods of use of remote sensing technology for the development of cognitive independence of students of pedagogical institutions of higher education in the learning process of computer science, taking into account the mutual influence of all its components:

1. The creation of problem situations by means of a network of electronic educational resources, requiring from students self-orientation in the search of the necessary actions to solve them. At lessons of computer science it is expedient to use the following network electronic educational resources: interactive guides allow the learner at any time operatively receive the necessary information in a compact form factor and can be represented as independent means of educational purpose; computer models help consolidate the knowledge and acquire the skills of their practical application in situations simulating real; the computer-based test systems provide, on the one hand, the possibility of self-control for the students, which is especially important when working on an individual educational trajectory, and on the other - are responsible for the current and final control; remote workshops allow you to simulate the processes taking place in the real objects; laboratory simulators allow to choose optimal for the experiment data, get initial experience and knowledge at the preparatory stage, in order to facilitate and accelerate the work.

2. Remote participation in forums, newsgroups, Olympiads and competitions in Informatics.

3. The use of differentiated independent works means of distance learning courses. Remote course is designed for self-study of theoretical material of the course of Informatics and built on a hypertext-based, allowing to work on individual educational trajectory.

Individual educational trajectory represents a sequence of the following stages: diagnostics (taking into account individual peculiarities and level of the formation of knowledge, abilities and skills of students, necessary for the implementation of those activities that are inherent in the sphere of education); the selection of educational

projects in the field of computer science, design (design of individual educational trajectory of the student); self-determination; programming; methodological support in the implementation of individual educational trajectories; reflexive-evaluative (progress, made on the basis of predetermined criteria).

On the basis of the analysis of psychological-pedagogical and methodical literature, domestic and foreign experience in the use of remote sensing technologies in the process of teaching of Informatics installed expediency and efficiency of their application in the development of cognitive independence of students of pedagogical universities.

The study found new directions of scientific and pedagogical work: systematization of methods and technologies in the process of development of cognitive independence of students of pedagogical institutions of higher education in the field of training of Informatics remote sensing technologies; development and approval of tools to optimize the management of the process at different stages of training in higher educational institutions.

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Antonova A.V.

NEW APPROACHES TO THE MAINTENANCE OF PEDAGOGICAL EDUCATION IN HIGHER EDUCATION INSTITUTION

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About inclusion in the maintenance of pedagogical education of new subject matters about development of integration of teaching of subject matters in higher education institution.

Keywords: pedagogical education, the higher school, integration information technologies.

Transition to a new paradigm of pedagogical education and change in legislative base of domestic education show requirement of revision of the maintenance of pedagogical education. Development of society assumes updating of knowledge. The flow of information increases every year. It is necessary not only its processing, but also inclusion in the content of education.

In science integration processes which actively take root into educational process actively develop. The new content of disciplines promotes development of an interdisciplinary basis of their teaching. Introduction of information and communicative technologies in at all types of pedagogical activity opens great opportunities for their use in educational process of higher education institution. Development of electronic complexes for control of knowledge of students, their independent work demands continuous improvement of the software of educational process. ACS educational process take root in all higher education institutions. However good programs, without multigradualness of a basis of work with them it isn't enough. Complexity of input of information, low speeds of information processing complicate use of electronic means in work of teachers. Today teaching of disciplines in higher education institution staticizes new approach to the content of the main disciplines. For example, in pedagogical education there was a need for

knowledge of marketing. The discipline marketing has the resisted content of knowledge. It is accurately focused on the market, advertizing and management. Never this discipline on a straight line contacted pedagogics, education. Modern educational institution, joining in the market of educational services, becomes one of market elements. Still nobody teaches teachers, heads to norms of modern marketing, and the need for it is also the very big.

New discipline in pedagogical education is the education sociology. If teachers not to teach to conduct competently sociological researches, it is correct to do selection and data processing, to maintain requirements to drawing up polls, questionnaires, reduces both objectivity of researches, and quality of development of the content of pedagogical activity.

Introduction of the integrated disciplines on the basis of use of information technologies allows to form the competent teacher not only in pedagogics and psychology, but also in humanitarian field as a whole. Creation of the integrated modules on the basis of the standard of the highest professional third generation, the correct approach to otchetnost on the basis of mark and rating system of an assessment of knowledge of students opens prospects of modern high school pedagogical education. The new maintenance of preschool and school education shows that formation of various groups of kompetentnost at future teachers, preschool teachers, elementary school teachers needs to be carried out on the basis of development of technological cards. Opportunity an integratsiiya of subject matters in the curriculum it is scientifically developed in A.V.Antonova research, and possibilities of use of information and communication technologies and electronic educational complexes it is developed in N.P.Khodakova and O.V.Vishtak works.

Thus, development of the new maintenance of pedagogical education assumes mastering by teachers by skills of work with the computer and the various software, ability to process and form base for a multimedia board and an electronic office of the teacher and the student. To control independent work of students through electronic means. Besides, important there is a content of knowledge, it has to answer modern scientific achievements in the field of pedagogics and psychology, the humanities

both domestic, and foreign science. The higher pedagogical school is faced by a question of foreign language skills by each teacher, of training passing in foreign higher education institutions. Professional competence of teachers of higher education institutions changes qualitatively and supplemented with new qualification requirements.

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J21308-043

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HE FORMATION OF INTONATIONAL READING IN SCHOOLERS WITH SPEECH DISORDERS

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In article bases of work on formation of intonational reading at the school students having violations of speech reveal. Work should be carried out differentially, depending on the violation mechanism at various speech pathology. Formation of intonational expressiveness of reading can be carried out at lessons, logopedic occupations and in out-of-class work.

Keywords: school students, reading, intonation, formation, training technique, skills, children, speech violation.

It is known that reading is complex mental and physiological process (T. Egorov, N. Ginkin, V. Kovshikov, A. Kornev, R. Lalaeva, A. Leontyev, A. Luriya and other). The reading is one of meanses receiving information and provides quality of the schooling. The reading always begins with perception complex of letters and one finishes the determination of the meaning of word. The level of man`s development determines the connection between letters as sign and meaning of words.

There are two parts in reading: technical and semantic.

Disadvantages of forming the technical side of reading are complex or single disorders of different components, for example way of reading, pace, correctness and expressiveness. These all determines the understanding of the text.

There are four components of reading`s quality in modern education methods: correctness, speed, consciousness and expressiveness (S. Gorbunova, V. Goretskiy, O. Gribova, I. Kolpovskaya, M. Lvov, O. Sosnovskaya, L. Tishina V. Vorobyeva and others).

The expressiveness is one of the specific skills. The expressiveness is ability to give listeners the main idea of text and own relation to this one. That`s why the expressiveness is connected with consciousness of reading.

The children with speech disorders have got difficulties in formation intonational speech (E. Arhipova, E. Artemova, G. Chirkina, I. Ermakova, G. Gurovec, L. Lopatina, O. Orlova, T. Vorontsova and others). Weak and unmodulated voice reduces the opportunity in communication. The speech becomes monotone and unemotional.

About 30-40% schoolers with normal speech development have got difficulties in intonational reading. At the same time among schoolers with speech disorders this group is almost 80%.

The lack of expressive reading children with speech disorders is connected with complex problem of technical part of reading. The children can`t understand text wich was read. Wrong intonation doesn`t allow to realize text and therefore the children can`t understand not only hidden meaning but also the content of the text.

We can speak about several groups of children:

- the children which can imitate intonational model of adult`s speech but they can`t read fast and understand text,
- the children which can read fast but unemotional. They can`t recognize the words and understand them,
- the children which understand well the text but they read text monotone.

The problems of intonational reading are determined children`s inability to use components of their voice. The children can`t read quietly or loudly (especially loudly) on the instruction of the teacher. Also the children can`t change pace of reading (to read fast or slowly, especially fast) and choose voice timbre for character.

The main typical mistakes in both groups of children are the monotony of reading, misuse word stress and the logical accent. The children with speech disorders haven`t got enough a vocabulary for expressing feelings and emotions. They also have got unformed cause-and-effect relationships. It is difficult for them to recognize complex lexico-grammatical structures. That`s why the problem formation reading skills becomes multidisciplinary. The methods of corrective work mast use not only pedagogical but also psychological techniques (formation of the processes of comparison, logical conclusion, abstracting and others).

The problem of formation skills expressive reading is actual for modern speech therapy because she broaches theoretical question and regards to the development of specific methods of teaching reading.

Therefore the problem of development corrective educational complex is very actual. It is needed to teach the schoolers with speech disorders linguistic and nonlinguistic means of expression (gestures, facial expressions and intonation).

The intonation is combination sound elements of speech: word stress and the logical accent, pace, rhythm, timbre, pauses, voice modulation. They depends the level of speech`s expressiveness. The rhythm and intonation are important for prose and the rhyme and pause are important for poems.

Teacher`s control is of great importance during education but we need develop schoolers` self-control.

The term «self-control», wich is widely used in pedagogy, is ability of man to regulate his activity. Famous scientists I. Pavlov and P. Anokhin contributed to the study of the mechanisms of self-control. In the opinion of P. Anokhin self-control has got three parts. First part is information gathering about of aim of the action. Second part is taking decision and the choice of the program. But third part plays main role. If received result doesn`t match expected result the mechanism starts for correction mistake. If there are not mistakes then the result matches etalon. Therefore scientific research has shown that self-control is based on a system biofeedback.

Speech and voice functions also submit to system biofeedback and that`s why we have opportunity to manage development right speech and voice skills.

The feedback which provides information about process and result speech action is mainly in the form of auditory control.

There is description of levels of auditory self-control speech activity by schoolers in research by I. Zimnyaya:

- first level –a pupil doesn`t hear own mistakes. Self-control isn`t;
- second level – a pupil can correct the mistake only after teacher`s comment. Self-control is not enough;
- third level – a pupil himself responds to the mistake but not at once. Self-control is formed but is not enough automated; Self-control is formed but is not enough automated;
- fourth level - a pupil hears and himself corrects the mistake at once. Self-control is formed and is fully automated;

The process formation of self-control in speech activity is associated with formation speech action. It is needed to multilevel management to speech action and biofeedback confirms program execution.

Simple and automated speech action becomes a condition for the execution of other, more complex action and goes to level of operation.

The complex method of formation expressive reading is based on theoretical positions and includes same ways of training:

- development the ability distinguishing the power, height and timbre of voice,
- distinguishing of different intonations,
- formation of expressive speech,
- formation of auditory self-control.

The corrective work should be organized differently. It depends on pathological mechanism of speech disorders. The formation of intonational reading should be realized on the lessons, speech therapy trainings and other classes with special exercises.

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J21308-044

Klimantovich I.P., Minosyants N. T.

HISTORICAL ASPECT OF THE PROBLEM OF INCREASE OF THE PSIHOLOGO-PEDAGOGICHESKOY LEVEL OF COMPETENCE OF PARENTS

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In this work the historical aspect of a problem of increase of level of psikhologo-pedagogical competence of parents is considered. Changes in an education system, the societies caused by reforming are analyzed.

Keywords: psikhologo-pedagogical competence, family, parents, problem, psychology and social pedagogics.

In Russia always there was a need of a certain state policy in the course of increase of pedagogical culture of a family. For the first time about importance of formation of pedagogical culture of parents at the end of the XIX century pedagogical figures of Russia started talking: K.D.Ushinsky, Item F. Лесгафт, V.P.Vakhterov, P.F. Kapterev.

In Russia in the XIX-XX centuries education starts being realized as that sphere in which there is a creation of "the new person" "the person of culture", capable to transform the world from the point of view of a moral ideal. The Russian philosophical thought starts mastering space of pedagogical cooperation of school and a family as a basis for formation "the new person", "the person of culture" (N.I.Kareev, D.I.Mendeleev, P.F.Lesgaft, K.N.Venttsel, etc.).

In the first decades of the Soviet power the question of a family and school role in educational and educational process caused essential scientific and practical interest which was caused by reorganization of society and all educational system of younger generation.

Speaking about educational tasks of the Soviet school in the late twenties of the XX century, Lunacharsky A.V. I set for teachers a task deeply to study a microenvironment surrounding school students, and whenever possible to render the pedagogical management of family education. Implementation of requirements and norms of a public educational system was a task of parents. From 20th years the understanding of a role of parents as assistants to school in training and education of the child took roots up to the beginning of the 90th years. From school authoritative insistence ("parents have to, are obliged") prevailed, and family education was considered as supplementing public, in particular the school. Specifics of parental influence on the child wasn't considered. Family as the primary environment of education and a factor of development of the personality at that time weren't investigated yet.

In the 50th years the attention to a problem of democratization of interaction of a family and school increased. Situation that close connection with parents promotes increase of progress and consciousness of discipline of pupils is claimed.

In 60-70 years of the XX century the family becomes a subject of pedagogical researches as a factor of cultural formation of the personality. Family types with a various educational potential are allocated, need of the differentiated approach for work of the class teacher with parents on the basis of purposeful impacts on groups of parents (fathers and mothers), created on certain signs for the purpose of increase of their pedagogical culture, efficiency of their educational activity is realized. Indicators of differentiation of parents can be: level of pedagogical culture of parents, good breeding and progress of their children, family type. Authoritative approach alienated parents from school, there was a mistrust to work of teachers and class teachers.

At the end of the XX beginning of the XXI centuries there were serious changes in an education system, the societies caused by reforming. The need for effective cooperation of two leading educational systems increased. On the one hand level of mutual requirements of parents to school, teachers to parents increased, control of parents of teaching and educational process at school amplified; practice of involvement of parents to management of school (state and public management) is formed. With another some alienation between parents and teachers which is connected with formalization of interaction of school and a family, and also – with the statement of a position of parents as "customers of educational services" is noted.

Today the modern school has to interact closely with a family. Increase of psikhologo-pedagogical competence of parents – one of tasks of the educational psychologist who has to possess high level of professional and pedagogical culture, use modern methods and technologies in the work.

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J21308-045

Kovalev E.E. Kosino O. A.

MODELLING THE INTERACTION OF PARTICIPANTS IN THE EDUCATIONAL PROCESS IN THE PRIVATE CLOUD OF UNIVERSITY

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Abstract: the article considers the interactions involved in the educational process with the use of the private cloud is simulated using CASE-technology, features solutions are formulated technological and methodological requirements for the solution.

Keywords: modeling, private cloud, education network, CASE-technology.

Due to rough innovative technologies, the interaction problem between establishments of professional education, participants of educational process and the organizations employers becomes introduction of means of ICT in educational process and management of HIGHER EDUCATION INSTITUTION obvious. The solution of this problem demands active development of interaction of educational institutions for expansion of educational space at the expense of requirements to received competence from business and society. Formation at educational institutions of mechanisms of a public assessment of results of activity and their reflection in a mode of a free access with use of information resources is also important.

The solution of this problem a way of development of virtual information environments with use of cloudy technologies and crowdsourcing, and also carrying out the analysis of a content of an educational network is reasonable.

In this case it is possible to gain the greatest synergetic effect by association on one platform of models of a social kompyyuting and a krausorsing (collective reason) for the solution of educational tasks at the level of the uniform information and

educational environment. Expansion of a private educational cloud can be optimum approach in this case.

1. Private cloud

The private cloud is created on the basis of own IT infrastructure for optimization of its use within educational institution or at interaction with external consumers.

The concept of cloud computing unites in itself such known models and technologies as calculations on request of (Computing On-Demand), resource model of calculations (Utility Computing), Grid computing, and granting various elements of information system in the form of service.

Advantages of application of cloud computing to educational institutions consist, first of all, in possibility of transition to continuous formation of the format "study everywhere and always": technologies of cloud computing allow students to have access to the personally adjusted working environment in a mode 24x7x365 and irrespective of a territorial arrangement from any available devices (the personal computer, the laptop, a PDA, etc.) in the presence of access to the Internet. As important advantage from application of cloud computing a number of authors note decrease in costs for the personnel. At the expense of transfer of part of services in a cloud, the number of the IT personnel of educational institution decreases, need for improvement of knowledge of experts for the narrow specialized software product and, therefore, professional development of employees in the field [1] disappears.

2. Modeling of interaction of participants of educational process in a private cloud

For the analysis of processes of interaction in a private educational cloud and its structures it was decided to use the business models meeting standards of the international standards of the ISO 9000:2000 series, architecture of ARIS and tool means of ARIS Toolset.

On the basis of the semantic UML models and requirements to the educational network charts of the purposes of the decision were developed, and also modeling of organizational representation (organization view) which shows interaction of users

and organizational units, and also their communications and (relevant) structures having to them the relation and the functional representation (function view) containing the description of carried-out functions is carried out. Each function has specification, i.e. reveals in the form of the chart expanded event - the focused eEPC model (extended Event Driven Process Chain).

On fig. 1,2 are provided the chart of the purposes for the created decision, and expanded event - the focused chart of function "Management of Educational Projects".

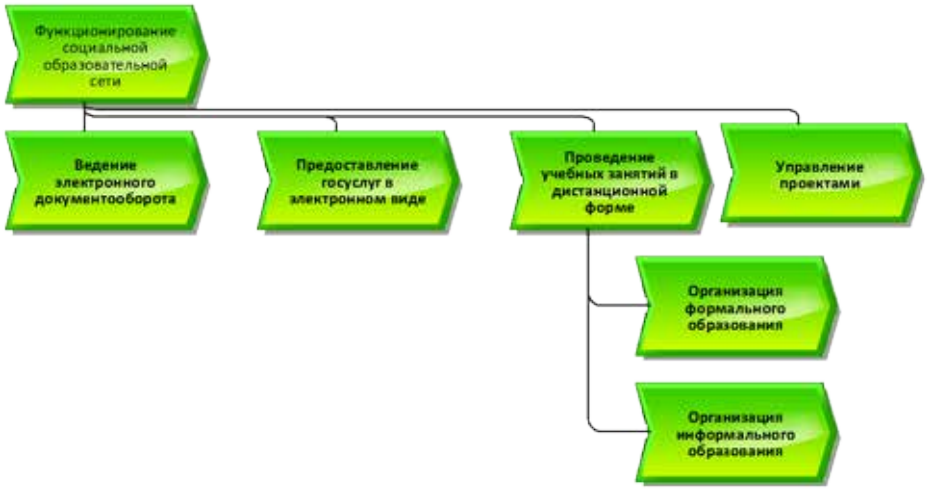

Figure 1. Chart of functions

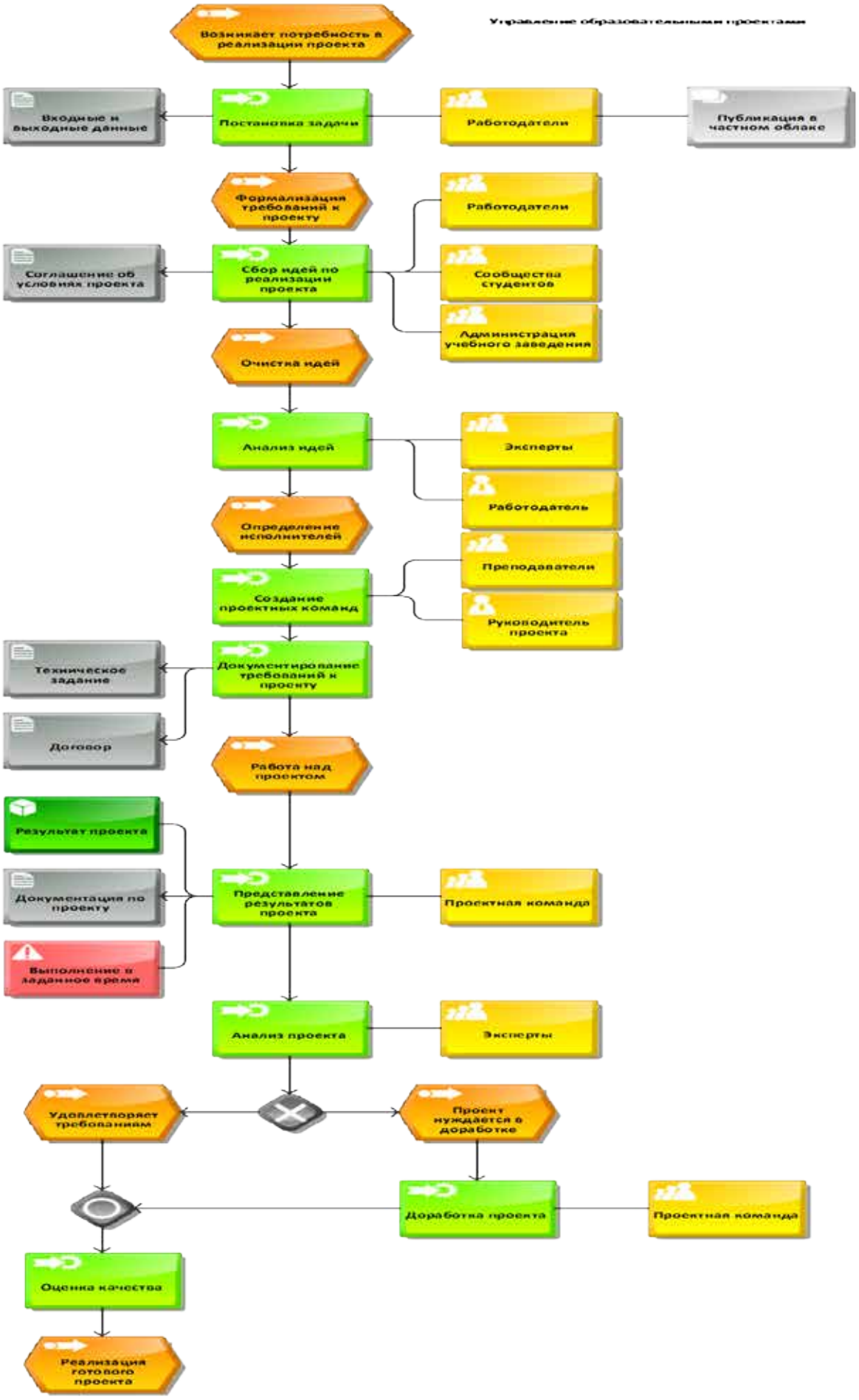

Figure 2. Expanded event - the focused chart of function "Management of Educational Projects"

The road map of the VMWare IT Value Transformation Roadmap [2] company is taken for a basis of a technique of design and an assessment of a private educational cloud.

The received decision to allow to use the modern means of ICT based on cloudy technologies for realization of problems of increase of efficiency of educational process, the organization of a continuous information exchange between participants of the educational environment and to attraction to forming of educational trajectories and an assessment of quality of education of potential employers, including taking into account modern domestic and foreign requirements [3,4,5].

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J21308-046

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATIONAL INSTITUTIONS

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Teaching and educational process in preschool educational institutions can be more successful and effective if on occupations with children information and communication technologies as didactic means are used.

Keywords. Preschool educational institutions, children of preschool age, creative and informative abilities.

Now information and communication technologies are included actively into all spheres of life and activity of the modern person. The person, skillfully and effectively owning technologies and information, has other, new style of thinking, essentially differently approaches to an assessment of arising problems, the organization of the activity. Therefore introduction of information technologies in education – a necessary step in development of the modern world as a whole. If the school actively moves forward, introducing new technologies and methods of use of computer means, preschool institutions, as a rule, can't apply an innovation owing to lack of necessary means.

Scientific researches on use of the developing and training computer games, Computer and Childhood Associations carried out by experts in the commonwealth with scientists of various institutes, since 1986, and the researches conducted in France, showed that thanks to information technologies the following results are reached:

1. Children acquire concepts of a form, color and size easier;
2. There is an ability to be guided by the planes and in space quicker
3. Efficiency of attention and memory trains;
4. Seize reading and the letter earlier;
5. Actively the lexicon replenishes;

6. The small motility develops, the thinnest coordination of movements of eyes is formed.

7. Commitment and concentration is cultivated;

8. The imagination and creative abilities develops;

9. Elements of evident and figurative and theoretical thinking develop.

Playing computer games, the child learns to build logic of concrete events, thus developing ability to forecasting of result of actions. Objectively all this means the beginning of mastering by bases of theoretical thinking that is an important condition by preparation of children for training at school as one of the most important characteristics of computer games is training function.

Computer games are built so that the child can receive not single concept or a concrete educational situation, and a general concept about all similar subjects or situations. Thus, it forms important operations of thinking. As achievements of children don't remain unnoticed by him and people around, children feel big self-confidence, evident and effective operations of thinking accustom.

In the course of occupations of children on computers their memory and attention improve. At early age children possess involuntary attention, that is they can't consciously try to remember this or that material. The child involuntarily pays attention to a material if it is bright, fascinating and significant. And here the computer is simply irreplaceable as tells information in a form attractive to the child that not only accelerates contents storing, but also does it intelligent and long-term.

Use of computer technologies in modern DOW gives the chance to create such conditions on activization of informative interest at children as:

- receiving pleasure from knowledge;
- creation of individual conditions for self-expression of the child;
- motivation of informative activity of the child, considering his interests.

Communication with the personal computer causes in children a keen interest, at first as game activity, and then and as educational. Such interest also underlies formation of informative motivation, any memory and attention, preconditions of development of logical thinking.

To regret, but today very few practical materials which the preschool teacher could use during the work with children of preschool age. As a rule, those games and presentations which are in open access to the Internet, most often, don't consider age features of preschool children.

Today, teachers most often use presentations, by a slideshow, multimedia photo albums, interactive boards. Such presentation gives the chance to the tutor to make occupations with preschool children more fascinating, to consider a material step by step, to address not only to the current material, but also to repeat and fix the previous subject.

Unfortunately, today technical equipment of educational institutions is one of the major problems and use of computers in preschool institutions meets a set of problems: organizational, bad material security, including computers, inability or unwillingness of teachers to use computers on occupations with children. It can be caused by unavailability of many preschool teachers to any innovations, rather low level of motivation to professional activity as a whole and many other reasons.

Information technologies can be used not only on occupations with children, but also in work of the educational psychologist, the methodologist, the manager.

Many preschool educational institutions have the site that allows parents to receive in open access information on activity of educational institution, the teachers working in this establishment, programs and many other things.

Thus, use of modern computer technologies and multimedia means promotes improvement of quality of educational process, serves increase of informative motivation of pupils, growth of their achievements is thus observed.

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TO THE QUESTION OF DEVELOPMENT OF CREATIVITY AT CHILDREN OF YOUNGER SCHOOL AGE

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In this article questions of development of creativity at children of younger school age are considered. It is considered as creative opportunities and abilities of the person which can be shown in thinking, feelings, the communication, separate kinds of activity.

Keywords: children, younger preschool age, creativity, creativity, opportunities.

In modern conditions there is a wide choice of the various researches directed on studying of a phenomenon of creativity. The set of approaches and aspects in definition of the nature of creativity and identification of the conditions influencing development of creative abilities at children of younger school age are developed and offered.

But, nevertheless, there is a circle unresolved and few developed questions in this direction. In particular, it belongs to development of a problem of development of creativity of children at different stages of development, the mechanism of manifestation and action of creativity of the personality during the various age periods.

It should be noted and remind that a family, parents, teachers, society, etc. make decisive impact on formation of the personality as a whole, and creativity development, in particular.

Known experts in the field of children's psychology, such as: H.p. Vygotsky, Yu.E.Gilbukh, N.E.Veraksa, O.H, Garnets, V.T.Kudryavtsev, M. S. Semiletkina, E.L.Yakovlev and others open in the works need of research of creativity at children.

In pilot psychological studies P.M. Granovsky, V. N. Druzhinin, B.B. of Kosovo, A.A.Leontyev, etc. are considered features of formation of creative

informative abilities of children in the course of educational and extracurricular activities. At the same time it is noted that the younger school student for ensuring effective advance in development of creative abilities needs development of available age types of creative activity.

Some authors note insufficient theoretical development of a problem of the organization of independent creative activity of pupils.

In the in works G.A.Ball, M.I.Makhmutov, T.I.Shamova, etc. propose the matter solution by means of creation of problem situations in which various creative abilities of children will have to be shown.

In our opinion, creativity is shown in fluency, flexibility and originality of the made decision, these indicators of creativity of younger school students differ on a gender sign, and also the pupils of the elementary grades who have shown high level of creativity not always differ high progress and good behavior.

"Creativity is means to dig more deeply, better to watch, to correct errors, to talk to a cat, to dive into depth, to pass through walls, to light the sun, to build the lock on sand, to welcome the future", - explains the Item Torrens.

The psychologist - the pedagogical dictionary treats the concept "creativity" as creative opportunities and abilities of the person which can be shown in thinking, feelings, the communication, separate kinds of activity. It is ability to generate a set of various original ideas under free conditions of activity. Creativity is multidimensional thinking as a result of which multiple and multidirectional correct solutions of the same task are born. These are various creative and mental abilities: to bring new in experience; to generate new ideas at the solution of objectives; it is non-standard to think in standard situations; to formulate assumptions concerning missing elements in the solution of a task.

For definition of creativity, identification of its levels use various methods: the psychological tests, special questionnaires with lists of situations, feelings, interests, behavior forms. These methods, certainly, help to define and characterize creative people. Questionnaires by which determine creative persons, can be addressed both to the examinee, and people surrounding them. Creative products are analyzed by

competent experts: inventors, artists, scientists. However the standard of such estimates always is the public judgment.

Now there are two main indicators of an assessment of creativity is a set of the formulated ideas and their originality in relation to other answers. However, in practice, it became clear that these indicators of multidimensional thinking not always are unambiguous proofs of existence of creativity as creative ability. Sometimes "non-standard" and "rare" answers and decisions are simply psychological feature of the personality: originality can be manifestation of intellectual insolvency or mental inadequacy. On the other hand, the person possessing a totality of creative indicators, in ordinary life and professional activity can show real creative achievements very poorly.

Creativity indicators even if they are very high, aren't the guarantor of future creative achievements. However they significantly increase probability of creative manifestations in the presence of high creative motivation and mastering by necessary creative abilities. When training in creative thinking and behavior self-expression and creativity of the personality significantly increases, personal qualities, such as are shown and amplify: desire to gain new experience, independence, high creative requirement.

In the research conducted by us it is possible to note that the majority of children of younger school age with difficulty answer the questions connected with modeling of a situation. The same can be told about tasks for improvement. With these tasks school students well coped with high level of creativity. Analyzing structure of factors of creativity, it is possible to note that among the factors of creativity investigated by a technique of the Item of Torrens the flexibility factor (51%) prevails. The fluency factor (24%), the accuracy (15%) and originality (10%) goes the following.

Initially we thought that such indicators as fluency, flexibility and a readiness, are in direct dependence from each other, that is are directly proportional. However, having carried out the correlation analysis of data, us it was revealed that there is a direct link between fluency, flexibility and a readiness.

Thus, it is possible to tell that children of younger school age solve a problem quickly, the ideas thus offered by them are original. But it doesn't mean that the task will be solved correctly. That is second-graders, solving a problem, special attention don't pay to quality of performed work.

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Koltinova V. V.

PROFESSIONAL MAINTENANCE OF THE REPLACING FAMILY

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In this work it is considered the psychologist – pedagogical work with an alternative family. She assumes roditelstvo support as difficult many-sided phenomenon: as biological, sociocultural, psychological phenomenon, major social institute, stage in life of the people united by creative activity on leaving, material security, education and training of the blood or adopted child.

Keywords: family, parents, alternative, professional maintenance, children, orphans, care, psychology and social pedagogics.

Children entering into group of risk on a social orphanhood, have special deprivational violations in development. In the absence of specially organized actions for their compensation they turn into permanent personal violations therefore - to orphans and children without parental support the family, and the parents possessing certain resources for their integration into a family and society, the parents prepared for professional work with the child, having deprivational and dezadaptatsionny violations of development is necessary for children not simply.

The organization of professional replacing family care raises many questions at present not resolved and demanding studying for science. What happens to a family and the child in the course of implementation of professional replacing work? That promotes efficiency reception of the child in a family? What families can be considered resource and what aren't present for similar work? How to involve families in education of the orphan child? How to create the conditions adequate to

requirements of his development for the adopted child how to ensure its safety? With what contents to fill the psychologist – pedagogical escort of members of a replacing family?

If to consider that these questions are just raised for researchers, and process of the organization of professional replacing care now – more and more expanding reality, before us there is an acute problem of preparation of qualified personnel for implementation of similar activity within FGOS VPO 050400 "Psikhologo-pedagogical education", a profile 050406 "Psychology and social pedagogics".

Existence of serious state support to alternative families, designation in national social policy of priority of their formation, provides significant growth in number of the people, wishing to become replacing parents, the number of children accepted in replacing family increases. But growth of refusals of the adopted and sponsored children that speaks not only about insufficiently high level of readiness of reception parents to bear responsibility for education and development of the identity of the child accepted in a family, but also about quality of maintenance of an alternative family at all stages of its formation is thus observed also.

The psychologist – pedagogical work with an alternative family has to be based on a number of the principles. Humanistic approach assumes unconditional support of a roditelstvo as difficult many-sided phenomenon: as biological, sociocultural, psychological phenomenon, major social institute, stage in life both the certain person, and group of the people united by creative activity on leaving, material security, education and training of the blood or adopted child. Alternative parents especially need such support. They are often alarmed, concerned uncertainty of a situation, they are accompanied by doubts in the relation of own decision, and also the personality children whom they are going to accept in own family, their heredity and destructive experience of the childhood.

Axiological approach demands from the psychologist, the social teacher of special work on clearing of the purposes and value of acceptance of the child, without parental support in a family, definition true motivation of the citizens, wishing to accept the child in a family. This approach helps to define chances of success of the

potential adoptive father, the foster tutor. The motivation of the potential foster tutor, the reception parent is more diverse, the it is more at it than resources for overcoming of arising difficulties. System approach demands an assessment of an alternative family as the system phenomenon difficult socially – the psychological organism having the history, traditions, way, the relations between members and a world outlook in relation to the outside world.

At this stage of work disturbing signals for the accompanying expert can become: unavailability to cooperation with authorized service, closeness, mistrust, an accusatory position in relation to the psychologist to the social teacher estimating the potential alternative parent; serious internal interpersonal problems of a family, inconsistency of actions of family members, principal differences in development and adoption of the joint decision; insufficient competence, lack of the corresponding skills of interaction with children of a certain age.

Very important stage of work of the psychologist, the social teacher with an alternative family is all participation in selection and an assessment of candidates in foster tutors, reception parents, adoptive parents. Process of estimation of other person - always a complex psychological challenge. Success of processes of perception, understanding and estimation by people of each other (social perception) depend as on the perceiving subject, his experience of interaction with other people, installations in relation to another

to people, personal qualities. Also the success in understanding and estimation of other people depends on the perceived subject, an organichnost of its inner world and external behavior, adequacy of behavior of a cash situation of interaction of subjects, ability of the cognizable person to show surrounding, the personality, it is correct to declare the intentions.

From experience with potential alternative parents it is established that the diagnostic method should be used carefully. Often to it respondents treat with alarm, worry, can refuse procedure, or give socially approved answers which have no informative value.

By preparation of potential alternative parents the psychologist, the social teacher – are faced by important pedagogical functions which consist in increase of competence, psychologist – pedagogical literacy of the foster tutor, the reception parent. The international term "education of parents" which is understood as the help to parents in performance by them of functions of the tutor of own (reception) children, parental functions (Ovcharov R. V. of page 166) is entered into scientific use. Consultations and recommendations are necessary not only to parents of children of group of risk or problem families. They are necessary for each family at a certain stage of its development owing to her internal requirements and growing requirements to a family as to social institute. Such consultations and recommendations get special value for an alternative professional family.

The concept of professionalism of application to the people, taking children on education in a family, is just formed in Russia. However, planning reception and the room of the child in a family, it is necessary to estimate with what the family and over what the trained staff which preparation is carried out in higher education institution should work specially can cope.

The organization of professional forms of family care is a contribution of the state to wellbeing of the people. But irrespective of the status of the family

the cares, each family which accepts the child, needs well debugged system socially, the pedagogical and psychological assistance, the qualified experts, capable to render this help – and it is the main basis for our work in this direction.

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Pashin S. A.

SOCIALIZATION AND EDUCATION IN EXTRACURRICULAR ACTIVITIES OF PUPILS

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In article extracurricular activities as a part of a sredstvrealization of educational programs and socialization of pupils during training are considered.

Keywords: extracurricular activities, educational tasks, the socialization advancing and post-educational socialization of the personality.

In an arsenal of pedagogical means activity of pupils in the nonlearning time, often called by extracurricular activities long ago took a worthy place. If to distract from various interpretation of its understanding, it will be possible to see the features peculiar only to it distinguishing it from educational activity at school and in system of additional education. The main feature of extracurricular activities is that it is realized outside educational system, in private life of pupils, according to their individual inquiries, real conditions and satisfaction opportunities. In essence it is sotsializatsiyaposilny I will increase, corresponding to interests of a life, a family, features of a social environment, absorption of the growing-up person on social Wednesday. She isn't subordinated to the purposes actually educations and is under construction under laws of the real life having the own contents. Nevertheless, its educational results give in to pedagogical adaptation and use in formation of complete educational potential of the developing personality

This situation is for us key, conceptual. It allows to consider extracurricular activities, as the advancing socialization forming the personality at the same time with education, and not just on its end and inclusion of the pupil in socially mature public roles and the relations.

For understanding of extracurricular activities it is necessary to see in it the difficult and many-sided process uniting all types of activity of pupils (along with activity educational) as a result of which there is a successful socialization of the school student. On accessory is a social process with the integral educational result. It does socialization so attractive to pedagogical use. Undoubtedly, attraction of nonlearning time for this purpose not only task, but also necessary condition of overall performance of all educational system. In a place with that in performance of this condition the socializing essence of extracurricular forming activities of pupils isn't always considered and looked through.

In the documents focusing on modernization of modern domestic education, socialization of pupils is considered as an independent pedagogical problem and the attention to need of fuller and effective use of extracurricular activities is focused. It demands overcoming of known difficulties as a problem of socialization of school students, becoming a pedagogical problem, doesn't fit into structure of traditionally educational tasks. Respectively, need its resheniyavysvechivayetopredelenny limitation of theoretical views so traditional for pedagogics on understanding of nonlearning time and extracurricular activities of school students.

Fuller understanding of a being of interrelation of socialization and educational processes is promoted by the appeal to two-uniform accessory of a phenomenon "extracurricular activities". In researches of the social phenomena it appears as social process with educational consequences objectively inherent in it. And in a context of the educational phenomena a phenomenon "extracurricular activities" too find existence of applied socializing sense which on basic mission of educational system as a whole focuses on self-realization of the personality in public, production, cultural life of society.

The understanding of a dvuyedinost of extracurricular activities doesn't complicate work of educators, however, for its effective use assumes understanding real role the dvuyedinostisamy teacher. Each teacher, using extracurricular activities in educational process, first of all acts in the professional pedagogical role. In too time in a context of the solution of socializing tasks, using extracurricular activities of the school student, the teacher becomes as also the agent of socialization, реализуя the social and pedagogical role.

Nonlearning socialization in correlation with the post-educational period of human life is advancing socialization. Its communication with formation of educational potential of the personality finds expression in changing, answering to a personal growing, individual culture of the person which is enriched with an applied orientation of the knowledge received in process of training. For modern school it is extremely complex problem, which decision, with use of extracurricular activities, gets important sounding, expanding educational possibilities of society in development of the personality and formation of her culture behind a framework of conditions of an education system.

Enough general characteristic of the social and pedagogical mechanism of use in formation of extracurricular activities of pupils this article also is devoted to the discretion offered by us and discussion. We addressed to opportunities of the solution of one of very significant modern educational tasks – to detection of that distinctive feature of extracurricular activities of pupils which testifies that this activity, being carried out behind a framework of educational process, is on the substance of real, available to the school student socialization. And from this point of view the pedagogical value of socializing extracurricular activities makes all-pedagogical sense. According to this sense its use in a context of nonlearning activity of pupils opens possibility of pedagogical influence on assimilation not only contents of education, but also considerable number of school students of socializing processes inherent in life. Such understanding of extracurricular activities can serve the decision not only private problems, but as to creation of educational programs of the nonlearning socializing contents.

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Semenova T.A.

SENSIBLENESS FORMATION AT CHILDREN ADVANCED PRESCHOOL AGE WHEN PERFORMING PHYSICAL EXERCISES

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In article the problem of formation of sensibleness reveals at performance of physical exercises by children of the advanced preschool age, possibility of use of the latest information and communication technologies in physical training of preschool children is considered.

Keywords: sensibleness when performing physical exercises, children of preschool age, ideomotorny representations, information and communication technologies.

The priority direction of work on physical training of children of preschool age is formation of rational, economical, conscious movements, accumulation of motive experience and possibility of its independent use in game activity.

The main specific means of physical training of children of preschool age are physical exercises, that is those types of motive actions which are directed on realization of problems of physical training. It is necessary to emphasize that physical exercises aren't identified and the more so can't be substituted for labor or household actions (N.A.Bernstein, V.S.Farfel, L.P.Matveev, E.P.Ilyin, etc.).

In a technique of physical training of children of preschool age historically there were two directions of training of children to physical exercises. Essence of the

first, we will call it lozhnoeffektivny, consists in mechanical learning of movements on the basis of imitation by the principle дрессуры. The child quickly enough seizes motive action, however mechanical its learning doesn't allow to use the studied movement in daily activity, to alter it.

The second way – based on conscious performance of physical exercises – more difficult, however more productive. Result of such training is stable motive skill which easily varies, can be used by the child in various life situations and is base for formation of other more difficult movements.

Works P.F.Lesgafta, E.A.Arkina, A.V.Keneman, E.Ya.Stepanenkova, O.A.Kuvshinova, E.V.Olkhova and other experts, convincingly prove that formation at preschool children of the conscious relation to physical culture, improving impact of physical exercises and technically to their correct performance promotes improvement and strengthening of a children's organism, increase of the general working capacity and disclosure of its creative potential.

In this regard one of the most important problems of physical training of children of preschool age is formation of conscious performance of physical exercises.

The pilot research conducted with children of the advanced preschool age, showed that children of the sixth year of life have no clear idea of movement structure, don't know starting positions and don't understand interrelation between correctly accepted starting position and high-quality performance of movement, aren't able to vary carried-out movement. Bad possession of spatial terminology causes difficulties in an explanation of sequence of performance of exercises. Answers of children confirmed our assumption that tutors resort to mechanical display more often, address to consciousness of children a little, don't open dependence between correctly accepted starting position and the end result of movement.

The modern information and communication technologies used in educational process, open new opportunities in sensibleness formation at performance of physical exercises by children of the advanced preschool age.

Especially brightly the role of sensibleness of structure of motive actions is shown in the ideomotorny act – a psychophysiological phenomenon which is connected with change of a tone of muscles according to mentally represented action. A.Ts.Puni proved training action of representation of movements. Thus preliminary representation of studied movement which is combined with its practical performance, promotes achievement of the best result.

Thus, work with the interactive board, directed on thinking activization, understanding of sequence of elements of exercise and the provision of parts of a body in space, can become one of the means, allowing in a fascinating form to form ideomotorny representations at the senior preschool children.

It is necessary to emphasize that the latest information technologies can't replace practical performance of physical exercises and have to be only reasonable addition to systematically carried out sports and improving work with children in preschool educational institution.

Generalizing the aforesaid, it is possible to conclude that the problem of use of information and communication technologies in physical training of children of preschool age is actual and demands further studying.

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J21308-051

Sidyacheva N. V.

SOME ASPECTS OF DEVELOPMENT OF STRONG-WILLED REGULATION AT CHILDREN OF PRESCHOOL AGE AS THE FACTOR OF SUCCESS OF TRAINING AT SCHOOL

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In this work separate aspects of development of strong-willed regulation at children of preschool age are considered. Attempt to find out possibility of its formation from children of middle preschool age is made.

Keywords: children, preschool age, strong-willed regulation, emotional and strong-willed component, activity, development, sinzetivny period.

The problem of development of randomness, will, strong-willed regulation undergoes in domestic psychology now minor changes. Attempt of studying of genesis of strong-willed regulation of the person was carried out by certain authors at different age. Only in research T.I. Shulga (1994) genesis received the uniform line of research from younger preschool age to the student's. For today, we observe very small number of researches concerning formation of strong-willed regulation, especially at preschool age. The beginning of development of strong-willed

regulation is considered to be, since teenage age and further when the child starts supervising the activity consciously.

Strong-willed regulation is understood as the highest level of any regulation. It bears in herself the following features: sensibleness, premeditation, decision-making from the subject. And if at preschool age authors (V.A.Ivannikovs, E.O.Smirnova, etc.) speak about existence of development of any regulation at children, strong-willed regulation it isn't mentioned.

We conducted research of a strong-willed component of psychological readiness for school which showed average and below an average levels of its development. We tried to find out possibility of its formation already on the average preschool age and evidential established this fact.

Thus, there is an urgent need of early development of strong-willed regulation at children of preschool age for success of an initial step of systematic training of the younger school student. The created strong-willed regulation at preschool children first of all develops such lines of the personality as: independence, discipline, accuracy, responsibility, ability to make decisions, consciously to supervise the actions and acts, that is all qualities which are necessary for starting readiness of the preschool child for school providing success of training at elementary school.

Educational activity of the younger school student takes a paramount place in his life and how its results will be estimated, directly depends on development of strong-willed qualities.

It is possible to tell with confidence that formation of strong-willed regulation needs to be begun with younger or middle preschool age when its development happens in game activity, the most optimum form of education for preschool children. Also strong-willed regulation has impact on development of motivational readiness, so, at positive results of educational activity the child has a desire to study; on emotional readiness which in turn promotes development in preschool children of abilities to supervise the emotions; on personal readiness, that is forms abilities to interact with adults and in collective with contemporaries.

At preschool age of loudspeaker of indicators of components of strong-willed regulation it is, as a rule, characterized by their gradual changes without pronounced contradictions. It means that during this age period strong-willed regulation doesn't differ yet the expressed differentiation of components, they function together.

Formation of strong-willed regulation at children of five-six years promotes minimization of symptoms of manifestation of crisis of seven years and formation of ability to operate the behavior, to set before itself the purposes and to reach them, to listen and understand the teacher, to fulfill his requirements.

Thus, the preschool age is the senzitivny period for formation of strong-willed regulation at children and from level of its development it is possible to speak about success of training at elementary school.

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Tinchurina M. K.

COMPUTER SAFETY AS FACTOR OF DEVELOPMENT OF THE INFORMATION ENVIRONMENT OF PRESCHOOL EDUCATIONAL INSTITUTION

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In this work questions computer safety as a factor of development of the information environment of preschool educational institution are considered

Keywords: computer, information environment, safety, children, preschool age, training, development, educational institution.

The computer strongly enters into life of the child, enticing it the environment, opportunities, and especially games. However, the relation of teachers to computer use in children's game as a kind of activity, is, as a rule, skeptical or negative. This relation to computer games in public consciousness occurs because some teachers and tutors can't professionally turn on the computer in an education system with observance of all necessary conditions of efficiency of its use. It is possible to refer knowledge of the nature of children's game and its features, computer opportunities, measure observance to number of such conditions in work with computer games, the accounting of psychological features of a computerization of childish sports.

Application of computer games is justified only if it is focused on achievement of a certain pedagogical result, that is in the presence of positive influence on thinking, emotion, memory of the child, his informative, motivational and psychomotor activity.

Introduction of information technologies in preschool institutions has no uniform approach, there are no uniform safety requirements.

The main idea consists in harmonious connection of modern technologies with traditional development tools of the child for formation of mental processes, leading spheres of the personality, development of creative abilities. It is new approach to use of information technologies in work with children which allows to keep integrity and uniqueness of domestic preschool education.

He demands careful studying not only from outside both teachers and psychologists, and physicians. The hygienic researches conducted at schools, showed that occupations with the computer can lead to exhaustion and emergence of complaints not visual discomfort — fatigue of eyes, pain, an itch, flashing or doubling etc. Most often school students who have these or those visual impairments, not skorrigirovanny points complain.

Exhaustion degree on occupations decides on the computer by quality of the image on the display screen, the content of occupation and, of course, age of the child. Therefore in kindergartens the computer with the modern liquid crystal monitor with high resolution and frequency of updating of the screen and the powerful videocard is necessary.

Preschool children are more sensitive to influence of various factors of the environment as their organism is in a condition of intensive development. At the age of 5-6 years the normal refraction of an eye is formed, there is a transition of a physiological far-sighted refraction in normal or short-sighted if to it there are genetic preconditions or conditions of visual work don't conform to hygienic requirements (low level of illumination, hard long visual work at a short distance, illegibly printed the text and the drawings, an inconvenient pose etc.). Intensively the bone and muscular system develops, work of an internal and a cerebral cortex is improved, any attention and many other functions defining the general development of the child is formed. Therefore it is very important that occupations didn't make an adverse effect on health.

As a result of researches conducted at different times, it is revealed that the maximum permissible duration of game occupations on the computer for children of four - shouldn't exceed six years 10-15 minutes. For maintenance of steady level of working capacity and health preservation conditions in which pass occupations at the computer have great value. They can be carried out only in the presence of the tutor who bears responsibility for safety of the child.

The special office which area is defined at the rate of 6 square meters on one workplace (a chair and a table), equipped taking into account growth of children is necessary for carrying out such occupations. The chair has to have a back surely. The child has to sit in front of the computer so that the look line (from an eye to the screen) was perpendicular to the screen and fell on its central part. The optimum distance of eyes to the screen makes 55-65 cm. Behind one monitor is inadmissible to be engaged at the same time to two and more children as it sharply worsens

conditions of examining of the image on the screen. In this room daily damp cleaning is necessary.

One of negative sides of informatization is emergence of computer uneasiness. Now there is no accurate definition of this concept, isn't present as well the conventional methods of prevention and treatment of computer uneasiness. The majority of psychologists mean by it the fear arising during the work on the computer or at reflection about it.

Among negative consequences of long application of information technologies allocate as an autization (an escape from reality, a syndrome of dependence on the computer and especially from the Internet). The focus of interest is narrowed, participation in significant kinds of activity is reduced or there is a full refusal of it.

Playing with the computer, the child is guided by the simplest ways of interaction with it (I pressed the button and I saw something). Curiosity here doesn't turn into inquisitiveness, and interest to game passes. The need for novelty is quickly satisfied, and the child quickly passes to other program. Actions at random in this case don't promote formation of the generalized way of action and don't form informative requirement – a source of further development of children's game.

So, modern society and education are connected with information technologies. It is necessary to develop scientific bases of a technique of introduction of information technologies in work with children of different age, to reveal the principles of safety in work with the computer of the child and the adult, what interest to information technology not only didn't do harm to health of the child.

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THE NOTION OF CREATIVITY AS A PERSONALITY FEATURE OF THE FUTURE SOCIAL TEACHERS

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In the paper the notion of creativity as a personal category is described; the content of the concept of creativity is analyzed as a dominant character feature of future social teachers; in the paper it is determined that the creativity of future social teachers is formed due to the reorientation of modern education system into the legally regulated creative one that involves the formation of the innovations which provide students with the opportunity to develop features which are essential for future teaching career; the formation of readiness for creative activities as a prominent trait in students' characters, as well as the ability to adapt oneself to and make full use of innovations.

Keywords: creative work, creativity, personality, the notion of creativity, creative personality, future social teachers.

Today, at the beginning of the XXI century, a priority in education goes to the problem of formation of a creative person who would be able to solve complex life problems and would be able to creatively integrate his or her knowledge into the world community. Therefore, the main factor that allows future professionals to realize themselves in society in one way or another – it is his or her position towords lifestyle and creativity. That is why, in the context of our study it is important to define the notion of creativity as the individual feature of the future social teachers.

In general, creativity as general category is closely linked with the imagination, creative thinking, research capability and creative ability of the individual. All these categories are one's personal properties. Apparently, the concept of creativity can be interpreted very broadly, but as a feature of the individual, it includes: critical way of thinking and vision of a problem, developed imagination, fantasy, special personal qualities (curiosity, independence, commitment, willingness to take risks), as well as specific leading features (creative interest, enthusiasm towards creative process, desire to achieve the result, the need for self-realization).

The analysis of educational, psychological and philosophical literature showed that the majority of scientists such as Barronn F., D. Harrington, H.Volles, P. Langley, F. Fromm, Y. Ponomarev, W. Miloslavskyy, E. Torrance, E. Bos, C. Midnuk, A. Tereshchuk, A.Maslow, D. Johnson, Dzh.Hilford, K.Rozhders, R. Sternberg, D. Epiphany, A. Matyushkin, Z.Kalmykova, V.Kozlenko, M. Kholodna used individual approach when looked upon the concept of creativity through the following aspects:

- First of all, as an ability to adapt oneself, to generate a great amount of different ideas, to generate new ideas, to take sensible risks, to be able to wonder and find out new things, to find solutions in complex situations (Barronn F., D. Harrington, E.Torrance, K.Rozhders, R. Sternberg, E. Hrehorenko, E. Fromm);

- Secondly, as an integrated mental quality, the total capacity for creativity, that allowes to satisfy the need for research activity; as an internal process that spontaneously find itself in an action and creates new things and values through the changing and formation of new connections (P. Langley, F . Barron, Charles Spearman);

- Finally, as an unexpected productive action that occurs spontaneously in a medium of social interaction, it is the ability that manifests itself when there is a lack of knowledge, when there is a need to overcome stereotypes and find structurally new way of relationships, when there is a need for search-converting activity (M.Fromm , D. Johnson, E. Torrance, D. Epiphany, A.Matyushkin, S. Kalmykova).

As we can see, creativity is seen by different scientists as a individual property realized through three aspects, which are manifested at different levels of creative activity. The essence of creativity and its content are determined by personal features and social environment which form the capacity for creative activity. From a scientific point of view in the concept of creativity we combine motivation, resources, skill of creative thinking (Tab. 1).

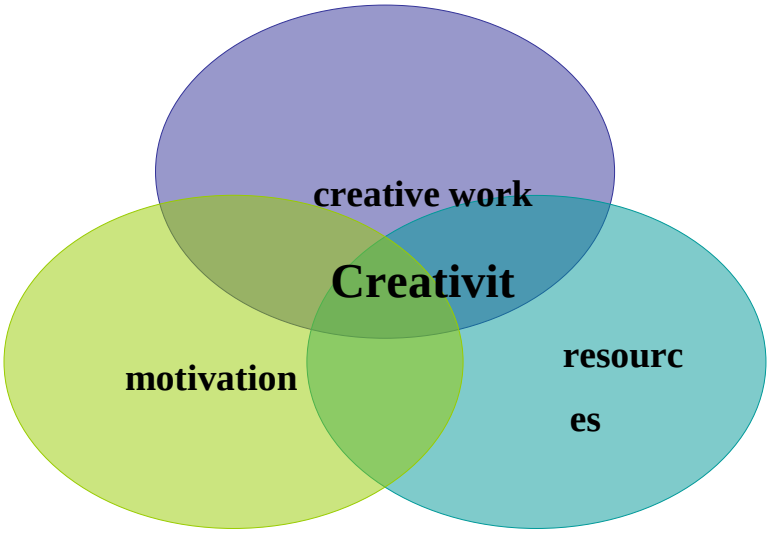

Table 1. Creativity in the structure of motivation, skills and resources.

At the present stage in the scientific theory creativity is seen as a function of comprehensively developed personality that develops his or her personal qualities. In this variety of ideas about creativity as a personal property, the majority of researchers focus on combining creativity and creative potential that can be defined as the union of abilities and personal features that contribute to the development of creative thinking.

We ought to outline that this view is shared by L. Ermolaeva-Tomina defining creativity as a collection of different abilities, each of which can be defined as an individual [4].

The theory of creative individuals development (TCID) and the theory of inventive solution to complex problems by G. Alshulera are of particular interest in the context of the problem. Moreover, G. Alshulera created and identified six characteristics of the creative person, regardless of the type of personality: working

capacity, special technique of problem solving, the ability resist problems (should be developed from the age of three), the ability to make plans (should be developed from the age of seven), formation of a worthy life goal (should be developed from the age of thirteen-fifteen) [2].

An important contribution to research on creativity was made by V.Moliako and E. Gromova, they identified seven attributes of creativity, which help to form the core of the creative individual, which is able to generate new creative ideas and innovative solutions to professional issues: concentration, activity, imagination, originality, accuracy, sensitivity [7, 8].

In the native scientific theory and practice is also gained some experience towards the defining conditions which stimulate formation of creative identity and quality. J. Koliutkin identifies the following personal qualities necessary for the person to be called a creative personality: self-confidence that allows adequate choice of goals and objectives, especially on a professional level; individualism of thinking and it's flexibility that creates the ability to solve problems independently; to be original and impartial in the process of solving problems, independence and autonomy of judgment that allows the individual to express themselves not adapting to the opinions of others; high degree of critical reflection, that focuses attention to the adequacy of their own behavior; sensitivity and openness to the new experiences, which provides ability to combine old knowledge with new and unconventional one; personal authenticity, which helps not to hide your own thoughts, beliefs, your own way of thinking, the desire to self- manifestation and manifestation of their creative abilities in order to improve their professional realization; capturing with their own vocation [5, p.24].

To determine the nature and content of any notion, scientists define it on the basis of similar to its content concepts, they outline some differences from others and specify the new notion as a separate category. Therefore, the concept of creativity is formed upon the concepts such as "activity - creative activity - creativity." In addition, to the basic concepts of creativity researchers add such notions as creative abilities, creative knowledge, creative skill. They consistently reveal the meaning of

creativity as a personal category. Therefore, the content of creativity as the property of the individual lies in:

1. shaping of creative imagination and creative thinking which will serve as the basement for innovations and adoption of non-standart solutions;

2. development of curiosity and research activities which will help to induce the desire to do something new and to diversify activities;

3. development of creative potential and abilities, which will help to apply one's creative thinking and imagination towards the abandonment of banality and stereotypes in the production of new ideas;

4. formation of creative skills and abilities that will help to efficiently operate in a situation of uncertainty and when creative choiceis needs to be done.

All of the main concept of creativity can be realized when there are: motives, needs and values of the individual, because creativity is impossible without producing new ideas, solving actual problems which actually acts as a motivation for creativity. Thus, to shape creativity motivation is needed, as the system of motifs that reflects the personal transformation of social interaction and individual factors in a stable creativity [13]. Features creative motivation in the process of creativity were outlined by the following researchers: A.Maslow, A. Matiushkin, D. Bohoiavlenska, M.Bakhtin, V. Druzhynin, S.Stepanov, I. Semenov, K. Rogers. They noted that the creative motivation must be based on: personal initiative, focus not on the product but on the process, personal nature; non-pragmatic nature, spontaneity, uncertainty of an outcome, rather internal than external source of motivation.

Within the structure of our study motivational aspect plays a significant role in the realization of the constituents of the creativity concept. In order to provide the realization of the semantic components of the creativity concept as a personal category, we should take into account the structural components of motivation, which are: motivation selection (choice of target), the initiation of motivation (motivation to activity), the motivation of realization (regulates the accomplishment of an action), motivation of postrealization (termination of one action and motivation to another). Besides future social teachers in the process of creativity formation should intensify

work motivation, which develops need for creativity. Enhancing work motivation is provided with a help of mastering profession and adherence of the following social and educational conditions: training at an optimal level of complexity that is determined by the requirements of the curriculum and the possibilities of creativity; individualization of the learning process, the possibility for each student to creatively show their abilities and skills, the usage of the competency approach in order to master the job.

As a result of compliance with these conditions will form in the future social teachers a vital need for mastery and realization of the creative possibilities as a professional component and the formation of oneself as a future professional in the social sphere.

According to the said above , training of future social teachers as creative professionals of their field requires the following personal characteristics: correlation of activity and impulsivity, plasticity of creative thinking, research resistance, tolerance, and professional responsibility, a sense of unity and creative choice, tact and application of creative abilities and skills. Thus, creative motivation plays an important role in shaping the future social teachers. The students should be aware of the importance of creativity for professional activity and form an inner readiness to accept creative methods and techniques to develop confidence curiosity and interest, strive to master the creative competence of the professional activity.

In the semantic aspect of the concept of creativity, formation of creative imagination and thinking play an essential role. In a Large modern encyclopedia the notion of thinking is defined as "the mental process by which a person displays the essential features and connections between objects and phenomena of reality, understands the patterns of the world, predicts the future, and acts systematically" [9, s.336]. Creative thinking in the structure of individual abilities was studied by D.Bohoiavlenska, Yu.Hilbuh, O.Matiushkin, V.Moliako, I.Ziaziun, E. Ilienkov, L.Levchuk, O.Kaidanovska, I.Yakymanska.

Thinking launches any process in the mind of the individual, including creative one, and also is the main cognitive activity. According to the statement made by

L.Yermolaievoai-Tomin "Thinking and creativity are two processes which are closely intertwined with each other, although they have different goals and use different thinking operations. Thinking is aimed at gaining knowledge of a real world, and creativity – is aimed at its restructuring, renewal and improvement "[4, p.179]. That's why scientists determine certain characteristics of creative thinking: a constructive activity, flexibility, visual analysis and synthesis, the ability to bring forward creative ideas and make decisions

In the study of creative thinking and imagination as a substantive component of the concept of creativity we can identify the following schools, engaged in the study of creative thinking. Outstanding are sensationalist view of thinking, highlighted by the Wurzburg school (N.Ah, A. Kolpe, K. Marbe. O.Zelts). They all pointed out that creative thinking operates on the basis of intellectual abilities and operations. Thus, O. Zelts defined creative thinking as a process in which the initial stage of formation of these phases stipilate creative thinking.У процесі нашого дослідження цікавими є твердження представників гельштальтпсихології (К.Дункер, В. Келер, Н.Майєр, М. Вергеймер). In the course of our research of a special interest are the statements made by representatives of Gestalt psychology (K.Dunker, Keller, N.Mayier, M. Verheimer). They believed that the mechanism of creative thinking should be considered a restructuring of problematic situations in the mind of the person, not by its individual elements. Representatives of Gestalt psychology have examined a number of important issues: the peculiarity of thinking mechanisms in the process of a new thought creation, the creative approach towards solving problems in the structure of creative thinking [1, s.138].

In general, other scientists as the basis of creative thinking have outlined the natural human ability, combining with intellectual abilities. Thus, native scholars as the basis of creative thinking determined: M. Shumakova - easiness of generating new ideas, O. Matiushkin - the ability to programming, J. Zavalishin - cognitive and search activity and a sense of new, Y. Ponomarev - intensity of search motivation in the thinking process. Substantial are thoughts of A. Turynina, who considers

sensitivity to disharmony of the elements in the structure of the problem solving as the basic properties of creative thinking [6, 10, 12].

Along with creative thinking, imagination plays a key role in formation of the individual creativity. Imagination is considered by many scholars (A. Brushlynskyi, L. Vygotsky, V.Vunda, R. Johnson, A. Petrovskyi, T. Ribot, L. Ermolaeiva-Tomin, V. Kuzin, A. Kovaliov, Z. Freud, K.Jung etc.) as the creative essence of the individual, as a basic human capability in the process of creative development. We used in our research the definition presented in a Large modern encyclopedia which indicates that the imagination is a mental process which induce creating of a new notions through the adjustment of new ideas [9, p.69-70].

Important role of imagination in the creative activity is determined by the majority of researchers (A. Zadorozhets, V. Davydov, L. Vygotsky). So, L.Vyhotskyy in his scholarly work "Imagination and Creativity ..." states that "creative activity depends on the richness and diversity of previous human experience, because experience is the material which forms the imagination" [3, p.10]. Besides, scientist thoroughly describes the psychological mechanisms of creative imagination, including: the selection of individual elements of the subject, combining some imaginary elements into new holistic way, systematizing and so-called "crystallization" – and the scientist presents it all together as the "basis and the driving principle of creativity "[3, p.34]

Description of the concept of creativity as a property of the individual is also determined by the stages of the creative process, those are exploredby O.Matiushkin, S. Maximov, I Ponomariov. So, I. Ponomarev proposed a sequence of the creative process: the phase of conscious activity; then goes unconscious activity and preparation for the formation of ideas; the transition from unconscious to conscious, that provides the appearance of inspiration and curiosity; conscious activity that includes the development of ideas and the formation of the final product [14].

Thus, while analyzing the first semantic element of the concept of creativity as the property of the individual, we can conclude that creative thinking and imagination

develop on the basis of psychological patterns of thought process that has certain phases and is a creative productive process.

The second contextual element in our study is the development of curiosity and research activities of the individual. The basis of this component is the development of new feelings, the desire to do something new and to diversify one's activities, which is the basis for the motivation of the individual creativity and the rejection of banality, realization of personal potential, desire to express their creative abilities.

Some scholars (E. de Bono, P. Langley, D. Wallace, E. Boss) state that to the foundation of creativity serve play activity and interest to create something new in the course of person's work. Studying this problem, it is affirmed that people of the creative nature to the great extent behave like children, as their character we can see: openness and curiosity, diversity and versatile views, flexibility and originality of mind, rich imagination and openness in actions and deeds. Therefore, curiosity is the basis of the research activities of the individual in the process of creativity, in terms of creating a positive atmosphere.

The research activity of the future professional is based on the research behaviour, which is one of the most important sources from where we can get some new information about society. As the semantic category of creativity, research activity is based on the ability to think creatively and independently, while engaging imagination and rebuild new ways in every sphere of human life. It also helps maximize skills which should be oriented towards creativity in the professional activities and incorporate your own creative experience.

Thus, we can see that the basis of the second substantive component of the concept of creativity as a personal property lies in the interest as the ability to learn new, in creative personalization, and as a result – in the research activities of the individual.

Another semantic category of the concept of creativity is development of creative potential and abilities of the individual. Together with A. Harz, we will follow the definitions: creative potential – is a set of intellectual and creative tools,

which are interrelated within the professional and creative activities, that characterize individual's ability to develop new ideas and concepts [14].

Summarizing statements said above, it should be outlined that the creative personality features of future social teachers have the following features: independence of judgment and decision-making activities; openmindness to new and unusual; maturity of thought and willingness to take risks; excellent professional commitment to creativity and invention.

Thus, having described all the corpus notions of creativity as personal property of future social teachers, we can to determine the concept under research.

Creativity –is a research activity carried out on the basis of creative imagination and creative thinking and is characterized by the ability to produce new innovative ideas, by the creative potential and the abilities that serve as the basis for the formation of the creative skills.

Overall, based on the analysis of personality features of creative personality, it can be said that creativity is designed to ensure the formation in the future social teachers following traits: cognitive and research activities, working capacity and openness to communication, creative potential, creative abilities and skills, professional competence in the creative and motivational areas.

The theoretical content of the "concept of creativity" we identified according to the analysis of its components: creative imagination and creative thinking, curiosity and research skills. During the study we found the essence of the concept of "creativity of future social teachers" – which is a creative ability of a professionally oriented individual to solve social and educational problems thanks to the creative research, skills and abilities to produce creative ideas.

Modern social teacher must be a creative person who is able to deal with challenges in professional situations using creative thinking, acquired knowledge and skills, to be able to generate new ideas, make unconventional decisions, be creative and competent.

Creativity of the future social teachers will be formed due to the reorientation of modern education towards the creative component that involves the formation in

students' characters such following features as readiness for creative adoption and usage of innovations, novations and novelties, which provide self-realization through the development of creative personal traits.

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GREENING THINKING IN PHASE OF ENVIRONMENTAL COMPETENCE OF VOCATIONAL STUDENTS

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Abstract. Educating people in a spirit of responsible attitude of the environment and health of others to their own health as the highest social values characterizing modern society, which is required to achieve a new quality of the final result of the educational sector - of ecological competence of graduates of vocational schools.

Keywords. Environmental competence, vocational schools ,vocational education.

Introduction

The primary goal of education is to educate people in the spirit of responsible attitude of the environment, the health of others, to their own health as the highest social values. Features of post-industrial society require human adaptation to frequently changing conditions (such as in the production - to new technologies). Qualified person has the ability to focus on the labor market, connect the extension of education to reflect changes in development strategy, technology and others , he able to work independently with information, make decisions in unusual production situations.

Vocational education due to socio-economic, political, spiritual and moral changes that characterize modern society, which is required to achieve a new quality of the final result of the education sector - of ecological competence of graduates of vocational education (VET).

Statement of the problem.

The flow of information in today's world requires the use of teaching methods that would effectively transfer the relatively large amount of knowledge, provide a high level of mastery after study. Interactive learning technology form the competence, critical thinking and communication dialog of VET students, expand their cognitive capabilities in acquiring, analyzing and using information is the basis for the formation and skills in their future professional activity [1,5]. Teaching technology as a set of tools and methods of reproduction theory based on the learning and education to successfully implement the objectives of vocational education. Teaching technology must meet some basic methodological requirements: *conceptualization* (each educational technology inherent in relying on a scientific concept that includes philosophical, psychological, and social and didactic pedagogical justification for educational goals), *systemic* (educational technology should be inherent logic of signs, it integrity) ,*management capabilities* (it provides for planning, design process, vocational training, education, mastery of a healthy lifestyle), *efficiency* (modern educational technology exist in a competitive environment and shall be effective on the results and optimum cost and guarantee to achieve a certain standard of education) . Upgrade training is impossible without updating the issue of complete learning management, restoration of all educational activities correction learning process, operational feedback process to obtain warranty achieve planned results expressed in the actions of those who learn and consistent orientation to the teacher clearly defined learning objectives [11 , 12].

Analysis of current research.

The system of vocational education and training (VET) in Ukraine at present is at the intersection of the use of traditional technology and interactive teaching methods and techniques [2,3]. Education and prevention activities VET programs

should be aimed at creating environmental knowledge, skills young people about environmental consequences of behavior, develop healthy lifestyles, cultures and promote a positive attitude to health [6,7,9]. Solving the problem of future skilled workers requires a new level of improving the educational process by finding and implementing new methods of teaching not only the special subjects, but also the implementation of VET programs in environmental security and keephealth activity, as evidenced by the work of J. Boychuk, O.Gerasymchuk, O.Hurenkova, N.Velychko, I. Pavlenko, D.Kavtoradze, V. Kapustin, L. Lukyanova [6]. For example, in the writings of A. Balakireva, O.Vakulenko, L. Vashenko, L. Zhalilo, N. Komarova, R. Levin, S. Omelchenko, O.Yaremenko adapted to the Ukrainian context of the conceptual foundations of international health promotion as a theoretical basis for the formation healthy lifestyle. Domestic theorists and practice O.Bespalko , N.Zaveryko, N.Zymivets, O.Stojko, O.Pisotska, V.Orzhehovska, V.Petrovitch, L. Sushchenko, S.Ternytska proposed new social and educational technology of promoting healthy lifestyles for children and young people [9]. The problem of health is associated with an increase in the number of young chronic conditions specific to puberty. Formation of human life is particularly intense in adolescence and early adulthood. Preserving health of the younger generation is investment in the future of the country, because it reduces the manpower shortage. Implementation of healthy function of education should take place through the formation of evaluative attitude to their own health and the health of others.

The purpose of the paper is precisely to highlight the idea of ecological competence of graduates of vocational and technical education.

The main material.

The Law of Ukraine "On the vocational training" do not directly relate task of health or health-business and the formation of positive motivation for healthy lifestyle in students of vocational schools. However, the time required to make adjustments to complement a number of challenges for vocational education in the relevant laws of Ukraine, as in the system of VET falls on the active period of development and identity formation. Thus, vocational education, starting from

elementary-vocational, should also provide the function of protecting health, has recently gained significant public importance. The formation of values and competencies - rather complicated and lengthy process. Until the entry into vocational school, youth already has criteria of values, but the age of 15-17 years is fundamental and crucial for their development. The current value attitude to nature, health is one of the most important qualities of the internal structure of the individual can not appear by itself, it formed over time and are the result of education and the environment.

The problem of global impact of society on nature causes acute problem of introducing environmental organic components in a comprehensive process and significantly increase its didactic activity. These problems are possible solve only if there is a system of ecological education. Ecology as a field becomes intense spread significantly for entire education system, especially for reorientation purposes VET and secondary education as well as the quality of the training and retraining of specialists and designed to create a broad view of the world, humanity and nature. [8]

Development of clear conceptual and methodological guidelines, the definition of subject fields and outline the current status of the environment in the system of scientific knowledge will improve as the process of acquiring conscious of students, environmental awareness and improving efficiency. In the present context, there is a methodological commitment to create a unified environmental science [13], which will organize all environmental knowledge, to form ecological view of the world which is based on the principles of ecological approach. Environmental education - is not part of education, and a new meaning and purpose of modern educational process - a unique means of conservation and human development and continuation of human civilization, a process that is in constant development and is the result of reorientation and coordination of various disciplines. It also generates active citizenship. Greening education organically linked to the humanization of the education system as a whole. Currently, there are different points of view about goal-setting environmental education. In particularly, main goal of environmental

education (position of I.D.Zverev) considers the formation of ecological culture, which features postulated as follows:

• positive and enriching experience of human interaction and the social and natural environment;

• formation of a responsible attitude of the individual and society to nature, material and spiritual values;

• recognition of the priority of all life forms as a condition of human existence;

• ensure the full development of man, his abilities and creativity, welfare optimization in terms of nature-human [4].

According to many contemporary scholars, in contemporary environmental education emphasis should be not on the assessment of knowledge of the laws of the environment, but at the level ecological knowledge, environmental responsibility of students. Thus, S. Shmalyey describes main aim and result of modern ecological education [14] for the formation of ecological competence of students. The researcher interprets as an integral personal development of the student, combining normative, cognitive, emotional, motivational and practical components and provides the ability to isolate, understand, evaluate modern ecological processes designed to ensure ecological balance and environmental management. Environmentalizing educational process spends for all blocks curricula, introduce new environmental regulations and specialized courses to create a profile of ecological and natural educational institutions at various levels, in-depth study of several subjects. This approach, according to scientists, will transform declarative environmental consciousness to one that meets the specific attitude to the environment, as the effect of moral appeals, episodic information is mostly temporary.

Environmental education in vocational education must be holistic system of coordinated processes of training, education and personal development based on ecological, aimed at forming moral and ethical attitude to the environment in the course of professional fulfillment and everyday life. The development of innovative educational environment necessitates the formation of objects and subjects of study as basic and professional skills, as well as updates such as school life, which in turn

provides more efficient use of information resources in management education, significant changes in the organization of information support innovation teaching staff, information management, database development, application, implementation of which will improve the quality of management of innovation processes in educational institutions.

Innovative technologies in the educational process of vocational schools by V. Parzhnytsky found that quality training competitive workforce requires creative engineering teachers of vocational schools to choose content, forms, methods and means of education, the highest the achievements of modern pedagogy, new educational technologies. Upgrade training is impossible without updating the issue of complete learning management, restoration of all educational activities correction learning process, operational feedback process to obtain warranty achieve planned results expressed in the actions of those who learn and consistent orientation to the teacher clearly defined learning objectives [10].

In turn, Z.Snisar highlights major approaches to research excellence and teaching innovation: *diagnostic* (interview, observation, computer polls, surveys, testing, teaching consultation to identify the educational level of teachers, their theoretical and methodological, socio-cultural, general, psycho-pedagogical training), *analytical* (deep analysis of the structure of the educational process, vocational, organizational, educational activities, educational level of teachers, identifying difficulties in the implementation of educational work, the study of social and cultural opportunities of the environment, identify the level of teacher commitment staff to work on the Charter approved VET), *method of structural diagnosis and prediction* (preparation and completion of diagnostic cards to determine the level of readiness for creativity, creation of organizational and functional structure and system of teacher and student groups). Innovative ways of implementing the system in practice are identifying vocational education and training, development of criteria for assessing managerial, educational and work experience, forming a model of best pedagogical practices (innovations) staff guidance, psychological and scientific information services [11].

The educational process of innovative learning technologies require methodological support. The focus of scientific and technical work has determined the present and prospects of vocational schools that have consistently proved correct contents, determine the forms and methods of educational activities to develop and test new didactic of teaching, new advanced learning technologies [1-3]. The successful management of the modernization of vocational training should be based on the specifics of this activity, which brings to man the following requirements: competence, dignity and responsibility, a sense of new and ability to take risks, sensitivity and mobility, high efficiency, the ability to intelligently manage information. Educational technologies will change the structure and content of VET management in optimal conditions: motivational, personnel, logistical, financial, scientific, methodological, organizational, informational, legal.

Despite sporadic study these problems, scientifically sound basis remains of ecological competence of skilled workers in vocational schools enough not yet. The modern pace of life makes primarily addressed these pressing issues of our time.

CONCLUSIONS

There is a need to raise public environmental expertise, positive motivation for a healthy lifestyle in their students through the use of innovative learning technologies in standards of professional education. The concept of competency contains a set of knowledge, skills and attitudes that allow the individual to operate effectively and perform certain functions to achieve certain standards in the professional field. It is necessary to find methods of ecological competence of vocational graduates . It is an urgent task for teachers of all vocational schools.

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FORMATION OF PROFESSIONAL COMPETENCE OF THE FUTURE SPECIALISTS IN DOCUMENTATION

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The article deals with the possibility of formatting professional competencies of the future specialist in documentation by means of using professionally targeted exercises in learning Informatics.

Keywords: professional competence, documentation specialist, professionally oriented exercises, Informatics.

Introduction. Prioritized directions of realizing state policy in the field of higher education of the Ukraine is certainly determined by the processes of globalization and the increasing integration of Ukraine into the world and the European Community. The main goals among them is the creation for Ukraine's citizens equal opportunities in higher education, improving the quality of training and to enhance their competitiveness, the creation of educational services and the development of lifelong learning, standardization of educational content, update forms, methods and means of education, organization of educational process at innovation based on [3], [5].

Comparative analysis of modern foreign educational systems and technologies and scientific developments of teachers in the Ukraine suggests that a special place among the main ways of development of higher education in Ukraine is the introduction of competence-based approach [8]. This is because of the willingness of graduates to perform at a high professional level of their duties is an indicator of mobility in today's life. [2] However, unfortunately, the practice of training in higher educational institutions of Ukraine shows that the realization restructuring of methodological studies of individual disciplines on the basis of ideas and methods of using competence-based approach is still in its initial stage [9]. Although the implementations of a competency approach into the learning process in higher education is the foundation of training in higher education that can ensure the credibility of the country and its competitiveness.

The main content. Documentation is one of the most promising professions that support the operation of document-information communications in all areas of operation and their management. Preparation of new specialists for this field is an

important public task, as at present there is not enough integration in the system of documentary communications and it should be gradually transformed to the highly qualified strategically oriented integrity, which will increase the efficiency of social information and document-communication processes to ensure the life of civil society [1].

On the basis of social practice and forecasting data, we can predict the growth of demand for trained up-to-date specialists in documentation, which is the core expertise of documenting, processing, distribution, storage and usage of documents. Today in Ukraine there is a tendency to expand the subject field of such specialists. The task of higher education in these conditions is to improve the quality of training of documentation, the level of professionalism (ability, willingness, competence), ideological culture, social and ethical responsibility.

Analysis of the learning process and its effectiveness in higher educational institutions of Ukraine, in preparing documentation specialists, revealed that the weakest point in the preparation of documentation today is the lack of formation of skills, freely share knowledge in computer science to solve practical professional tasks, analysis unusual situations and so on. Also found that students with average and low motivation to study Informatics subjects cycle, lack of teaching and learning and research activities in the study of computer science disciplines, and in higher education and there no professionally designed tutorials with Informatics courses for students future specialists in documentation.

The objective trend in higher educational institutions of Ukraine is to reduce the number of classroom hours and increased hours allocated to independent work of students. It’s transforming the role of the teacher in the learning process: function gradually losing relevance teacher as the main source of information, it is converted to the organizer, consultant, manager and expert independent work. This requires looking for more effective learning tools that would perform in the learning process of informing, shaping, systematizing, controlling and motivating features. To activate student thinking, to formulate before them the task to create a situation that arose personal interest in solving it. This interest can be formed by introduction of learning

content professionally meaningful tasks. This is especially true of tasks for independent work aimed at developing the professional competencies [4].

The process of formatting the establishment of professional competence of a specialist in documentation consists of the following components:

1. The component of total reliance, which is focused on creating a comprehensive training system of documentation in the field of professional activity and the objectives set out by general state standards.

2. Content-structural component, which includes the types and content of the leading professional competencies in the field of documentation: scientific-technical view of competence is knowledge and skills in the field of documentation, information and methodological is possession contemporary view of the world of information, knowledge, and skills in information pedagogy, modern concepts of information technology, information and technology is an integrative view of competence, including knowledge of computer skills and use them in the profession, skills resource support systems in the field of documentation, reflexive-evaluation is knowledge from the field of process support documents for all stages of the life cycle, the ability to examine documents and skills as confidential documentation (both paper and without paper).

3. Procedural-activity component, which comprises the steps of forming professional competence of a specialist in documentation..

4. Performance with components is forming process of becoming a specialist where professional competence involves the assessment of the level and trend, which was formed by professional competence.

In the effective component of the formation process of becoming professional competence of the expert, revealed links between planned and achieved level of professional competence. Assessment is based on the developed criteria and indicators [6]. Based on the already certain level of professional competence, as well as the nature and structure of the professional competence of the expert in the field of document management, we distinguish four levels of professional competence of a specialist in documentation:

1. Entry level implies the absence of meaningful professional competence, spontaneity and lack of system knowledge, no formation of action and criteria for monitoring, inspection and evaluation of professional activities; skills in the field of intuitive workflow or missing due to lack of knowledge that could ensure their implementation at a higher level. Performance at this level is the motivation of interest to students of information technology in professional activities.

2. The low level includes learning student sample performance of professional functions, the expansion of professionally valuable information, professional development reflection based on monitoring, inspection, evaluation of professional activities. Evidences at this level is active acquisition of basic scientific and technical knowledge and skills, no formation of professional positions, importance of professional development, formation of the control criteria, test and evaluation of professional activity.

3. The intermediate level is associated with the use of information technology in the documentation. This is the stage when the student reaches the level of independent professional decisions, such as active, independent, but not quite responsible, confident, consistent performance of professional activities (skills) on the application of knowledge assets. Not fully formed professional position, vital perspective of control, inspection, assessment and professional criteria. For the mid-level professional competence in the field of documentation specific enough constructive and productive needs, lack of responsibility. Knowledge of paper and paperless workflow is complete. Ability to use the document of insufficiently consistent, though differentiated, algorithmic, of effective control, inspection, assessment is effective, but not reasonable and adequate.

4. High levels associated with the implementation of the goals and objectives of the creative nature and direction in the development of advanced technologies in document management. Obligatory step in the development of professional competence is to develop professional position as a condition of the process. All components of goal-settings, richly-structured, process-activity and efficient components formed at a high level.

In order to form the professional competencies of documentation students in learning computer science, we propose to use exercises for professional content to classroom lessons, during independent learning and research, as well as during the period of student teaching and practice. The tasks of professional contents get students in the study of semantic modules MS Word, MS Excel, MS Access and others. This task of typing texts is the creation of forms to develop database structures, database creation and receive documents using the database.

Here are some examples of such problems [1]. [7].

Example 1. You are an employee in the information center, tasked to make Information on the number and density of population by continents. You need to analyze information on the number and density of population by continent for 1990 and 2010.

Example 2. You are an office worker. Every day you get and send messages. Each letter should have a registration number, which is the relevant code (depending on its content and sender or the holder).

Using the appropriate application specify the input number (code):

• «the BP on the enactment of the law on pensions for citizens of Ukraine";

• Order your organization manager "On violations of labor discipline", "On dismissal of Marketing", "On awarding employees of scientific excellence";

• Letter from your organization to the partners' agreement on prices for services "to the Ministry" On the performance of the current year. "

Example 3. You are a Secretary of the Department of Family and Youth City District Administration Board. You mandated to develop an online form for statistical processing of information about the distribution of the inhabitants of one of the districts of the city (which is over 17 years) by level of education. For example, use the information on the October district of Mariupol which as of 7480 residents of education of persons who are more than 17 years. Of these, graduated with 27% of those average - 36%, base - 15% Beginner - 7%.

Example 4. You are a Dean's secretary. You need to develop a form for making applications for diploma graduates.

Example 5. You - Dean's secretary. You need to develop a form for the analysis of the results of examinations, in order to analyze the quality of student learning and training materials are relevant changes in student learning card.

Example 6. You are the secretary of a manager of the prganization. Every day you get the emails that arrive to the organization via e-mail, mail or fax. Each letter requires appropriate changes, so you should undertake appropriate actions in order to accomplish this task (scanning, conversion, editing). For example, received an email in MS Word 2007, and you are working in MS Word 2003, received a letter by fax or mail, which must be scanned, received e-mail in PDF format and others.

Example 7. You are a worker of a HR department. It is known that the university operates 120 full-time teachers. Among them: doctors, professors - 6, tougher, associate professors - 65, senior lecturers and assistants - 49. It should be regulated by the state teachers licensing conditions (doctors, professors - 10% get tougher sciences, senior lecturers - 65% of senior lecturers and assistants - 25%). Using diagrams, do the analysis, or the garments are equipped according to the requirements of the Ministry of Education and Science of Ukraine.

Conclusions. Modernizing the content of educational disciplines of Informatics cycle on the basis of introduction of competence-based approach and appropriate methodological support should enhance the quality of future professionals to conscious, interested, motivated study of Informatics disciplines; promote the professional competence of documentation that meets new social demands.

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THE MODERN EDUCATION: III MILLENNIUM CHALLENGES

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In this paper, we consider the situation of modern education. The basic educational problems and their solutions.

Key words: education, globalization, innovation, university, massovization and economization.

At this time in the modern society is a process of globalization. On the one hand, the enormous benefits and on the other, - the danger of suppression of national traditions. A special place in this process is education that allows preserving the uniqueness of the traditions and blending well with the overall integration process, while maintaining competitiveness. In the present period in the formation of a process of economization.

Now education is seen as a means for innovative development and sustainability of social systems. Today, the level of education of the population is essential for sustainable development of any country. "The comparative advantages of countries are less and less defined by its wealth of natural resources or cheap labor and more - technical innovations and the competitive use of knowledge ... Economic growth today is as much a process of accumulation of knowledge as a process of accumulation of capital" [1. P. 67].

Now the higher education in Russia is characterized by sharp increase in number of graduates of higher educational institutions, and financing increases insignificantly. There are disparities in the specialties, in particular, the sharp rise in "Economics and Management" and "Law". Continuous growth paid education students, the number of students that already equals the number of students budget.

Tuition fees are constantly increasing, especially in large cities. Also growing number of universities, both public and private. Moreover in different regions of the country and 20% of higher education institutions operating without a license. Non-government education institutions hardly engaged in the development and financing of science. As a result, in the country, "which was once a world leader in such advanced fields of science and technology as theoretical physics, nuclear technology and aerospace, collapsed sector research and development activities ... financial crisis, becoming obsolete equipment, unemployment and higher wages in other

sectors of the economy lead to the leakage of a large number of research staff ... from the sphere of science and technology " [1. P. 59].

Without sustained investment, education will not be able to respond to requests of a market economy. Thus, an important role in the development of modern education is given to the state. State support is needed especially in the basic sciences, as they provide future innovative technologies, which, in turn, are able to significantly improve productivity across the whole of society, and hence the quality of life and, as a consequence, to reduce existing social tensions.

In connection with the transition from traditional to innovative education emerged a different understanding of education, so necessary, and other criteria for evaluating the results. Assessing the situation in modern education, it can be concluded that the situation in education is in crisis. More bright picture of stagnation in education is described in a letter B.S. Gershunsky to the President of Russia B.N. Yeltsin's "Education and the Future: Russia in the Shadows ..." [2. P. 10]. Let us try to identify the main causes of educational problems.

The first is related to the fact that the transition from the industrial age to the information did not become universal. The main part of the professors that make up the backbone of the teaching staff of the day, were not ready to accept new ideas and methods in education. Therefore, instead of the transformation and upgrading, this leads to increased conservatism. The best that agree to "conservatives" - is to review the content of programs and courses [3].

The second reason has to do with a reduction in the general cultural level of a large part of teachers. This is due to lack of time and lack of self-education and self-development opportunities [4. P. 14-16].

The third reason, and partly hides the essence of the crisis in university education - is the introduction of new methods and forms of teaching with the use of modern information technology. The application of these technologies creates the illusion of modernization of education, although its goals and ways to achieve them virtually unchanged [5].

The fourth reason for the crisis in higher education, is related to its mass character. More recently, the person who received higher education, the labor market had a clear competitive advantage simply due to the fact that higher education has a relatively small part of the workforce. Now the situation has changed dramatically. In developed countries, higher education is a significant part of the population. The consequence of this process was a partial transfer functions of higher to secondary education. Exacerbated the problem of aligning the knowledge and skills of students who come to universities with significantly different levels of training. Slowing output youth into the labor market. Blurs the distinction between the elite and the ordinary universities.

It is widely accepted phenomenon accelerates all updating of knowledge in virtually all areas of human activity. However, the fact that the six-year cycle of higher education exceeds the duration of the period of " half-life knowledge " in most areas, has not led to a broad discussion of the fundamental question of the meaning of higher education in the new environment.

From the above it follows that, first of all, it is required to review the purpose of higher education. The task of knowledge translation is not urgent and paramount, as the information is constantly updated. The purpose of a university education should be the formation of the graduates skills generate new knowledge in the fields to which this education is. Only under these conditions, universities will be able to cope with the critical social issue: the preparation of the intellectual elite of society - which cannot solved by the mass education.

Such rethinking purpose of university education makes to look at it not as the pinnacle of the educational pyramid, and as the albeit is very important, but, nevertheless, an intermediate in the system of lifelong education.

It is education that is now in the center of the changes taking place in society. Education - it's not just services, but also part of the culture, the index values of the society. Also worth noting is that in the field of education are involved in the majority.

Russian universities are connected with foreign universities, schools, many trade and industry firms. Positive and negative consequences of Russia's accession to the Bologna system more widely discussed in the community. Especially because the West is beginning to give up part of the Bologna ideas and principles.

Due to the globalization of modern mass society in all spheres of life: economic, political, social, and spiritual, the University is obliged to preserve the traditions of Russian, Western and Eastern cultures. The consequences of the impact of new values of the international integration is just beginning [6. P. 4].

Options to address educational issues can be considered to offer a lot, but we will focus on the core. First - this is the ability to change the organizational structure of the university. The traditional structure of the cathedral, the faculty of the university is obsolete. To avoid wasting time on the development of new programs and teaching materials, the department as long as possible try to keep the existing specialty, even when experts of this profile are not in demand in the community. Solutions to the problem can be offered as follows.

Department, of course, need to save. However, from the centers of the training programs they need to become centers of competence. Heads of departments should join teachers in the creation of a wide range of higher and further education. These programs have become the projects implemented by groups of teachers under the supervision of the Director of programs that invites teachers from different departments, focusing primarily on the needs of the program. Thus, the modern university has to go to the classical matrix structure, where the heads of departments and program managers are on the same level of management.

The ideas of the new structure of the university are very clear. But when it comes to the discussion, there is a strong dissatisfaction on the part of high university society. This is understandable in such a scheme, the heads of departments and departments are losing much of its power. And, now they have to constantly look for and attract new teachers to develop projects. In the intellectual sphere of one of the key motivating factors is to work in productive innovation environment under the guidance of a strong leader. Accordingly, the leaders of centers of competence should

be proactive, responsible and hardworking. To overcome the problems of high school accumulated a few changes in the organizational structure. Teachers themselves need to change the new time.

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HYGIENIC ASSESSMENT OF LIGHTING IN SCHOOLS

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This work gives hygienic evaluation of two-side natural lighting in schools, suggests ways for creating hygienic learning environment by way of artificial and

natural lighting in schools in the middle of XXth century. Benefits and drawbacks of two-side natural lighting in learning classrooms are discussed based on scientific research and analysis.

Keywords: health in schools, hygienic requirements in learning spaces, lighting in schools.

Problem statement. During transformation of secondary education (including primary school) organization of learning and educational processes with multilevel development of pupils and strengthening of their health has always been and remains to be very important.

Hygienic factors in education has been widely researched in the last century. For the last decades sociological research claims that health of pupils of all ages in Ukraine has declined: the number of children with chronic diseases or functional abnormalities has increased. Among the most common diseases are bad functioning of the eye-sight (37-39%) [5; 6, p.8]. That is why illumination conditions of the pupil's learning space – has become one of the key issues.

Analysis of research and publications. We know that lighting plays an important role and impacts all learning processes. About 90% of information a pupil perceives through the visual channel, that is why correct and rational lighting plays an important role to help pupils while studying [6, p.6-12]. Light is not only an important condition of the visual analyzer, but it's also a biological factor that spurs evolution of a pupil's body as a whole. Lack of lighting or its excessiveness lowers the central nervous system's excitement, so as the natural activity of all life processes. Therefore, basic requirement for natural and artificial lighting in schools is first of all a sufficient amount of light in learning spaces of pupils.

In 1949, Childhood Hygiene Department of Leningrad Pediatric Scientific Research Institute conducted a research on the issue of ensuring good hygienic conditions of illumination in schools. Beyond confirming the truth that good artificial lighting in classrooms is a very important hygienic requirement, as a result of this research the new lighting equipment was developed for schools. Childhood Hygiene

Department of Leningrad Pediatric Scientific Research Institute developed technical and hygienic standards for manufacturing proper lighting equipment [3, p. 15].

In 1949, after sample testing, the big part of recommended equipment was produced. It was a closed cap made of special milk glass that provided uniformly diffused light. Size of this equipment was designed for lamps of 200 watts. Special form prohibited accumulation of dust on top of the cap. Efficiency amounted to 78% (according to measurements made at the Leningrad Labor Institute). Surface brightness equalled to 0.3 sb – which is less than maximum brightness allowed at 0.5 sb rates [3, p. 16].

First items of this equipment reached schools by the end of 1949.

The issue of providing natural light in school was resolved at scientific level. Normal illumination in classrooms is usually built on the left, since it blinds if in front or throws harsh shadows from the right or behind the learning place. Thus left-sided lighting does not allow equal distribution of illumination in the classroom.

In the middle of the last century architects who built schools had a serious task: to create a prototype of a learning room with proper lighting of every learning space. A lot of efforts were made to solve this difficult task. [1;2].

Some architects like Ernest Traven, Bruno Taute and Shyutte (Germany) tried their best; Mr. Shyutte, who was working in the USSR, tried to introduce this idea for elementary school buildings. A few schools were built according to his project on the territory of the Soviet Union. Based on several experiments in real class settings, Ernest Traven, Shyutte and others found out that the light falling from the right and left sides simultaneously allows illumination in all places of the classroom, so that shadows do not interfere the learning processes. [4, p.38].

Shyutte's school project in Chervonozavodsky region in Kharkiv, – is one of the very few where illumination of classrooms is created according to the following principle: three narrow windows are placed opposite to windows with day-light, almost under the ceiling; pupils studied, sitting with theirs backs towards the main windows without any noticeable loss of eye-sight. This setting required proper construction of the hall. The hall in between classrooms, had to be 1 meter less in

height in order to make a light space of 70-80 centimeters wide under the ceiling or add a row of additional windows. [4, p.37],

In 1936, Department of School Hygiene at Ukrainian Scientific Research University OZDP (Kharkiv city), made a research to evaluate two-side natural lighting of classrooms, built after Shyutte's project in Kharkiv.

The school's main facade was built under the blunt angle, on its right wing was three-storey building with laboratories, directed at north, on its left wing was two-storey building with classes, directed at east with small deviation at north – 15˚.

Two classrooms and one laboratory were taken for experimental research. One of the classrooms was located on a ground floor, the other – on the first floor. Both classrooms were had one direction. Their windows on the left were oriented at east, additional right-side windows – at the west. Physical laboratory located on the third floor with its left-side windows on a north and right-side additional windows southward.

During the research it was found out that natural illumination of internal rooms not only changed with the change of external natural lighting, but depended on direction of windows, their height above the floor, as well as on the size and remoteness of buildings and other objects nearby which dimmed lighting. Even distribution of illumination varied depended on a number of stores, depth of classrooms, amount of windows, and direction. This data confirmed that even distribution of light was provided by north or south directions of windows, yet to the opposite eastern and western sides provided uneven distribution of illumination in a classroom. Engineer V.Veynberg confirmed this dynamic.

For correct work of the eye-sight, filling classrooms with even distribution of light was important. It was also essential to consider direction of the light and its effects on shadows and reflections which played a considerable role during writing classes. This lack of lighting was especially visible during bilateral illumination.

During observation phase scientists noticed that during writing classes in the middle row of desks at rooms and laboratories there were two shadows from a pen. One of them was rather intense, to the left of the pen under the corner of 35-40˚,

within the eye-sight of a pupil, moving right after a peer; other, less intense shadow appeared on the right side of a pen under the corner of 15˚, hidden after the pen thus not getting into the eye-sight of a pupil, – this shadow did not interfere with the learning process [4, p.39]. It's well-known that shadow from the left of a pen does interfere during the learning process. Same shadows were noticed at lamplight on school desks, located in the middle between two light sources. On school desks near left-side windows and opposite to the wall, there was insignificant shadow only from the right side of a pen under the corner of 15, that did not get in the eye-sight of a pupil, so it did not disturb.

On the desks, located by left-sided window and opposite to the wall, there was only a slight shadow on the right side of the handle at an angle of 15 ˚, which did not get into view, therefore, didn't interfere. Clearly identified shadows on a desk surface were hindering work, because illumination is low in the shadow, compared to areas without it. Shadows become less harmful, if the difference between inner and outer illumination is reduced, so as the contrast of brightness is low to interfere learning processes. If the light in the shadow is no less than half the lighting beyond the shadow and it corresponds teh standards and absolute illumination requirements, then this type of a shadow is within the norm and acceptable. [2, p.24-27, 3, p.14-18].

To resolve this issue the research was conducted, during which the level of illumination in the shadow, which fell from the pen and beyond it, was measured using selenium photocell. In order to capture the illumination by photocell inside the shadow (with a diameter of a pen), it was necessary to shield the surface with selenium photocell by black paper, leaving a circular hole with a diameter corresponding to the thickness of the pen [4, p.41].

After a series of experiments were conducted, it was noted that the illumination inside the shadow corresponds to illumination outside of it, in the middle rows of desks, as 1:2, i.e. illumination inside the shadow was 2 times less than outside of it. On the desks, located near the windows and opposite to the wall, the ratios of illumination are: 1: 1.2-1.8, therefore, illumination level inside the shadow is no less

than half of illumination level outside the shadow, but more. The conclusion: these shadows are allowed [4, p.44].

Using two-side illumination, direct sunlight often got inside the room causing dazzling effect and interfering the work. Conditions of direct sunlight falling depended on direction of windows in relation to sides of the world. In the laboratories, which were oriented to the North, direct sunlight, in the afternoon, fell through additional windows, which were facing South. Classes, which are oriented to the East, in the afternoon, were lit by direct sunlight that fell through additional windows, which were located to the West. Direct sunlight fell, mainly, on the middle rows of desks, i.e. on those desks where the most intense shadow was observed.

Obviously, the best orientation was the one, in which direct sunlight was coming into the room not to the classroom sessions. Classes of art and drawing classes demanded strong but uniform illumination that was reached by northern orientation.

To reconcile theory with practice, the comparison of the obtained actual coefficients of natural light with the calculated coefficients of natural light was made, a graphical method of Danyluk architect was used as the easiest and most affordable for hygienists. During the research, I had to deal with the lack of necessary experimental data concerning the ability of glass to transmit light, and light loss factors derived from the eclipse bindings and contamination glass [4, p.40].

The measurement of school windows showed that the loss of light due to bindings was not 20% on average, as it was noted in the rules of lighting, but 32%, therefore, the rate of light passage is equal to 0.69 at ordinary frame, and with dual 0.46 [1, with. 95, 4, p.39].

At the end of the study, following conclusions were made:

With two-side illumination the daylight factor was higher by almost 1% than in unilateral light (3.93% for bilateral and unilateral in 3%);

The main drawback of the single side illumination was great disparity in the distribution of light, which increased with the increasing of the depth of space (beside the window the ratio of natural light was 4-5%, in the middle of the class it was 0,95-

1,2%), the maximum of horizontal illuminance was lying directly near the window, the minimum – on the opposite wall;

Mean illumination level was determined, using mainly big spaces, which were lit well and located close to a window, so the value of the average light could not serve as a reliable feature of the workplaces illumination in the classroom. The more accurate way to express the light fluctuations is to use the average ratio of the minimum to the maximum. According to research, the average ratio of maximum light exposure in the workplace is 3-4 times higher than the minimum. According to the norms of lighting regulations, this ratio had to be no more than 3;

Uniformity of illumination was also depending on the orientation of the classroom: the most uniform illumination was found in the north-oriented classes, and the least by the east and west ones;

In bilateral illumination aligned the distribution of the coefficient of natural light, which is important, especially, for workplaces located in the back room, where in most cases the rate of natural light was below the established norm (from 55 to 2 at a rate of 1.25);

For the proper conduction of visual work the direction of light fall was considered, from which shadows and glare, created by light, depend. They played a significant role in the writing process. Shadows, formed from the pen at an angle of 30 ˚, during writing sessions with bilateral illumination of the middle desk rows, on the basis of established norms of lighting could be considered acceptable, as the illumination inside the shadow belonged to the illumination outside it as 1:2;

Studies confirmed that the windows were blocking too much light energy (by 60-70%), which indicated the need for careful construction and design of the windows, especially for school facilities [1, p.127].

These materials show that the question of artificial and natural lighting in school buildings is widely studied. They were improved and implemented in educational institutions and scientists, involved in these issues, had innovative views on issues of hygiene education and upbringing of the younger generation, providing correct hygienic advice and taking advanced progressive position.

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J21308-058

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COMPETENCY-BASED QUALITY ASSESSMENT FOR TECHNICAL DRAWING AND DESIGN TRAINING OF FUTURE CIVIL ENGINEERS

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The paper considers the problem of competency-based quality assessment for technical drawing and design training of undergraduate students at a technical university. It presents and describes the structure of the comprehensive situational task for assessing level of development of technical drawing and design competence for future civil engineers.

Keywords: technical drawing and design training, technical drawing and design competence, structure of technical drawing and design competence, levels of development of drawing and design competence, comprehensive situational task.

One of the most important components of professional competency of a technical university graduate is technical drawing and design competence, which is a combination of his professional and personal characteristics: knowledge, skills, and abilities ensuring successful modeling process and graphical presentation of engineering objects [1].

According to results of expert analysis of Federal State Educational Standard for "Civil Engineering" specialty, held at M. T. Kalashnikov Izhevsk State Technical University (ISTU) using the method of expert group appraisal [3,4,5], generalized structure of technical drawing and design competence considering tasks and forms of future performance of undergraduate students can be represented in the form of six components shown in Figure 1.

Thus, general cultural competences incorporated in the technical drawing and design competence structure can be divided into organizational and regulatory ones. The first group includes the competences involving:

• *possessing* skills of abstract thinking;

• lifelong learning and retraining *ability* (positive motivation for learning);

• *knowledge* of basic learning activities (self-discipline, the ability to take lecture notes, focus and keep attention on the important moments, work with references);

• *knowledge* of learning activities optimization methods (using computer technology to prepare for classes, etc.)

• *knowledge* of self-organization methods (the ability to plan the schedule).

In its turn, regulatory competences include:

• *understanding* the role of regulatory documents in Civil Engineering;

• *ability* to use the standards and reference books.

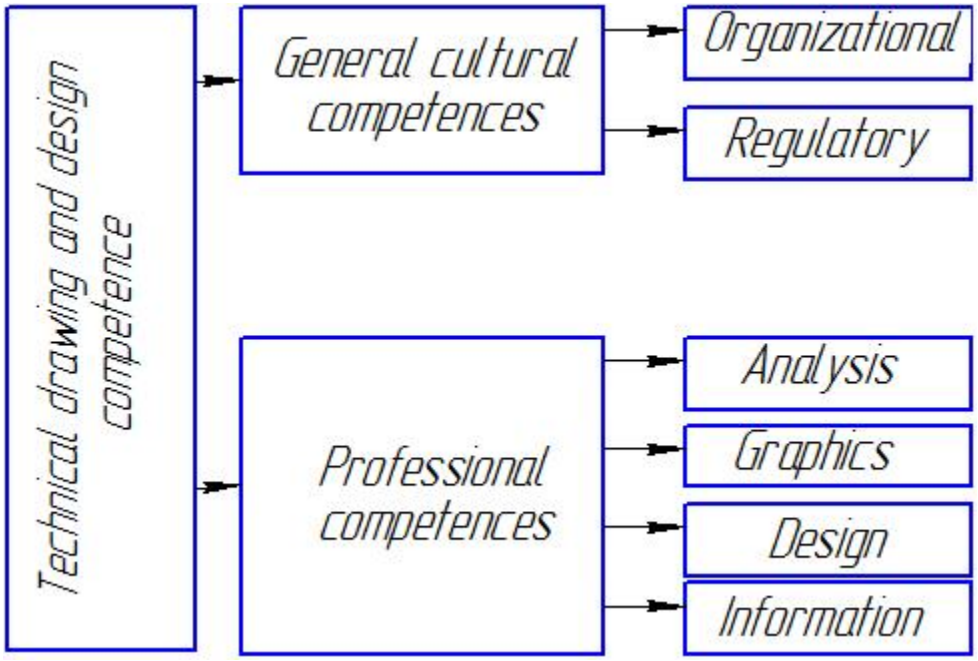

Figure 1. The structure of student technical drawing and design competence

Professional technical drawing competence includes analysis, graphics, design and information sub-competences.

In the opinion of expert group including employers, technical drawing teachers and graduates of ISTU, for each component of technical drawing and design competences there are three development levels: *basic, program and creativity levels*.

The taxonomic model proposed by experts assumes 'nested' structure of competencies: *basic level* competences are part of the *program* level, and *creativity* level includes *basic* and *program* levels competences.

The basic level of engineering drawing competence development requires: knowledge of conceptual and terminological framework of engineering drawing as well as design features used in the construction of devices and mechanisms; ability to design similar structures, and apply properties, theorems, and standard algorithms for solving technical drawing and design problems.

Basic level categories are related to *knowledge*, *understanding* and *application*. The student not only explains the terminology, methods, rules and principles of engineering drawing, and converts verbal material into engineering drawing, but he is also supposed to describe possible consequences of their incorrect usage.

Program level of undergraduate technical drawing and design competence development relates to *analysis* and *synthesis* categories. The student should be able to analyze different designs of construction products, select the most optimal ones, and make necessary changes to improve it.

This level assumes: applying laws and theoretical conclusions in individual cases; using rules and concepts of image construction in new situations (for example, while drawing with graphic editors like COMPAS, etc.), as well as defining components of a whole drawing, and identifying the relationship between them; finding errors and drawbacks in the drawings; evaluating the significance and completeness of the initial data for their implementation.

Creativity level relates to *assessment* and *forecast* categories, it involves student's ability to solve problem-oriented and professionally-oriented tasks, develop independently drawings of original designs for construction devices, predict ways of their potential use and improvement.

To assess quality of technical drawing and design competence, comprehensive situational tasks are used at M. T. Kalashnikov Izhevsk State Technical University, they include heterogeneous standardized test, calculation and drawing construction problems, and multifunctional professionally-oriented tasks (Figure 2).

Heterogeneous standardized test is a multidimensional test that measures the basic level of technical drawing and design competence development. The test tasks are classified by the levels of difficulty, and intended for identifying such factors as knowledge, skills, and abilities, as well as measuring the level of students readiness in several areas of a subject with a unified procedure of testing and summarizing its results.

Such tests include the criterion-referenced and norm-referenced parts.

Criterion- referenced part is a system of tasks, allowing to measure the level of students academic achievement in regard to full scope of engineering drawing and design knowledge and skills set by Federal state educational standard and presented in competency-oriented discipline thesaurus. [1]

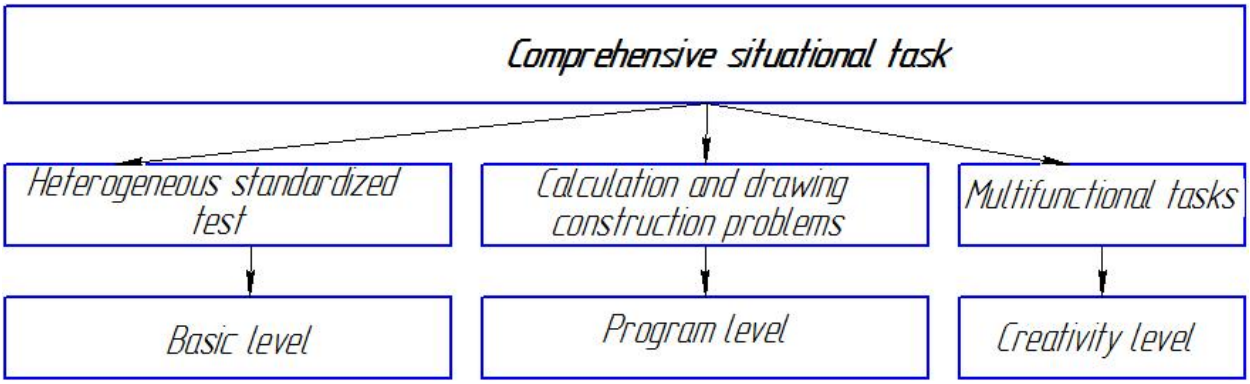

Figure 2. Comprehensive situational task structure

Norm-referenced part allows to rank students according to level of development of these components of technical drawing and design competence.

Calculation and drawing construction problems allow us to estimate the program level of technical drawing and design competence development. The conditions and requirements in such problems describe the model of a situation arising in civil engineer work process, and define research and solution provided by engineering drawing and design tools and methods.

To analyze creativity level of technical drawing and design competence development, *multifunctional* professionally oriented contest-type tasks are used, they are comprehensive creative problems that require integrated knowledge covering not only technical drawing and design but also other related areas of general and specialized disciplines.

Completion and correctness of comprehensive situational task mean reaching correct and complete solution for presented professional situation, and show the level of undergraduate student technical drawing and design competence development.

First experience of using multi-level comprehensive situational tasks has shown that they allow us to assess development not only of general technical drawing and design competence, but of its components as well, and provide better quality for assessment of technical drawing and design training of students in competency-based approach.

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J21308-059

Ivanova of M. H., Egorova R.I.

ROLE OF COLLECTIVE ACTIVITY IN MORAL AND EMOTIONAL EDUCATION OF CHILDREN ORPHANS

GKOU RS (I) «Republican special (correctional) boarding school of № 2 VIII kind for children orphans and children, without parental support» Yakutsk, Russia

The article deals with moral education in school for children orphans and children without parental support. The technology of educational process of moral development and emotional sphere is offered.

Keywords: «Collective activity», «moral education», «emotional experience», «esthetic perception», «the limit possibilities of health», «children with intellectual infringements».

The purposeful organization of various kinds of children's activity considered as the basic condition of increasing the emotionally - moral education process of children orphans with the limit possibilities and health. Rather late children with intellectual infringements with underdevelopment of thinking peculiarities start to understand general concepts and moral esthetic perception and esthetic requirement. Their feelings have specific features [1, 151].

One of the difficult, but important problems of school is to develop the higher cultural requirements by schoolchildren. For that moral standards impart by adults and moral representations became strong belief, it is necessary, that these norms and representations support in child personal spiritual needs. As L.S. Vygotsky said it is necessary «to influence to affect to reach intelligence» [2, 29].

«Saharga» - Fashion studio was organized for the purpose of moral education of moral senses, development and perfection of emotional sphere, esthetic senses and experiences, development of elementary creative abilities of children in «Republican special (correctional) boarding school of № 2 VIII type for children orphans and children without parental support». The collective of studio is big; there are pupils of second on tenth Forms. For demonstration and performances participants create suits with support of their teachers. Any child brought the feasible contribution to working out of the sketch, and also in implementation of the general plan as when manufacturing each suit the character, features, interests, desires of each participant of our studio are consider. Thereby participation in work of studio makes direct impact on emotional feelings, develops ability to understand inwardness of other person, and promotes development in children imagination, esthetic taste.

Any creative activity is the major source of acquisition by children of moral and esthetic experience, esthetic senses and experiences. The elementary creative abilities develop, besides, children learn to work in collective, understand the

pleasure of collective work, the result of common activity. Then the child is keener on creative work, the level of his activity is higher in it. Collective activity allows expressing creation. In the process of preparation of suits children are in the atmosphere of communication that covered each of them and they begin to understand that the success depends on efforts and responsibility of every person.

After collective work over manufacturing and perfection of suits participants of fashion studio under the direction of the teacher of rhythmic and dance prepare the show. The children use the skills received on musically – rhythmic lessons. Preparation of performance with music underneath train children in perception of music, develop of motility, and also to move under music. The teacher of rhythmic and dance helps children to open that image whom they creat in the sketches with heads of a fashion- studio.

For eight years of work of "Sahar5a" school fashion- studio becomes numerous winners of republican festival «Light of the North», finalists of city festival «Red thread», the international festival in Italy where our studio wins of the first degree.

We hold the statement by V.A.Sukhomlinsky that it is necessary to meet with the child as with the friend, the adherent, to endure together the pleasure of a victory. The emotional feeling endur at the moment of a victory, moral senses is on each participant. All this together fill hearts of children with pride of result of their collective work. At the same time harmony of the personal and collective activities show the humane mutual relation of teachers.

Good result of our collective activity are achieved due to cooperation and teamwork of all who are involved in process of socialization of the pupil and are interested in destiny of the child orphan.

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Maksimova L.V., Sysoyeva M.A.

PROFESSIONAL EDUCATION OF ORPHANS WITH THE LIMITED HEALTH POSSIBILITIES

Republican special (correctional) of boarding school

№ 2 VIII kind for orphans

Yakutsk, Russia

The article is about theoretical bases of vocational guidance and professional - labor preparation of persons with intellectual backwardness. We considered the lines of activity and specificity of work of this problem at boarding school for orphans. The technology of professional education of orphans with the limited possibilities of health are offered.

Key words: "orphans", «auxiliary school», «the limited possibilities of health», «pedagogical support», «social partnership», «professional - labor preparation», "vocational guidance".

One of the conditions of safe socialization of children with the limited health possibilities is a vocational training. Issue of formation of professional labor activity and vocational guidance of pupils with violations of intelligence is developed by G.V. Vasenkov, G.M. Dulnev, S.L. Mirsky, V.G. Patrakeeva, B.I. Pinsky, V.N. Tarasov. Formation of educational and labor skills, professional and living self-determination of this certain category of children had a number of the complexities connected with lack of life experience, limited knowledge, discrepancy of concepts and representations, immaturity of feelings, interests, inadequacy of a self-estimation. G.M. Dulnev specified that exactly these features do not allow a pupil to make a free choice of his own future profession. Due to the restrictions, connected with

intellectual infringements, graduates of schools of VIII kind can manage only with simple working specialities. The order of state committee of technical professional education from 10/3/1986 № 147 confirms 58 types of jobs on which there is a training of children and teenagers with the limit possibilities of health organized [6, P.74-77]. In the republic of Sakha (Yakutia) the list of accessible trades are limited due to the absence of such manufactures as hosiery, textile, pottery, glass manufacture etc.

In State Governmental Educational Institution of Republic of Sakha "Republican special (correctional) boarding school number 2 of VIII kind for children orphans and children without parental support» children from different areas of the republic are educated and trained . Among 79 students 38,3 % are orphans, 67,7 % - children without parental support.

On I.M.Bgazhnokova, A.N.Gamayunova's recommendation [2. P.20] the system of professional - labor preparation in ours boarding school includes the organization of work with social partners, starting from elementary grades. For the pupils of 1-4 grades the programs of vocational training are developed: there are free workshops organized , inviting masters of national crafts of the republic. For a number of years the training of students of 8-10 classes on working specialties such as plumber, house-painter, horticulturist, crop grower is held on the basis of the contract with town establishments. School work is purposely directed to preparation of pupils for training in professional school.

Methods and tactics of training of NPO establishments are being enrooted into educational process: testing (including electronic), examinations, work with reference and additional literature, independent creative tasks etc. We have developed a criteria of readiness of the graduate of special (correctional) school to training in establishments of NPO. Pedagogical group developed a system of school and post-school support for the child orphans on the purpose of formation of independence and readiness for the work

We organized a career guidance industrial practice on three specialties at the enterprises of social partners. Up to 90 % pupils are involved in additional education activities.

The network of social partners is extended by issues of professionally - labor preparation of pupils, the organization of a career guidance industrial practice: pre-professional training on five specialties - 100% coverage of students of grades 5 to 10; a career guidance industrial practice - 100% coverage of students of grades s 9 to 10 ; additional education - clubs: a) artistic and esthetic direction, b) decorating and crafting, c) technical creativity, d) ecological, d) sports - 90% coverage of pupils; elementary vocational training on five specialties; volunteering (summer vegetable - growing brigades, labor landings on an accomplishment of territory); temporary integration of pupils into circle of healthy children for the summer period is organized. Thematic and complex excursions to the enterprises of a city was included in the curriculum for the purpose of acquaintance of pupils with conditions and specificity of work.

Educational work is raised to a qualitatively new level, there are various projects realized involving children and the social partners to promote the development of students' communication skills, self-confidence, stabilize the emotional and volitional, and for each child creates the opportunity to feel and experience the relevance of personal significance.

Thus, preparation of orphans with special educational requirements to independent living is implemented in accordance with modern requirements of 3rd generation FGOS of quality of education, focusing teachers on the application of active methods of training: closer connection between special (correctional) school and establishments of NPO, social partners, private entrepreneurs or any organizations of organizational form. Practice has shown that the vocational counseling and quality pre-professional training of people with LHA for productive work is best done with regard to their mental and physical characteristics and capacities, using special methods and techniques of training and education, with obligatory implementing of the individual and differentiated approach.

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UDC 612

Morozova L.V., Koposova T.S.

ADAPTATION TO SYSTEMATIC EDUCATION AND EFFICIENCY OF FORMATION OF VISUAL PERCEPTION

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Research of visual perception of children of 7 years with different education status (preschool children and first graders). Lack of distinctions in success of formation of visual-motor integration, higher rates of formation of the visual analysis-synthesis at first graders, noise stabilities, konstantnost of visual perception and visual-spatial perception at preschool children is noted.

Key words: visual perception, components of visual perception, children of preschool and younger school age, school maturity, adaptation to school.

Introduction. To factors limiting the rate of maturation the child organism, many researchers carry stress caused by beginning of the systematic child's learning difficulties and adaptation to school [1, 13, 18].

The border between the first childhood (pre-school) and the second – age 6-7 years – is one of the key turning points in ontogeny, when undergoing profound diverse changes in the flow of diverse physiological and psycho-physiological processes. The fact that at this stage, the child gets in new social conditions, experiences a long and intensive mental, physical and emotional stress associated with study, creates prerequisites for overload and development of psychosomatic disorders.

Large number of physiologists, psychologists, physicians, teachers researches indicated that the systematic school education has on the body of students a deep and multifaceted influence [3, 5, 18]. Most clearly It manifests itself in the early school years, especially in the initial period of adaptation to the conditions of learning. [6].

Children adapt to new activities with varying degrees of success. The signs of stress, general adaptation syndrome by H. Selye, have been reported in all children in the initial period of study [1]. Also this convinced by the results of numerous studies documenting in the early school years significant increase the prevalence of neurotic reactions, neuroses, and other neuro-psychiatric and somatic disorders compared with pre-school age. Varies regularly behavioral and psychological characteristics of the child. A. Ilyuhina and others researches (2002) have shown that in the transition from preschool to school period of life there is a significant increase in the number of children with psycho-emotional stress, with impaired reactivity of neural processes,

with installation to minimize the effort and care from active work in promoting the socio-biological requirements [10]. All this adversely affects the capacity of Learning, complicating an already stressful psycho-physiological condition of the child [5].

Even in optimal conditions, when meets all physiological-hygienic requirements for the organization of the daily routine and learning process, the children show signs of the reactive state. During this period, there was an increased emotional state, regressive changes in the character of the flow of brain processes, and increased production of catecholamines – "hormones alarm." Combined this causes an increase in metabolic rate, changes in state of the cardiovascular, respiratory and other vegetative systems, increases the voltage adaptation mechanisms, promotes progressive reduction of the overall endurance and performance and lowers resistance to exhaustion [19]. Often the pace of growth in length and weight of the body slow down [1, 15]. Reducing immune resistance of the organism leads to frequent diseases (first of all colds, respiratory) [18].

With the beginning of systematic training dramatically greater pressure on the visual analyzer, which adversely affects the functional status and development of visual functions, reduced visual acuity [3, 14]. Such tendency is marked around the world. At the initial stage of school education for children in the North reduced rate ergonomic stability of the visual analyzer (0.71 rel. unit. vs 0.84 rel. unit at children in the middle latitudes). [4]

In this age of 7-8 years is a sensitive - the impact of educational stress leads to adverse changes in the functioning of the brain during the school year. The organism of first-graders is characterized by insufficient development processes of self-regulation, adaptation to learning activities more burdened and long, so it is they most often diagnosed multiple negative developments, which the researchers called many things: "school disadaptation," "school stress", "school neurosis."

In the works of T. Kudriakov (1991) was revealed specific of educational influence of loads on the nature of the brain activity of children [16]. She, like other authors [20], points that the most highly negative impact of educational loads is

shown at the beginning of systematic training in school. Thus, the first class students in the month of September is characterized by a decrease in resting electroencephalogram leading frequency alpha-rhythm and an increased contribution of the slow wave, subcortical activity that is associated with stressing factor – systematic schooling. By the end first half of year the frequency of the dominant rhythm again reduced to 8 Hz. Displacement of mode to the lower boundary the alpha range compared to age norm in the middle of the school year explained by the influence of systematic mental stress on the background of the growing exhaustion that causes a permanent tension of the central nervous system of the child. [16] Along with the shift leading frequency of alpha rhythm is marked increase in the amplitude of alpha oscillations. Hypersynchrony effect are believed to reflects increasing inhibitory influences coming in the cortex of the lower parts of the brain that regulate the activity and tone of the central nervous system [2]. The consequence of this is the reduction in the overall the cortex activation level, deterioration of the functional state and adaptive capacity of the central nervous system of a first grader. Marked change in the reactivity of neural elements of the cerebral cortex in terms of the cortical component of the orientation reaction that underlies attention. All this is reflected in falling mental efficiency, reducing the level of attention and external information perception [9, 20].

Degree of manifestation of functional changes related to adaptation to systematic studies conditions largely individual and depends not only on age. Must specifically allocate such factors as the level of the school maturity, which determines the success of the child's adaptation to the elementary level.

As shown by physiological research, only 10-28% of first-graders successfully and quickly integrated adaptive mechanisms in the learning process [6]. Is found that most of first-graders, adaptation which could be regarded as easy, had a level of biological maturity corresponding the age [1].

About 70-80% of children entering school with traditional teaching methods, have a delay in the development of psycho-physiological functions, physical disabilities, mental and psychosomatic health [11, 12, 22]. These children adapt

proceeds more hardly, the vast majority of children in this group have symptoms of the cerebral cortex functional immaturity and demonstrate reduced reactivity to external influence. The parameters dynamics of bioelectrical activity in the brain of children in this group under the influence of teaching loads different from age-orientation of development and regressive. Difficulty in learning, marked with these children, growing at the end of the school year, with the decreasing health outcomes [1]. It should be noted the trend of increasing numbers of children with difficulties in adapting in comparison of previous years. So in the research Y.R. Tedder and T.S. Koposova (2000) showed that in the Arkhangelsk region, the number of children with difficulties in adapting to the school mode has increased more than two times in urban and village schools from 1984 to 1997 [21].

The functional school "immaturity" and is one of the deviations causes in the development of vision in first grade. Thus, according to V.F. Bazaar and L.P. Ufimtseva (1988), the correlation between the "immaturity" of children at the time of entering school and subsequent reduction in in visual acuity was 0.45 ($p < 0.05$) [4].

Goal of our research was to reveal the influence the beginning of systematic studies on the success of the visual perception of children. For this, we done selection of children 7 years attending various educational institutions: preschool (126 people) and public schools (204 first-graders) in Arkhangelsk. In the experiment were selected children with no rough pathology of the vision. The surveys were carried out with the agreement of parents, teachers and children themselves in the first half of the day.

The level of visual perception and its individual components was carried out by "Methodology to evaluate level of development of the visual perception of children 5-7.5 years," M. Bezrukikh, L. Morozova (1996) [7].

The modified method consists of six subtests, each of which is directed to determining the level of one of the structural components of visual perception: visual-motor coordination (subtest 1); figuratively-background distinction (interference immunity(subtest 2), constancy shape (subtest 3) position in space (sutest 4) spatial

relationships (subtest 5), visual analysis-synthesis (subtest 6). All tasks were carried out graphically every child in the individual test. The calculated average results of the individual subtests can determine the age equivalents (AE) development level of components of visual perception. AE is a calculated value, allowing estimate the difference of the components of visual perception with an age norm.

Mathematical and statistical analysis of the practical research results, carried out with the use of software package Microsoft Excel, SPSS 15 for Windows.

To test the hypothesis about the impact the beginning of systematic studies on the rate of formation of the visual perception of us was made sample of children 7 years attending various educational institutions: kindergartens and secondary schools. Analysis of variance revealed that there are significant differences in the rates of formation of children visual perception most components with different educational status (Fig. 1).

We have noted increase in the number of children who do not have constraints of the visual-motor integrations to the end of first grade. This may indicate an improving of the functions in the process of learning to write. There are numerous data demonstrating that improving of sensory-motor development of the child is not in isolation but in the process of handling the various types of content - drawing, design, writing. Perceptional processes are crossed out the route of the future executive acts, and their formation is an integral part of the formation of movements, actions and skills. Enhancing motor memory with accumulation of motor experience is the basis for improving the efficiency of traffic management systems: improving the functions of comparison of the results with the real action is etched mobility programs, the success of allocating errors and making appropriate corrections to the management team [8, 17]. It is likely that these factors contribute significantly to increase in the children movement accuracy during the first year of study.

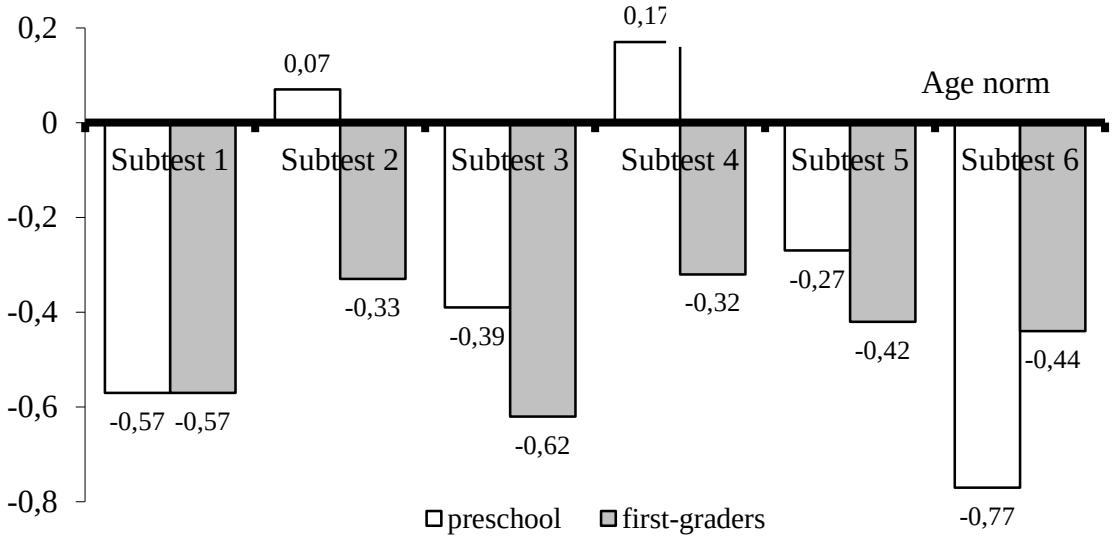

Fig. 1. Level of development components visual perception seven years children attending various educational institutions compared to the age norm.

** - Significant difference between groups p <0.001 (by Student t-test).*

Should be noted a higher rate of formation of visual analysis-synthesis in first grade, compared with preschoolers. Perhaps the accumulation of analytical experience in learning allows children to search more effectively solve complex analytical visual task.

For all other components of the first-graders at 7 years was significantly greater difference between the passport and the standard age ($p < 0.05$) than in pre-school children 7 years old. Maximum marked difference in the performance of tasks for interference visual perception, visual-spatial and visual analysis activities synthesis.

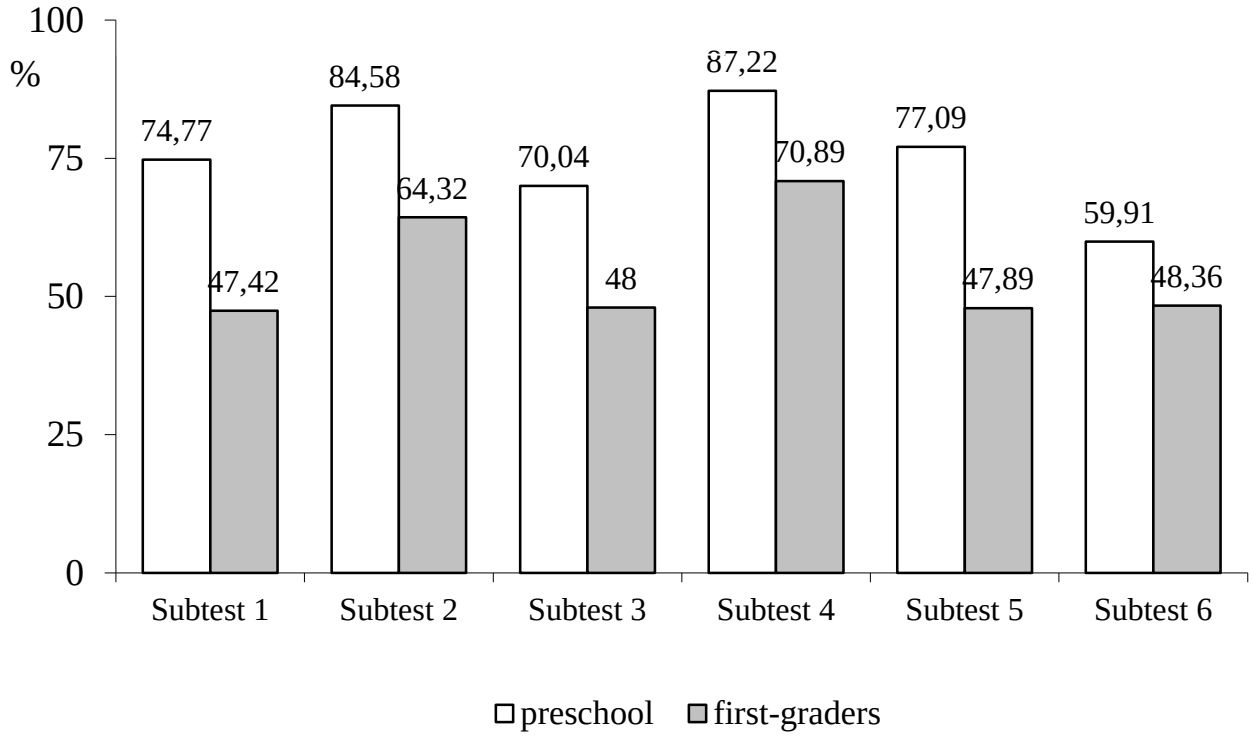

Fig. 2. Number of seven years children (%)without delay components forming visual perception

** - Significant difference between groups p <0.001 (by Student t-test).*

Conclusion. All of the above suggests that the costs of the organism to adapt to the school, first graders are such that do not leave reserves for improvement of visual perception. Only when "school maturity", which means a high level of physical and mental health, systematic education, the new mode of life, "breaking" the stereotypes of life and behavior are not unduly burdensome to the child, will not cause disturbances in health and will successfully improve the psychophysiological school signification functions according to their age.

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Veretennikova L.K.

PSIHOLOGO-PEDAGOGICHESKIE OF COMPETENCE OF FUTURE TEACHERS OF COMPREHENSIVE AND CORRECTIONAL SCHOOLS

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In this work are considered the psychologist – pedagogical competence of future teachers. They determine need of judgment by future teachers of the importance them for successful self-realization in a profession and personal development.

Keywords: future teachers, competence, psikhologo-pedagogical competence, psychological diagnostics, child, teacher.

New generation of federal educational standards in the highest and comprehensive schools of different types demands innovative approaches. The problem of formation of professionally significant competences allowing graduates of higher education institutions to be competitive on a labor market, educational services and successful in training of professional activity is solved within competence-based and technological approaches. The principles and postulates of the called approaches allow to create a theoretical basis for development of training programs and courses in higher education institution. The analysis of scientific literature and pedagogical experience showed that exists contradictions between need implementation of requirements of Bolkonsky process and an insufficient readiness of the scientific and reasonable pedagogical means providing efficiency of realization of modern approaches and preparation of bachelors and masters of pedagogics for educational institutions of different type, their psychological competence.

In the conditions of a realizirovaniye of system of training competence – one of keywords in education. Requirements to a role of the teacher which to become the organizer, the instructor accompanying and directing independent activity and development of the identity of the pupil change. Here to become one of indispensable conditions of success the knowledge of specific features of each child, ability to

define his strong and weaknesses, to consider interests and tendencies. Objectives it is difficult to solve without increase of psychological competence of teachers, in particular, development of psychological diagnostics some methods by them.

Importance in the called development of the identity of qualities of future teacher: empathy, reflection, affectivity, self-assessments, commitment, aspiration and to personal growth, etc.

On the basis of earlier checked researches and concepts of professionalism of activity (EL Shadrikov), creative development of the personality (L.K.Veretennikova) pedagogical model of development of psychological competence of future teachers, including the purposes, the contents, pedagogical conditions, didactic means and creating a basis for development of pedagogical technology of development of the called quality.

Development called above competences, as was confirmed as a result of research, is an important element of formation of a cluster of professional competences of future teachers. Mastering by them promotes the personal growth and effective preparation for future professional activity of graduates of pedagogical university.

Technological approach to development of psychological competence of students assumes tool management of educational process and the guaranteed achievement of goals.

Competence and systemacity of technology of development of the called competences is defined by need of judgment future teachers their importance for successful self-realization in a profession and personal development, stage-by-stage and consecutive movement and results.

The called technology on algorithm of activity realizes functions: methodological, humanistic, design and designing.

The content of experimental work turned on the following interconnected blocks: communicative, educational, professional. Use of active and interactive forms and training methods: role-playing games, discussions, trainings, exercises, testing,

discussion of problem situations, presentations, the analysis of video of materials, provided opportunities for achievement of goals.

Let's carry out some examples from the experimental work, illustrating features of development by students psychogeometrical materials.

The analysis of student teaching showed that the psychogeometrical text, is well-known therefore only briefly we will remind history of its creation and procedure of testing.

The author of the psychogeometrical text, (techniques of research of the personality), Susan Dellinger, the specialist in social and psychological preparation of administrative shots (USA) is. The technique was published in 1989 as a psychogeometry component – practical system of the analysis of the personality. The theoretical precondition, underlying psychogeometry, Susan Dellinger calls K.Yunga's doctrine about mental types and ideas of functional asymmetry of cerebral hemispheres.

The Stimulny material of dough consists of five figures: square, triangle, circle, zigzag, rectangle. Surveyed it is offered to choose that figure concerning which he can tell: "it – I! " (or that which the first drew attention). The remained figures are ranged as preference.

Interpretation of results is based on symbolical value of used figures incentives:

"Squares – people hardworking, persistent, hardy and patient, appreciate an order, are inclined to the analysis, are emotionally constrained".

"Triangles – the people, given rise to be leaders, they are vigorous, ambitious, set clear aims and, as a rule, them reach".

"Circles – people benevolent, sincerely interested in the good interpersonal relations, the supreme value for them – wellbeing of people around"

"Zigzags – people with the developed intuition, the dissidents directed in the future and more interested opportunities, than reality".

Rectangle – an uncertainty symbol, a transitional form which other figures can "carry". Characteristic features – inconsistency and unpredictability, a low self-assessment.

The rectangle in a set of a stimulny material has to settle down vertically. In some collections of techniques the description of figures and as practice shows is given only, the majority of examinees represent a rectangle in more habitual "lying" look. However vertical arrangement most precisely transfers a condition of instability and confusion which is reflected by this figure. Therefore the stimulny material of the psychogeometrical text always has to is shown in a graphic look.

The main figure or subjective form (the first choice) gives the chance to define the main, dominating traits of character and features of behavior tested. The last figure indicates a form of the person interaction with which can present the greatest difficulties. Other figures supplement an overall picture, on their arrangement it is also possible to judge degree of expressiveness of qualities designated by them in structure of the personality. Experience shows that despite seeming simplicity, the psychogeometrical text rather informative and reliable tool. Researches of a number of the psychologists studying communication of the psychogeometrical text with data of other techniques, showed that almost all results of the comparative analysis confirm psychological characteristics of geometrical forms of the personality. And the accuracy of diagnostics reaches 85% that earlier conducted researches confirm.

Thus, it is possible to carry to undoubted advantages of the psychogeometrical text:

1) Compactness and profitability (process of diagnostics takes not enough time, doesn't demand the special equipment and expendables);

2) Availability (the instruction preschool children are capable to understand even);

3) Simplicity (opportunity carrying out testing by the nonspecialist);

4) Convenience to group research;

5) Opportunity to apply received information at the decision both educational, and educational tasks;

The last statement also would be to be illustrated with concrete examples.

Realization of competent approach in training it is necessary to combine knowledge with ability to put them into practice I promoted emergence of the effective organization of educational activity of school students – a design method. And though "passions according to projects" continue to storm, in our opinion, this method has one undoubted advantage: each pupil can receive knowledge and apply them to the most convenient, corresponding his specific features in the way. Still Seneca wrote "The abilities of people can learn, only having tried to apply them in practice. The teacher in this situation should work not with habitual "class", and from 20-30 the identity which features need to be defined and "considered" individual and psychological features of school students at the organization of design activity" on which teachers get acquainted with express methods of diagnostics of the personality (including with psychogeometrical dough) and the principles of the organization of effective team.

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Kulanina I.N.

METHOD OF PROJECTS AS COMPONENT OF MODERN SYSTEM OF PRESCHOOL EDUCATION AND EDUCATION

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In article the method of projects as a component of modern system of preschool education and education is considered. Types of projects and stages of carrying out projects are considered.

Keywords: education, education, preschool children, projects, method, activity.

Innovative processes at the present stage of development of domestic education mention first of all system of preschool education, as an initial step of disclosure of potential abilities of the child. Development of preschool education, transition to new qualitative level can't be carried out without development of innovative technologies. The method of projects is considered as a cycle of innovative activity and is one of the perspective pedagogical technologies having the corresponding signs, functions and structure. Therefore design activity as a component of system of productive education integrally is included into new standards.

Innovative design activity in pre-school pedagogy as a scientific problem is presented in works and pedagogical researches N.E.Veraksa, A.N.Veraksa, N.A.Vinogradova, T.A.Danilina, V.N.Zhuravleva, M.B.Zuykova, Kiselyov, T.S.Lagod, E.P.Pankova A.I. Hp. Savenkova, M. And Stupnitsky and other domestic scientists.

In preschool education the method of projects is considered as one of integration options (integration of educational areas on the basis of the uniform project (T.S.Komarov, M.B.Zatsepina, E.K.Brykina, E.A.Pelikh, I.N.Kulanina, etc.).

Essence of a method of projects - to stimulate interest of children to the certain problems assuming possession of some sum of knowledge, and through the design activity providing the solution of one or a number of problems, to show practical application of the received knowledge. Thus, design activity represents a special look intellectually – creative activity (independent or collective); sokvokupnost of receptions, operations of mastering by a certain area of practical or theoretical knowledge, this or that deyaktelnost; way of achievement of the didactic purpose through detailed development of a problem (technology) which has to come to the end with quite real, tangible practical result which has been issued in one way or another. At the heart of the project the problem lies, research search is necessary for its decision in the various directions which results are generalized and unite in a single whole. Thus, the external result of the project can be seen, comprehended, applied in real practical activities. The internal result – experience of activity –

becomes invaluable for the child and unites knowledge and abilities, competences and values.

A number of scientists (T.A.Danilin, M. B. Zuykov, L. S. Kiselyov, T.S. Lagod, etc.) consider design activity as option of the integrated method of training of preschool children, as a way of the organization of the pedagogical process, based on cooperation of the teacher, parents and the pupil, interaction with environment, stage-by-stage practical activities on achievement of a goal (plan implementation from the moment of its emergence before its end).

Use of a method of the project in preschool education as one of methods of the integrated training of preschool children, allows:

· considerably to increase independent activity of children (creative, informative);

· to develop creative thinking and creative imagination;

· to form ability at children it is independent, different ways to find information on an interesting subject or the phenomenon (i.e. skills of research activity) and to use this knowledge for creation of new objects of reality;

· to make DOW'S educational system open for active participation of parents;

· organically to enter to preschool children into a new social situation;

· successfully to develop communicative skills; to work in кол¬лективе, etc.

Stages of design activity:

1. The preparatory (organizational) stage – is defined a subject, the purposes, tasks, problems, teams are formed, the work plan is formed, are appointed responsible. At this stage the teacher needs to help children to accept a task, to motivate on its performance, to make the purpose personally significant for each child.

2. The main stage – implementation of the project (carrying out the main actions according to the plan). The tutor will organize activity, carries out the practical help, directs and supervises project implementation.

3. Final stage:

- protection of the project (children present to the audience or experts an activity product);

- assessment of the received results in the light of a goal (children take active part in discussion of options of creative work and its results);

- definition of prospects of development of the project.

But at first the tutor makes the pedagogical project which includes some stages:

- statement of the training purpose of the project and judgment of its product;

- scheduling on preparation of pupils;

- forecasting of process of activity of pupils and expected results;

- practical work on preparation of necessary materials, etc.

As leading activity of preschool children is game, the preference is given to creative and role types.

On structure of participants projects can be group, intergroup, family. On durations, projects can be short-term – some occupations, 1–2 weeks; average duration – 1–3 months, long-term – till 1 year.

Design of children's activity allows to systematize and group all components of training process, helps to subordinate the main part of the independent, joint and organized activity to a uniform subject and the purpose which are defined with opportunities of preschool children.

Ability to use in the pedagogical activity a method of projects - an indicator of high qualification of the teacher, his progressive technique of training and development. Not without reason a method of projects refer to the technologies of the XXI century providing, first of all ability to adapt for promptly changing living conditions of the person in modern society. The method of projects in work with preschool children — is today rather optimum, innovative and perspective method which has to take the worthy place in system of preschool education.

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Kurenkova E.V.

FEATURES OF THE MODERN CONCEPT OF PREPARATION OF BACHELORS OF PSIHOLOGO-PEDAGOGICHESKOGO OF THE DIRECTION

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In article modern features of creation of the main educational program on preparation of the expert in the field of pedagogical education on multilevel system (a bachelor degree – a magistracy) which provides a choice students of various educational routes, in particular, through disciplines for choice are considered. That gives the chance of improvement of quality of teaching and formation of professional competence of future teacher.

Keywords: professionalizing of the personality, professional competence of the teacher, discipline for choice, groups of short-term stay in preschool educational institution.

The analysis of modern dynamic changes – political, sociocultural, information and educational transformations in Russia and on the world scene was included into all fields of activity of the person.

Today education is considered as the process directed on expansion of opportunities of a competent choice by the identity of a course of life and her self-development when the teacher in the course of cooperation and joint activity with the

child helps it to find the road in this difficult world full of a contradiction. Complete development of an education system demands the solution of these tasks at all its steps, since the initial – preschool.

Therefore, professional duties of the modern teacher provide implementation of the special pedagogical activity promoting full adaptation of the person in changing conditions of development of society. Maintaining such activity demands the special system of preparation of teachers setting as the purpose, first of all formation from experts of high professional culture, knowledge not only psikhologo-pedagogical bases, but also the innovative directions and technologies in pedagogics [5].

Today's Russian requirements, to training of specialists at the higher school show that normative documents, programs, training materials, theoretical knowledge and practical skills in the field of pedagogics and psychology, not fully conform to the modern world demands made to formation of competence and competence, future experts in various areas and in particular preparations of preschool teachers [9]. As does a problem of formation of competence of future teacher as one of the most difficult in the conditions of a higher educational institution.

Scientific novelty of the developed standard in the Psikhologo-pedagogical education direction consists that the main contents is the general activity platform providing formation at future experts of such knowledge and the general for these types of professional activity of competences who will allow them to carry out education and training processes, taking into account requirements of time [1].

As a result, the special attention is paid on use of competence-based approach to development of the main educational program of the bachelor of education in a context of an individualization and "nonlinearity" of the organization of educational process.

The main educational programs on preparation of the expert in the field of psikhologo-pedagogical education on multilevel system (a bachelor degree – the magistracy) provides a choice students of various educational routes [7]. Therefore, as one of important components in realization of the developing educational

purposes, in the solution of problems of education, education and development of students of a higher educational institution the discipline for choice acts.

At pedagogical faculty of MGGU of a name of M.A.Sholokhov within psikhologo-pedagogical education of bachelors on a preparation profile "The psychology and pedagogics of preschool education" one of such disciplines is DPP.V.04 "Groups of short-term stay in preschool educational institution".

Within this discipline students deepen the knowledge received earlier on other, adjacent subjects, get acquainted with legislative base of opening and functioning of such type of work with children and parents.

Groups of short-term stay arose because of small coverage of children by system of preschool education and were transformed eventually and inquiries of parents.

Today there are different types of groups of short-term stay of children:

1. "Adaptation group" - for children aged from 2 months till 3 years.

2. "Group of development" - for children aged from 3 till 7 years.

3. "Future first grader" - for children at the age of 5 - 6 years.

4. "Group for children at whom Russian isn't native" - for children aged from 3 till 7 years.

5. "Group for children with deviations in development" - for children aged from 2 till 7 years.

6. "The special child" - for disabled children aged from 3 months till 7 years.

7. "Playing, I am trained" - for children from 1,5 to 7 years.

8. "Groups of evening stay, day off and the holiday" - for children from 2 to 7 years.

9. "The young Olympian" - for children aged from 4 till 7 years.

10. "I learn to swim" - for children aged from 2 till 7 years.

11. "House kindergarten" - groups for children aged from 1 year till 7 years, etc.

Such wide palette of types of groups of short-term stay demands from the expert of a psikhologo-pedagogical profile of mobilization of all skills in its professional sphere.

The program of modernization of the psikhologo-pedagogical education, based on the cultural and historical and activity approach developed in psychology by outstanding domestic scientific H.p. Vygotsky, A.N.Leontyev, Must be Elkonin, A.V.Zaporozhets, V. V. Davidov, etc., includes compulsory education to ICT use in educational process. It means that the main contents uniting in the uniform direction profiles of preparation, formation at future experts of such knowledge and the general for these types of professional activity of competences which will allow them to organize and carry out regardless of specific professional objectives education and training processes as game, educational and educational and research activity of pupils [1] is.

When developing an educational and methodical complex, to this discipline, the content of lectures and presentations on the main subjects was under construction according to modern federal state standards and temporary requirements.

Considering that educational process in groups of short-term stay includes the flexible mode of presence demanding application of various pedagogical technologies, for providing individual and personal the focused approach to each child, one of aspects of studying of discipline is use information and communication the technician and multimedia means in work with children of different age and different level of readiness.

Special value in this process has need:

− activization of informative activity with use of means of information technologies;

− classifications of means of IT by various signs and functionality taking into account age features of children;

− it is necessary to teach students to carry out search on the Internet of electronic educational resources and to use them in the professional activity with

observance of copyright and other rules of law; to edit and adapt them under requirements of educational process and for the solution of certain tasks;

− to apply health saving technologies in educational and educational process;

− to use computer networks in educational process, for an exchange of experience, replications of educational resources; to involve students in researches and design activities for means of computer technologies [1].

The special place in the maintenance of a lecture and practical material occupies development in future teachers of skills of the advisory and methodical help to parents in the organization of education and training of the child by opportunities in house conditions. Cooperation with a family of the child in questions of use of ICT of the house, especially the computer and computer games, is the important direction of work of DOW.

Within this direction on occupations bachelors try, studying practical literature to make thematic recommendations for parents and abstracts of PTA meetings, to select evident information, to analyze the published consultations, master classes of experts and many other things on problems "The child in the world of information technologies" [3].

The main task of inclusion of such occupations in the content of discipline is a development of professional competences of future experts in creation of uniform creative and safe and comfortable space for development of the child in modern information society.

The highly qualified specialists owning the last requirements of state standard and modern technologies, able to organize work with all participants of educational and educational process and to create psychologically comfortable and health saving environment in educational institution are necessary to new time and New school.

Therefore, we see that process of improvement of young specialists this continuous movement, the development, periodically arising feeling of updating as a result of opening for ourselves the new people, the new ideas, new spaces, and as a result - each time opening in ourselves new opportunities, experiences, reserves.

That gives the chance, to open new prospects for design of variable models with use of information technologies in system of the higher education for professional formation of future teachers and psychologists in the field of preschool education.

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Labutina E.V.

STAGES POLOROLEVAS OF SOCIALIZATION OF PRESCHOOL CHILDREN AND YOUNGER SCHOOL STUDENTS

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In article stages of polorolevy socialization of preschool children and younger school students are considered.

Keywords: children, preschool children, younger school students, socialization, personality, formation.

The integral condition of formation of the identity of the child is formation of polorolevy identity and mastering by models of polorolevy behavior. Joining in various on a floor and age of group, children receive information on men and women,

their social opportunities, similarities and distinctions. Let's try to track, stages of development of idea of the sex at children to younger school age.

It is known that sexual differentiation of children begins when to babies choose clothes of the gender marked flowers and various toys. However, children have "nominative" idea of the field (by one and a half years acquire the name of the floor, but aren't able to distinguish people on a sex) (Plisenko N. B., 1985). Studying formation of sexual identity (in the psychological dictionary sexual identification is defined as process of understanding by the person of own sex), the author allocated stages of her development in children of preschool age. Till 2-2,6 years – a psychological bespolost, sometimes imitation; 2,6-3 years - active knowledge of the name of floors, features of appearance; 4 years – the active relation to people around as to representatives of the defined sex, preparation for emergence of sexual identification; 5 years - influence of sexual identification on differentiation of interests of boys and girls; 6 – 7 years – perception of the floor from the point of view of belonging to the group united by a community of interests – preferences of children (Plisenko N. B., 1985).

Many authors note that by four years, usually, the child learns that boys and girls are differently arranged, and starts asking questions of sexual distinctions between people. However, often judge people on casual external signs (on clothes, a hairdress, etc.). As a rule, at the beginning of preschool age idea of a postoyannost of the floor aren't completely created yet, and only by six years the child realizes irreversibility of the sex.

This perspective is quite widely presented in works of domestic and foreign psychologists. It is established that at preschool age sexual identity of the child is formed. The most significant forming factor during the specified period is the family. Observing polorolevy behavior of parents, children acquire that can understand (N. V. Plisenko, 1985; A.S.Spivakovskaya, 1986; V. S. Mukhin, 2006; Y.Rashburg Y. P. Popper 2000). The behavior of children is caused by parents through encouragement of role models corresponding to a floor (Ya.L.Kolominsky, M.H.Metlsas, 1985). The role of each of parents in formation of a psychological sex of children (D. N. Isayev,

N. V. Aleksandrova, 1978 is studied; D. N. Isayev, Kagan, 1980, 1986, 2000; N. V. Plisenko, 1985; T.A.Repin, 1984; A.S.Spivakovskaya, 1986; I.N.Evtushenko, 2008; A.A.Tchekalin, 2009).

Results of research of features of polorolevy socialization of children of preschool age (the preschool children of 4-6 years visiting kindergarten No. 1191 of Moscow) of both sexes participated in work show that by 4 years at children of both sexes identity adequate to a sex is created. Girls before boys start being guided in the age preferences on senior (rather available) age. Polorolevoye behavior of children bears the impress the polorolevy stereotypes accepted in a family. In 4-5 years preschool children have idea about existing in a family, distribution of duties. The repertoire starts being formed polorolevy. For children, the female role, owing to proximity of mother to children and to a bigger involvement into their life is more clear. Functions of the man in a family for preschool children of both sexes are "indistinct" and less certain that can speak a low inclusiveness of fathers in available to supervision of children economic and household affairs of a family.

Thus, formation of polorolevy identity of the child and on process of polorolevy socialization is influenced by an example of performance by the father and mother of specifically male and female role. Boys and girls by 5 years are inclined to identify themselves with parents of the floor.

To features of younger school age refer active formation of polorolevy stereotypes (polorolevy stereotypes reflect the generalized ideas of people of a different floor). They are formed under the influence of social and controlled processes of purposeful impact on the identity (education), and spontaneous processes (N. N. Avdeev, 2002; B. Gunter, A.I.Dontsov, AD Lazareva, 2008; K.Mozer, N.A.Fominykh, 2002; V. S. Mukhin 2006; A.A.Tchekalin, 2009). Deficiency of maskulinny opportunities results in distinctions in polorolevy socialization of boys and girls (Yu.E.Alyoshin, A.S.Volovich, 1991).

Results of the research of polorolevy stereotypes of younger school students conducted by us and factors forming them (96 pupils of several Moscow schools of both sexes took part in research), showed that:

1. polorolevy stereotypes of parents define change of the maintenance of polorolevy stereotypes of children of younger school age. Polorolevye stereotypes of boys have more identical qualities with the stereotypes of fathers of the same name. Polorolevye stereotypes of girls include the general with both parents of quality.

2. Growth of a maskulinnost of mothers and a feminnost of fathers influences change of a maskulinnost and a feminnost of children of the Girl appropriate mainly maskulinny qualities, and also the female and male family roles inherent in mothers. At boys feminny interests in case of feminization of fathers are formed. However, school students appropriate only male family roles.

Process of formation of polorolevy stereotypes throughout younger school age includes three stages. At 1 stage, in 7 years polorolevy stereotypes of children of both sexes are short genderno - недифференцированны, contain mainly extra gender qualities.

At the 2nd stage, in 8 years there is an expansion of polorolevy stereotypes of boys and girls, their gender differentiation (on maskulinny and feminny). Specifics of polorolevy stereotypes of boys consists in formation of a maskulinny stereotype of the man and a feminny stereotype of the woman. Specifics of polorolevy stereotypes of girls consists in their androginiya. At the 3rd stage, in 9-10 years similarity of the maintenance of polorolevy stereotypes of boys and girls, at the expense of inclusion of the extra gender qualities designating moral estimates for the description of the man is found. The number of gender and extra gender characteristics in their structure changes slightly. Specifics of polorolevy stereotypes of boys consist in inclusion of the greatest number for all age period maskulinny and the smallest – feminny concepts in the maintenance of a stereotype of the man. Specifics of polorolevy stereotypes of girls of 9-10 years consists in their androginiya.

Thus, throughout preschool-junior school age process of polorolevy socialization of children includes formation of sexual identity and expansion of polorolevy stereotypes.

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Oborotova S. A.

PROBLEMS OF FORMATION OF ACTIVITY OF THE TEACHER BY INTERMEDIARY (MEDIATIVNA) IN EDUCATIONAL INSTITUTION IN THE COURSE OF PROFESSIONAL DEVELOPMENT

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In article modern features of development of professional aspects of culture of the identity of the teacher one of which is formation of skills of mediativny (intermediary) activity in the educational environment that gives the chance of the solution of problems of improvement of quality of teaching and formation of professional competence of the teacher are considered.

Keywords: humanization of pedagogical process, professional competence of the teacher, conflict, mediation, intermediary (mediativny) activity of the teacher.

Problems of the modern education, being in the center of attention of scientists, heads of an education system and experts teachers, open need for revision of character and quality of education, compliance of provided educational services to inquiries and requirements of society and the certain person.

Today the education system comes to a new round of the development in the light of the National educational initiative "Our new school" (2010) in which there is a speech about formation of essentially new system of the continuous education assuming continuous updating, an individualization of demand and opportunities of its satisfaction. The key characteristic of such education becomes not only transfer of knowledge and technologies, but also formation of creative competences, readiness for retraining.

Leading tendencies of social development

during information era:

The XX century XXI century

"Education for life" "Education through all life"

Thus, in the modern promptly changing information space demanding continuous updating of knowledge, skills of communication and frictionless communication come to the prime line of relationship in society. And here the teacher, in particular, and all education system, generally, are on the advanced positions.

The modern teacher is educated, moral, humanistically focused, enterprising intermediary between all participants of educational process which will be able

independently to make crucial decisions in a choice situation, predicting their possible consequences, capable to the cooperation, ready to the continuous professional growth, social and professional mobility, satisfaction of needs of the personality in receiving the corresponding education.

Professional duties of the modern teacher provide implementation of the special pedagogical activity promoting full adaptation of the person in changing conditions of development of society. Conducting such activity demands special system of preparation and professional development of the teachers, setting purpose, first of all formation from experts of high professional culture, knowledge not only psikhologo-pedagogical bases, but also the innovative directions and technologies in pedagogics.

Psychologically comfortable and safe educational and educational environment it always result of difficult interaction of all participants of pedagogical process.

In student teaching of our time the conflicts of different types are inevitable, and the teacher needs to be able to distinguish in due time both conflict type, and the reasons causing it. On professionalism and success of their permission depends both quality of education, and society development as a whole.

Mediation (from armor. "mediare" – to mediate) – the professional activity helping the arguing parties to come to arrangements, to develop the parties of the decision realistic and arranging all, to sign the contract regulating the relations to a subject of the conflict.

Today it is the new technology considering the conflict as a point of growth of the new relations, allowing to resolve it, opening behind positions true interests of the parties and being guided by arrangements as the principle of human coexistence.

In estimation of the pedagogical importance of studied ideas and receptions of diagnostics, prevention and a resolution of conflicts the need for a support on the paradigm of humanistic pedagogics which is objectively demanding a humanization of pedagogical process, increase of a diagnostic and preventive role of the teacher and in direct functional communication with pupils, and as the educator bearing in

the collective and in a family (as directly, and through the pupils) humanistic values, and as intermediary in frictionless communication is traced.

It is supposed not only change of style of thinking, a position of the certain teacher, but also creation in educational institution of the atmosphere of trust, mutual respect, mutual support and a uniform orientation on increase of the general and communicative culture.

In this regard, process of training and professional development has to promote development of professional aspects of culture of the personality one of which is formation of skills of mediativny (intermediary) culture of teachers

School mediation is a new approach to permission and prevention of disputable and conflict situations at all levels of system of Russian education. In school mediation the conflict is a testimony of trouble. But a problem is not the conflict, and how we are able to address with it.

School mediation recognizes that the conflict comprises hope of improvement and situation change, on the correct understanding of a problem, acceptance by the arguing parties of each other. Such creative relation to the conflict usually helps to develop the constructive decision [10].

It is worth noticing that the interpersonal and intergroup conflicts negatively affect all processes of activity of school. The conflicts between pupils negatively influence both on clashing, and all class. The conflicts between the teacher and the pupil make destructive impact on productivity of training and education as a whole. The conflicts between teachers and teachers with administration of school worsen social and psychological climate in pedagogical collective, considerably complicate and without that hard life of the school teacher. It is much more difficult to teachers to work in those school collectives where regularly there are conflicts. Pupils also study and develop much worse where there was an unhealthy social and psychological climate in a class or teacher's collective [1, S. 4]. In any conflict of the parent and the teacher the suffering party – always the child, regardless of the one who is right who wins a victory and who suffers a defeat [2].

Thus, in student teaching of our time the conflicts of different types are inevitable. And here the teacher becomes that intermediary (mediator) who, competently regulating conflict process, softly brings the parties to its decision.

Therefore, mediation as modern communicative technology of interaction of the teacher with pupils and parents opens new approaches and ways of overcoming of difficult and conflict situations in all educational and educational space of school.

Timely diagnostics of the interpersonal conflicts in school collectives is important both for their prevention, and for constructive permission. Besides, the director, the class teacher, the school psychologist, the teacher need the modern techniques, allowing to create at school system of an assessment of specific features of pupils and teachers [1, S. 70].

The analysis of the modern theory and practice of training of specialists shows that normative documents, programs, training materials, theoretical knowledge and practical skills in the field of pedagogics not fully conform to the modern world demands made to formation of competence and competence of teachers [11].

Because mediativny approach in permission of conflict situations is a new direction in pedagogics, high quality of preparation and professional development of experts very important.

Therefore, need of informing and training of intermediary (mediativny) activity of the teacher for educational institution, as one of the main components is traced by drawing up modern programs of retraining and professional development.

Within retraining and professional development of experts at our faculty variable modular programs are made: "Mediativny approach to features of interaction of participants of educational process" and "Modern social and pedagogical, psychological and juvenile activities of the teacher", including both theoretical, and a praktikooriyentirovanny material on formation of mediativny culture and an operating time of practical skills of application of technology of mediation in educational institution.

Introduction of mediativny technology in professional retraining of teachers demands qualitatively new approach to training.

As practice of realization above the designated modules in the course of training shows, formation of ability of the teacher to implementation of mediativny activity in educational institution becomes successful, if:

• control of process is exercised according to psychological factors and regularities of formation and development of professional culture of the teacher;

• pedagogical conditions of formation of ability of the teacher to implementation of intermediary (mediativny) activity in educational institution are created;

• as leading organizational form of realization the methodical work constructed on a diagnostic basis acts;

• independent creative activity of the teacher for studying and improvement of the professonalno-pedagogical culture, on the basis of ethical standards and rules is provided.

Described program modules are developed for all categories of pedagogical workers taking into account specifics of their education and allow to solve the above problems in many respects.

The subjects opening concepts of school mediation are presented in programs of modules, reflecting the characteristic of intermediary activity of the teacher and feature of its formation.

The system of training of teachers developed by us is urged to provide conditions of success of application of the received knowledge in the course of modeling of own activity and the further organization of educational process.

Skills of a school mediator will help not only to prevent conflict situations, but also will promote improvement of professional culture.

For achievement of planned results in the course of courses theoretical bases of age psychology, pedagogics, sociology and conflictology are studied; preparation of teachers for practical activities in diagnostic, correctional, scheduled maintenance with children and adults is carried out; at the same time training in mediativny skills of communication and ways of their application in practice, a number of techniques

of use of information and communication technologies, health saving approaches, psychological methods and means in educational process is offered.

Use in educational process of innovative forms and methods of permission of conflict situations will allow to create the positive interpersonal relation and interaction of participants of educational process.

As a result of training of teachers forms, strategy and mechanisms of interpersonal interaction taking into account enrichment of psikhologo-pedagogical knowledge were positively changed.

As diagnostics showed, for being trained introduction in practice of methods of school mediation promoted preservation of the harmonious atmosphere in cool collectives, to acquisition of skills of constructive communication, formation of the principles of tolerance.

Thus, carried-out work opens prospect for design of variable models of professional formation and professional growth of professional teachers in the field of modern communicative technologies.

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ROLE OF MOVEMENTS IN FORMATION OF COMMUNICATION TECHNOLOGIES OF CHILDREN OF PRESCHOOL AGE

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Summary: in article the interrelation of development of a brain and the motive sphere of the person is considered, value of a small motility and corporal the focused approach for development of children of preschool age is emphasized.

Keywords: the motive sphere, development of a brain, corporal the focused interaction, children of preschool age, communication technologies.

The relations between the person and world around are established mainly by means of the motive sphere. The person turns the head towards sound and visual irritants, touches a hand, feels new subjects, sniffs to smells, tries something on taste, etc. The majority of mimic movements, and also gestures and пантомимика, in fact, are reflective movements which are got as a result of social experience and pedagogical influence.

Scientific works of Nominative of Pavlov, I.M.Sechenov, P.F.Lesgafta, V.M.Bekhterev, E.A.Arkin, A.V.Zaporozhts, M.M.Koltsova, A.V.Keneman, E.Ya.Stepanenkova and other authors confirm unity and interrelation physical and mental in a human body. "If physical development is by nature weak, – V.M.Bekhterev writes, – that already full blossoming of the personality will be to some extent detained" [2, page 114]. In this regard corporal the focused approach is the most effective remedy of formation of communication technologies at children of preschool age.

On the other hand, practice of work of preschool educational institutions confirms that administration and psychologists of kindergartens strongly recommend to tutors to communicate with children only verbally, without interfering in personal space of the child. The allocated contradiction confirms relevance of research of this problem.

The analysis of scientific literature confirms that the motive sphere is an indicator of psychological activity of an organism. Still by F.Frebel it was suggested that only the association of a sound and semantic contents of the word with own body of the child in the best way is suitable for training of children of preschool age.

M.M.Koltsova's researches prove direct dependence between formation of generalizations and number of the created motive conditional communications. For example, the generalized concept "cup" with which the child daily manipulates: takes, puts on a table, brings to a mouth, etc., it acquires much quicker, than the concept "sugar bowl" which doesn't fall to it into hands. For the same reasons the kid distinguishes "handle" from cup elements, but doesn't know "bottom". This regularity allows to assume that independence of thinking of the child of preschool age can be created only by means of development of its motive sphere as "the thinking in operation", according to Pavlov's Nominative, is a necessary condition of the correct and full development of the second alarm system.

The leading role of motive area, especially small motility of fingers and mimicry, in complete activity of a brain is proved to V.M.Bekhterevs and scientifically confirmed in M.O.Gurevich, N.I.Ozeretsky's works and other scientists.

The projection of a hand and face muscles has quite extensive representation in a cerebral cortex (Fig. 1). Therefore, training of fingers of hands is powerful tonic for a cerebral cortex of the child. Therefore at children of preschool age at emergence of situations difficult for them instinctive use of rhythmical movements is observed: tightenings and unclampings of fingers, shuffling foot, etc. (Z.V.Belyaeva, etc.).

The national pedagogics widely uses this circumstance for development of the child. Not casually games which on nature of movements are similar to our "Soroke vorone" in this or that interpretation, meet at many people. M.S.Ruzina notes that this game once had continuation. The adult stroked a brush, a forearm and a shoulder of the child with words: "Here a water cool, here – warm, here – hot". After words: "And here – boiled water" – started tickling … The pleasure of corporal contact helped the kid to feel the fingers, a palm, a brush, promoted formation of the scheme of a body. The author emphasizes that kids it is possible and it is necessary to stroke, embrace, tickle, etc., it is necessary for their full development.

Generalizing the aforesaid, it is possible to conclude that corporal the focused education of children of the preschool age, aimed at the full harmonious development of a body and spirit of the child, provides improvement of his personality. The role of movements of a hand is the leader in development of a brain and formation of communication technologies in children of preschool age.

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EDUCATIONAL CONSULTING: CONCEPTUAL MODELLING OF THE INFORMATION AND TECHNOLOGICAL RESOURCE IN THE MAGISTRACY OF LIBERAL ARTS COLLEGE

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FGBOU VPO the Moscow state humanities university of M.A.Sholokhov

Summary. In article the author's model of organizational and methodical control is offered. High school strategy of modernization of vocational training of shots has to be supported by a technological platform in the form of algorithm of purposeful activity of tactical blocks. Each tactical block of actions is independent mini-technology. We allocate three main components of the tactical block: author's training technique, interactive seminar, systematization of results of research in an information and thematic auxiliary resource.

Keywords. Conceptual modeling, tactical blocks of strategy, information and technological approach, focus of scientific laboratory, applied informatics, thematic таксоны.

Strategy of the organization of scientific laboratories in higher educational institutions needs to be supported, in our opinion, a scientific and methodical platform with a research component as many higher education institutions recently,

documentary making out creation/opening of scientific laboratory in chair structure, don't form advisory council according to pedagogical innovations. As a result, there is also no examination of programs of activity of created division. Besides, phenomena of "visual false and information prompt" (ВЛИЗы - our term) when quite widespread, traditional and educational form of production of a souvenir product in educational audience, for example, receives the status of "scientific laboratory" are observed. There is a fear that distribution ВЛИЗов in structure of liberal arts colleges, creative faculties and chairs will lead to a new form of the phenomenon of false information appeal (PFIA) noted, by the way, in the master thesis of the doctor of cultural science of G.I.Fazylzyanova [5].

We believe that distribution ВЛИЗов on the scale of regions of our country at interuniversity level, it is necessary to limit to the preventive mechanism and to consider it in system of educational consulting. The preventive functional mechanism, thus, organizational and methodical control moves forward.

Thesis: "The organizational and pedagogical innovation "conceptual modeling" moves forward as the expert mechanism limiting distribution of negative tendencies (ВЛИЗов and ФЛИПов) in system of scientific laboratories of the Russian higher education institutions".

It is especially actual in the course of preparation of masters of humanitarian chair when on an amorphous information and technological matrix attempt to provide quality of formation of accurate indicators of profile and qualification competence becomes. The amorphous knowledge can provide only amorphous result. For example, the Russian school of graphic designers isn't provided today with the information and technological matrix reflecting variety of cultural and language technology of design. Results of research in master theses are offered at the level of only general-theoretical analysis. Introduction of the undergraduate in essence of special methods of the analysis probably only in the presence of scientific laboratory on chair where methodological concepts of two-three schools of sciences in the person of doctors of science – authors are concentrated.

Students of final years and undergraduates are poorly prepared today for that result of independent research of final qualification work and the master thesis has to be not only survey and theoretical, but also a pragmatiko-expedient product. Let's hope that emergence of scientific laboratories on creative and humanitarian chairs will increase social and economic effect of research works of this level.

Now we will address to understanding of a role (or function) school of sciences in laboratory structure. The substantial characteristic of this indicator, in our opinion, has to include:

1) synthesis of traditional and innovative forms of transfer of the knowledge, gained today distribution, as technologies of the mixed training;

2) author's technique of formation of profile and qualification skills;

3) information and methodical module "auxiliary material for the students who are carrying out a practical task";

4) information and methodical module "technological algorithm of converting of knowledge in process of production of a concrete pragmatiko-expedient product".

In other words, each project executed by group of students under the direction of the teacher, the moderator of school of sciences, can and has to be considered as a new step in development of the concept of this school of sciences.

Let's consider now, what role (or function) an author's technique in laboratory structure. In an ideal, each program of disciplines of a standard educational and methodical complex for the main educational program, has to be accompanied by a complex (not less than two) author's techniques. The quantitative index of author's techniques allows students a freedom of choice additional the practician, consultations with authors of the training techniques connected with development innovative (or special) the methods of the analysis which haven't been provided in structure of a standard educational and methodical complex. Development of different training techniques forms an integrated indicator of competence, increases psychological and professional confidence of the graduate of preparation for interview with the employer, to self-presentation.

If, at last, to consider a role (or function) an interactive seminar in laboratory structure, it is necessary to specify, first of all, a form of the interactive seminar which is positively perceived by students. Many experts teachers, as a rule, call a standard of an interactive seminar:

and - existence of technical capabilities of carrying out a seminar,

- use of remote opportunities of the organization of a seminar,

in - possibility of the organization of a seminar and an exchange of messages on a seminar subject in a mode online,

- possibility of video translation of slides as justification of the oral message.

We believe that except the above-named technical capabilities of carrying out a seminar, it is necessary to develop the module of familiarizing of students to an expert assessment of messages of the fellow students. The offered module is aimed at the development of analitiko-powers of thinking of future experts, skills of the formulation of estimated conclusions by means of adequate terms, skill of fixing of innovative pithiness of messages in the form of mark and rating system.

Thus, in our formulation function of an interactive seminar has to develop not only "game", spectacular, communicative forms of partnership in a seminar, but also analytical, expert and semantiko-philological skills of students.

Important indicator of productivity of organizational and methodical control the algorithm of use of computer programs in borders of a concrete practical task moves forward. On the basis of the carried-out survey analysis of educational and methodical complexes of modern higher education institutions 2012 – 2013 уч. of various chairs of liberal arts colleges, and the empirical analysis in the form of polls which have been carried out with masters and students of final years, revealed lack of the mechanism of regulation of interaction of teachers of information and special disciplines. Negatives of educational and educational process when because of absence of the teacher the subject which has to be at the very beginning of training, is realized on the last semester are observed. For this reason many students of liberal arts colleges can't reach a successful conclusion of the project, resorting to

independent development of computer programs which can't reflect fully the requirement of the teacher supervising stages of performance of the design module.

It is lawful to put forward, thus, the following thesis:"The algorithm of stage-by-stage development and practical use of computer programs in relation to algorithm of performance of an academic year project is a didactic definition of student teaching in higher education institution". High school strategy of modernization of vocational training of shots has to be considered by group of teachers as a didactic imperative of interconnected tactical algorithms of actions.

So, conceptual modeling of an information and technological resource on the basis of results of the independent research conducted by undergraduates, is presented by the constructive module (or a matrix) a tactical platform:

1 - justification of modernization of vocational training of shots in the higher education institution, defined as "an imperative of triadichny integration of humanitarian, information and technological and profile and qualification blocks". In real student teaching is:

1.1. synthesis of traditional and innovative forms of transfer of the knowledge which has received today the status of "technology of integrative training";

1.2. complex of author's techniques of formation of profile and qualification skills;

2 - methodical development of the program of carrying out the interactive seminars uniting intellectual and analytical and qualification and expert level of competences of students;

3 - didactic principle of stage-by-stage development of methods of the analysis, development, structurization of primary material, as result of independent research;

- algorithm of stage-by-stage use of computer programs in the course of performance of the design module with the thematic contents being visual accent in design of objects (for example, graphic design).

The integrative block of author's training techniques, interactive seminars, representation of results of research in the form of presentations with visual accent helps to create: a) motivation to professional self-presentation in interactive forms of

occupations, b) need for positioning of an author's method in the course of structuring results of research work.

The conceptual information and technological resource adequate to requirements of profile preparation of students on chair of liberal arts college, helps to exclude a tautology in preparation of undergraduates, strengthens the status and positions of research activity of undergraduates, author's training techniques.

In this regard organizational and methodical control from the management has to be functional, have system character (for example, quarterly) and to aim teachers and students at collective positive result.

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ENERGY MANAGEMENT SPECIALIST TRAINING IN KAZAKHSTAN

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This paper discusses the need for the educational program implementation in the Republic of Kazakhstan on the basis of the analysis and experience in developing competence-oriented education programs in different countries, including the proposed work plan for the development of educational specialization "Energy Management" in the specialty "Electrical engineering" in Kazakh universities.

Keywords: Energy management, Energy audit, Competence, Work curriculum Disciplines blocks, Modules disciplines.

I. Introduction

In the development of the educational program "Energy Management", we were guided by the Decree of the "State Program for Development of Education of the Republic of Kazakhstan for the period from 2011 to 2020" (07.12.2010 № 1118) and the "Law of the Republic of Kazakhstan On energy saving and energy efficiency " (13.01.2012 №541-IV ZRK) approved by the President N. Nazarbayev.

Ensuring integration into the European Higher Education Area can be achieved by bringing the content and structure of higher education in line with the parameters of the Bologna process and the implementation of mandatory and recommendatory parameters in the process.

World experience shows that the implementation of economically viable energy-saving policy of the enterprises in the use of fuel and energy resources is one of the most important tasks of enterprises in market conditions. This has caused a spread in countries with developed market economy practices of energy auditing companies to economically sound use of energy-saving measures and improve energy efficiency. Energy programs of all developed countries in the first place include the introduction of energy-saving measures and technologies and renewable energy sources. In some countries, energy audits are the basis for the decision whether to banks providing loans to enterprises.

Energy management can be described as part of the overall business management system (organization), which has a clear organizational structure and

aims to profit by efficient power management. Then the energy manager - a specialist, which aims at ensuring that the energy policy of the company, organization of events aimed at continuity, providing communication functions between all objects, planning and control of activities designed to maximize the efficiency of energy management.

The introduction of energy management is a more detailed picture of the energy consumption, to give an accurate assessment of energy savings projects planned for implementation in the enterprise (workplace). This is a management system based on standard measurements and conducting audits, providing a performance of the enterprise for which consumed only necessary for the production of energy.

Given the environmental crisis, shortage of energy resources, especially gas, oil and nuclear fuel, one of the strategic directions of the creation of an independent, secure and reliable fuel and energy sector of any country is to accelerate the development of clean energy. This includes the widespread use of alternative and renewable energy sources.

According to qualifying requirements in the Republic of Kazakhstan in the duties of the office of the chief power engineering enterprises includes the problem of energy management and energy audit. In practice, this service focuses on the issues of operation of power equipment. Therefore there is a need to provide for a separate service, which would deal only with the issues of energy efficiency, energy management and power audit. Accordingly, for such purposes require the preparation of appropriate specialists.

II. Statement of the problem. For training of specialists in energy management should be developed educational program, which would ensure the integration into the European higher education area by bringing content and structure of educational programmes in accordance with the parameters of the Bologna process and execution of mandatory and voluntary parameters in the process.

Research methods used: analysis of primary information; expert interviews; monitoring of the media; specialized databases; monitoring of official statistics; special and trade publications; conference materials.

III. Results. In 2010, the Department of operation of electric energy department has been invited for the project Tempus Project 511347 - TEMPUS-1-2010-1-DE-TEMPUS-JPSR-Development and implementation of curriculum-based Energy Management distance learning in higher education in Kazakhstan and Turkmenistan.

In this project from the European Union are involved: the Higher School of Economics, the Bielefeld (Germany), Technical University of Graz (Austria), University of Technology, Kaunas (Lithuania). As the partner countries are the S.Seifullin Kazakh Agro Technical University; Engineering and Economics of Kostanai, Polytechnic University of Ashgabat and Power University, Mary (Turkmenistan).

Global objectives of the project are: a scientific long-term support of the regions of Kazakhstan to sustainable energy and energy efficiency; promotion of development and the strengthening of economic and ecological approach to the energy producing, distributing and consuming enterprises and organizations.

The specific objectives of the project: development and implementation of educational degree Bachelor "Power Management" in the curricula of partner universities in the Republic of Kazakhstan, the development and promotion of distance learning technology through the introduction of electronic technologies.

An analysis of the curriculum "Energy management" of higher education institutions in Austria, Germany, Lithuania, Russia, Ukraine, Belarus and others, it was determined that this expertise should be based energy department. Therefore, specialization "Energy Management" opens at the university within the major "5V071800-Power" according to the model curriculum approved by order of the Minister of Education and Science of the Republic of Kazakhstan (№ 158 of "10" April 2012).

In contrast to object-oriented competence-oriented education programs should have the ultimate goal of mastering a specific set of competencies in accordance with the acquired specialty. To determine the most important competences were developed corresponding questionnaire for employers, academic staff, students and graduates [1,2]. In the result of the analysis of the questionnaires were defined the necessary

competence for future graduates of energy management, which amounted to competence model (fig. 1).

Fig.1. Competence-based model of the graduate

Assessing the level of training is determined by the competence of graduates. Along with the general cultural and general professional competencies defined profile-specialized professional competence corresponding to the profile of training and the planned result of training. They are developed in conjunction with leading experts of the enterprises.

As a result of the research were identified and developed units / modules disciplines. It should be noted that to date there is no exact definition of the module of the educational program. Part of High Schools under the module includes a block of disciplines, while others have a view of the discipline as a module. In our case, we offer the following blocks or modules disciplines.

1. Humanitarian and socio-economic (compulsory and elective components).
2. Naturally Science (compulsory and elective components).

3. Professional (compulsory and elective components).

4. Professionally-oriented.

5. Personality.

It is also necessary to take into account the practical training, which are represented by the educational and professional practices. The program ends with thesis work (the project). Additional mandatory program supports physical education.

In the framework of the educational program «Energy management» were developed: a competence-based model of the graduate; passport competencies; curriculum, schedule, conjugation matrix of competences and educational disciplines; programs of educational disciplines; funds of valuation tools; program intermediate tests students on their compliance with the preparation of the expected results of education; a program of practical training; programme for the final state attestation.

IV. Conclusions. In accordance with the above stated, was developed competence-based curriculum specialization «Energy management», defined modules that focused on the acquisition of competences of the graduates. These competencies were identified as a result of sociological polls of experts and potential employers. The presented results were approved by countries-partners of the program Tempus meeting in Austria (29-31 January 2012).

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GENERAL EDUCATIONAL TRAINING OF VOCATIONAL TECHNICAL SCHOOLS OF UKRAINE: HISTORICAL ANALYSIS RESEARCH

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The article deals with historical aspect of the research problems of general education at vocational institutions in Ukraine, lit periodization phases of development of vocational education and training of future features of skilled workers in general educational subjects.

Key words: general education, vocational training periodization system in Ukraine, basic curriculum, training, personal development.

Vocational education, as single educational system in Ukraine began to take shape at end of the XIX century, when public demand for trained skilled workers have become particularly acute, and the imperial government of the Russian Empire was forced to take series of measures to establish system of training qualified specialists.

Celebrating such periods in the development of vocational education in Ukraine [1]:

1stage – from 1888 to 1920 at this time pawned legal framework for functioning of the system of training personnel. Massively distributed under trade schools, in which preparation of personnel for artisan and industrial production;

2 stage – 1920-1929 was already established Ukrainian educational system, one of its components was lower vocational education. This period ended with unification of the educational systems of the Ukrainian Soviet Socialist Republic (USSR) and Russian Soviet Federative Socialist Republic, namely, September 11, 1929 in Ukraine was declared Central Executive Committee and Council People's

Commissars of the USSR "On establishment unified system of industrial and technical education", which was determined on the basis of three common forms of training and retraining skilled workers in the industrial and technical education: school fees, extra (course) education for employees in workplace, distance learning, two types of educational institutions – schools of factory students (SFS) and lower vocational school;

3 stage – 1929-1940 resolution Council People's Commissars on March 30, 1929, all schools, trade schools, located on territory of Ukraine, were subordinated to Supreme Economic Council of the USSR (economic commissariats). For the bodies Council People's Commissars remained overall management and control of the educational work.

4 stage – 1940-1959 years training workers, subject to various economic commissariats did not allow redirection of workers prepared for industry slowed the growing needs of the military-industrial complex of the Soviet Union. Decree Presidium of the Supreme Soviet of October 2, 1940 number 37 established state system of labor reserves, which were subordinated to all trade schools. According to 1940-1959 years in institutions of labor reserves was prepared in 2014 thousands of workers various professions;

5 stage – 1959-1991 years system of labor reserves ceased to exist after adoption of the USSR Supreme December 24, 1958 Law of the USSR "On the strengthening of ties with life school and on the further development system public education in the USSR". The Council Ministers of the Ukrainian SSR July 7, 1960 approved "Regulation on General Directorate of Vocational Education at the Council of Ministers of the USSR", which defined objectives of the vocational and technical education system: to carry out systematic and organized training for all sectors of the economy and cultural technically educated workers, agricultural workers. All educational institutions in labor force reorganized vocational-technical schools (VTS). By the years 1960-1965 VTS network increased from 624 to 680 schools. March 6, 1966 by the Decree Presidium Supreme Soviet General Directorate of Vocational Education was reorganized into State Committee of the Council of

Ministers for vocational education. In 1969, USSR has operated 884 vocational schools. Resolution of the Central Committee Soviet Communist Party and USSR Council of Ministers on April 3, 1969 “On measures to further improve the training of skilled workers in educational institutions of vocational education”, began gradual transformation of the existing vocational school with training period (based on 8 classes) 1-3 years in education (based on 8 classis) with 3-4-year training of workers to obtain complete secondary education or secondary vocational school (SVS). In 1981, there were 1,013 vocational-technical education schools (VTES). Since 1984, all VTES were reorganized into VTES to which students were ranked after 9th classis secondary school. In 1984 – 1123 with contingent of vocational 670,0 thousand students. In 1985, there were 1,196 VTES (including 112 departmental, who joined the state system of vocational education). In 1991 – 1278 VTES;

6 stage – from August 24, 1991 July 24, 1991 joint statement Ministry Education of the Ukrainian SSR, USSR Ministry of Labour and Presidium Academy of Sciences USSR № 7/52/59 approved “Concept of vocational education in Ukraine”, which was responsible development society of the time and determined strategic direction development. With proclamation independence of Ukraine August 24, 1991 are still seeking development of national vocational education and its adaptation to market economy.

In 1998, first taken in history of independent Ukraine Law “On Vocational Education” [3]. Analysis processes that took place in state at the time, gave impetus to creation of vocational training institutions of new type.

Among the new types of professional institutions are:

a) opening vocational schools, higher vocational schools, agricultural firms;

b) establishment vocational education.

Persons with high school education can get professional education on reduced accelerated programs. In this case, reduction of the period of training at vocational school is usually one year in the presence of secondary education, 3 years in presence of lower secondary education.

Currently in Ukraine there are 870 vocational schools, more than 500 specialties. The number of students enrolled 405,1 thousand is people. General education is carried out 790 vocational schools.

This training is carried out in accordance Order Ministry of Education and Science of Ukraine "On Approval of the basic structure of a typical curriculum for the training of skilled workers in vocational education" (№ 947, 13.10.2010) in natural-mathematical, social and humanities, complies with Model curricula of secondary schools extent approved by Ministry of Education and Science (№ 834, 27.08.2010) approximate distribution of hours: socio-humanitarian training is 770 hours, natural mathematical training – 752 hours.

The purpose of educational programs in vocational schools – formation of general education, culture, personality, its adaptation to life in community, to provide basis for informed choices and professional development its educational programs.

That form of teaching is different pedagogical process at vocational school. Along with well-known forms of teaching in secondary school (class, field trips, extracurricular activities), institutions of vocational education high school used form of education (lectures, seminars and practical sessions, labs and workshops, themed tours) has added manufacturing practice, course and diploma projects.

Therefore, main characteristic of highly skilled workers are not only the general technical and professional knowledge, but also broad general education knowledge and skills to ensure the successful execution of their difficult work and give him opportunity to easily navigate workplace and in production of any new situation, to acquire new, that it is necessary to perform all complicating labor and variable functions [2].

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ORGANIZATION OF SOCIAL-PSYCHOLOGICAL ADAPTATION OF CHILDREN WITH DISABILITIES IN FOSTER FAMILY

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This report examines the process of organization of social-psychological adaptation of children with disabilities for the foster family. We performed an analysis of conditions and factors, influencing the process of adaptation of children in foster families, and identification of the most appropriate approach for effective social-psychological adaptation.

Key words: «social-psychological adaptation», «foster family», «conditions of successful adaptation», «assessment of factors of influence».

Children left without parental care with disabilities belong to the category of children exclusively in extreme conditions of existence, which do not provide the ability to meet basic needs in psychological development, and emotional and social security.

It is known that children from asocial families, or children, for a long time living in a children's home, or other institution of this type, quite often have deviations in the level of physical health, neurological status, emotional and cognitive development.

Despite the presence of a variety of approaches and theories to this issue, at this point in the foster care system are insufficiently developed model of adaptation of children, remained without care of parents with disabilities, as well as not fully carried out adaptation activities to foster children, remained without care of parents with disabilities.

Socio-psychological adaptation of children left without parental care is understood by us as a form of child in the family unit based on the process of socialization and integration of the child in the family, due to which they are acquired and assimilated norms and traditions of the family.

On the basis of this definition were identified and socio-psychological conditions of adaptation, which are: creation of family educational environment facility, to provide for the establishment of the diverse generality of children and foster parents to prepare the child for further device in a family, and obligatory further placement of a child for upbringing in патронатную family [1].

Analysis of the training to the adaptation of children left without parental care with disabilities for the foster family, for example ГКСОУ «the Special (correctional) boarding school VIII type», Murom, Vladimir region, showed that there are problems in the functioning and organization., children and their foster parents have been identified such problems as violation of children's emotional-volitional sphere, the inability of parents to organize after-school and урочные activities with children, not awareness of problems and misunderstandings of the child, as well as emotional incontinence to the manifestation of pathologies in children. These conclusions were made on the basis of the received results of sociological research.

On the basis of the received materials was developed social psychological-pedagogical model of adaptation of children left without parental care with disabilities in the system of foster care, the key idea of which was to ensure the stability of the placement of the child in the family, provision of premature help in overcoming conflict and crisis situations arising in relations between parents and foster-children with disabilities, as well as prevention of premature return of the child in an institution, or denial of the child's stay in the family [4].

To prevent possible problems listed above, in the relationship with the foster child of his foster parents should follow these guidelines [2].

1) it is Necessary to distinguish the identity of the child and his behavior.
2) it is Necessary to establish clear to the children the rules of conduct.
3) you Cannot compare the child with other children.
4) it is Necessary to give the child the constant attention.
5) you Need to be able to help the child.
6) do Not give promises that are impossible to fulfill.

On the basis of this we can conclude that at present the priority direction of the successful adaptation of children left without parental care with disabilities in the system of institutions is a student-oriented approach, which covers the entire spiritual sphere of the child's developmental problems during the various stages of his socialization, his behavior, assistance in situations of crisis and overcoming them, revealing its peculiarities and needs.

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THE SPIRITUALITY REPRODUCTION OF PRE-SCHOOL CHILDREN SAFENENSS

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Abstract. In this work the author views the problem of the spirituality reproduction safeness of pre-school children. Tthe author notes that nowadays the innovational break is impossibility of every citizenry vut the own destiny depends from it. In this article the author grounds the spirituality reproduction safeness of pre-school children as the pedagogical appearance..

Key words: spirituality, reproduction, safeness, development, person.

Spiritual reproduction as the basis of creation is connected with the increasing trend of "human values", a new review of the situation, "human potential", "human capital", and the growing ineffectiveness of social institutes, including Institute of Education, with its weak function as the "engine of development." The emerging trend of "spiritual human capital" requires rejection of the "human capital" stereotypes with a vision of man as a high-tech productive force. The example of the world's leading countries post-industrial capitalism shows that there is no creativity without spiritual harmony in any branch of life, and namely stereotypes that inhibit the processes of innovation and modernization in them. So national innovation institutes have already been functioning in countries such as Japan, the U.S., Canada, the EU and others, studying the process of creating "human capital" new formation.

Certainly, the Russian educational system in close future will be actively involved in the global trend increase of "human values" as "national capital", which means the transition from the tradition of compulsory education to the proactive education practice, restoration of the main functions of education as an institution of

human development and spiritual person. Russia, with its recognized authority in the spiritual wealth can become a leader in the implementation of "human capital" mega-goal as a "national spiritual capital." In this regard, we can see the crucial role of education as a key agent of spiritual reproduction responsibility, as a lever in the society development. Therefore education should increase the potential tenfold in the reproduction of the personality spiritual core, the formation of education new ideology, aimed at the upbringing and development of harmonious personality with strong spiritual and moral principles, the active subject of innovative breakthrough in all areas of human activity.

In Russian society personal spiritual responsibility significantly atrophied under the communist "top" and "outside" ideology pressure. People adapted and used to the idea "what the top will say". This "silent ideology of consent" of bottoms suits those who are in power. Under these circumstances, the people have no-win situation, and the almighty power has never needed a responsible person for the destiny of the people.

Russian philosopher Ivan Ilyin considers that there are three main sources, which in future will build a new Russia, supplying it with a new sense of justice and building up its spiritual culture, that it is - "a living, powerful feeling of responsibility for all that happens and self-esteem, a sense of honor, leading people to the struggle for life and death" [1, C.337]. In this regard the philosopher emphasizes that the fate of each individual, whole generations and national cultures depends on whether people live with spiritual experience, whether they know how to appreciate , develop it and creatively use its sources. I.A. Ilyin said that the modern spiritual crisis facing humanity took place, because during the last several generations humanity neglected the sources of this experience, weaned and disaccustomed to use them, that those who neglected the spiritual experience lost access to all of this and closed up their spiritual eyes, became blind and vulgar [2]

Today it has become clear that not only innovative breakthrough is impossible without a personal spiritual responsibility of every citizen, but also its own destiny of each depends on it. Of course, today young people are growing up with great spiritual

potential, thanks to the cultural constants that are characteristic of popular culture. The Russian national character is not matured for overnight, but tested in the fiery trials, in very strong community of people living in Russia. Despite it there is a danger of spiritual guidance loss in the post-industrial world with the reduced role of intergenerational transmission in the community. Apparently, the time has come when the people as an ethnic, national character carrier has mobilized the power to gain its spiritual foundations. Ethnic renaissance in Russia is the proof of that.

Disasters occurring at the level of a particular person proved the necessity the values revival that united the peoples of Russia. So we need the spiritual reproduction at the socio-bifurcation stage of social development which is the core foundation for the further development of the individual and society.

In modern Russian society there is urgent need of the spiritual reproduction phenomenon research and understanding as one of the most important phenomenon of human existence in the world and as one of the fundamental concepts of modern philosophical anthropology. Today, there are also enough substantial research on the phenomenon of spirituality in science. However, it has been stressed by many researchers, that there is no an universal explanation of this definition.

In the dictionary of philosophy "spirituality" is explained as following: 1) immaterial and incorporeity; 2) spirituality; filled with the spirit of creativity, the creating spirit, 3) the process of the harmonious development of the man spiritual faculties.

Spiritual world is considered as essential sustainable quality of personality, which is the core basis of his values, value relation attitude toward people, nature and the world, in fact, the value of meaning, value behavior. Considering it ,we admit that N.V. Maryasova definition is close to us: "spirituality is a system of man's relationship to the world and ourselves in the world. In other words, it’s a program of behavior, which is an integral part of the individual self-actualizing , displayed in the form of a certain world-relations and defining the priority of the highest spiritual values over the vital [3, c.3].

Reproduction is the process of social production, which is constantly renewed and it is the basis of life, the source of its continuous development. Many scientific studies emphasized that the category of "reproduction" was taken from economic theory. So as the reproduction in human life is characterized from the position of restoring the living place environment. In this regard, F. Quesnay and Marx's economic theory of reproduction "reproduction" is defined as restoration of production burned factors and consequently, their subsequent production.

In modern philosophy, spiritual reproduction, as well as spiritual consumption, is considered one of the most important elements of culture.

In research by O.P. Dyugaeva, Z.V. Denikinoy, V.I. Gruznova, A.B. Lebedeva, V.I. Sorokovnikovoy and others intellectual production is understood as a process of spiritual values production , spiritual culture, as production of information, sign systems, public awareness, public relations and as a result of it we can get the production of the individual. " According to the I.B. Sesyunina, "spiritual reproduction is self-developing, dynamic system, which has its own logic of development, non-identical to the processes of material reproduction." The philosopher argues that a theoretical analysis of the spiritual reproduction phenomenon, analysis of its nature and formation possibilities of the individual as a universal subject of social development has a wide access to the social practice "(author's introduction). In this context, he confirms that the study of spiritual reproduction acquires special topicality, so as it allows to reveal the process of identity formation deeper which is necessary for creation of a fundamentally new system of education.

Without doubt, the spiritual reproduction of values is the core basis of creation and the acquisition of the meaning of life.

Spiritual reproduction of human security as a pedagogical phenomenon is considered by us not only as :

Reviving, adoption, preservation, but also as an expanding of spiritual values;

Adaptation to social conditions but his enrichment and constructive change;

The development of the individual, but also as self – rising to in "spiritual - Me";

Awareness of the values, but also as a spiritual acceptance of responsibility;

Survival, self- protection , but as a self-determination in ensuring the individual safety.

Education has its own immanent logic of development. We consider that in conditions of deep spiritual and moral crisis,education should be recognized not only as the institution of socialization, but to have the priority status as an institution of individual spiritual reproduction since early childhood.

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CONSOLIDATION OF THE NATIONS AGAINST MENTAL TERRORISM

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Abstract. The author draws attention to the global threat of the modern world - the mental terrorism, the essence of which is the destruction of the spiritual and moral principles of the society and its destabilization. The author believes that the problem of terrorism should be viewed through the prism of security of each individual as part of society . The author underlines that the nations can consolidates against mental terrorism and we can confront it on the spiritual, mental level.

Key words: mental terrorism, consolidation, spiritual foundations and values.

Terrorism in all its manifestations has become one of the most dangerous problems, that mankind entered the XXI century.

There are different conceptual approaches to the definition of "terrorism." In a broad sense, terrorism is defined as a way to control people through their intimidation. In a narrow sense, the term "is narrowed down to a set of individual terrorist acts." Terrorism, according to Explanatory Dictionary of our compatriot Vladimir Dal is "intimidation, deterrence with the death penalty, murder, and all the horrors of violence" [1, p.401].

One of the global threats of the modern world is mental terrorism. The goal of mental terrorism is to destroy the spiritual and moral principles of the society, which hold morality, politics, economy and defense of any state. The object of the mental attack of terrorism is both individual and mass consciousness, which requires timely consolidation and timely protection of the spiritual world of every citizen and the society in general.

It should be emphasized that the problem of terrorism has always been considered from the viewpoint of security of the nation and the state. However, the most assailable link in the security system is the man. Thus, the mental terrorism should be viewed through the prism of security of every person as a part of society. The new paradigm of human security creates new priorities in national security policy and new approaches to the understanding of the global vulnerability of mankind.

As you know, the spiritual and moral values of the society reflect the meaning of not only the socio-economic, socio-political system, but they are the basis of the dominant social mobilization to confront and eradicate terrorism.

There are many reasons that destroyed the spiritual and moral values of the peoples and societies, reasons that changed their priorities to the achieving the well-being of life, including the lack of willingness of the individual to change processes such as:

- The establishment of a new social and economic order;

- Globalization processes taking place in society;

- The transition from a "closed" society to "open", from totalitarianism to the party and ideological stratification of society, etc.

The new conditions make revise existing positions and make education seek answers to the following questions:

1. How to prevent the onset of mental terrorism, its impact, its disaster?

2. How to turn education into a real life confrontation mental terrorism?

3. What should be education like to strengthen the spiritual and moral foundations of the individual, society and nation?

Among the answers to the problem it is necessary to note the importance of education, aimed at raise of the spiritual and moral foundations of the individual and society. Resist the mental terrorism we can only on spiritual, mental level, but not with bans and power mechanisms. It means that the human dimension of education is the guarantor of a particular individual, society and state development. It is also the fundamental basis and criterion of their progressive, democracy, citizenship. National ideology based on the values of constituent peoples should dominate in opposing a particular individual, society to mental terrorism.

It should be emphasized that not an abstract universalism, but real culture of each individual and nation should be at the core of education as a social institution. The purpose of education is to cultivate this power in each individual. There is the consistency, strength and self-sufficiency of education.

At present, according to the Russian academician E.V. Bondarevskaya, its human forming function the education does not perform fully. Today spiritual and moral education of children actualizes mainly objective component of values as a guide of creating personality and it aims to develop the objective component of the "spiritual self", that is, morality, presupposing the formation of a child's culture of behavior in a particular society. It should be noted that dissatisfaction of the child with the conditions of life, his psycho-emotional distress, spiritual insecurity are objective reasons for antisocial personality orientation.

Focus on the development of the subjective component of personality is important in the formation of the "spiritual self" of the child, his value potential.

Detection of child his responsibility for his own fate and the fate of his parents, family, nation, country should make the essence of the modern spiritual and humanistic education of children.

Of course, the adoption of social and mental conditioning of education requires more conceptual and procedural foundations of education with a focus on the development of the value potential of the individual, the actualization of the subjective component of the individual.

The main ideas of all the essential people are in tune with the ideas and ideals of other ethnic groups, with universal. Culture of every nation is a part of nationwide and universal. There is no need to underestimate and oppose ethnic and cultural one to common to all mankind. There is no the whole without a part and the part can't be self-sufficient without the other parts together. Part can not dissolve completely in the totality, because it is a part and it has its own characteristic properties. It should be noted that the ethno-cultural part follows the laws and rhythms of the national and universal set.

In this context, it should be noted that ethnic and cultural education is education aimed at transforming the value potential of the ethnic group in the domain of individuals, society, humanity, and it is focused on the enrichment of ethno-cultural potential of subjects as a part of a national, universal and civic integration.

It is quite natural that in the critical period the society has always appealed to ideas-values, which, according to Academician N.D. Nikandrova, provide a community of people, contribute nations' unity and "... serve to fasten peoples, nations and civilizations" [2, p.276]. Value consciousness has the unique power of unity, serves as an act of spiritual intimacy in confronting and countering mental terrorism. The formation of ethno-cultural and Russian identity and the search for the best ways of their combinability determine the essence of the educational process of spiritual formation of personality in the conditions of mental terrorism.

For the safety of life the human must realize the value and meaning of his existence. The Russian academician N.D. Nikandrova's world are absolutely correct,

that "... finding themselves in an emergency situation, people often survive if they own high ideals and see the meaning of life" [2, p.44].

Just inside strengthening the spirit, and not "competitive", not "competence", loving mother, father, native land, people, homeland, nation, humanity, and humanly sincere loving, showing responsibility, recognizing the connection with the roots, understanding sense of life, we can face the mental destabilization of the individual, society and the state.

That was the live and fight for the humanistic ideals of the great son of the people of Cuba Jose Marti.

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DEVELOPMENT OF LABORATORY WORKS ON THE COURSE OF PHYSICS, BASED ON INFORMATION AND COMMUNICATION TECHNOLOGIES IN AVIATION INSTITUTIONS OF HIGHER LEARNING

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This article discusses the features of the laboratory work in physics by using information and communication technologies in aviation institutions of higher learning.

Keywords: laboratory work, physics, higher educational institution.

One of the most important issues while conducting a stable horizontal flight is the calculation of its speed on the flight level. As with time the weight of the aircraft decreases due to the fuel combustion , thus the pilot should be able to calculate the flight speed under new circumstances in order to preserve the flight level [2]. It is appropriate to develop a laboratory work which would consider the issue of calculating the real air speed of an aircraft with the changing weight under the condition of preserving the level flight and the level-flight incidence.

It is possible to do this laboratory work at the classes of Physics only with the help of information and communication technologies and mathematic modeling of the flight process.

This type of laboratory work, developed and recommended by us, is summarized in the form of the pedagogical program means “Physics. Mechanics”.

Subject: “Defining the speed of the level flight of an aircraft with the variable mass at the level-flight incidence”.

The lab work under consideration is one of the structural elements of the developed methodical model of teaching Physics using ICT (Information and Communication Technologies) in the aviation institution of higher learning and requires the knowledge of the basic notions of dynamics and continuum dynamics, and is aimed at shaping the skills:

- to formulate Newton’s second law and apply it to the level flight of an aircraft;
- to formulate the terms for level flights and the terms for uniform in-line movement of an aircraft within the level;
- to reproduce the formula of the aircraft lift and to know the parameters, on which it depends;
- to give the definition of Mach number;
- to define the sound speed in gases (in the air);

- to draw a working formula for calculating the speed of the level flight of an aircraft with the changing weight aiming at preserving the flight level and the level-flight incidence;
- to calculate fuel consumption per kilometer by the formula for bypass turbojets.

Hence, the lab work under consideration is aimed at teaching the future aviation specialist to calculate the change of the air speed of an aircraft on the flight level with the flight level incidence on condition the aircraft' weight changes resulting from fuel combustion.

Equipment: computer models of the aircraft IaK-42 and the criteria of air speed and Mach number "USYM-1".

Task assignment: Passenger aircraft IaK-42 after climbout starts performing level flight with air speed v_1 and flight weight m_1. To define the air speed of the aircraft Iak-42 after 500 km and 1000 km at even attack angle and even flight level, if fuel consumption per kilometer at the given initial flight mode within the 500 km distance on average equals $C_{кl}$, and the environment temperature is stable and makes T.

Theoretical data: It is taken into account that the aircraft performs the even level flight at the speed of v_1 relative to the air, and its weight decreases at this. According to Newton's second law vector sum of all forces, which affect the aircraft should equal the product of the aircfraft weight to acceleration vector (Fig.1):

$$\vec{G}_1 + \vec{Y}_1 + \vec{X} + \vec{P} = \overrightarrow{ma} \qquad (1)$$

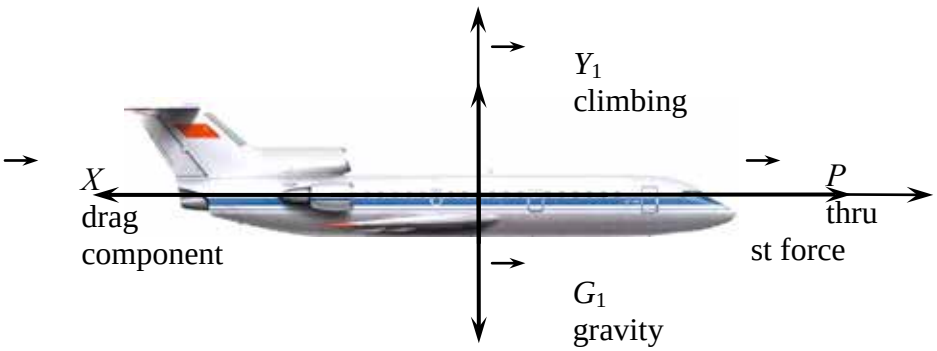


Fig.1. Forces affecting IaK-42 in the level flight.

At the even level flight speed is a stable dimension, that is why the aircraft acceleration equals zero. Let's project vector equation (1) to the vertical axis *Oy* (fig.1) and get the condition of aircraft level flight: gravity G_1 should be balanced by climbing force Y_1, which means: $G_1=Y_1$. Then:

$$\begin{cases} G_1 = m_1 g \\ Y_1 = C_y \dfrac{\rho v_1^2}{2} S \end{cases} \quad \Rightarrow \quad G_1 = m_1 g = C_y \frac{\rho v_1^2}{2} S \qquad (2)$$

Let's not forget, that the lift force depends on the real air speed v_1 of an aircraft (meaning the aircraft speed relative to air weight), the area of the wing *S*, lift force coefficient C_y, which is directly proportional to the attack angle at minor indexes of the latter, air density ρ at the assigned flight level.

As the aircraft weight G_1 decreases, if the flight speed remains unchanged and the attack angle is stable (on which coefficient C_y depends), as well as the lift force, tha aircraft will start climbing, as the index of the lift force vector will be higher, than the index of gravity force vector.

To preserve the altitude, it is required to reduce the lift force of an aircraft, or by decreasing the attack angle (coefficient C_y) without changing air speed, or by decreasing air speed to index v_2 without changing the attack angle.

Let's consider another way of reducing the lift force.

We can calculate the new air speed of an aircraft v_2 relative to the air by projecting of Newton's second law onto the vertical axes (the condition of level flight $G_2=Y_2$):

$$\begin{cases} G_2 = m_2 g \\ Y_2 = C_y \dfrac{\rho v_2^2}{2} S \end{cases} \quad \Rightarrow \quad v_2 = \sqrt{\frac{2 m_2 g}{C_y \rho S}} \qquad (3)$$

By the formula (2) we define the speed v_1:

$$v_1 = \sqrt{\frac{2 m_1 g}{C_y \rho S}} \qquad (4)$$

Divide the equation (3) by the equation (4) on condition that air density remains unchanged:

$$\frac{v_2}{v_1} = \sqrt{\frac{m_2}{m_1}} \quad \text{Þ} \quad v_2 = v_1 \sqrt{\frac{m_2}{m_1}} \tag{5}$$

From the received formula we draw a conclusion that when the flying weight of an aircraft is decreased, the real air speed is decreased proportionally to the square root of the correlation between the aircraft weight after the fuel consumption and the initial aircraft weight.

Combination unit, which measures the indicated air speed and Mach number on board IaK-42, is called “Speed and Mach Number Indicator “USYM-1” (abbreviation from a Russian name “Ukasatel skorosti I Makha”) (fig.2).

Fig.2 Index of speed and Mach number "USYM-1"

The index of equipment air speed is measured by the responses of a white arrow 1. Mach number is shown in the rectangular window 2 up to two decimal places. The division value of indicated air speed makes 10 kmh. Arrow 3 shows maximum possible index of speed at the given flight mode.

Devices for showing indicated airspeed show the aircraft speed relative to the air on condition that the pressure on the flight altitude equals P = 101 325 H/m^2 = 760 Torr, and temperature T = 288 K. If to introduce changes to the indicators of the device according to the flight level, the device will be the indicator of the real air speed.

To define the real air speed of an aircraft by the device “USYM-1” is possible, if to make instrumental and aerodynamic corrections, as well as correction for the air compressibility and others.

It is possible to define the real air speed with the help of Mach number, which equals correlation of flow speed to sound speed in the given conditions. In our case Mach number is :

$$M = v/c, \tag{6}$$

where v – real air speed of an aircraft, c – sound speed on the flight level which depends on environment temperature:

$$c = \sqrt{\frac{\gamma RT}{m}} \tag{7}$$

where γ - indicator of adiabatic, який which for diatomic gases (including air) equals 1,4; R – universal gas constant, in figures equals 8,31 J/(kg×K); T – thermodynamic temperature (in Calvins), μ - molar gas weight, for air μ = 0,029 kg/mole.

Taking into account formulae (6) - (7), as well as the known dimensions, we'll find the real air speed of an aircraft:

$$v = M\sqrt{\frac{\gamma RT}{m}} \approx 20M\sqrt{T} \tag{8}$$

Fuel consumption per km $C_к$ is the fuel weight in kg, which is consumed by all engines of an aircraft at the assigned flight weight while passing 1 k en route at the assigned mode of engines performance.

Fuel consumption per km (without wind) for aircraft with bypass turbojets is calculated by the formula:

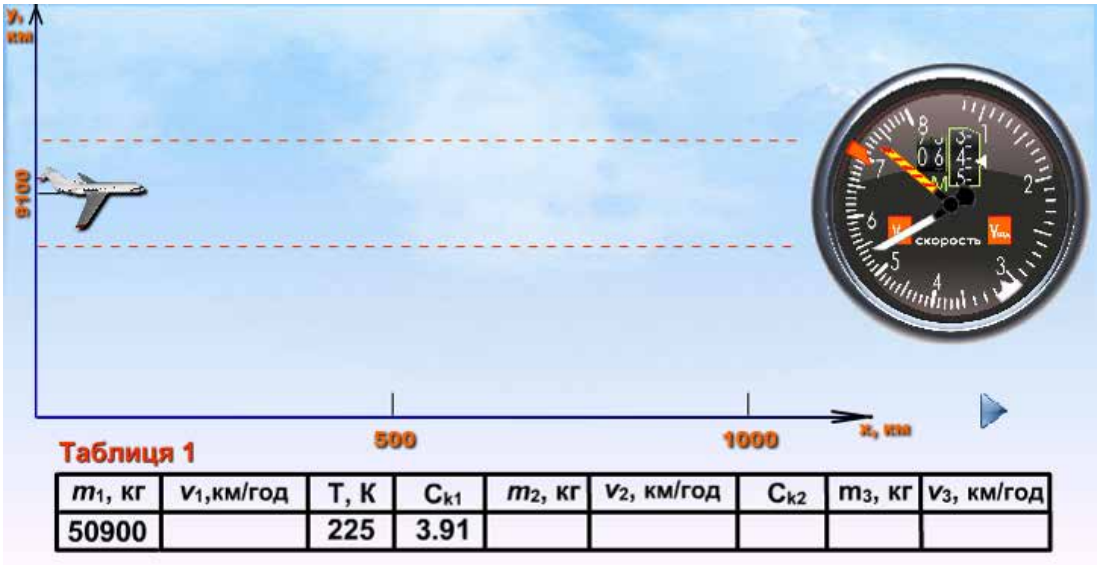
$$C_к = C_{num}\frac{G}{Kv},$$

where C_{num} is the fuel gross consumption (weight of the fuel, consumed for one dimension of thrust); G – aircraft weight; K – aerodynamic quality (correlation of the lift force to the drag run data of an aircraft); v – air speed of the level flight.

Course of work:

1. Measure the aircraft speed v_1 at the beginning of the level flight on the level with the help of indicators of airspeed and Mach number “USYM-1” and put them down in the table (fig.3).

$$v_1 » 20M_1\sqrt{T}$$



m_1, кг	v_1,км/год	T, K	C_{k1}	m_2, кг	v_2, км/год	C_{k2}	m_3, кг	v_3, км/год
50900		225	3.91					

Fig.3. Lab work window

2. Define the aircraft weight taking into account the fuel consumed after 500 km:

$$m_2 = m_1 – 500C_{к1}$$

3. Calculate the required air speed to Define the required air speed in order to preserve the altitude of the level flight at the stable attack angle by the formula:

$$v_2=v_1\sqrt{\frac{m_2}{m_1}}$$

$$M_2 = \frac{v_2}{20\sqrt{T}}$$

4. With the help of a mouse turn the arrow to «USYM-1» (fig.3) to a new position, with is appropriate to calculated index of Mach number M_3 and press the key “Flight show”

The aircraft will start moving from the initial position with the coordinate x_1=0 to the point with the coordinate x_2=500 km according to arrow position on the device приладу «YSYM-1». If the calculation of actual speed (Mach number) is overstated,

the model of the aircraft IaK-40 within the next 500 km of level flight will reach the altitude higher than the flight level, if otherwise – it will be lower. If the calculation of air speed v_2 is right (Mach number M_2), the altitude of the level flight will remain stable.

5. Define the fuel consumption per kilometer $C_{к2}$ at the speed v_2 and weight m_2:

$$C_{к1} = C_{num}\frac{G_1}{kv_1}, \qquad C_{к2} = C_{num}\frac{G_2}{kv_2}$$

$$\frac{C_{к2}}{C_{к1}} = \frac{G_2 v_1}{v_2 G_1} \quad \text{Þ} \quad C_{к2} = C_{к1}\frac{G_2 v_1}{v_2 G_1} = C_{к1}\frac{m_2 v_1}{v_2 m_1}$$

6. Define the aircraft weight taking into account the fuel consumed after the next 500 km:

$$m_3 = m_2 - 500C_{к2}$$

7. Define the required air speed in order to preserve the altitude of the level flight by the formula:

$$v_3 = v_2\sqrt{\frac{m_3}{m_2}}$$

$$M_3 = \frac{v_3}{20\sqrt{T}}$$

8. With the help of a mouse turn the arrow to «USYM-1» (fig.3) to a new position, with is appropriate to calculated index of Mach number M_3 and press the key “Flight show”

The aircraft will start moving from the point with a component x_2=500 km to the point with a component x_3=1000 km according to the arrow position «USYM-1». If the calculation of actual speed (Mach number) is overstated, the model of the aircraft IaK-40 within the next 500 km of level flight will reach the altitude higher than the flight level, if otherwise – it will be lower. If the calculation of air speed v_3 is right, the altitude of the level flight will remain stable.

The initial data in the lab work, particularly the aircraft weight m_1 and fuel consumption per km by IaK-40 $C_{к1}$, are given in the program at random, but in accordance with the real data of the passenger aircraft.

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THE RESULTS OF PEDAGOGICAL EXPERIMENT OF THE FORMATION OF SUBJECT AND KEY COMPETENCIES OF BASIC SCHOOL PUPILS IN THE PROCESS OF STUDYING OF ELECTROMAGNETIC PHENOMENA

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The article reveals approaches to organizing and conducting pedagogical experiment of the formation of subject and key competencies of basic school pupils in the process of studying of electromagnetic phenomena. Also it presents criteria and indicators of the level of formation of competencies, methods of detection, and the article highlights and analyzes the results of forming stage of the experiment.

Keywords: pedagogical experiment, subject competence, key competence.

One of the tasks of modern education, which are defined in the regulations, is the formation of subject and key competencies of pupils. However, realization of this

question in practice prevents insufficient level of teachers' grounding and the absence of scientifically founded methodical recommendations concerning implantation of competence-based approach in the educational process.

Using of a competence-based approach in teaching physics investigated P. Atamanchuk, S. Velychko, O. Lyashenko, V. Savchenko, V. Sharko, M. Shut. However, in spite of weighty scientific results of these works, the problem of the formation of key and subject competencies of pupils by means of physics is developed not enough. Taking into consideration scientific researches, analysis of work experience of teachers of physics we have developed methodical system of forming subject (physical) and key (educational-cognitive, informational, health preservation) competencies of basic school pupils in the process of studying of electromagnetic phenomena, which contains purpose-oriented, contents and technological components. The object of this article is to elucidate and analyze the results of pedagogical experiment of verification of the effectiveness of implementation of the developed methodical system.

In the process of planning, organizing and carrying out the educational experiment, we based oneself on theoretical foundations of experimental studies in pedagogy which are determined in the works of S. Goncharenko [1], E. Sidorenko [2], Z. Kurlyand [3], and took into account that there are 4 stages in pedagogical experiment: certifying (analytical) phase; searching stage; forming stage; final (control) phase.

The effectiveness of implementation of methodical system of forming subject and key competencies of basic school pupils in the process of studying of electromagnetic phenomena defined by the help of criteria (cognitive, activity, personal) and indicators. Determination of the level of formation of competencies during the pedagogical experiment was performed on the basis of the following indicators: subject – quality of knowledge, flexibility, firmness, systematicness, practical skills, cognitive interest, reflexion; educational-cognitive – cognizance of the ways of mastering knowledge, cognitive activity, cognitive interest, reflexion; informational – knowledge of information, ability to work with information,

motivation, reflexion; health preservation – knowledge of methods of health preserving, skills of health preservation, motivation, reflexion.

Analysis of scientific paper of N. Ermakova, O. Cherchenko [4], U. Lukashin [5], O. Shevchuk, N. Kol'eva [6] gave rise to extraction of three levels of competencies formation of basic school pupils: low, medium and sufficient, because high level implies personality traits which characterize, in most cases, adult or students of high school age, and also development of methods of identify selected indicators.

The foregoing criteria, indicators and methods were used to determine the level of formation of the components of subject, educational-cognitive, informational, health preservation competencies of pupils of control and experimental groups at the beginning and at the end of the experiment.

The choice of the experimental and control groups was implemented on the basis of analysis of division pupils by levels of educational achievements at the beginning of holding pedagogical experiment. For statistical grounds of the absence of differences between division of pupils of control and experimental groups by the level of educational achievements in physics it was used Pearson's criterion (χ^2) [2].

At the beginning of forming stage of the pedagogical experiment there was determined division of pupils of control and experimental classes by the levels of forming of the components of subject (physical), educational-cognitive, informational, health preservation competencies. After the experiment the pedagogical measurements were held again and at the final phase the data were compared.

For estimation the statistical authenticity of increase of the level of formation of competencies of pupils it was used G – criterion of marks, which is fixed for ascertainment of the general direction of displacement of the indicator which is tested. To use the algorithm of calculating the marks' criterion G [2] is necessary to do the following for each student of experimental and control groups:

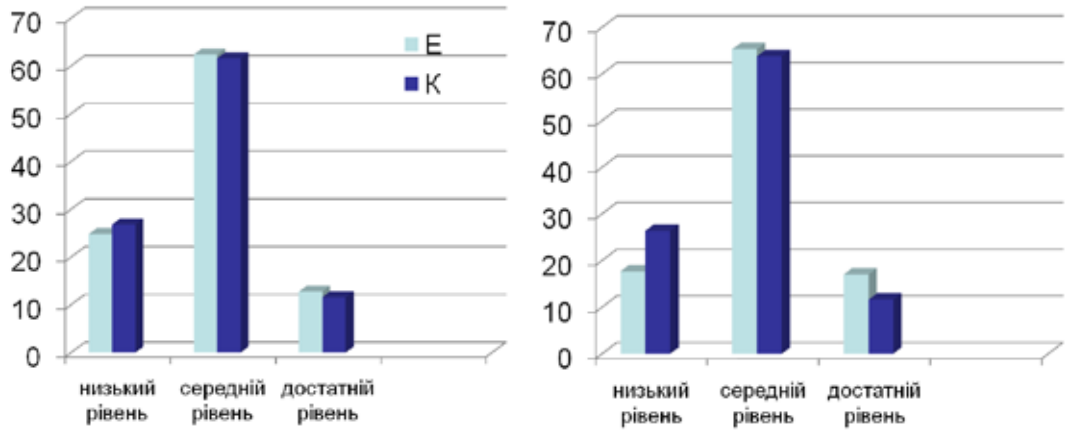
- to determine the level of formation of competence component at the beginning and at the end of the experiment;

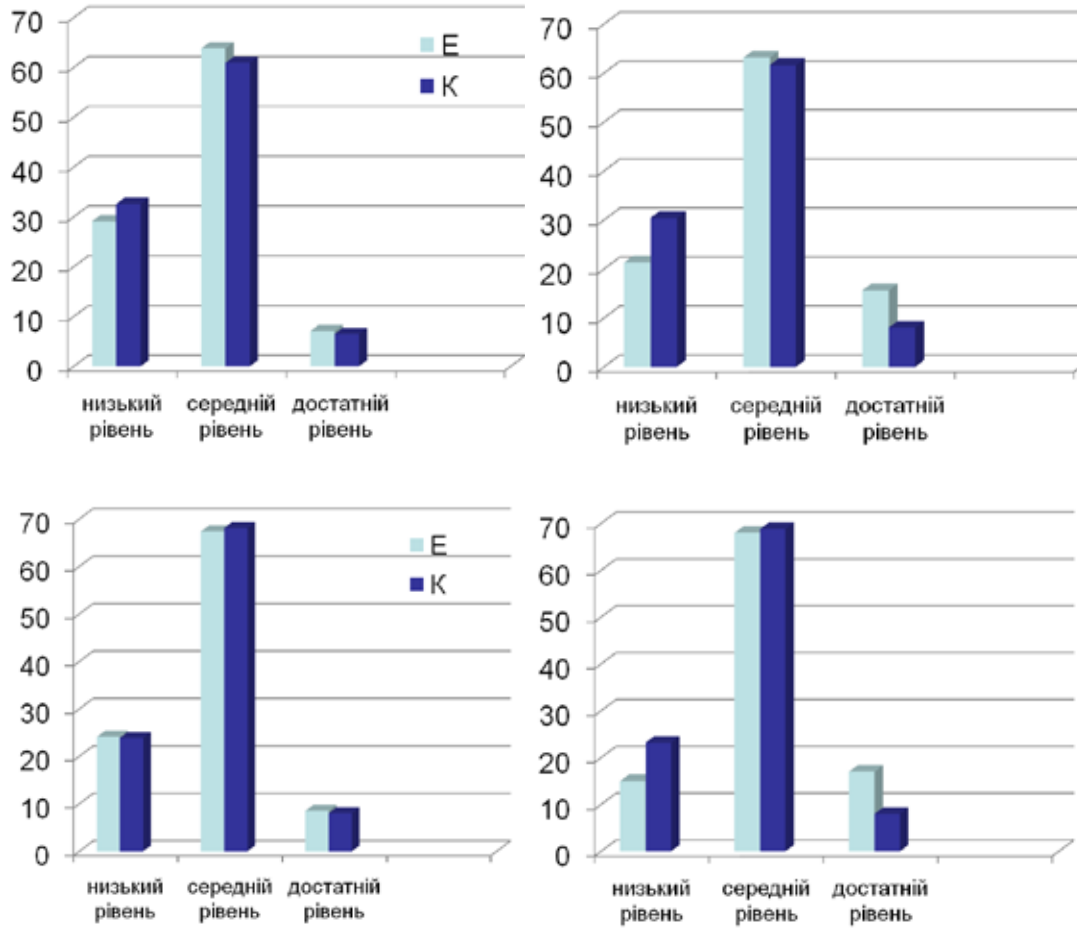
- to clear up whether changes have occurred (if the level have increased the displacement is positive, if decreased is negative, unchanged – zero);
- to calculate the total number of positive, negative and zero changes in the experimental and control groups;
- to determine empirical significance of G - criterion (number of atypical shifts, in our case is negative) and critical criterion in the table V [2] for given n (n is number of positive and negative displacements);
- if $G_{emp} < G_{kr}$, it means that typical shifts (in our case is positive) can be considered trustworthy, if $G_{emp} > G_{kr}$, it means that changes are not veracious.

The previously mentioned actions are performed for all components of physical, educational-cognitive, informational and health preservation competencies. As an example we present the results of evaluation of the level of forming subject competence (diagrams 1 - 8).

Diagrams 1 – 6

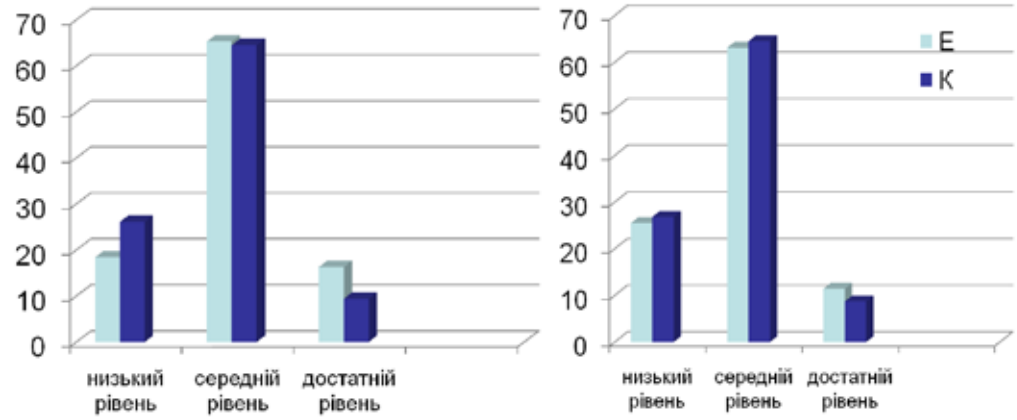
Division of pupils of control and experimental groups by the level of forming cognitive, activity and personal components of subject competence at the beginning and at the end of the experiment





Diagrams 7, 8

Division of pupils of control and experimental groups by the level of formation of subject competence at the beginning and at the end of the experiment



As stated above, to estimate the authenticity of increase of the formation level of subject competence it was used G – criterion of marks. The results of work are presented in the table 1.

Table 1

Calculation of authenticity of growth of the formation level of subject competence and its components in the experimental and control groups

Component	Group	Displacement			n	G_{emp}	G_{kr} $r \leq 0,05$	Conclusion about trustworthiness
		+	-	zero				
Cognitive	E	24	8	109	32	8	10	authentically
	K	15	12	111	27	12	8	not authentically
Activity	E	30	7	104	37	7	13	authentically
	K	15	10	113	25	10	7	not authentically
Personal	E	31	6	104	37	6	13	authentically
	K	11	10	117	21	10	6	not authentically
Subject competence	E	23	6	112	29	6	9	authentically
	K	13	11	114	24	11	7	not authentically

As shown in the table for the level of statistical authenticity 0.05, which is sufficient for pedagogical research, a shift toward growth of the level of forming subject competence of pupils of the experimental group are trustworthy by three components and competence criteria totally. Changes in the control group by the same indicators are not authenticity. Similar results were obtained with regarding educational-cognitive, informational and health preservation competence.

To determine the degree of effectiveness of the introduced methodical system for the formation of various components of competence let compare empirical and critical parameters of G - criterion. Where the difference between G_{emp} and G_{kr} will be bigger, the result is better (table 2).

Table 2

Summary table of critical and empirical meaning of G-criterion

Competence	Component	G_{emp}	G_{kr}	G_{kr} - G_{emp}
Educational-cognitive	Cognitive	11	17	6
	Activity	9	14	5
	Personal	13	15	2
Subject	Cognitive	8	10	2
	Activity	6	13	7
	Personal	7	13	6
Informational	Cognitive	12	19	7
	Activity	6	19	13
	Personal	5	12	7
Health preservation	Cognitive	6	16	10
	Activity	5	11	6
	Personal	6	10	4

Conclusion. Analysis of content of the table gives grounds for conclusions about effectiveness of introduced methodical system in a context of competence components:

- taking into account the fact that competence is forming and revealing in the process of work, it demanded from us intensification of practical orientation of teaching and introduction of elective course "Self-made physical devices", that caused the most essential changes in the activity components of informational and subject competencies;
- the greatest impact in the context of cognitive component were found on forming health preservation competence, that can be explained by essential supplement of program material content by information about health preservation and also introduction of elective course "Magnetic field and human health";
- the personal competence component was suffered the least impact, that requires detailed study and consideration in future activity.

All premise is a ground for conclusion that statistically confirmed trustworthiness of positive shifts of the formation level of subject and key competencies of basic school pupils in the experimental group and absence of such shifts in the control group indicate to the effectiveness of the developed and introduced to the educational process methodical system of forming of subject and key competences of basic school pupils in the process of studying of electromagnetic phenomena.

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INNOVATIVE MODEL FOR ORGANIZING PSYCHO-CORRECTION WORK WITH FAMILIES OF HANDICAPPED PEOPLE

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Preface *The article describes theoretical and methodological basis of psychological help to families of handicapped people, including innovative model for organizing psycho-correction work.*

Key words: *handicapped children, socialization, adaptation, psychic traumatization of family members, prolonged stress, psychological diagnostics and consulting, psychological correction.*

Organizing psychological help to families with handicapped children are theoretically and methodologically based on well-known provisions of Russian defectological science: cultural and historical theory of L.S.Vygotsky; theories of A.N.Leontyev's and S.L.Rubinstein's activities; theory of relationships of B.G.Ananyev, M.M.Kabanov, V.N.Myasishchev; theory of personality and neuroses concept of V.N.Myasishchev; K.Leongard's and A.E.Lichko's studies about character accentuations.

The provision about the child's specific way of development as special process of obtaining social and cultural experience of mutual relationships with adult world is a very important theoretical thesis which determines the role of social conditions in the child's psychical development. Social environment (in this case – atmosphere

within the family) is not just external condition but source of the child's development as well. The process of mutual relationships between the child and adults (parents, substitute parents) is accompanied by creating, developing and implementing different forms of psychical activity (A.N.Leontyev), including development of personal qualities.

Basic positions of some theories and studies play important part in building the concept of psychological help to families of handicapped people:

-psychological and educational principles of development of a child with psycho-physical disabilities are results of a difficult process of the child's socialization (T.A.Vlasova, L.S.Vygotsky, V.I.Lubovsky, D.B.Elkonin);

-development in conditions of dysontogenesis demands creating special corrective and developing atmosphere (K.S. Lebedinskaya, V.V.Lebedinskiy, I. Yu.Levchenko, V.I.Lubovsky, E.I.Mastyukova, M.S.Pevzner, V.G.Petrova, S.Ya.Rubinstein, U.V.Ulyenkova).

Special corrective and developing atmosphere in the family means relationships within the family which are created by parents and provide optimal development of a handicapped child with psychical and physical disabilities.

Family is regarded as a framework determinant in the child's social and cultural status predestinating the child's further psychophysical and social development. Family is a social institute; historically its mission has always been to resolve problems of upbringing. Through the ages family has been basic form of socializing the growing generation. Modern researches reveal direct impact of the family factor on the child's development peculiarities: the stronger family problems manifest themselves, the more the child's disabilities are expressed (N.P.Bolotova, 2011; V.V.Tkacheva, 1999, 2005). These positions shall be allowed for both in diagnostic and correction work with the handicapped child and during the contact with such child's parents as well.

Meanwhile, special attention shall be drawn to positive influence of the handicapped child's relatives and to creating adequate conditions for the child's education, both in a special institution and at home. Family climate shall be

considered as corrective atmosphere which develops the child via its harmonious affect, creates positive moral qualities in the child, kind attitude to the world.

Combined approaches to rendering psychological assistance to families with handicapped children, implemented by means of improving family climate and harmonizing interpersonal relationships, including relationships between spouses, parent-child and child-parent relationships, allow to resolve problems of differential and targeted assistance to the problem child.

Family of a handicapped child is a uniform social organism developing according to the laws of social development united with other families. Today a handicapped child's family is considered as structure which could provide conditions of the child's optimal development, in case of rendering special psychological assistance to such family (S..Zabramnaya, I.Yu.Levchenko, E.I.Leongard, N.V.Mazurova, G.A.Mishina, E.M.Mastyukova, L.I.Solntseva, V.V.Tkacheva, etc). Such understanding of family is basic criteria in organizing work with parents of handicapped children.

Handicapped child is source of specific worries for his or her parents. Inferiority complex, the feeling of guilt, worries caused by birth of a "disabled" child in relation to his or her development, education, and future, constantly accompany the child's parents and relatives throughout their whole life. In spite of their hidden rehabilitative capacities, such families are not able to express these capacities without active corrective support of specialists. Positive rehabilitative capacities of the family as a social institute ensuring conditions for its members' development are not implemented.

Practically, de facto, in many cases, without corresponding psychological and educational support the family situation brings to destructive results injuring personalities of the family members. Such interfamily climate appears due to the following reasons:

· low level of the family's rehabilitative capacities required for helping the handicapped child;

· high level of the family members' psychic traumatization caused by birth of a handicapped child; parents perceive their life situation as lack of way out and sink into "psychological" and "social" dead-end;

· absence of basic psychological and educational knowledge about peculiarities of such a child's development; depending position in respect of the child's upbringing; the parents' subconscious antagonism to the child's peculiarities , what is caused both by their personal premorbid characters and by cultural and value orientations in respect of such a child.

Rendering special complex assistance to families with handicapped people requires *scrutinizing such families' problems (diagnostics) and wider involving new psycho-corrective technologies into the "field" of specialists' corrective activities (consulting and psycho-correction).* Owing to this, the work with parents may include two directions, allowing for all the experience accumulated in Russian special pedagogics and psychology regarding this issue:

-educational and awareness-raising work with parents;

-psychological and pedagogical coordination of families with handicapped children.

Educational and Awareness-Raising Work with Parents

Russian special pedagogics possesses reach experience of awareness-raising work executed by specialists with their pupils' parents. This experience is represented in scientific and methodological heritage of A.N.Grabarov, E.K.Gracheva, V.P.Kashchenko, I.V.Malyarevsky, etc. This experience can also be used in the approach we suggest for implementing. It includes activities of many specialists whose help is demanded by families with handicapped children.

Educational and awareness-raising direction is the first historically created form of specialists' (doctors, teachers and psychologists) work with parents of handicapped children. *Targets* of educational and awareness-raising work are as follows:

-creating harmonious relationships between the personnel of a special institution and the pupils' families;

-raising the level of parents' psychological and pedagogical competence.

The following *tasks* are set to specialists in their work with parents of handicapped children:

-creating parents' motivation to settle harmonious relationships with the problem child;

- creating parents' motivation to cooperate with specialists of the institution where the child acquires help;

-developing the parents' need in increasing their cultural level and psychological and pedagogical competence.

Supplying various information to parents regarding the peculiarities of their child's development determines the necessity to include the work of specialists of different profiles into the educational and awareness-raising direction. Depending on the specifics of assistance to be rendered, the following functional blocks can be highlighted:

-administrative and informative block;

-medical block;

-pedagogical block;

-block of social and legal support;

-psychological block.

It is remarkable that *work in groups* is basic form of organizing the work with parents in this direction: convening seminars, consultations, lectures, meetings, round tables, etc. Herewith, subject to the requirements, interaction can be organized *in the individual form* (individual consultations "specialist – parent", conversations in a group of three – "specialist – child – parent").

Psychological and Pedagogical Coordination of Families with Handicapped Child

The second direction includes both pedagogical and psychological content of work with handicapped children's families. Methodology of psycho-correction work with the pupils' families is represented in detail in our publications (I.Yu.Levchenko, V.V.Tkacheva, 2008).

Innovation of the suggested approach is as follows: for the first time the pupils' parents are included into the "field" of specialists' diagnostic and corrective work. The family is perceived as integral unified organism experiencing psychological and pedagogical problems, therefore, assistance shall be rendered to the whole family (parents, other members of family), not only to the handicapped child.

Psychological and pedagogical coordination of the family with handicapped child is carried out by a psychologist. Three types of psychologist's activities are traditionally highlighted: diagnostics, consulting and correction.

Diagnostic Block

The work of diagnostic block is built following two directions: *diagnostics of child and diagnostics of parents or substitute parents.*

It is remarkable that this block includes, first of all, psychological study of the pupils' family structures, relationships within the families and personal peculiarities of the children's parents. Therefore, inspection of families of handicapped people shall be accompanied by revealing the *peculiarities of interfamily atmosphere* where the handicapped person lives. Diagnostic aspects of studying families of handicapped people are provided in detail (aims, goals, directions of work) in our publications (V.V.Tkacheva, 2006)

Consulting Block

Consulting block orients handicapped people's relatives in resolving psychological and pedagogical problems – determination of strategies and tactics of the child's development and upbringing, direction to studying in pre-school educational establishment, school, class, etc. Via consulting parents the psychologist gives recommendations how to optimize interfamily atmosphere and to counter-balance interpersonal conflicts. Moreover, the psychologist provides professional orientation to handicapped teenagers and young people. The psychologist gives clarifications and explanations to the handicapped person's parents regarding the most convenient "route" of the child's future job placement.

Corrective Block

The psychologist's main target in the correction work with families is as follows: upon the psychologist's assistance, parents shall see real perspectives of the child's development, make an impression about possible difficulties which may occur in different age periods of handicapped children**,** and to determine their own role in the process of accompanying the child.

The psychologist shall, in a tactful and correct manner, help the parents to get rid of their illusions regarding the child's future. Herewith, the psychologist shall strengthen the parent's belief in the child's capabilities and perspectives of development, including their belief in the fact that properly organized corrective ad pedagogical influence will optimize the child's further intellectual and personal development. This target is obtained by organizing psycho-corrective trainings "psychologist – child – parent", as well as by convening group corrective classes with handicapped children's parents (VV.Tkacheva, 2007).

Correction of inadequate behavior strategies of family members allows to avoid inadequate models of interaction and bringing up handicapped children in the family, to overcome interpersonal confrontation within the family, to improve internal psychological state of parents, to establish harmonious interaction of parents with the surrounding world, to escape the parent's pseudo-autization and avoid their "isolating themselves" in their own problem.

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FEATURES OF THE FORMATION OF MEDIA ENVIRONMENT IN THE EDUCATIONAL PROCESS

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This article examines media education, its features and tools, the elements that form the information-educational environment, and the benefits of multimedia technologies.

Key words: media environment, media culture, media education, media literacy, multimedia technologies and Internet media.

Currently innovative multimedia technologies allow direct pedagogical potential of multimedia in a means of increasing professional and personal activity of students of higher education which promotes independent, critical, individual, creative thinking, the formation of aesthetic taste, the ability to perceive and interpret the full media texts, the ability to analyze and synthesize spatio-temporal reality. All these qualities are placed in the training of competent professionals, including by means of information and communication technologies. [3, 4]

Media education is made up of two words, media and education. The meaning of the term "media" (in English) - a means, a way, a mediator, an intermediate stage. Definition, which includes scientific and technical tools and techniques that are assigned to a particular subject of a broadcast data message in one form or another. The purpose of media is not only a study of students of intermediary functions

telecommunications, but also their ability to conscious perception of the information, and serious social environment, media information and media text.

Media educational activity is seen as a trend, promoting the study of the laws of the mass media. The main task of media education - to prepare the new generation for the modern information age situations, the perception of diverse material, trained to perceive it, and realize the consequences of her actions on the psyche, master means of communication on the basis of non-verbal forms of communication to the promotion of technical facilities and modern automated information technology.

Acquired as a result of this process get the name of the media literacy skills.

· From this definition implies a close relationship mediaoobrazovaniya with computer science, relying on its knowledge and information competence subjects of the educational institution. Media education involves the formation of a special type of information and educational competence, media competence.

· The use of information and computer technologies in educational process opens the students access to non-traditional sources of information are also designed to form the students of the university innovative thinking. It brings a whole new possibilities for creativity and increases the effectiveness of homework. These factors contribute to the formation of a new information structure-learning environment, which is characterized by: [2]

Multimedia technologies are becoming one of the main directions of improvement of computer technology. Can solve the problems of teaching professional communication, speed it up by the quickening pace of individualization of learning, simulations, increasing the active time of each student, the visibility of the learning process. We list the advantages of multimedia technologies: the organization of cognitive activity by modeling (3d Studio max, TrueSpace, Ray Dream Studio), which gives the opportunity to demonstrate experiments or actual running processes; imitation of typical situations of professional communication using multimedia, provides visualization of imaginary or real-life situations; application of the knowledge gained iumeny provide the optimal solution, and solutions in difficult situations, effective training received and skills, such as

automated control of learning, allowing time to identify gaps in students (testing system VOTUM); development of creative thinking (mental flexibility, imagination, imagination , intuition, improvisation) association in the curriculum of visual and audio forms of presenting the information, which enable organically engage students in a problem situation and form a powerful stimulus of interest and enthusiasm for the study of probability teme.Shirokie create and conduct dynamic presentations (Power Point).

Means of media education are: the device audio - video input and output, high quality sound and video cards, video capture card, the recorded image from a VCR or camcorder, and introducing it into a personal computer, high-quality acoustic and reproducing system with amplifiers, speakers, large video screens, scanners; high-quality printers. [3]

Activated multimedia audio-visual perception channels cause the creative impulse of the participants of training, enhance the ability of self-expression of students in the learning process. Interpersonal interaction, augmented multimedia educational resources, and organizes cultural space in which to create and develop future specialist, able to solve problems in a continuously changing world.

Media education forms its environment - media environment caused by its terms and means.

Particular attention is paid to this concept in his work N.Kirillovoy [4] "Media Environment of the Russian modernization." Great Encyclopedic Dictionary of philosophical category "environment" is interpreted as "environment surrounding social-human social, material and spiritual conditions of its existence and activities. Environment in the broadest sense includes social institutions, social consciousness and culture. The social environment in a narrow smyslevklyuchaet immediate human environment: family, work, training, and other groups ". [5]

Proceeding from this, the author brings the definition of media environment is what surrounds us every day. This set of conditions, which operates in the context of media culture, that is, the scope of which is through the mediation of Mass Communication connects people with the world, reports, entertains, promotes certain

moral and aesthetic values, provides the ideological, economic or organizational action for assessment, reporting and people's behavior.Article Kuzmin AM [6] "Category" media environment "and its contents at the current stage of development of society," study class "media environment" and it is a generalized opredelenie.Na basis of this analysis the category of "media environment" determine how the space in which is created, disseminated and reproduced by means of mass communication and Media, Culture information Society.

Media Environment Education, is a cultural and educational environment that is formed by human capabilities - an area which is relevant to complement interpersonal interactions, the use of interactive technology, which enhances communication and organizing the new system of relations, actively transforming the world. [1]. Here, an important object of the information and educational interaction are the electronic form of multimedia educational resources (hypermedia, interactive multimedia).Thus, the innovative organization of the educational process is the mastery of technical, practical, methodical and technological foundations of self-identity in the professional experience sfere.Sotsialny technically опосредованноговзаимодействия develops creative, critical, domain-specific thinking, form mediakulturu.Realizuya innovative approach to the organization of university media environment, teacher and a university student master the dialogue form the subject-subject interaction, which guarantees the free self-actualization and self-identity; vperehode process knowledge of their category in a meaningful and independent form, in interactive communications; vinformatsionnoy saturation of training, in the "immersion" learning in a special environment-media environment that stimulates research, the results of a self-assessment of learning.

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THE USING OFINTERDISCIPLINARY APPROACH FOR FORMING OF YOUNG LEARNERS' COMMUNICATIVE COMPETENCE

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The article deals with the problem of interdisciplinary learning as an important element within curriculum. The role of using interdisciplinary approach in primary school is analyzed and the idea of its broadening to enrich pupils' skills, knowledge and understanding is shown.

Key words: interdisciplinary learning, interdisciplinary approach, primary school, curriculum, knowledge, interdisciplinary understanding.

The interdisciplinary approach to instruction and curriculum development in technology education has received a great deal of attention in recent years. J. Lindbeck referred to an interdisciplinary approach as an enriching "departure from, or modification of standard programs" [3, p.184]. Although this concept has a deep

historical footing, the building of a structure for a curriculum integrating knowledge and skills, typically acquired by students of primary school in separate subject areas, has gotten underway only within the past 20 years. Although the concept is not new to the profession, it has recently regenerated considerable discussion and debate and seems at last to be coming to fruition, or at least reaching a stage of serious experimentation through projects such as the Technology, Science, Language Integration Projects, and it defines the actuality of our article.

The aim of the article is to analyze the role of interdisciplinary learning in the educational process of primary school, to search such aspects as interdisciplinary approach and disciplinary understanding.

There are different ways of understanding of interdisciplinary learning. B. Janes defines it as one of many ways to learn over the course of a curriculum. When educators consider their curricular objectives and students' needs, they may choose interdisciplinary learning to deliver part or all of the content they will present. This method can help bring students to a new awareness of the meaningful connections that exist among the disciplines [6, p.20].

N. Postman understands interdisciplinary studies as activity based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people [5, p. 80].

We consider interdisciplinary learning is an educational process in which two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area. Implementing an interdisciplinary learning program brings teachers together to create exciting learning experiences for students as well as discovering new ways of delivering the curriculum. The concept of interdisciplinary learning acknowledges the integrity and uniqueness of each subject area, yet recognizes the interrelationships of one subject to another.

Teachers, like students, benefit from interdisciplinary learning as it builds understanding of other subject areas and fosters appreciation of the knowledge and

expertise of other staff members. It facilitates teamwork and planning as teachers work together to weave a theme across several subject areas.

Individuals demonstrate interdisciplinary understanding when they integrate knowledge and modes of thinking from two or more disciplines (or well established fields of study) in order to create products, raise questions, solve problems, and offer explanations of the world around them in ways that would not have been possible through single disciplinary means [3, p.190].

Elementary students shows their disciplinary understanding when they can use knowledge and modes of thinking developed by expert communities (e.g. in languages, mathematics, arts) in order to create products, raise questions, solve problems, and offer explanations of the world around them in ways that echo expert practices in the domain. Four dimensions are embodied in disciplinary understanding: *Knowledge:* ability to use key elements, concepts, relationships, theories, and schools of thought in the discipline. *Methods:* ability to engage in modes of inquiry that characterize the discipline, research methods, evidence, creation. *Purpose:* an understanding of the goals that drive disciplinary inquiry and the ways in which knowledge can be used. *Forms:* ability to use the languages and forms of communication typical of the discipline (essays, artworks, scientific reports)

Effective interdisciplinary approach can take the form of individual one-off projects or longer courses of study; is planned around clear purposes; is based upon experiences and outcomes drawn from different curriculum areas or subjects within them; ensures progression in skills and in knowledge and understanding; can provide opportunities for mixed-stage learning which is interest-based.

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary learning is an important element within curriculum for excellence.

Actually, interdisciplinary learning has become more pervasive since many state standards directly ask for such linkages. However, there tends to be a split between elementary and middle/high school grades. In elementary, instruction focuses on skill

development: reading, writing, basic math, and thinking skills applied to content. Once students leave elementary school, the focus has traditionally shifted from the teaching of skills to the coverage of content. This is still the norm in many schools despite decades of research that says we should integrate curriculum content with the teaching of skills and thinking processes. There has also been polarity between those who promote interdisciplinary learning and those who fear that it will replace discipline-based learning, and for a long time this limited interdisciplinary approaches in schools. This conflict has pretty much disappeared. Interdisciplinary curricula are becoming more and more common.

A well-designed interdisciplinary unit uses organizing centers and essential questions as a conceptual lens that validates each discipline base as having depth and integrity all its own, while at the same time revealing connections among the disciplines. Finding these connections encourages students to think at a higher cognitive level [2, p.16].

The organization of an appropriate curriculum, considered necessary for technology education to be deemed a discipline, consumed an inordinate amount of time and effort during the 1980's. Yet, technology educators could trap themselves into a model of what a discipline "should be" by focusing extensively on the organization of content. While content structure is necessary, Maley recognized that "the program should be directed towards the development of the individual including such areas as the basic skills, learning to learn, social skills, communications, and a sense of self–worth" [4, p. 38].

As the conclusion, we should admit, the concept of an interdisciplinary approach has a long history within the profession and recently it has experienced a strong resurgence. But realization of this kind of learning helps students of primary school to get deeper knowledge and begin to realize how the skills and knowledge in one subject area can transfer into another and, ultimately, be applied to life experiences. A broad interdisciplinary approach should be considered a natural outcome of general educational practice.

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STRATEGIC MANAGEMENT OF SELF-DETERMINATION OF HIGH SCHOOL STUDENTS IN WORKING PROFESSIONS

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This paper describes the rationale of self-determination process control problems of school-leavers in the context of the requirements of modern labor market. There are disclosed the basic laws and principles of strategic management of self-determination of high school students in blue-collar occupations.

Keywords: self-determination in blue-collar occupations, strategic management.

Building a market economy makes increasing demands on the level of the personnel training and motivational readiness of young people to work in

manufacturing. Today the situation of acute shortage of skilled workers in the Russian economy is in close connection with the problem of the lack of commitment of young people to work in blue-collar occupations, respectively, with the problem of the formation and reproduction of educational and employment potential of the society.

The increased intensity of labor, the need to transfer knowledge to the practical application, changes in the current labor market in favor of increasing the proportion of the workforce while increasing demands of employers for workers with more urgency actualize the problem of self-determination of secondary school graduates in blue-collar occupations. However, from the study (B.L. Agranovich, I. Ansoff, V.I. Zagvyazinsky, A.K .Klujev, E.A. Knyazev, O.S. Vikhansky, Y. N. Petrov, V.A Testov etc .) have identified the paradoxical results of the socialization of students and their adaptation to the socio-economic conditions are not appropriate to environmental conditions of the dynamics of life and professional values; unstable adaptation to the conditions of life of high school students with contradictory attitude to the phenomena occurring in the community.

There is a set of objective contradictions that hinder this process: between the socially constructed nature of the requirements for high school students and professional self-insufficiency of science-based process of management, between the needs of modern labor market, which is interested in getting qualified skilled workers and the absence of mechanisms for the design and implementation of the management of professional self-determination of students; between the demands of production, requiring motivation to work in blue-collar occupations of graduates of schools and the lack of mechanisms for shaping the content of teaching and professional schools; between the needs and interests of the student and the lack of motivation for future careers. The possibility of productive solutions of these problems is significantly complicated by the lack of evidence-based management structures strategy to optimize the process of self-determination in blue-collar occupations.

According to our study, the existing control methods do not provide the educational organization of readiness of school graduates to work in blue-collar occupations, thus do not provide an order of professional organizations for potential

applicants, therefore, do not satisfy the requirements of the employer. Solving this problem requires urgent action to modernize the management of these processes in terms of general organization. The important factors are the effective management of competence, skill development of the organization's strategic vision, including the relevance of acquiring skills that go into the logic of «the future to the present» [1].

Our proposed author's approach to the understanding of the process of self-determination of senior management in blue-collar occupations allows us to show in the time term life meaning and significance of values, career-consciousness and behavior of high school students in order to manage this process.

Characterization of the process control system of professional self–determination of pupils in secondary school is built based on its integrity, hierarchy, variability, axiological, motivational conditioning, manageability and measurability [2]. To analyze the process of self-determination of senior management in blue-collar occupations should comply with several conditions: first, to provide high school student as an active, independent, responsible, able to self-reflection and self-determination subject of self - determination, and secondly, to consider the identity of the senior student as a dynamically developing, having the understanding of their own abilities and potentials, life strategies and key stages of their lives, as well as the goals and needs at every stage, and thirdly, to take into account the value-semantic components of student activity.

The content of these conditions at the same time is a characteristic of self-determination of high school students in blue-collar occupations. This analysis would be incomplete if you do not include the determinants of student self-determination. They can be external - environmental conditions and internal - responsibility, optimism, the passing of time, and others that are always interconnected, for example, the level of activity is determined by the characteristics of the senior high school environment and individual characteristics of the student. It should also consider the following factor of self-determination: it is not enough for high school students to determine their place in the existing social structure and value system, their adulthood has the important task not only correct, but also create a system of professional values,

norms and ideals, form a new professional structure of society, design strategies in life, defend life principles.

The institutional mechanism for management of self-determination of high school students can be in the form of an interconnected algorithm. In this mechanism, the management of organizational and executive functions objectively belongs to each cycle management and seeks to control the object (the process of self-determination of high school students) by the set of methods and tools necessary to achieve the goals effectively. This function depends on the quality of the execution of the organization. Organizational and executive activities at any hierarchical level are cyclical and consist of the following phases: analysis of activity, goal-setting, forecasting, planning, implementation, monitoring and evaluation, management and correction.

Effective, science-based management of any social system can only be done on the basis of objective patterns of activity that allows the development of effective methods of management. An existing need for the identification and formulation of the complex patterns of self-management process in terms of senior secondary school is due to the need to move from observation of phenomena existing in the management of the study of the deep internal links, conscious anticipation of the results and consequences of managerial decisions. The analysis of scientific literature and empirical experience has allowed us to formulate the basic laws of the process of self-determination of senior management in blue-collar occupations.

The integrity and unity of the process control system of self-determination of senior students in blue-collar occupations. The management and control systems are integrated with the meta-cause-and-effect relationships between the components that generate high levels of emergence. The principles and technology management, self-management and self-development of meta system meet the strategic objectives of the aggregate of the subject and the progressive complexity of the object - a process of self-determination of school students.

Non-linearity of the process of self-determination of senior management in blue-collar occupations. The evolution of the behavior of the system of self-determination is complex and ambiguous, so the fluctuations (external actions) can cause deviations of

the system from its steady state in any direction - the entropy change can be positive or negative. Effective control action on the set of indicators of self-determination of students must be properly organized, that is, harmonically conjugate to the intrinsic properties of self-determination. At the resonant effect is important the correct spatial organization of managerial influence, not its strength and intensity.

Evaluative nature of the process of self-determination of senior management in blue-collar occupations. Promote awareness of the teachers' personally significant values of self-determination of high school students in blue-collar occupations as the resulting improvement of professional skills, the increase of personal responsibility of all control subjects is achieved in a corporate culture based on the values of professional development and personal growth.

Predictability of the process of self-determination of senior management in blue-collar occupations. Effective management of self-determination of high school students involves multi-dimensional, multi-component and polyphony (alternative and variability) control actions, which allow to identify in advance the deviation of the individual parameters of the process of self-determination, their causes, and to calibrate the controller.

Integrative process of self-management in blue-collar occupations on the basis of complex feedbacks. Determinant in the development, adoption and implementation of strategic management decisions is the feedback - information on the indicator values of self-determination and their impact on the integral quality of professional self-determination of school students**.** The composition of the estimated parameters of self-determination is systematic, scientifically based and consistent with the solid structure of self-determination in blue-collar occupations, fully reflects the connection between the quality characteristics of the various components of self-determination [3].

The paradigm of strategic management of self-determination is, to a greater extent generated, rather than existing practice to identify strategic priorities for the process of self-definition of the place and role of educational institutions in the context of socio-cultural changes, the definition of long-term and has not formed the needs for personnel.

In broad terms, the strategy management process of professional self-determination of pupils should be formed taking into account the overall socio-cultural situation, relations of cooperation, partnerships that result in a new level of professional competence of the involved in self-determination.

The principles of strategic management of self-determination of high school students in blue-collar occupations we consider as a set of guidelines the practical implementation of which will provide the conditions ensuring the quality of the decision and its implementation, and evaluation of solutions in the field of strategic management of self-determination of high school students in blue-collar occupations. The basic principles of strategic management of self-determination of high school students in blue-collar occupations are: consistency, focus, effectiveness. They define the requirements for the strategic management (planned character, integrity, scientific, predictive). Principles of formation of the strategic management process of self-determination of high school students in blue-collar occupations (hierarchy, integrity, evolutionary) define the requirements for the strategic management of self-determination of students (resilience, adaptability, openness, rationality). Principles of formation of the strategic management of professional self-determination of students (continuous, cyclical, dynamic, optimality) define the requirements for the process management (efficiency, effectiveness, adaptability).

Our study suggests that a result of self-determination in blue-collar occupations in senior high school as a future employee's sphere of industrial activity must form professional and personal competence as an integral quality that allows a student to navigate in blue-collar jobs, understand the value and importance of the worker and to be motivational and ready to work in productive activities. Professional and personal competence of senior high school as a result of its educational activity is a projection of the level of its culture as a prospective employee. Therefore, the quality of professional self-determination of high school students can be defined as the quality of his or her culture. Accordingly, the strategy of self-determination of senior management in blue-collar occupations should be aimed at improving the social and creative environment, his or her social and cultural development. This allows

identifying professional and personal competence of high school students as future workers as a leading indicator of the quality of the educational process at school [3].

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION AS A PHENOMENON OF THE MODERN TECHNOLOGY REVOLUTION

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This article discusses the nature and content of the modern technological revolution and its impact on the educational process, the possibility of using of information and communication technologies in the high school educational process.

Key words: the modern technological revolution, professional competence, information and communication technologies in education, Internet – technologies.

Current information transformation of educational systems changes the concept about the goals, objectives, content, results of professional education in general and subject knowledge in particular. This trend is a reflection of fundamental changes in the being of a man, his relationship with the world during the process of the modern technological revolution.

According to a number of theorists of "postindustrial society" the technological approach can now be extended to all aspects of public life. Thus, J. Galbraith describes technology as a systematic application of scientific knowledge to solve practical problems [3, p.12]. D. Bell, H. Brooks, C. Kasprzyk do a special emphasis on the fundamental possibility of multiple applications developed on the basis of scientific technology to any field of human work to achieve social or individual goals [5, p.245-246].

The essence of the modern technological revolution is deviation of mankind, its practice from the human world part commensurate with him, beyond everyday human experience it shows up in a set of interrelated qualitative transformations unfolding in the system "Science - Technology - Manufacturing (practice)" [10, p. 120]. We shall dwell briefly on their characteristics.

The first change takes place in science. Merab K. Mamardashvili sees the roots of this qualitative transformation in the unique human ability to "know that has nothing to do with consequences for human life and interests, incommensurate with them and can not be limited to anything" [6, p.123 -124]. In the era of the fourth global scientific revolution postnonclassical science is born with a historically developing systems as an object. Medical and biological objects, objects of global ecology, biotechnology, the "man - machine" system in which a person is included as a component have a special place among them [11]. The activity with the historically developing systems is a prime example of science movement beyond the bounds of the "human world".

The second change relating to the content of scientific and technological revolution is the emergence of a qualitatively new technology undertaking the function of the universal logical thinking specially designed for information

processing and decision-making, "replacing" the human brain and able to act in some way better than him. Thus, the same trend can be traced in the development of technology as in the development of science: deviation of a man from the scope commensurate with himself.

It can be traced in expansion of information sphere (infosphere), in the processes of complexity and miniaturization of telecommunication networks, the use of electronic technology and computer devices, the transition to digital methods of information storing, processing and increased requirements to its quality and safety, the development of intelligent systems and information and urban complexes (nodes of the global information and social and natural space and communications) – information policy [2, p.11].

The third transformation is the "change of the leader" in the system "science - technology" when engineering outruns science performing the "drilling" function (Bonifaty M. Kedrov) paving the way to engineering and manufacturing development.

The fourth transformation closely related to the previous ones is in production. Qualitative changes in science and technology allow a person to emerge from the direct technological process leaving behind the most important functions: setting goals and objectives, general management and control, selection of optimal solutions from the full set of alternatives proposed by the computer, outcomes predicting, meaningful interpretation of the data received, development of new schemes and strategies.

The very nature of these types of actions as well as expanding areas of activity where over a period of labor activity of a person there is a change of several generations of technology, requires high professional and cultural level, the ability to act under uncertainty, in the situation of alternative solutions and changing social and cultural background that is the creative style of activity.

For the human society development and even for simple preservation of level of life already achieved it is necessary to create social conditions that ensure the smooth deployment of the technological revolution eliminating the risk of runaway of natural

forces assimilated by people using them against society and humanity. The set of requirements of scientific and technological revolution to the society with the need includes modernization of the education sector providing access to scientific knowledge and information - the main strategic resource of the post-industrial era, forming a human subjectivity that activates his professional and personal potential.

The effectiveness of professional education today is associated with the fact to what extent it is aimed in advance to changes in science, engineering and technology, as well as the timing of their introduction into production [12, p.5]. The effectiveness of teaching methods is determined by the degree of their conformity to modern knowledge methods of scientific and social patterns.

As is known the creative style of activity considered today as a necessary component of personal competence can be formed only in a contradiction between stable activity characteristics that constitute an element of social experience and new changing conditions in labor, knowledge, communication.

There is a number of pedagogical conditions conducive to the students' creative style of activity:

- personalization of learning intending construction of individual trajectories of development of students;
- a combination of learning differentiation and integrity;
- unity and integrity of organization and self-organization of self-training activity, gradual transfer of administrative functions from a teacher to a student;
- consistency and correlation of individual internal potential and external environment in which they are realized;
- variability of educational environment, providing a choice situation in which there should be entities of cognitive activity;
- dialogization of training, creation of a reflective education environment.

The actual problem of pedagogy is the development of didactic theories and search of training technology complying with the given laws. Specialists pay special attention to the implementation of information and communication technologies, especially Internet - technologies. Thus, "didactic education informatization" justified

by Irena V. Robert committing changes in the understanding of objectives, content, results, organizational forms and methods of education from the point of view of realization of didactic possibilities of information and communication technologies. [9]. Mikhail N. Berulava while developing methodological basis of network educational strategies focuses on the benefits of the virtual educational environment which includes: initiativity of information gaining by the subject and accordingly high motivation to its acquisition; psychological comfort during information gaining that is not associated with bad points of communication interaction in real educational environment; information gaining in accordance with the subject's dominant cognitive, communicative and affective styles and strategies [1, p.9-11].

The solution of educational aims adequate to the current stage of scientific and technological development is more often associated with technologies Web 2.0 that allow users to work and place information on the Internet in various forms (interpretation of Tim O'Reilly) [7].

Development of social services has led to the emergence of phenomena which are called differently: wisdom of the crowd, crowdsourcing, wikinomics, public support [8, p.114.]. At the base of these phenomena is the ability to attract grassroots to participate directly in collective creativity and decision-making. The range of possible directions of such creativity encompasses both relatively simple actions, such as collection and re-use of existing knowledge and content - objects (collections of media materials, references, etc.) as well as a much more complex tasks of creating new collective documents, books, standards.

In the didactic literature of recent years specific nature of educational system basic principles is discussed that is adequate to education aim in the post-industrial era called Education 2.0 (similar to Web 2.0) [4].

It is reasonable to say that Web 2.0 technologies can combine specificity of humanity subjects (philosophy in particular) and benefits offered by information and communication technologies. Thus, independent search, analysis, data conversion, publication of results, specially organized communication correspond to the "spirit" of philosophy of.

For example, an interesting and productive type of students' independent activity is creation of a public-page in a social network or keeping their own blog. The students, who chose this type of independent activity in the study of philosophy course, see the possibility to search for primary sources and literature on issues of their personal interest, place freely information, discuss philosophical problems and communicate with other students on study questions.

Application of information and communication technologies in education is a reflection of changes that characterize relationship between a man and the world in the deployment of the modern technological revolution. Taking this circumstance into account while determining the objectives, content, results, forms and methods of education is an objective necessity today.

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Sharko V.D.

THE SYSTEM OF PROFESSIONAL TEACHING COMPETENCES AND PECULIARITY OF THEIR DEVELOPMENT AFTER GRADUATION.

KhersonState University

Herson, 40 years old on October 27, 73000

This article is dedicated to the problems of young teachers in modern schools. The requirements for teachers' preparation in varying knowledge standards have been considered. Some factors affecting on the professional teaching competence development and new approaches to raising the professional teachers skills have been analysed. .

Keywords: teacher's professional competence, development, postgraduate education.

An analysis of global trends in teacher education makes it clear that the requirements to teacher professionalism and personal qualities should be rised. According to scientists, the main problems for teachers all over the world nowadays are following:

- Permanent increasing of educational content and the level of educational standards;

- Complication of youth upbringing problems;

- Continuous becoming proficient in technology of training and upbringing of today's students;

- Solutions to complex professional and pedagogical problems that require the integration of knowledge, practical skills and pedagogy with such sciences as philosophy, psychology, medicine, economics, etc.;

- Working in a unified information surrounding that provides the efficient using of information technology in the educational process.

These problems mentioned above relate to Ukrainian teachers who have to adopt those new standards for the secondary school education. They should realise modern approaches to the educational process, to educate future citizens with a high culture level and humanistic values.

From our point of view the solution to those problems is possible in the presence of the following teachers' virtues:

- The ability to analyze some difficult situations and apply existing knowledge to find solutions to them;

- Willingness to understand the problem and to try the ways to tackle them;

- The ability to make decisions based on their own experience, common sense and achievements of modern science;

- The ability to take the initiative without waiting for other offers;

- The ability to work independently without supervisors;

- The ability to take responsibility on their own initiative;

- The ability to get on well with students, parents, colleagues and administration;

- The desire to improve their knowledge on their own initiative;

From mentioned above it is clear that to solve the problems of training, education and development of future citizens of the country will be possible for the teachers with high professional competence, creativity, a high level of intelligence and erudition and tendency to permanent self-education.

The word "competence" is originated from the Latin word "competo" which means "to meet certain requirements." That means the willingness and ability of the teachers to the effective implementation of their professional activities, necessary amount of knowledge, skills and abilities which determine the formation of the his teaching activities, teacher communication and personality, ideals and pedagogical consciousness.

The professional competence of teachers, being an attribute of the full process of teaching activities should provide all of its components:

- Self-selection and the construction of abstract approaches, principles, values, goals on the basis of systematic analysis of the socio-cultural and pedagogical reality;

- Creation of specific projects and the ideal learning process based on abstract interpretation of the rules;

- The development of methodological tools for their implementation;

- The practical implementation of the developed projects;

- Reflection on the educational process and its results.

Taking into consideration all given above, the professional competence of the teachers should includes the following components:

-Methodological competence;

-Psycho-pedagogical competence;

- Subject matter competence ;

- Technological competence;

- Personal competence;

- Social competence;

- Information competence.

Each of the competencies can be considered as a system object, which consists of its corresponding cognitive content, activity and personal components.

Development of professional competence of the teacher in the period of post-graduate management through it's own activities. This may be implemented two types of control of his professional growth: normative and reflexive. In the first - control the operation and development of self-education is based on the regulatory review process and its results, comparing with the stated objectives. In the second - on the basis of reflective analysis, which involves comparing the results with their own plan and the process of its implementation.

The factors that influence on the development of the professional competence of teachers are following:

1. The initial level of development and professionalism of teachers.

2. The living conditions of teachers, which are determined by:

- The regional education system conditions;

- The ratio of administration to innovative processes in education, to the development of social, cognitive, occupational activity the teacher;

- Material support of the educational process in the school;

- Moral and material incentives of pedagogical work.

3. State of the system of training and retraining of personnel in the region.

Regarding the latter, we note that, traditionally, the teacher improve their skills once every five years at the Institute of Postgraduate Education, in a rapidly changing regulations, and thus the requirements for the organization of the educational process and its results is not enough to implement them in the learning process. For this reason, increasing the professional competence of the teacher should be carried out continuously within the institution in which he works. In connection with this, there is a need of teaching staff in the organization of the professional development of teachers and the development of a new system of methodical work in the school.

The priority for improving professional competence of teachers at the school level are the following tasks:

1. The organization of an effective structure of methodological and psychological services with the goals and objectives of the programme of development of a particular educational institution.

2. Formation of teaching unions in educational institutions and the organization of their interaction on the object, and cross curricular levels.

3. Creation of temporary working groups for implementation of individual and collective projects aimed at developing the professional competence of teachers.

4. The spreading of information services, the initiation of motivation, encouragement needs of teachers in self-education.

5. More effective use of the training and development of professional competence of teachers of the new information technologies.

6. Targeted getting the most accurate information about the system tracking the process and results of the development of professional competence of teachers, changes in their academic work, and the impact of these changes on the level of educational achievements of pupils, their development (monitoring of professional competence).

Professional assistance to schools in the implementation of those tasks today can be given by the Academy of pedagogical mastery, which has been created by an initiative of the Institute of Teacher Education and Adult Education NAPS in Ukraine on the basis of open centers of professional skill of the teacher.

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HEALTHY LIFESTYLE AS A FACTOR OF SAVING PSYCHOSOMATIC OF THE WELL-BEING OF TODAY'S YOUTH

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At present time actually topics of healthy lifestyles as fast development of modern society, a focus on wealth, development of social networks and Internet resources leads to aborted fundamental knowledge about health, healthy body, a deep misunderstanding of problems and their solutions . Accordingly, there is an increased incidence in all major groups of diseases, higher mortality, lower birth rates, life

expectancy. To stop this process, relying only on medicine, it is impossible, because in most cases, doctors have to deal with the already sick. In order not to get sick, a person needs to learn to stay healthy.

Health - an invaluable asset not only each person but also society as a whole. In meetings, partings with family and loved ones, we wish them good and good health, as it is - the basic condition and guarantee of a full and happy life. Health helps us to perform our plans successfully meet the basic life challenges, overcome difficulties and considerable congestion. Good health, it is reasonable keeps and strengthens the man himself, gives him a long and active life. Life convincingly testifies that the person becomes a grade person only in conditions of social life, but in the process of education and training, just in the process of creative work [1].

Building on the study of the fundamentals of a healthy way of life, and given the risk factors that can disrupt the normal physiological and psychological functioning of organs and systems, is the set of of reasons. Smoking, alcohol, low physical activity, appetite loss carry more harmful to physical factors. But few people think that the range of psychosocial factors also play an important role in the process of socialization. Stress, anger and aggression, frustration and depression, insomnia, and many other reasons lead to self-destruction of the body, in other words people undermines their health, dooms himself to suffering, premature aging and joyless life [2].

No matter how perfect the medicine, it can not rid everyone from all diseases. The man - the creator of their own health, to be fought. So from an early age to form children's active lifestyle, tempered, exercise and sports, personal hygiene, eating right, that is reasonable ways to achieve true harmony health [3].

Within the perspective directions of the University "NRU BelSU" for the development of healthy lifestyles, much attention is paid to sports activities aimed at the development of physical qualities and health promotion, both students and university employees. Interdepartmental competitions are held for the purpose of promoting sports among students, improve sports skills of the participants, as well as

exposure of perspective athletes to prepare for participation in city and regional competitions.

The purpose of improving the military-patriotic and sports activities for the education of young people, ready to defend the homeland was designed game "Zarnitsa". This activity contributes to the formation of initiative and independence, conscious discipline, camaraderie and friendship, teamwork, commitment and courage, resourcefulness and endurance. Students are also given the opportunity to stay active in the health-care complex nature park "Nezhegol", which are held faculty health days. Conditions for vacationers in the park "Nezhegol" really great: in addition to the natural uniqueness here has all the necessary sports infrastructure to organize competitions in various sports and art competitions. Students and staff who are also taking part in the Days of Health can battle on the tennis court, play soccer and volleyball, handball and even dancing in a disco under open sky.

Since actually of the subject that conducted a survey of students, aimed at determining the number of respondents involved in sports and lead healthy lifestyles. Based on the data held series of training exercises aimed at developing students' plants for a healthy lifestyle, maintaining a psychosomatic health. Students have been active in the debate, argued about a healthy lifestyle, discussed the impact of chemical dependency on the human body, both in physiological and a psychological standpoint. The question of what activities can be carried out at the level of the area, region, city, university.

Thus, it must be concluded that for attract of young people to lead healthy, active lives, to be interested in the sport, have psychosomatic health managers at various levels should take into account, first of all, the wishes of students, encourage them to enter a variety of free sections, more frequent health days, curator hours on promotion of sport, to organize and support voluntary movement of students.

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ADAPTATION TO INNOVATIVE ACTIVITY OF TEACHERS OF PHILOSOFICAL AND HISTORICAL DISCIPLINES

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Keywords: adaptation, individual profile of a laterality, innovative activity, innovative educational space....

Innovative education is the process and the result of such training and educational work, which stimulate and design a new type of activity, both the individual and society as a whole. Educational activity in terms of innovative educational environment requires qualitatively different processes of development of the innovation subjects.

As part of studying characteristics of high school teachers adaption to innovation, we carried out a study which was attended by teachers, implementing the basic educational program of historical and philological specialties and areas of training in the amount of 74 people (67 women and 7 men) aged 25 to 45 years.

According to the study of individual profiles of laterality in samples of teachers identified the following patterns. The results are presented in tabular form.

Table 1

The distribution of teachers with different individual profiles of laterality

RRR (%)	RLR (%)	RRL (%)	RLL (%)	mixed group of left-handed andambidextrous

teachers psycho-pedagogical subjects	45.9	16.2	14.9	12.2	10.8

As can be seen from Table 1, the sample of teachers of historical and philological disciplines as represented by lateral group of "RRR" - 45.9%, followed by the group "RLR" - 16.2%, the group "RRL" was 14.9%; " RLL "- 12.2%, and a mixed group of left-handed and ambidextrous was 10.8%. The results confirmed the evidence that a group of right-handed unilateral "RFP" is characterized by the maximum representation in the general population.

According to the study determined the statistical differences identified groups of teachers on methods of the "16-FLO" R.Kettella, "DPA" Rogers and R.Daymond, "UNP" SRI im.V.M. Spondylitis, "Types of temporal orientation" and "Time semantic differential" E.I. Golovakha and A.A. Kronik (1984). The results are shown in Table 2.

Table 2

The results of the study of individual psychological characteristics of teachers psycho-pedagogical subjects with right and left index sample "cross hands"

parameter	LRRRH (left index sample "cross hands") (mean values)	RRRRH (right index sample "cross hands") (Mean values)	Significant difference (U-test of Mann-Whitney test)
"16FLO" R. Cattell			
A factor	8.2	6.9	p <0.05
technique for diagnosing the level of neuroticism and psihopatizatsii ("ODC")			
level of neuroticism	17.9	16.3	p <0.01
level	2.4	1	p <0.01

psihopatizatsii

technique "Types of temporary orientations"

focus on the past	5	6.8	p <0.05
focus on the present	8.5	9.2	p <0.05

method of diagnosis of psychological adjustment (K.Rodzhersa, R.Daymonda) "DPA"

adaptation	58.7	63.6	p <0.05
acceptance of others	63.4	71.6	p <0.002

As can be seen from Table 2, statistically significant differences were found by the method of "16FLO" R. Cattell by a factor A ("closed-sociability"): This indicator is higher among teachers with LRRRH than teachers RRRRH group (p <0.05). This means that teachers disciplines of the profile with a lead left elbow more closed, indifferent, inclined to doubt everything, seek solitude, avoid compromise of views: teachers with RRRRH described as outgoing, good-natured, trusting and attentive to people who are ready to cooperate and mutual aid. When calculating the difference in mean values in terms of technique, "UNP" between teachers of History and Philology profile with the right and left index sample "cross hands" revealed the following differences: the level of "neuroticism" and "psihopaticism" of teachers with LRRRH higher than that of teachers PPPPR (p <0.01), which suggests that teachers with RRRRH have a low level in terms of neuroticism, it characterizes them as emotionally stable, optimistic, independent and sociable personalities. And at the same time, the low level of diligence psihopaticism says, agreeableness, orientation to the opinions of others and a commitment to a strict observance of generally accepted rules and norms of behavior.

When calculating the difference in mean values in terms of technique "Types of temporal orientation" among teachers of historical and philological disciplines with the left and right indicators trial "cross hands" revealed the following patterns.

Teachers with RRRRH are more focused on the present than the teachers with LRRRRH ($p < 0.05$). Teachers with LRRRH, in turn, are focused on the future achievements than teachers with RRRRH (9.4 points in the LRRRH group, compared with 8 points in the group RRRRH), but the differences did not reach the level of statistical significance. Teachers with RRRRH are more inclined to focus on the past, to analyze past events ($p < 0.05$). These results can probably talk about it more realistic and constructive in teaching, demonstrating the dominance of the right elbow (left hemisphere), which probably affects their adaptability.

Differences in mean values in terms of technique "Time semantic differential" between teachers historical and philological disciplines with the left and right indicators trial "cross hands" was not found.

Revealed some differences in the mean values in terms of the "DPA" method by K.Rodzhers and R.Daymond between teachers and study areas with the left and right indicators trial "cross hands."On a scale of "adaptation" to the teachers RRRRH show higher scores than teachers with LRRRH ($p < 0.05$), as well as on the scale of "acceptance of others": the teachers RRRRH with higher scores on the scale than teachers with LRRRH ($p < 0.002$). This result suggests the use of teachers with RRRRH most adaptive strategies of behavior, they tend to acceptance of the other, with all the advantages and disadvantages.

According to the study formulate the following conclusions:

1. Group unilateral right-handed "RRR" is characterized by the maximum representation in the general population.
2. Results of the study of individual characteristics of teachers with different dominant elbow can be seen as characteristics that contribute to some cases of social and psychological adaptation to innovation at the university.

Thus, teachers with different types of individual profiles of laterality can discover different ways to adapt to innovation at the university.

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PARTICULAR MANIFESTATION OF CONFIDENCE IN STUDENTS WITH DIFFERENT LEVELS OF LIFE COMPREHENSION

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In this article is discusses the features of the manifestation of trust among students with different levels of life comprehension.

Keywords: trust in yourself and others, life comprehension, the age of the student, the parameters of life comprehension.

In recent years, Russian and foreign social psychology's attention was paid to study the problem of trust. Trust is a major component of interpersonal and inter-group communication, as well as the functioning of society. The phenomenon of trust is present in almost all areas of our life, in economic and political relations, in medicine, in education, as well as in the life of a second person. Thus, there is the phenomenon of trust in any area of mutual action between people, which can be expressed in the category of trust or distrust. The study of trust over the years engaged Bandura A., Gozman L., Kon, Kronik E., Kupreychenko A., Skrypkina T., Petro Skye L., Porshnev F., and others.

Despite the large number of studies in the areas of trust, to date, it is not generally valid concept is not defined in the full structure, functions, types and developed the leading factors of trust. Clear reasons for the measurement of trust yet,

so do not always understand what is being measured in empirical studies, as confidence is closely related to other social and psychological phenomena. This is one of the main problems in the study of trust.

Considering the life comprehension were engaged scholars such psychologists as, Asmolova A., Vasilyuk F., Vygotsky L., J. Crumb, A. Leontev, V. Frankl, and many others. It can not exist out our spiritual valids in particular.

Turning to the analysis of vital areas that characterize the level of expression of confidence in themselves, we obtained the following results as you:

43.7% of students have a high credibility. We can assume that this is self-confident people who rely on themselves, do their own. They are active and motivated students. They have a lot in the process of learning, so that the knowledge and skills acquired which can be used in life, 31% of students have an average indicator of confidence in myself. It can be assumed that these subjects trust themselves, but not in all areas of life. They can always rely on themselves to solve any problems, do not always believe in yourself. Often under a doubt 25.3% of students have a low index of confidence in itself. Rather, it is the students are not confident in their abilities, they do not know how to apply their knowledge in practice, can not find a common language with the people around them because they do not believe in themselves.

Turning to the performance of confidence to the other students from the total to about quantity we obtained the following results: 35.2% of students trusted loved one. Trust in other it is to some as the credibility of the world. That trust makes a simple interaction in communication. Between relatives often came as a complete trust that originates in childhood. So close people we are expandable and more than familiar and unfamiliar. Where there is trust, and there are other phenomena, such as friendship. Some people can trust theirself of thoughts, feelings, and experiences that reveals the inner world of man. With my boyfriend students to easily install to the chivy contact, there is no strict control over the interlocutor in the process of interaction, they are genuinely open up your soul to a friend, and then sure that information is told in A & M will not be issused. Reciprocity of these parameters is

an important condition for the emergence of trust. In this process of dialogue with the self-revelation of man. Students may loved one is kind of a free pass intimate and confidential information, feelings, and we know. The credibility of the closest people can also manifest itself in behavioral and by the minute. To a friend, you can ask for help or advice in a difficult and conflict situations, 38.5% of students trusted friend to man. This is due to the fact that mutual trust between people based on the interpenetration of people interacting in the meanings of each other, so there are new smy with formula. With a familiar person to contact, the students come voluntarily, and in the communication process is the involvement of drugog man in his inner world. In any communication is always present, which is the proportion of confidence, without this communication is not possible. Therefore, students with a sign on mym person communicate freely and openly, in respect of the parties inherent exists friendliness and trust. The trust brings people together in a "we." The credibility of an acquaintance of pref lag value relation to the identity of the other person. Trusting familiar person, we hope that it will not harm us, and we will not give, but this is unfortunately not always justified and etsya. It connects people trust, the trust is formed and exists in interpersonal relationships.About trust can be spoken of as a state of readiness to the trustee with respect to the act of communication, which is formed in a TO ANY based on past experience with this man, and as determined by social status, social role in relation to PARTNERSHIPS, 2 6.3% of students trust a stranger. In the process of commonly exists a certain amount of trust and cooperation in the process is the proportion of confidence either increases or decreases. The credibility each time addressed to different people and varies considerably in content. Stranger difficult to open up, to trust confidential information or intimate option. No assurance that the information that we entrust a stranger tical rights, will not be misused. "Significant others" are not only those to whom we relate well and those to whom we treat bad, and the parameter "significance" can be as hinder, impede the emergence of trust and cn sobstvovat about establishing trust. There is no certainty of the communication partner. What

would trust a stranger, you need to listen to a partner, honestly and openly, and with and without distortions, to convey information.

Thus, in a study of trust in others, you can conclude that students have more confidence in a close and familiar to the people. Because they can voluntarily give an intimate and PRIVACY information, feelings and thoughts. Relationships are built on the basis of past experience of the first. The credibility of the familiar person's value assumes REGARDING e to the identity of the other person. Trusting an acquaintance, we are working on e emsya that he will not hurt us and not give us, but this is unfortunately not always justified theentire.Trust connects people, trust is formed and exists in interpersonal relationships. In communicating both partners perceive each other as equal actors. With this interact with partners trust yourself and your partner equally. People hear each other, understand each other's meanings, and on this basis the new meanings are at.

Turning to the general indicators of the sages awn life of the total sample, we obtained the following results: 60% of students overall meaningfulness of life below normal (less than 110 points). Life makes sense they do not, they do not make plans for b in duschee. Students believe that life is not subject to control. The plans do not bring them Satisfactory on rhenium.

In 40% of students overall are normal (from 110 - to 130 points). It can be assumed that life makes sense in part Article from dents, they can set goals, but not always implement them in life. It is not always the realization of the goals is satisfying this article in Dent.

Students with high comprehension of life (over 130 points) was not indentified.

Thus, it can be concluded that, at this stage of age students do not have clearly defined goals in life, the process of life is not colored emotions, boring life at the moment does not make them satisfing. Most students will receive the same control over their lives, and they can implement their plans and life's teams.

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ASSESSMENT OF QUALITY OF HIGHER EDUCATION THROUGH THE PROGNOSTIC TYPE OF TEACHER'S PEDAGOGICAL CULTURE

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In the unified informative-educational area pedagogical culture of the university teacher acquires some new traits connected with its prognostic, innovative character which make it a condition as well as an indicator of quality of the educational process.

Keywords: quality of higher education, assessment of quality of higher education, unified informative-educational area, pedagogical culture, prognostic pedagogical culture, competence-based approach, the Federal State Educational Standards, professional competencies, a knowledge-based economy, a project-centered type of student's conscience, life-long education.

Quality of higher education is treated nowadays not only as a mere educational problem but as one of the main social and economic indicators, which determine the position of the country on the global arena. The transition to the informative society is followed by re-assessment of the impact of many social and cultural processes, and higher education plays here one of the leading roles.

Many attempts are being taken now to enhance the quality of higher education. We witness the constant efforts of the Russian government to improve the education

of the young specialists by introduction of new readings of the Federal State Educational Standards and hardening of the procedures of university attestation and accreditation. On the part of the Universities much energy is introduced into the search of new and more efficient technologies of education, assessment of students' progress, development of the material base for scientific investigations.

During the first decade of the 21-st century the requirements to the university teacher changed radically. Though quite recently his/her level of proficiency has been measured through the scope of professional knowledge, nowadays the university teacher faces a great number of various complicated tasks and his personal success as well as overcoming of many critical situations in the social-economic life of the society depend on the his professional competencies.

The modern university teacher lives and works in the informative-educational area. That means that his/her contribution into the process of assessment of education quality, terms of labour and requirements to the pedagogical culture have undergone serious changes.

In the first place possession of profound knowledge, though being still the unchangeable requirement to any university teacher, has stopped to be the only tool in assessment of his professional skills as from year to year any individual has more ways of access to any type of information.

In the second place all the educational policy has suffered serious changes in the information society. The official Universities have become only one of the ways of getting education among a great variety of other different sources of information. Internet resources, different models of distant education and other technologies that we have not suspected of even some years before are used nowadays in providing a person with valuable information. The new paradigm of education has created a new scheme of relations between traditional and alternative education: traditional colleges form a person's readiness to acquiring new skills and knowledge in the process of alternative education, and alternative form, in its turn, develops basic fundamental knowledge which has been inserted by traditional education.

In the third place at the end of 20-th – beginning of the 21-st centuries a new concept of education was launched under the motto of *continuous education,* or *life-long education* that is perceived as a complex of conditions for a free development of educational, intellectual and activity abilities of the individual during all his/her life.

Traditional approaches to determining a quality of education have become out-dated and ineffective. Informative society cannot be satisfied only with education as a transition of the results of humanity's historical development in a fixed form. It should be rendered as an endless process of acquiring new experience and knowledge. Besides this information is only a means to culture understanding but not culture itself. This contradiction makes us name *determination by the future as the main aim of higher education.* This idea as well the principles of creation of the unified informative-educational area have become the cornerstones of the following international educational documents as UNESCO Reform and Development of Higher Education, European Commission White Paper "Teaching and learning: towards the learning society" [1]; European Commission: Social Portrait of Europe, documents of Bologna Agreement and etc.

And in the fourth place – and it may be of the prime importance – a modern teacher should realize that he/she now meets a quite new generation of students in the classroom. These young people have many new psychological traits and personal characteristics, a new level of education and new purposes of getting higher education and life expectations. They possess new technologies of getting information and its representation. There is no need to argue now if these changes are good or not. We are to get used to cooperate with this new generation and to help them to find their way in a complicated social environment by consulting them on various social, educative and professional problems. The Vice-President of the Russian Academy of Education D.I. Feldshtein stated that we live in a unique time, time that is characterized not only by ordinary changes, but time of historically significant transformations when the problem of a Person as a real subject of the historical process has got a priority: this Person must be able to stabilize and solve extraordinary problems in the conditions of uncertainty of the social situation and be ready to preserve the best of the human

potential, creative and directed to the exploration of the radically new ways of his future [2].

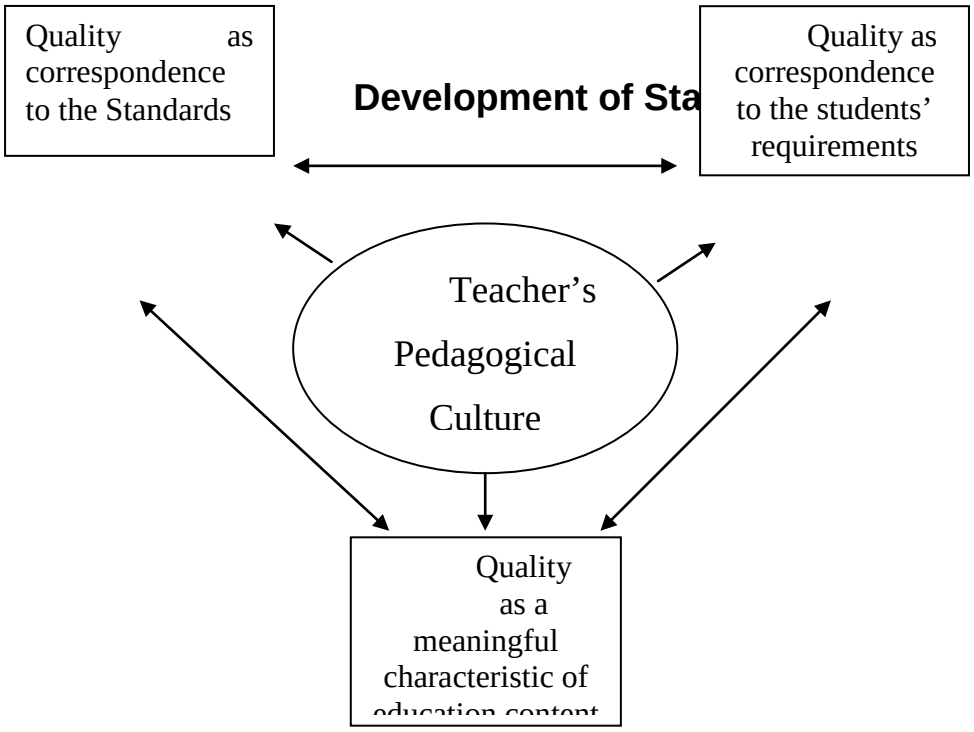
New requirements to goods, service and professional training makes it necessary to reconsider the concept of quality in new social-educational conditions. Quality is a global priority, it is a symbol of the civilized development and future survival of the civilization [3].

There are several approaches to the problem of quality. From the point of view of education (pedagogics) the effectiveness of educational processes is studied, its role in forming a complex of personality's traits, University graduate's professional competencies is measured [4: 5]. But from the point of view of economy quality of a graduate's training is displayed in the effectiveness of his work, competitiveness at the market.

Scheme 1

Pedagogical culture of the university teacher

as a condition and an indicator of quality of the educational process



We single out three main directions in assessment of quality of higher education:

1) correspondence of the graduates to the society's and industrial requirements is determined in the Federal State Educational Standards and other normative judicial documents, through the procedures of accreditation and licensing of the Universities [3];

2) the level of a personality's satisfaction with quality of education, variety of educational programmes for the benefit of his/her development and professional perfection [5];

3) a specific content of education, personal components of professional competencies that form a personal-valuable attitude of participants of educational process to knowledge and develop the personal structures of conscience [5; 8].

In the present article we'd like to concentrate on the third direction. More and more scientists stress interdependence between a personality's development and quality of education. M.M. Potashnik writes: "… quality of education is determined not only by quantity and quality of knowledge but by quality of personal, spiritual, patriotic development of growing generation. That is its main social value. [4]. E.V. Bondarevskaya shares this point of view, she thinks that quality of education means "… not only acquisition of a definite scope of knowledge in definite subject spheres but also a forming of free, humane, spiritual, creative, practical personality" [5].

In a number of modern works on education problems a special attention is given to qualitative criteria of professional activity assessment. The effectiveness of the educational process is determined through University staff appointment policy, the availability of continuous professional improvement system, correspondence of staff promotion criteria to the new social requirements. [6; 7; 8].

There is no unanimity of views towards the criteria of teachers' activity, which is to be taken into consideration while quality assessment. The most general approach is based on the opinion that quality of the educational process is ensured by such factors as teachers' age, length of teaching experience, education, level of skills, innovative character of teaching activity, self-education, ability to reflection, to creativity while solving educational problems, as well as a number of teachers who possess candidate and doctor degrees, combination of educative, research and teaching activities, etc. [3]. The categories reflecting a level of teachers' satisfaction

with their work are not less important: availability of social protection system, different ways of information exchange among the staff, agreement among the University police and aims of individual teachers, reality of teachers' participation in managing decisions, the role of the University in the community life and the corresponding professional sphere, etc.

Trying to give our definition to *quality of the educational process* we consider it *as a measure of content correspondence of every component and all the processes to the aims and tasks of free self-development of personalities in an educational process who perform their life activity on the basis of finding personal values in cultural, social and educational reconsideration and taking into account the personality's conscience structures.*

The University teacher being the connecting link between the university educational area and educational process acts as a condition and an indicator of the education quality. Thanks to his/her special position in informative society a teacher guarantees pedagogical support, humanization of education, up-dating of its content towards getting personal values in knowledge, skills and competencies acquisition.

In opposition to the theory of effective teacher in Russian pedagogics a theory of pedagogical culture has been actively developed. *Pedagogical culture* of a teacher is an integrated expression of his/her personality. It has a complex structure, because it consists of a hierarchy of different elements. The system-building component is humane, democratic, student-cantered morality of a teacher. We have developed a model of a pedagogical culture of the University teacher using a competence-based approach which determines the choice of the following aggregate of professional competences:

1) *a subject competence* – deep knowledge and practical skills in the sphere of the subject being taught;

2) *a value-meaningful competence* – a wide range of cultural interests, deep comprehension of national and world culture;

3) *a general cultural competence* – a developed system of life values, socially significant ethical norms, which determine the content and performance of the professional activity;

4) *a social organizing competence* –- teacher's competence in the sphere of planning, aiming, structuring, controlling both his own activity and the students' or colleagues' work; the skills to organize group activity, to control it; professional ethics of interpersonal relations and pedagogic activity, cross-cultural and professional tolerance;

4) *a communicative competence* – knowledge of communication laws, possession of professional speech techniques, availability of social cultural and speech competences, compensatory skills, a rather fluent possession minimum of one foreign language;

5) *an informative-research competence* – the skills to look for information, identify its value, analyze, generalize, put into a system, make conclusions, use it in order to meet professional and personal aims, the skills to use modern informative technologies, to preserve available information and create the new one, enriching the culture in this way;

6) *a valiological competence* – attentive approach to ecology of human labour, providing favourable conditions for students as well as himself during educational process;

7) *a reflection competence of personal self-perfection* – reflection and self-regulation of thinking, availability of skills of psychological, physical, moral perfection, emotional development, the organization of labor, working regime and a working place;

8) *a complex of professionally significant traits* such as love to students, empathy, fascination, hard-working, etc. [9].

The latest changes in education, approaches to assessment of quality of higher education make us suppose that it is timely to speak about a new type of teacher's pedagogical culture – a culture that has a transforming, innovative, prognostic character. This type of culture has to provide a university teacher with an opportunity to single out the most promising fields of science and technology development, to conduct scientific investigation working out the progressive theories and methods, to create the specific conditions for students' development by showing them different

alternative solutions of the problem, competitive scientific points of view and suggesting them to joint scientific research.

We understand *a prognostic type of the pedagogical culture as a complicated system of spiritual values, conscious personal scientific views and a totality of professional and personal competencies which help him to predict the changes in the economic situation and to react to all the challenges of time, displaying creativity, innovative decisions, individuality in all the spheres of his educational professional activity.*

If university teachers want to cope with a vast number of changes in the sphere of higher education and make their attempts in enhancing the efficiency of educational process really successful they are to develop prognostic competencies that can help them to predict what content, methods and technologies of education will be able to satisfy the ever growing requirements to a modern specialist.

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EXPERIENCE IN IMPLEMENTATION OF TRAINING PROGRAMME CONTINUING PROFESSIONAL EDUCATION "FIRE SAFETY" ON COMBINED FORM

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In this paper the results of testing training course "Fire safety" in blended form in the center of distance learning "Integrated security" at the Institute of distance education Novosibirsk State Technical University (NSTU). The analysis of the satisfaction of students completing the course, generated recommendations for improving the quality of the learning process on the proposed course of study.

Keywords: fire safety, distance learning, the blended model of learning, e-learning environment, e-training material, active learning methods

With the growth of energoosnaschennosti modern facilities and increases the risk of fires and fire situations, due to the risk to human life and calls for a new integrated approach to fire safety. Education on fire safety of employees of enterprises associated with certain difficulties: the nature of the work, remoteness

from the center of training, material, household, economic problems listeners when leaving for a long period of training. In this situation, the most appropriate form of education is *distance learning* without departing from the places of residence and work. The distance education is perceived positively by managers and specialists of distance education, as it leads to a decrease in the cost of initial training and further training of the staff, by saving on rent and equipping of classrooms, staff salaries, travel expenses, and more over.

Since training in fire safety must pass all managers (owners) of the company, and senior specialists, persons designated responsible for fire safety, as well as doing work with high fire danger, before the self-performance of work, the procedures for carrying out testing of the blended learning of training program continuing professional education "Fire safety" was held with the participation of the various categories of students. [1]

Study groups were formed of specialists who hold various positions in educational and research institutions of different kinds: Russian Academy of Sciences,

institutions, educational administration, vocational training institutions, educational institutions, pre-school educational institutions. In addition, undergo training in fire safety experts recommended that some of its Ministry of education, science and innovation policy of the Novosibirsk region.

Developed two training programs: *program 1* - for managers, professionals education (academic) institutions, persons responsible for fire safety in enterprises, and the *program 2* – training of teacher discipline "Safety" in the field of fire safety.

For the best understanding of training material for group enrolled in programs DPO "Fire safety" we proposed to use a combined form (model) training that combines full-time training and education in distance mode. Blended form of learning allows you to combine the opportunities of the traditional educational process and the benefits of information and communication educational technologies to work remotely. [2]

Directly to the implementation of training on problems of human security in the framework of research work was created site distance learning to "Integrated security", which has 7 sections - fire safety, electrical safety, ecological safety, environment safety, information safety, etc. and placed on the NSTU website at http://kb.edu.nstu.ru.

The paper presents the results of testing training program blended model continuing professional education "Fire safety" was created as part of the institute of distance learning NSTU Center for distance learning "Integrated security" [3].

The organization of blended learning

In accordance with the selected model training students invited to participate in the opening and final sessions in person, that is, direct "face to face" with the teacher, as well as four distance seminars, with the bulk of the educational information presented to students in the form of a set of e-learning materials available in multiplayer mode with the student's personal page. The purpose of distance seminars conducted in off-line mode, the systematization of knowledge and control of the educational process of students, derived from independent work with the materials of the course modules, regulatory documents, etc. The seminar will take-away no more than 1-2 issues. Distance seminars contribute to the formation of group work skills, the development of non-verbal communication (the ability to read and interpret visual information, to express their views in writing connected), and in addition there is the possibility of additional direct contact with the teachers of the course and the group in the process of communicative interaction.

Education in distance mode is organized with the use of e-learning environment to the Training center distance learning, developed by a group of technical support of Institute of distance education NSTU. Structure of the software and hardware of distance learning can be represented in the form of two interconnected parts: the site "Integrated security" and distance learning system. In Institute of distance education NSTU successfully implemented family of products, known *DiSpace*. *DiSpace* - this is a family of software systems used to support distance learning at the level of planning and organization of the educational process. All software products family

DiSpace are web based applications: to work with, a user needs only a web browser (Internet Explorer, Mozilla Firefox, Opera or any other). E-learning environment *DiSpace* allows the learner to organize the work of the iimplementation, storage and sending of individual tasks the teacher of the course, to be tested in an electronic form, contact with teachers and tutors of the course.

In developing the training complex program continuing professional education "Fire safety" took into account that e-learning materials should include the mandatory sections of the course that has been done in the framework of the research work on all modules of the program "Fire safety" [4]. Forming groups was carried out on the basis of registered applications and issued orders to the enrollment of students according to individual trajectories for selected programs, taking into account the modules included in the core of the course modules and the variable part of the program.

The proposed modular approach structuring e-training course into account the requirements for e-learning materials:

- the clarity of the division of educational material into its component parts (modular course);

- the uniqueness of the selection of appropriate forms and means of presentation of each module;

- ease of selection of educational material for different categories of students by removing or introducing additional units of the variable part.

Modular technology enables *individual learning paths*: on the content of training, the level of self-reliance, on the methods and techniques of training, according to the methods of control and self-control, and, in the end, in the rate and timing of learning. *The goal of modular training* is to help develop students' independence, their ability to work with the individual methods of elaboration of training material [5].

The authors of the developers were formed individual trajectories of students with the inclusion of mandatory educational modules that made up the "core" course for programs 1 and 2, as well as modules that students choose at its discretion, the so-

called "elective "part of the training programs: for the program 1 - at least 3 modules; for the program 2 - at least 4 modules.

Conduct introductory classes full-time with a parallel translation in the form of a webinar

Introductory webinar conducted in full-time mode and simultaneously recorded as a video file for viewing in the electronic learning environment at a convenient time for students. The webinar includes an explanation of the course supervisor / tutor of the e-learning environment in the Training center, the forms of interaction with teachers and tutors. The second part of an introductory webinar consisted answers questions from the teacher of the course learning about the requirements for the implementation of tasks, characteristics of control measures. The final part was devoted to familiarize students with the rules of fire safety conditions in the Russian Federation.

After following a full-time meeting should provide students access to teaching materials according to the program and the choice of variant modules, and begins his own learning (self-study modules e-training course), sending learners assignments in modules for checking the teacher and their participation in the distance seminars of the Center.

Students were responsible for their successes were relatively free to choose the pace of work (all within the period of study). Students are also able to exercise self-control quality learning material modules, using the capabilities of the software environment (providing the ability to test the knowledge). For the learning process was characterized by the predominance of independent work of students ("spare time"), the reduction of direct contact with teachers, and therefore the interaction of students with the teacher was based on the analysis of the most

significant and complex issues digestible module.

Analysis of satisfaction of students after training the course

During the implementation of training special attention was paid to the issue of the quality of e-learning in the form of a combined ESP Center to "Integrated Security".

To assess the quality of the learning process and the work of teachers used the model of quality management developed by the European Foundation for Quality Management EFQM. Under this model, the issue of quality of education is viewed in terms of meeting the needs of learners and the quality of education provided by the constant monitoring and improvement of the educational process. This model is implemented in the evaluation of the quality of the NSTU in recent years [6]. Process quality blended learning program "Fire Safety" was determined in accordance with the process approach through the quality of the regulatory framework, the quality of the educational process conditions, the quality of teaching and the quality of the results. The regulatory framework includes tools, procedures, controls and methods of data processing.

The results were evaluated as learning achievements of students on modules, their satisfaction with the program. Obtained at different stages of the project to analyze and use information for management decision-making on adjustment of the "standards" of quality, environment and learning process.

After training the authors formed indicators and quality criteria developed tools (questionnaires) and selected methods of analysis and presentation of results according to the selected model quality assessment [7]. Analysis of satisfaction with the results of training conducted during the experiment for each of the target groups of learners. For the indicators used in the questionnaire of the experiment was calculated expectation m and standard deviation (S) for each of the indicators. To evaluate the differences of opinions of students Wilcoxon test was used. It was found that differences of opinion for different target groups is not significant, however further survey data were analyzed independently by the target group.

The results of processing the preference learning form shown in Table 2.

Table 2

Preferred forms of learning

Study mode	Percentage of students who have	Percentage of students who recommend

	expressed their preference,%	the form of training,%
Intramural	10	10
Distance	40	40
Blended	60	60

According to the results of Table 2 shows that the majority of students preferred the combined form of study. The motivation for this choice was that this form allows you to directly communicate with the teacher and other students to discuss the pressing issues of complex, while providing opportunities to learn "anywhere" and "anytime".

The summary table 3 shows the results of a survey of students on the above parameters.

Table 3

Summary table of the results of the survey on all counts

№	Indicators	*m*	*S*
The information content of the program			
1	Actuality	3,50	1.17
2	The practical orientation	5,83	0.28
3	Systematic	4,50	0.56
The quality of e-learning materials			
4	Availability	4,17	0.56
5	Completeness	4,33	1.33
6	Ease of implementation e-learning materials	4,83	1.22
Teacher training activities			
7	The objectives and content of the program's expectations of students	5,50	0.50
8	The use of active forms of learning	4,83	0.67

9	The involvement of students in the learning process	2,73	1.22
The quality of e-learning environment			
10	Functional completeness	5,67	0.44
11	Working with the test	5,33	0.67
12	Simplicity (ease of) communication with all members of the educational process	5,67	0.44
13	Usability Interface	5,50	0.67

Analyzing the data summary table, it can be concluded that, in general, at the rate of "Fire Safety" results of the study are high and students are satisfied with the proposed form of the learning process.

Particularly noteworthy are the lower results in terms of "relevance" (3.5), "The involvement of students in the learning process" (2,73).

After analyzing the data for program managers were given training possible explanations for this fact, and formed recommendations for improving the quality of the learning process for the blended form:

1. The proposed program in theoretical materials were somewhat familiar to learners, carrying informative and may therefore have been assessed as less urgent. On this fact the authors of programs on fire safety recommendations were made to supplement the course e-training materials "Fire Safety" specific examples of practices that would make them more relevant and useful. In addition, practice-based learning affects more effective assimilation of skills.

2. Requirements of the modern labor market lead to the need to improve the techniques and methods of training and retraining of specialists of different levels of the program as higher vocational training and continuing professional education. Low estimate of the indicator "The involvement of students in the learning process' may be due to the insufficient use of modern educational technology e-training materials, active learning, for example, case technology, simulators, computer simulations that involve students in the learning process.

Accordingly, the developers of the program were given recommendations to complement and expand the e-learning materials that have been presented, mostly in the form of text and multimedia resources. For example, in conjunction with programmers to develop simulation models - exercise equipment for fire safety.

Summing up the results of testing training in a combined model

After summarizing the results of testing training program combined model continuing professional education "Fire Safety" and the following conclusions were reached:

1. Accordingly, the obtained data shows that the majority of students accept and prefer the combined form of study.

2. It was noted that the use of modular technology of forming training programs with a choice of elective modules of the program provides the organization an individual trajectory for the learning and use of the combined model improves the quality of training.

Along with a positive experience, marked by certain drawbacks, it is avoidable.

1. So, it was noted that the majority of students have postponed testing last week, referring to employment for work. For the future, it is appropriate to set target dates for which students should master the set amount of material to study, report the results of tests and assignments.

2. Revealed that students must possess confidence skills with a personal computer and the ability to navigate the Internet - a medium.

3. The necessity of additions e-training materials program continuing professional education "Fire Safety" materials using active and interactive teaching methods.

However, during the final events of the "round table" students welcomed the proposed form of training and expressed a wish to implement training in combined form for continuing professional education programs on occupational safety and protection in emergency situations, providing anti-terrorist security.

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TRAINING STUDENTS OF LANGUAGE ON THE USE OF INFORMATION TECHNOLOGIES

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The article considers the problem of improvements within the system of training University students of language on the use of information and communication technologies in their professional activity.

Keywords: information technologies, informatization of the society, IT in education, information technologies in linguistics, linguist, linguistic software, digital learning resource.

Information technologies in recent years have become a critical factor of stipulating the development of information community. Building such a community will undoubtedly make a step forward towards the future of mankind. Modern society, however, is already notable for information technologies which are widely spread in the sphere of education and which impose new requirements on professional skills and on the quality training of future specialists. Therefore, the system providing training on the use of information technologies requires constant improvements and development. The ability to use information technologies is ranked nowadays alongside the skills of reading and writing. A modern University graduate must be well aware of the Single Information Space and must have the skills of information retrieval, processing and storage [1].

It should be noted that knowledge and skills acquired in IT training depend not only on the level of teaching, but on the student's major discipline as well. Thus, the students of language will require training on the problems of construction algorithms, modeling linguistic problems, modern programming languages. They must also have knowledge of linguistic software as well as the appropriate processing skills. All

these factors define the contents of the University course “Information Technologies in Linguistics” which would help the students to get the idea of computerizing the linguistic problem and solving it: wording followed by an algorithm and a software application.

As required by IT syllabi for students of language [2; 3; 5; 6; 7] the above mentioned discipline should include the basic concepts concerned with algorithms, modeling, databases and telecommunication. However, the way the students of language acquire and use their knowledge makes it possible to consider all these issues in conformity to the particular tasks: recognizing meanings of polysemantic words, syntactic analysis of a sentence, precis-writing, abstracting and translating texts. Thereby it is important that the teacher should plot the relationship between the wording of the language task and the algorithm of its fulfillment. That is why the IT syllabus for language students is aimed at teaching the effective use of information technologies for automatic recognition of the text and word processing, statistic analysis of the text and modeling in the fields of language and language teaching. The teaching matter is arranged in such a way so that the student of language could understand that his PC knowledge will not require knowing the fundamentals of mathematics, that every graduate of the philological faculty could take the main part in creating computer-aided systems of teaching, abstracting, précis-writing and translating. The practical classes involve the study, description and analysis of software applications from the following list [4]:

· linguistic analysis of a text;

· automatic word processing;

· text manipulation;

· psycholinguistic software;

· natural-language generators;

· natural-language processing and machine translation;

· catalogues and resource collections;

· dictionaries and thesauri;

· search engines and full-text search;

· systems of synthesis and speech recognition.

Linguistic analysis of a text is represented by software applications realizing the computer systems (Cibola/Oleada), which offer syntactic and morphological analyses of Russian texts (Russian Morphological Dictionary), mathematical analysis of the text structure (Linguoanalyser), as well as by the software applications for work with texts of full length and for work with transcription symbols (StarLing System).

Especially interesting among the computer programs of text recognition are the module of graphemic analysis, the packages of morphological analysis for Russian, German and English, the module for automatic delete of homonymy, the module of semantic analysis, search system for linguists, different thesauri and glossaries. They are represented by such programs as Textarc, LeoBilingua and toolboxes МедиаЛингва (MediaLingua).

Text manipulation is ensured by such applications as HTML Batch Editor, Slovogryz (Russian for bookworm – ironic), ClearText Reader's Edition, xReplacer, xMarkup v2.1.1., XML editors, Xchange Search & Replace, WinMerge, TextTransformer v1.4.1. They are intended for specified search of a text, for manipulation with different text files; they are also intended for visual comparison of text files, as well as for analyzing, changing, creating and deleting certain elements in the text under processing.

The psycholinguistic software is aimed at teaching students to work with the programs like ПСИ-Офис (PSY-Office), version 2.1, which includes three components of psychoanalysis of a text: search of the word embedded, search of repeated fragments, and programmed synthesis of subconscious motive. The expert system ВААЛ -2000 (Russian abbreviation) can predict a text impact on mass audience. It can analyze texts in conformity to such impacts, it can also reveal the personal psychological constitution of the author. The program “Methods of Journalism & Public Relations” is a kind of a consultant instructing the user how to write texts of different nature. The user chooses certain criteria to indicate the desired

effect, and the program provides recommendations of how to write the text and provides examples.

Among language generators the following programs may be indicated as rather interesting: Болтун (Russian for chatter - a virtual interlocutor, possessing rudiments of artificial intelligence. It can react on the cue of the user by one of its own), Russian Word Constructor (a program generating Russian poem-like texts), Весна (Russian for Spring time - a generator of pseudo-philosophic texts).

Natural-language processing and machine translation software is represented by the programs like Natural Language Projects at ISI, Multitran Dictionary, Translate.Ru, LEO, PEREVODOV.NET, Computer Aided Translation, Google Translator. They are mostly worked out as the tools for text analysis, information search, setting up electronic archives and the like.

Catalogues and resource collections include computer linguistics programs, resources for text analysis, data portal "The Russian Language", Text Analysis Info, The Linguist List, LTI Projects. These programs provide much useful information and include on-line dictionaries of the Russian language such as the Complete Electronic Dictionary of the Russian Orthography (ed. by V.V. Lopatin), The Dictionary of Difficulties of Russian Pronunciation and Stress, The New Russian Dictionary, The Definition Dictionary of Word-building, The Dictionary of Common Nouns and so on.

“Dictionaries and Thesauri” section is represented by the programs like British National Corpus, Acronym Finder, WordNet, Definition Dictionary of Merriam Webster and so forth.

The next section “Text Retrieval Engines and Full-Text Search” will instruct the students in the use of Яndex, Ищейка (Russian for tracker dog), Verity Ultraseek, Quintura Search, ARM Engine 4.0 and many other search systems.

Of special interest for students are systems of synthesis and speech recognition. They are represented by Sacrament Text-to Speech Engine v2.0, Govorilka, CSLU Toolkit. They provide one’s speaking in a men’s or a women’s voice, making intonation pauses, producing the timbre and the tone colour according to the user’s

choice. They can help the students to recognize various texts, to asound them, to process the sonograms and sound signals.

Taking as the basis S.V. Logichev's classification of computer programs we have worked up a digital learning resource "The survey of Linguistic Software", which aims to familiarize the students of language with the basic computer programs of linguistic nature

Every program included into this learning resource involves the description of its potentialities, a presentation, a laboratory work (that will provide for the development of student's skills) and the Web access to their on-line versions.

In conclusion, it should be noted that the study of linguistic software must not be limited to the list of the mentioned learning resource. This is but an approximate schedule which helps the students of language to acquire and develop their skills in professional use of information technologies.

Thus, the information technologies in education may be defined as one of the top-priority directions in building up an information society. New demands to the professional skills of University graduates make it necessary to perfect the system of training students in the use of information and communication technologies. Modern time is very remarkable for the rapid development of IT, and the nearest future might generate the technologies that would leave no doubt on the part of the linguist in accuracy of their processing.

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V. A. Voronistaya

THE STUDY PROPENSITY TO PROMISCUITY AMONG YOUNG PEOPLE.

North - Eastern Federal University after named M. K. Ammosova.

Yakutsk, Kulakovskogo, 42

In this paper we consider the propensity to promiscuity among young people.

Keywords: sexual addiction, promiscuity.

The relevance of this topic is that now is not the time when women were considered the main virtues of fidelity and chastity. Promiscuity is a messy, haphazard change of sexual partners without the slightest hint of a feeling, sometimes the multiplicity of sexual partners. The term was coined in the XIX century. With the advancement of gender equality values have shifted and now the weaker sex morality

dictate emancipated heroine serials like "Sex and the City," I have a man with the same speed as the main character Carrie Bradshaw show their outfits. And the guys who assert themselves at the expense of frequent change of sexual partners.

The result is that, in our society, grow the number of STDs (sexually transmitted diseases) and the number of abortions. For such people, it is impossible to tie a stable relationship with the opposite sex, to join family ties, to bear and raise children.

The aim of our study was to examine gender differences in the propensity to promiscuity.

Research objectives:

Reveal a tendency toward sexual addictions.

Define settings for sex.

Hypothesis of the study is the assumption that there are gender differences in the propensity to promiscuity: more common in men.

Subject of research: the tendency toward sexual addictions, were the object of boys and girls from 20 to 23 years, the number of 40 people, students NEFU.

We used the questionnaire plants to sex Eysenck (scale impersonal sex and the scale of sexual libido) and test Karness to identify sexual addiction. The significance of differences between the two samples was determined using a U-Mann-Whitney test.

The obtained empirical values: Uemp1 = 3 is in the area of significance, Uemp2 Uemp3 = 62 and = 28.5. Consequently, young people are more inclined to promiscuity than girls.

On a scale of addiction to the "impersonal sex" young men showed higher scores: the sum of 647 and 256 girls. That is, there is a tendency to consider a sexual partner only as an object for sensual pleasure, without taking into account his personality, individual personality and temperament, and not attempting to enter with a partner in any significant personal relationship. Although impersonal sex is by no means exclusively male preserve, women generally see this form of sexual behavior as less attractive.

The following scale, which determines the level of sexual desire, has confirmed the assumption that young people's sexual libido is higher than that of girls. Amount of sample 548 men, 272 women. May have influenced the results of auto-and gender heterostereotypes subjects attributing men greater sexual activity, including in situations of self-presentation. The same can be explained by the high propensity for sexual deviant behavior among young men. Total score 585.5 in men and 234.5 in women. Traditionally, prevailing gender stereotypes assign women a subordinate, altruistic role, including in installations for sex, while men are seen as the dominant gender, which should show the free and carefree attitude to love an active interest in sexual experimentation.

Thus, we concluded that boys are more prone to promiscuity than girls, our hypothesis was confirmed. However, this provision requires further study, as gender stereotypes are quite stable and affect the purity of the obtained data.

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ACTUALIZATION OF HUMANITARIAN EXPERIENCE OF STUDENTS IN OUT-OF-CLASS ACTIVITY

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The principles of a humanization and humanitarization of the education assuming the unity of common cultural, social and moral and professional training of future experts of physical training and sport are presented in this article.

Keywords: professional training, specialist in physicaltraining and sport, humanitarian experience, out-of-class activity.

Development of the system of pedagogical education in the conditions of transition to level education focuses attention on quality of preparation of future experts of physical training and sport. Practice shows the weakening of a professional and pedagogical orientation of future athlete in spite of the fact that the modern paradigm of education makes new demands to level of professional and pedagogical preparation, world outlook culture of the expert, to level of his spiritual development. For the solution of the designated problem it is necessary to actualize humanitarian experience of students - athletes in professionally directed out-of-class activity.

We connect humanitarian experience with active, creative development and realization in professional activity of the principles of a humanization and humanitarization of the education assuming unity of common cultural, social and moral and professional development of the personality, answering to humanistic values and ideals [1,2]. Humanitarization of education considers specific questions of the content of education and the organization of educational process, in particular, increases of world outlook, common cultural, moral, esthetic potential of all studied subjects for development of a professional and pedagogical orientation of students [3].

Humanitarian experience means perception of the world as the complete system constantly changing and developing, assumes productive work of emotion and intelligence in the aspect of search of versions of decisions, the critical review, reconsideration and transformations of knowledge, outlooks as a whole.

To staticize humanitarian experience of students - athletes means to transfer it from a condition potential in real, operating. Important means of actualization of humanitarian experience of students of higher education institution is professionally directed out-of-class activity.

Transition of the studentfrom a social role to a roleof the trainee training is stimulated in out-of-class activity that is defining in the organization of out-of-class occupations. One of forms of out-of-class activity are creative laboratories in which future teachers join research work, show creative activity and gain humanitarian experience.

It means that modern preparation of future teacher in out-of-class activity is projected as essentially new type of practice, namely: not as practice of formation and education of the expert and as practice of formation of the modern professional, who is capable to realizeinnovative pedagogical technologies, to carry out self-development, self-education, self-design of the personality in professional activity.

Actualization of humanitarian experience in the conditions of out-of-class activity assumes educational and educational technology of other type – the humanitarian technology of production of new type of a product – human potential. In this regard preparation of the teacher can be estimated not simply as one of spheres of development of a professional and pedagogical orientation, and as a source of removal of restrictions on professional and personal development.

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FORMATION OF PEDAGOGUE-PROFESSIONAL IN THE CONDITIONS OF DEVELOPMENT OF THE SYSTEM OF PEDAGOGICAL EDUCATION

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Stages of formation of the beginning teacher in new conditions of the development of the system of pedagogical education are presented in this article.

Keywords: formation, formation stages, self-education, self-development, self-updating, teacher- professional.

Professional formation of young specialists is carried out in new conditions of the development of the system of the pedagogical education focusing attention to formation of the teacher-professional.

The concept of professional and personal formation of the beginning teacher results in need to consider the professional development of the teacher in three-vector space and by means of creating favorable conditions for his personal self-education, self-development and self-updating of the opportunities.

Process of professional formation is most often connected with staging of improvement of professional abilities and competences. The higher the step (stage) of professional formation is, the higher the level of transformation of professional education in self-education is, updating process – in self-updating, development – in self-development.

Data of the researches connected with professiogenezy, including concerning professional development of the teacher (N.V. Kuzmina's, A.K. Markova's, A.V. Mordovskoy's works, etc.), testify to some regularities in professional and personal development of the teacher [2,4,5].

First, professional and personal characteristics of the teacher are developed formed, changed) in professional pedagogical activity. These characteristics – complete education. They are shown in ability to organize the educational interaction of a certain type which is carried out in the conditions of theadequate educational environment.

Secondly, the teacher in the professional development passes a way from "the subject of functioning" (standardly approved way of activity) to "the subject of operating" (the individual way of activity), and from it – to "the subject of reformative" (transformation of an individual way of the activity is developed, occurring in coauthorship with trainees and children brought up by him).

- For the teacher being at the first step of the professional development, self-updating, adaptation, confirmation of that he is admitted to community of teachers of this school that he "is suitable" for this communityare important (formation of the professional I-concept, finding of a positive modality by him).

- At the second step of professional development for the young teacher special and subject (methodical) competence is significant. It is important to diversify not simply a complex of applied forms and ways of activity, and to create own and unique handwriting. Reflexive abilities are developedat teachers at this stage; reflexive activity is retrospective (V.A. Petrovsky) [6]. Teachers rather easily identify conditions of perfect activity with planning, but thus hardly fix the attention on situationally appeared circumstances, on something new in activity, including in himself. The description of events of teachers of this group (during research) are connected with open lessons "on school", "on the area", with successes (or failures) in the development of new techniques, programs, textbooks.

- In the subsequent young teachers in the pedagogical activity are focused on the pupil. The leading motive of their professional activity and its main objective – development of the identity of the pupil – coincide. Educational situations and leading activity of pupils – productive, creative. Organizing educational interaction, the teacher asks not only "to that to learn a question? ", "whom to teach? ", "to whom to teach? ", but also "why to learn? ", strengthening intelligence of character of the

doctrine. The teacher who has reached this level in the professional development, is congruent. He is capable to give support, not to estimate the child. Professional behavior of the teacher is actual.

Thirdly, a driving force of an exit of the teacher on this or that step of professional development is experience of the emotional and valuable relation to pedagogical reality.

Researchers carry to the factors promoting development of steady motivation of teachers to professional activity [3]:

- need for updating of the professional baggage, in search of new approaches to the organization of educational process;
- aspiration of teachers to search of more rational ways of increase of efficiency of teaching and educational process;
- aiming at deeper knowledge and judgment of pedagogical problems, understanding of contradictions and difficulties in own professional activity;
- aspiration to use possibilities of innovations for self-expression of the teacher, manifestation of the personal qualities, disclosure of the creative potential.

Professional and personal growth is also result of aspiration of the identity of the young specialist to disclosure, realization of internal potential, to self-updating, self-development to self-design.

The identity of the beginning teacher is formed in process of formation of his own personal and professional outlook which is shown in the system of belief, a choice of values, a professional position, creating thus the way of activity.

Our idea of formation of the teacher-professional – continuous process of acquisitionof the professional competence, being expressed in self-development and self-realization in pedagogical activityby the identity of the young specialist [1].

Emergence of new technologies and forms of pedagogical interaction, and also increase of a creative initiative and professional skill becomes expected result of a professional growing of young teachers.

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UDK 37

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EPORTFOLIO TECHNOLOGY IN PEDAGOGICAL EDUCATION AT INSTITUTE OF EDUCATION, PSYCHOLOGY AND SOCIOLOGY, SIBFU

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The article describes basic opportunities of using ePortfolio in pedagogical education. The authors present the experience accumulated at the Institute of Education, Psychology and Sociology SibFU at Bachelor's and Master's program level.

Keywords: ePortfolio, Bachelor's and Master's program, mobility, pedagogical education.

Effective development of the professional pedagogical system needs pedagogical technologies teaching the students independent goal-setting in education, construction of individual educational trajectory, reflexion, career planning and readiness to life-long learning [3].

To our opinion a more effective technology for solving these tasks is electronic portfolio (ePortfolio). A consecutive using of this technology at all the levels of professional pedagogical education will allow increasing the quality of training pedagogues, realizing the opportunity of modernization in the assessment system and offering to the prospective employer, parent, student the opportunity to "choose" a more qualified teacher corresponding to the personal requirements [2].

Institute of Education, Psychology and Sociology of Siberian Federal University (SibFU) has an extensive and systematic experience in using ePortfolio technology for solving educational and professional problems at different levels of training pedagogues.

The goal of implementing ePortfolio at the Bachelor level is improving the system of training of modern pedagogues by means of involving the students in professional self-determination and developing reflexive skills in assessing individual achievements in the process of joining the university educational environment and orientation on career development [1].

At the Master level of education ePortfolio development is oriented at career development; professional development; using and developing the existing reflexive skills; and professional and basic competencies development.

Students of Institute of Education, Psychology and Sociology of SibFU work out ePortfolios in Mahara Learning Management System beginning from 2011. From our point of view this web-application is an effective means for creating an ePortfolio and for organizing interaction between different participants: students, teachers and employers.

Mahara offers the users the opportunity to create environment for “interactive education”; publish works and projects, documents confirming achievements in different areas, and other materials presented in different formats (text, video, graphics, etc.). This environment offers the opportunity to create groups of users united by common interests, i.e. groups of students and teachers.

Before starting the work in Mahara the students sign the Agreement concerning the right they give to Institute of Education, Psychology and Sociology of SibFU to process their personal data concerning their educational, practical, scientific, professional and social activities which they present in their ePortfolio documents and their copies.

Students start with registering in the system, get a username and a password for their profile in this virtual environment.

The first experience in using ePortfolio technology Bachelor program students of Institute of Education, Psychology and Sociology of SibFU specializing in Education and Psychology obtain within a course in ePortfolio Technology.

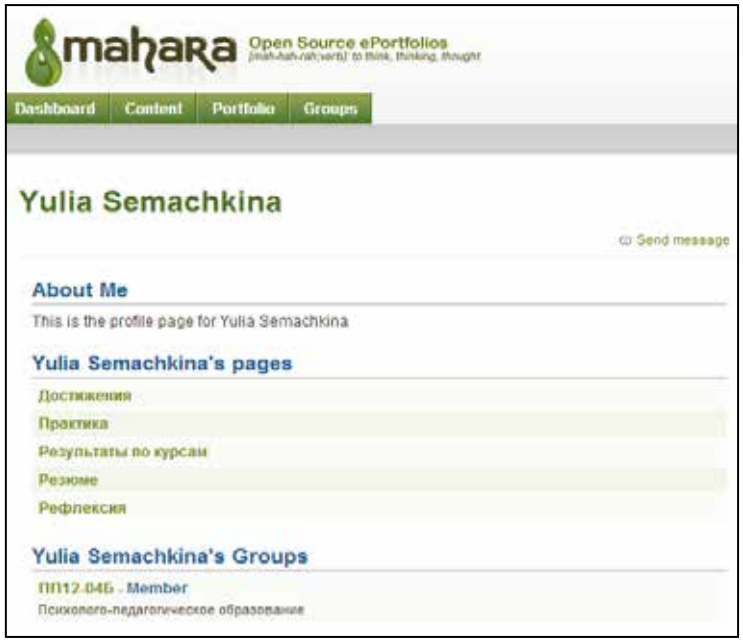
A course in ePortfolio Technology studied by the first year students is aimed at mastering methodological approaches to creating, developing and using ePortfolio; and formation of the basic and professional competencies which are necessary for the informational and educational environment of the educational institution.

A course in ePortfolio Technology includes reflexive activity which reveals itself in the students’ awareness of their potential, their knowledge deficits and skills; construction of the educational plans for the nearest period of university training and prospective career plans.

Within the process of ePortfolio development the students are involved in defining their own project ideas on developing the structure and the content of a ePortfolio which can be realized in Mahara.

The structure of Bachelor program students’ ePortfolios was worked out in the process of cooperation of teachers and students in accordance with the basic educational goals which should be reached at this stage of training. ePortfolio

sections were worked out by the students, then the course materials corresponding to the course requirements were presented there (Pic. 1).



Pic. 1. ePortfolio sections worked out in Mahara

Organizing educational environment is realized by means of Mahara system as follows: a teacher creates in his ePortfolio a section “Tasks for Students” and makes the materials of this section accessible for the target groups. Thus, the students get remote access to the tasks. The students place their works in different disciplines in their ePortfolios. Then the teachers assess the works presented in ePortfolios.

Creating ePortfolios by Bachelor program students within a course in ePortfolio Technology is the initial stage of using it, further on ePortfolio is used for other disciplines of the Bachelor/Master programs.

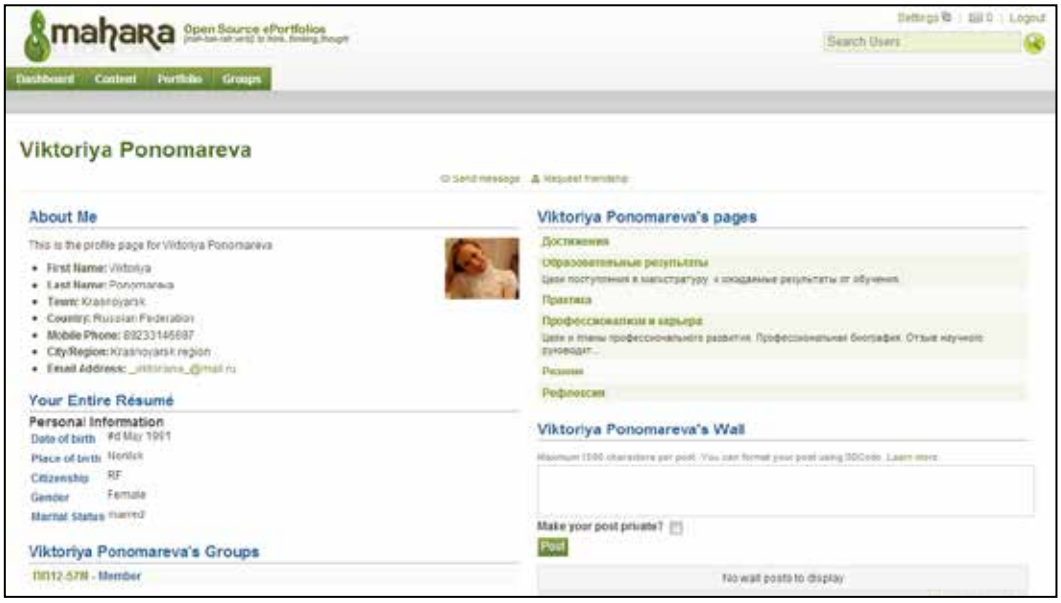
Master program students specializing in Pedagogical Education study a course in ePortfolio Method in Education in their 9^{th} term.

The goal of this discipline for Master program students is formation of mobility, professional competencies and the ability to present oneself on the modern labor market. The mentioned above qualities and competencies will allow a Master program graduate effectively employ modern means of social communicative interaction in electronic educational environment based on the principals of cooperation; work out and realize educational projects; plan individual trajectory of lifelong learning; develop career plans.

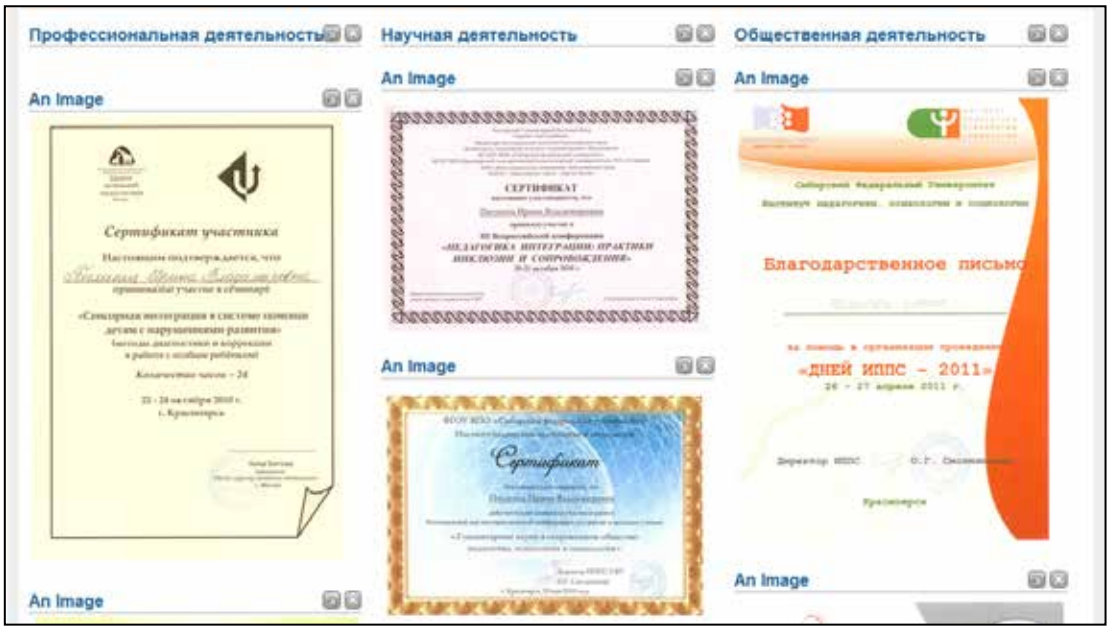
Master program students of Institute of Education, Psychology and Sociology, SibFU use ePortfolio for reflexive assessment of their professional activity in the process of educational practical work, presenting the results and supervisors' reviews, results of self-assessment and assessing the level of basic and professional competencies [4].

Beginning from 2012-2013 academic year Master program students of the first year at Institute of Education, Psychology and Sociology, SibFU specializing in Educational Management, Higher Education and Social Support of Individual Educational Trajectories started filling in the content of ePortfolio in Mahara.

Pic. 2 and Pic. 3 present ePortfolios of the Master program students of the Institute of Education, Psychology and Sociology, SibFU of the first year (specialty – Educational Management).



Pic. 2. ePortfolio of the Master program student of the Institute of Education, Psychology and Sociology, SibFU of the first year (specialty – Educational Management) in Mahara open software.



Pic. 3. Achievements in different areas presented in a Master program student's ePortfolio.

The experiment in using ePortfolio in teaching and learning a foreign language began at the Institute of Education, Psychology and Sociology, SibFU in 2010.

The work in 2010 − 2011 included videoconferences with the students from Heinrich Heine University, Dusseldorf, Germany. The German students described their experience in using ePortfolios for studying languages and then described the events themselves in their electronic language portfolios. Students of Institute of Education, Psychology and Sociology, SibFU used the English language for communication. The work in the form of a videoconference flashed a problem of low foreign language competencies of the Russian students. The general readiness to international communication also was low. In 2012 Master program students of the Institute of Education, Psychology and Sociology, SibFU within their program in Business English were introduced to a Europass as a tool of electronic identity. The laboratory work for Master program students included studying the web-site of Europass (http://europass.cedefop.europa.eu/en/documents/curriculum-vitae) and worked out such documents as Language passport and CV. Later these documents were presented in the students' ePortfolios worked out in Mahara system (Pic. 4). Thus the students mastered lexical units for business communication, got experience

in working with the international standards for professional presentation, and increased the level of their competencies in ICT.

europass Curriculum Vitae

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Sex Male | Date of birth 22 December 1982 | Nationality Russian

JOB APPLIED FOR Head of Department of cooperation with universities and educational organizations

WORK EXPERIENCE

2013 – Present Head of the regional center for monitoring the quality of special education
Educational and methodological center, Krasnoyarsk (Russia)
- Organized monitoring of the quality of professional education in educational institutions of Krasnoyarsk region

2010 – 2013 Head of Department of methodical work and quality of education
Krasnoyarsk Technological College, Krasnoyarsk (Russia)
- Organized the transition of the educational process in the new training system ФГОС-3;
- Developed a set of methodological recommendations on program subjects, educational modules and ФОС;
- Took an active part in the accreditation of two specialties;
- Established cooperation with specialized educationcolleges on important for our college issues;
- Organized an annual students science conference;
- Initiated an internet activity in college;
- Took an active part in all kinds of action in college.

2006 – Present Higher education teaching professional
University of the Russian Academy of Education (Krasnoyarsk branch), Krasnoyarsk (Russia)
- Organized successful career guidancework;
- Took an active part in students recruitment, usually I filled 1-2 groups of students;

Pic. 4. Part of CV of the Master program student of Institute of Education, Psychology and Sociology, SibFU.

The work we carried out is the beginning of implementing ePortfolio in studying a foreign language. But even now on the basis of the experience we acquired we may conclude that using Electronic Language Portfolio (ELP) helps to develop the students' language competencies and independent learning, and may support developing academic and professional mobility. Using ELP helps visualizing the process of studying a foreign language, allows storing the materials a student works out and return to them later. It helps a student to plan his further education, makes the student's achievements visible to the prospective employers, teachers, peers and brings a student in the European context.

Thus using ePortfolio technology serves optimization of the university academic process, helps in organizing productive communication between a student and a teacher, between a graduate and an employer. Reaching a most effective result in using ePortfolio in a pedagogical higher educational institution is possible when

ePortfolio is used as one of the basic mechanisms for organizing reflexion, for making the process of education more individual, for professional development of a pedagogue.

Using the opportunities of Mahara allows creating educational environment and make the materials accessible to teachers for assessment, administrators, prospective employers and other groups of people who might be interested in such work. ePortfolios in Mahara software is the means of storing and visualization of practical experience, presenting achievements in different types of activities, of demonstrating the students' professional qualification.

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UDK 372.862

Slipukhina I.A., Menyaylov S.N., Chernetskyi I.S.

FORMATION OF TECHNOLOGICAL IDEOLOGY OF FUTURE ENGINEERS AT THE PROCESS OF MODERN PRACTICAL WORK ON PHYSICS

The role of modern physics experiment in the development process of thinking among students of technical universities is discussed in this article. Synthesis of capabilities of modern research laboratory facilities and associated software has a powerful influence on the development of skills of future engineers.

Key words: technological worldview, physical practicum, competencies, information technology.

The problem of creating an innovative learning environment that can develop the intellectual potential of students through the integration of basic and professional knowledge is the task of the state rank []. Integrated use of modern technology at the study of technical subjects using the «full-scale» experiment is a powerful factor, which is implemented through innovative approaches in education, for example, activity approach, competence approach, and system approach.

Currently, there are identified a number of effective models of teaching physics, including problem-based learning. Without exaggeration, the role and importance of laboratory works in physics can be called decisive for forming the worldview engineering thinking. The presence of an appropriate material base provides the basis for the development of practice of engineering of future professionals. Presently, classes-studios are very popular in the world and allow implementing physics study at a high scientific level.

The technological worldview is the system of notions to the world, nature, society and man. The main provisions of the technological world include the following:

• Social development is determined by the people activity, which transforms the world and the technological level of human culture and society;

• Technological culture is one of the most important indicators of social development, and creative thinking abilities;

• The modern world looks versatile as the relationship of the biosphere, the technosphere and the noosphere;

• Everyone should be prepared for a harmonious existence and behavior in the information and technologically saturated world because to live in the world and do not know it – this is dangerous and dishonest;

• Technological education and formation of technological worldview provides a harmonious human interaction with the natural and technological environment.

Category of technological thinking is interpreted as orientation to transforming human activities at the creation of material and spiritual values. Technological thinking involves finding the optimal transformation of matter, energy and information in the desired for people product. Among the features of the technological mindset crucial are the following:

1. Knowledge and changing environmental reality for the benefit of man. Purpose is a search for answers to the question «how?» rather than «what?» when creating a new object or giving it new properties. Complex multidimensional nature of knowledge can be divided into three aspects (Table 1).

Table 1. Aspects of technological knowledge

Gnostic	***Searching***	***Transformative***
Recognize, distinguish, identify, determine, evaluate, understand	create, invent, find new ways of solving problems, compare, analyze	modify, operate, construct, maintain, influence, acquire, transfer, organize, act, manage

2. Learning new teaching material using such modern methods of solving various tasks like brainstorming, morphological analysis and synthesis method, method of focused objects, projects method, games, etc.

3. Formation of mental acts as the ability to assess own performance and its results on the basis of reflection, a rapid transition from one level of generalization to another, analysis and forecasting of economic and environmental impacts, construction of the image of an optimal outcome.

The educational equipment of leading manufacturers of educational technology «PhyWe» (Germany), «Furier» (Israel), «Educational technology» (Ukraine, Rivne) provides opportunities for the development of a number of original works implementation of which develops a number of aspects of technological thinking. It

should be noted that laboratory works performance is accompanied by the appropriate software using, for example, Multilab, Tracker, Data Point, etc.

Enriching educational space technological advancements of mankind must be taken into account in the construction of space-material component of any learning environment in which interaction will be active subjects of study. The effectiveness of this interaction depends on the harmonious combination of all three structural components of the learning environment, such as material and spatial, social, personal and information technology. The effectiveness of this interaction depends on the harmonious combination of all three structural components of the learning environment, such as material and spatial, social, personal and information technology. Outpacing or lagging of any structural component from well-established international standards results in a figure of speech to "clogged circulatory system" learning environment and the learning environment in general. At the stage of modern educational environment universities face the problem of rational selection of learning environments in which all structural components ensure high efficiency of their operation for a long period. The saturation of the material and the spatial component of the learning environments of modern information, technical and technological learning tools is planned tasks that have to deal with in their construction.

One such development is the mobile laboratory based laptop computer NOVA5000. Mentioned mobile laboratory is a technological and technical solution of the Israeli campaign Fourier. Last implementation of the laboratory took place in Russia as computer laboratory "Archimedes". The Mobile Laboratory NOVA5000 is the second generation of technological solutions taking into account the shortcomings of the previous configuration. The basis of the laboratory is the portable mobile PC with touch screen, based on a military model, which is used in the armed forces of the army of Israel. Its advantage is resistance to external mechanical influences such as shock vibration, etc. Today the campaign has unveiled a small block registrar that can connect to any computer via USB interface as an alternative solution.

Software of mobile version NOVA5000 integrates several office applications and the program MultiLab CE designed to work with external sensors which is the most important element. The specified software designed for the needs of the researcher in terms of information from sensors in the form of graphs, digital scoreboard of different view. The registration of computer works with the predetermined sampling, which may be chosen by the experimentalist according to the performed experiment. The program has an intuitive interface, a set of tools for the analysis of the results, their interpolation and representation of array data in different forms, including the broadcast in Microsoft Excel. The positive features of the program include ability to analyze of videos made by external sources of information. The program automatically detects the connected external sensors and allows their calibration. Data logging allows measurements either with manual control of registrar or with a high repetition frequency. The length of measurement process is practically no limit.

Up to 4 sensors and interface with extended until 16 may run concurrently with the portable version of the computer. The connection of sensors with the registrar by using a cable with a special connector that protects against incorrect communication. The features of NOVA5000 mobile laboratory allowed to get a new supervisory demonstration experiments, improve the traditional laboratory work and gradually form the basis of teaching and research tasks that go beyond general physics course.

Figure 1 below shows one of the experiments ("Investigation of the centrifugal force of the rotation frequency"), executed by the specified laboratory.

Fig. 1. View items installations

For example, laboratory work «Investigation of velocity distribution in a water vortex» (Equipment: magnetic mixer, crystallizer, paper, water, ground coffee, webcam, PC (Fig. 2); Software: Tracker; Measure: the particle motion velocity, the particle motion radius; Calculation: the distribution of velocities of the particles along the vortex radius). The laboratory work combines all elements of traditional experiment and the latest technology. (Fig. 3)

Fig. 2. View of the installation components

Thus, modern laboratory equipment offers the students opportunities for high quality traditional laboratory experiment as well as investigations beyond traditional research methods. It allows students choose their own research, design and implement it in mini groups, thereby implementing problem-based learning.

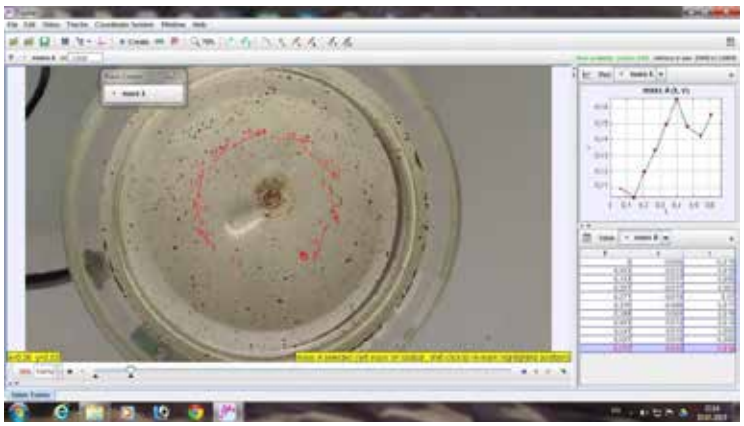

Fig. 3. Processing of the results using the software

The combination of model physics experiment with automatic recording of measurement results and analysis of the image allows you to keep a sense of reality of the object of study, control playback speed of the move process, automated storage and processing of experimental data. Creating computer labs is the undisputed engine

of research methods training that promotes technological competence and increase the scientific potential of future engineers.

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THE SYSTEM OF SCANNING UNIVERSAL OPTICAL SET OF SPECTRUM WAVELENGHT

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Introduction. Designing physical training equipment, which corrresponds to modern tendencies and standards of instruments engineering is an important aim, because studying Physics makes the basis of politechnical education of a future professional, trained at a technical educational establishment [1]. Taking into

consideration current tendencies of society development, there should be mentioned the transition to postindustrial stage, the basic component of which is information. Information society values such elements as intellectual technologies, information, data processing, etc. more and more. Development of the global information network, information-communication and computer technologies, as well as the free access to them create new possibilities almost in every sphere of our life. Realization of these possibilities, according to synergetic approaches, allows to obtain new qualities in designing new current training equipment and training process in general.

The objective of the article is to survey the spectrum wavelength scanning system of universal training set “Spectrometer 01” as a model example of employing computer management in optical equipment and to analyse its peculiarities of realising in spectral equipment for performing spectral analyses of optical emission.

Analysis of previously completed researches and publications. The series of publications describes newly designed training spectral set “Spectrometer 01” allowing to fulfill a number of researhes and demonstrations in Optics and Quantum Physics meeting the syllabus in General Physics at higher educational establishments [2-4]. Technical characteristics of the optical system of the abovementioned universal spectral instrument and the description of the methods of using software for controlling the device are given in [2-4].

Results.

The paper examines realization of spectrometer scanning system, the essense of which is as following. After a light beam passes through diffraction lattice, the optical axis of the instrument undergoes a rotation for an angle, which can change. It results in a part of the spectrum, which varies from outside red to outside violet, being directed onto the output slit; this is used for estimating the wavelenght in the researched spectrum.

The design of the mechanical assembly of the spectral instrument scanning system provides a special device, which can carry out accurate mirror positioning (orientating) to perform the mirror rotation. A researcher who uses this instrument (or a student while doing a lab work of the physical training session), rotates the drum

and this way orientates the mirror so that on the output slit he can observe a narrow section of the spectrum corresponding to a rather small wavelenght range, and thereby he singles out and fixes the corresponding intensive spectral line of the examined spectrum of electromagnetic waves emission or absorption.

We suggest automatic control of the spectrum scanning device within the created spectral instrument for training purposes, which will considerably broaden its possibilities and allows to efficiently use this spectrometer in other sphers of human activities as well, in particular – research, technological and technical, where the spectral method for analysing optical emission is significant.

To achieve this aim, we use in the suggested model a step motor providing displacement of the motion parts in accordance with the control commands.

The scheme of the scanner mechanism is depicted in the picture (fig.1). The major function of this mechanism is to transform angular displacement of the step motor rotor 3 into mirror rotation 6, which defines the spectrum image on the instrument output. The step motor rotor 3 is inflexibly, with a joint rotation axis, connected to the shaft 8 on which a metric thread with a space of $h = 0{,}5$ mm is engraved. Angular displacement of the shaft 8 causes screw 7 shift, which is screwed on this thread shaft. The cleat 11, which is inflexibly joined to the screw 7, when moving, gives motion to the shaft 12, fastened at bearing 2, and correspondingly – to the the sliding holder 4 as well. The cleat 10 can perform only a rotation movement around the mirror 6 rotation axis. Holder 4 displacement causes : cleat 10 angular displacement, shaft 13 rotation, and accordingly, mirror 6, because these elements are inflexibly joined to each other.

The tip of the shaft 6 is from the one side connected to the motor rotor, and on the other is supported by the bearing 1, which in its turn is fastened on the instrument frame with the holder 9. The shaft 13 is also located in the bearing 5, the outer part of which is fixed to the spectrometer frame.

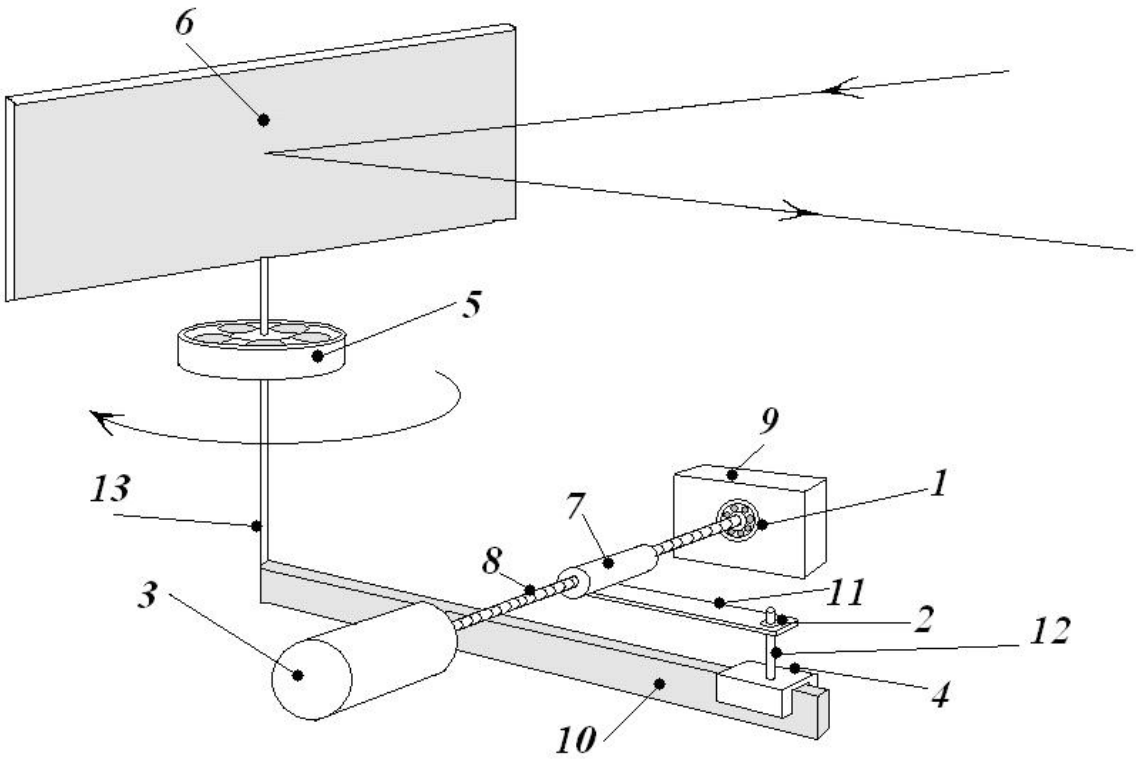

fig.1. The scheme of the scanner mechanism

The examined scanner mechanism allows to divide the mirror rotating angle Δφ into 9400 coordinates, which accordingly permits to realize the same number of mirror locations in the diffraction spectrum of the optical range within the wavelenght range from 350 to 750 nm (Δλ=400 nm).

The scanner mechanism is set in motion by the step motor БМПГ–2000. Upright motor movement is performed by the succession of rectangular impulses in the scale of U = 12 В, which are fed in definite succession onto 4 terminals of the step motor. The reverse movement is performed by feeding impulses in the reverse order, relative to the direct movement. Chronological picture of impulse feeding onto the step motor is shown in the picture (fig.2).

For such conditions the instrument has 3 regimes of scanner displacement : manual, semiautomatic and automatic.

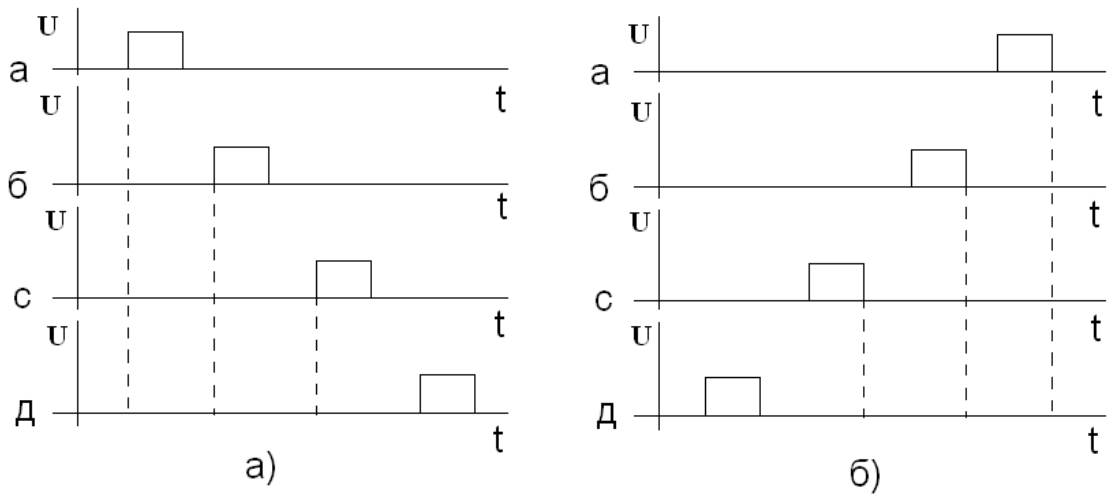

fig. 2. Chronological picture of a feeding impulses cycle at direct (a) and reverse (б) rotor movement

Block diagram of the electric power supply of the scanner displacement device is shown in the picture (fig.3).

In the scanning regime, in accordance with the computer port signal, the motor develops through the Switching automatic control center or Manual control block a succession of impulses in the Electronic control block (according to fig.2) for shifting the scanner for one step in the respective direction. The progam is carried out in cycles until it reaches the scanner position, predetermined by the controller, in semiautomatic regime or till the final position – in the automatic one. To avoid scanner force displacement outside the working area, the sensors of the corresponding blocks fix the scanner achieving the initial or final position, which is signalled into the Block of Electronic motor control block or into the Manual control block and into the Block of scanner position light indication. Sending signals from the sensors data into the Manual control block disables the respective button of the scanner movement in the direction of leaving the working area.

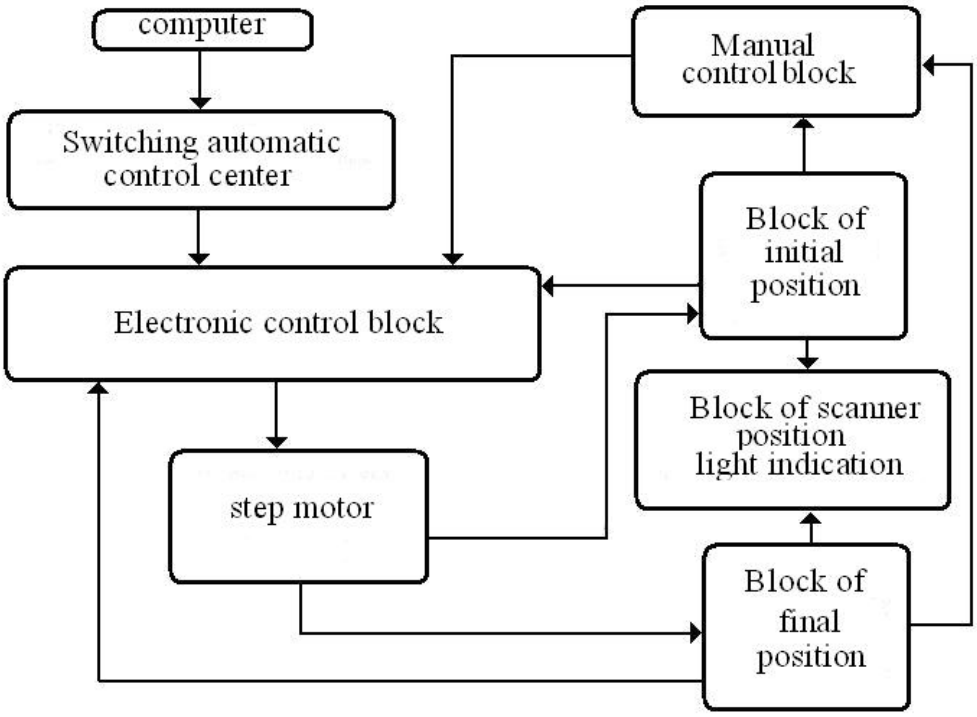

fig.3. Block diagram of the electric power supply of the scanner displacement device

Adjusting the scanning system. To provide efficient work of the spectrometer we use a universal program, which uses **four** experimental functions providing accuracy of measuring the optical emission intensity, the accuracy of all the movable parts positioning, which as well includes the mechanism of scanning the wavelength. All the functions are set by the tabular method and kept in a special file with CLB-extention. These functional regularities include the regularity $\lambda = f(x)$ – a correlation between the scanner coordinate and the wavelength, which corresponds to it and governs the mechanism of scanning wavelength. In the program this functional regularity is performed through 41 experimental pairs $(x; \lambda)$, which with high accuracy allows to model the view of the experimental function in the shape of polygonal line using tabular method.

For the instrument to work with the account of the adjustment data, it is necessary to initially make a CLB–file and then to connect it to the program. For creating a CLB–file, we use the dialog window “Calibration”, in which one can write down the data of the functions adjustment tables and to perform actions of making and connecting CLB–file.

The view of the “Calibration” window is shown in picture (fig.4).

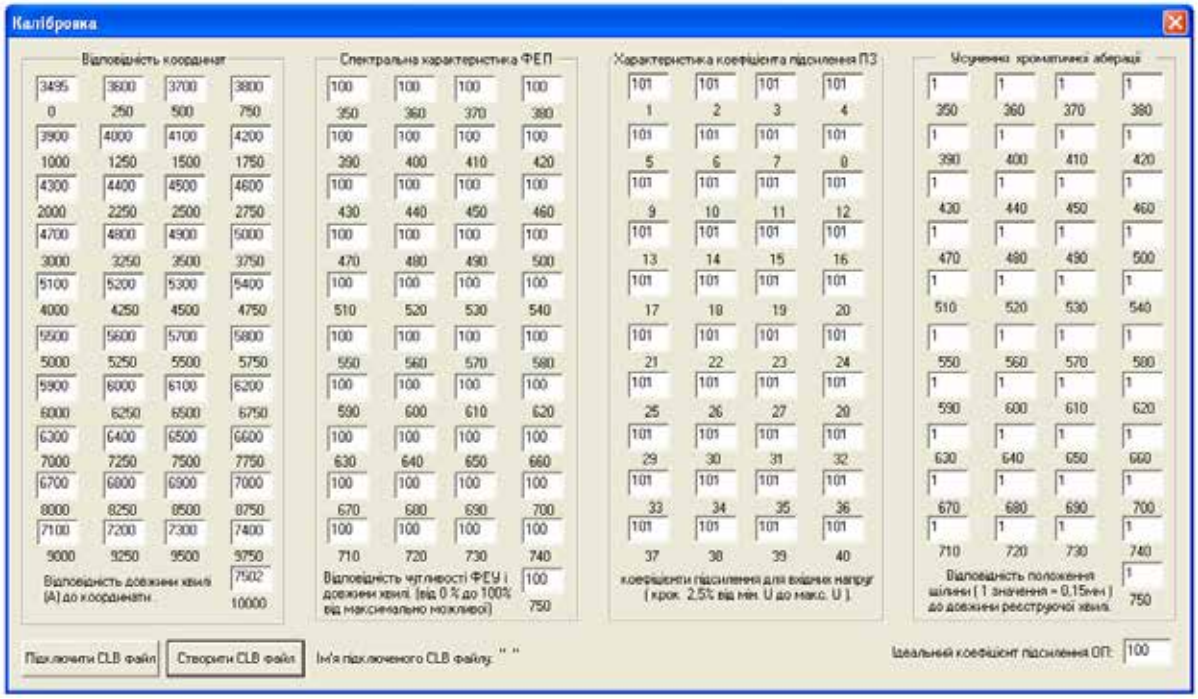

fig. 4. The view of the “Calibration” window

The detailed analysis of the regularity $\lambda = f(x)$ allows to state the following. When the instrument input slit is lit by some amount of optical emission, we can observe its spectrum. Numerical value of the wavelength, which corresond to definite standard values of the spectral wavelenght and their relative intenisity is known for a reference light source in the examined emission spectrum. When directing the scanner onto some spectral line, we can fix the coordinate, and with the help of the atlas to estimate the value of the wavelength, corresponding to it. Thus, when relocating the scanner and fixing its coordinates for the corresponding spectral lines from the reference spectrum atlas, we obtain experimental polygonal line.

Using the obtained diagram, we can estimate the value of the wavelenght coordinates in the range between λ=350 nm and λ=750 nm, with the space of $\Delta\lambda$ = 10 nm. The obtained results can be used for completing the table “Coordinates references” from the window “Calibration”.

Conclusions. Therefore, the suggested model of the scanning instrument allows to perform the algorithm of estimating wavelength in the researched spectrum within the designed training set “Spectrometer 01”, easily carried out with the help of the ICT and being original. This control system can be used as a model for designing

corresponding automatic system and is rather well reviewed within the suggested for educational purposes training environment, aimed to familiarize students with current trends and tendencies of computer modelling while creating automatic systems of controlling complex systems in the human research and technological activities.

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PROSPECTS OF USING THE FOREIGN INFORMATIVE TRAINING EXPERIENCE OF FUTURE TRANSLATORS IN UKRAINE

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This article discusses the education of future interpreters by information technology resources, improving the quality of their training. It is observed the most effective and advanced technologies used in their educational process. The author generalizes educational foreign experience of future translators.

Keywords: educational technologies, computer technologies, distance learning, future translators.

Statement of the problem in general view and its connection with important scientific or practical objectives. Processes of total informatization in Ukraine require from any specialist the knowledge of modern information and communication technologies (ICT). In this context, the problem of the formation of professional competence of translators by ICT acquires the great importance according to world standards and the labour market.

The use of new information technologies is necessary condition for entering Ukrainian universities into the global educational community. For solving this problem it is necessary to implement a number of important conditions, one of which is the widespread use of new information technologies (NIT). Concerning specific university, the main areas of use NIT we consider: the use of NIT in the learning process, the use of NIT in research, the use of NIT in the management of higher education institution.

New information technologies in the educational process is not only the use of multimedia and Internet technologies while lectures, seminars, workshops, computerization of libraries, but also the creation of such information and educational environment that provides a satisfaction of different information needs of those who teaches and learns.

Analysis of recent studies and publications, where the start to solve this problem has been given and which the author rests upon. The most famous foreign and domestic scientists, who are engaged in developing of pedagogic technologies and implementing them into the process of training and education include: A.M. Aleksyuk, S.I. Arkhangelsky, Y.K. Babansky, A.A. Badan, V.P. Bespalko, B. Bloom, D. Bruner, J. Carrol, V.V. Davydova, P.Y. Galperin, R. Gates, B.S. Gershunsky, I.Y. Lerner, M.I. Makhmutova, N.G. Nichkalo, O.M. Pekhota, V.A. Slastenin, S.O. Sysoeva, N.F. Talyzina, O.A. Verbitsky, V.A. Yakushin, I.A. Zyazyun and so on.

Statement of the article's aims (statement of objective). When setting this article forth we have stated the objective: to expose and analyze the foreign experience and possibilities of its using while informative training of future translators in Ukraine.

Exposition of the major material for the research with a full substantiation of the scientific results obtained. We believe that today both students and teachers should be encouraged to more actively visiting of educational portals for the effective use of information resources of training, teaching, information destination.

As an example of such portal is the portal "Information and communication technologies in education" (http://ict.edu.ru), which is part of the Russian federal educational portals. The aim of this website is to provide the users with comprehensive information support in the field of modern information and communication technologies.

Organizations that create and support the functioning of educational portals, usually there are some governmental agencies and leading universities of the country. Thus, the functioning of the portal "Information and communication technologies in education" provides the State Research Institute of Information Technologies and Communications (head office), along with two Russian universities - St. Petersburg State Electrotechnical University and Saint Petersburg State Institute of Mechanics and Optics [2].

Another example of the educational portal is the educational research portal (http://portal.cdu.edu.ua/?m=catalogue&o=show&entrv_id=5320) Cherkasy National University of B. Khmelnytsky. Due to this portal teachers and students have access to information about conferences, seminars and other scientific actions, available resources, access to the official website of the Ministry of Education and Science of Ukraine.

It is extended the educational using of virtual laboratory workshops (http://cnit.ssau.ru/do/articles/virt_lab/ virt_lab.htm), computing portals that are generated for highly efficient work of users on high performance Internet resources in the Internet network (https://cc.ptc.spbu.ru) [1].

An interesting example of the use of new information technologies in the educational process is the creation of an on-line course “Khrushchev period in the history of the Soviet Union” and its online presentation for students of Russian and American universities (https://www.evarussia.ru/eva2003/russian/sod_810html) . The main substantive objects that make up the course is the historical texts prepared by faculty of Moscow M.V. Lomonosov State University and the University of Texas, and the relevant archival documentary films and photographs that are integrated into a single environment that provides information space [2].

The uses of on-line courses, which are supported by advanced software, allows to teachers from different educational establishments and even from different countries collaborate via the Internet. In the future, these groups of teachers will not only share by methods of training and evaluation, but also create in cooperation interactive tutorials and develop teaching methods, thus forming a single on-line audience. In the process of work with on-line textbook, students receive practical experience in the use of new information technologies.

The promising stream of introduction of NIT in education is distance learning. The number of Ukrainian universities, including the Lugansk Taras Shevchenko National Pedagogical University, have some success in this work. The experience dedicated to distance learning of the Russian universities is located at information portal (http://www.distancelearning.ru), it can be valuable for those Ukrainian universities that have already started their distance learning programs, and for those that only have such intention [3].

Server “Distance Learning” (http://db.informika.ru/do/) is very useful for Ukrainian consumers, which is followed by the Association of International Education, which contains information about organizations engaged in distance learning in various countries. It is given the regulatory and legal framework for distance education, information about teaching and scholarly publications, seminars, conferences and training programs.

As a guide for the organization of distance learning courses, you can use a system of remote training REDCLASS of the company REDLAB. This system

includes a set of software and hardware training materials and teaching methods that allow distance learning, improving skills, knowledge control, to acquire skills in operation and management by software, equipment and technology [5].

There is a special website e-Learning World (http://www.elw.ru) – "The world of e-learning." The site serves new products of e-Learning, information about seminars, conferences, exhibitions, analytical materials, links to online resources of e-Learning, e-Learning tools. There is a section dedicated to the magazine "e-Learning World" (information for authors, subscribers, archive of issues, which contains annotated content and full texts of articles).

Analysis of publications and the real work of Ukrainian universities indicates about poor realization of following areas of application of new information technologies such as the participation of students in various Internet educational events. These are different distance competitions, including heuristic with open tasks without known answers, competitions in the ability to quickly find in the Internet precise and exhaustive answers to questions posed by the organizers (see, e.g., http://eidos.ru/olymp/ , http://kubok.yaridex.ru, http://eduland.ru et al.). Participants from different regions of the same country and even from different countries interact with the organizers online only. To participate in these competitions it is enough to have emails [4].

The full implementation of opportunities of new information technologies (NIT) in the educational process is not possible without adequate technical support. A striking example of the use of NIT in university methodical work is the work of methodological centre of Donetsk national technical university (http://donntu.edu.ua/russian/metod/komissii/do_p.html). The work of these units is dedicated to developing of educationally-methodological framework of the university.

An important area of new information technologies in education, in our view, is creation of personal teacher's websites. At these sites, the teachers can demonstrate personal information, dispose own their publications, awards and honours

international research projects, full texts or selected parts of publications. An example of such a site is the site Curator.ru (http://www.curator.ru).

It is necessary to encourage the participation of teachers in various Internet communities and associations. For example: the association “Internet Society” (http://www.i-socium.ru), which facilitates the introduction of modern information technology in education, science, culture, health, social maintenance and management, “History and computer” (http://www.kleio.dcn-asu.ru), which brings together researchers in the humanities, which are used in their work computer technologies, what is a branch of the International Association “History and Computing” [2].

Useful for teachers is visiting a special section of the Russian part of Microsoft Corporation site (http://microsot.com/rus/EDUCATION) which is dedicated to supporting of education and cooperation with educational institutions. The site stated strategy and concept Microsoft in education (“Education 2020”, “united educational environment”, “Training Class XXI century”, etc.), information about charitable projects and sponsorship campaign, examples of implementation projects in the medium and Microsoft higher education, conferences , Microsoft licensing demands for products for educational institutions. It is interesting to visit portals with virtual exhibitions of educational achievements (for example: http://fair.sssu.ru), which are an integrated Internet resources and provide information about the achievements in education, official websites of exhibitions and conferences from distance education (http://www.elearnexro.ru).

Microsoft Corporation provides a platform for teach management Microsoft Server (http://www.microsoft.com/rus/education/ Class_Server), which consists of five functional sub-systems: management training materials, curriculum management, testing and evaluation, reporting about student achievements, work on the Internet. We found very interesting the electronic journal which is introduced into the system of secondary education in some countries. The main purpose of it is the management educational process (http://www.school-info), which informs the parents about the academic progress of their children via SMS, e-mail or Internet. Something

like that can be realized in higher education establishments, it can be interesting for future employers. [1]

Let's consider the basic programs of distance learning which are used in Ukrainian universities based on CMS (content management system - Content Management System) and LMS (learning management system - Learning Management System) technology. These platforms are used to create a distance learning course on the site. The mostly used are following CMS management systems: Drupal, Joomla, Plone, Xoops. With LMS programs are mostly used Moodle, OLAT, ATutor, Ilias, Claroline, Docebo, Wordcircle, Dokeos.

Moodle - Modular Object-Oriented Dynamic Learning Environment is a software package for distance education on the Internet. The system is distributed free of charge. The system of Moodle is translated into 72 languages, it is used by 210 countries. There are 55,879 registered Moodle-sites in the world and 95 in Ukraine [4].

OLAT in its abilities competes with Moodle, provides the access to each element of the course dependent on the score for the test or task, the disadvantages are the lack of supporting for Ukrainian interface. Platform A-Tutor is used in the Ternopil State Technical University [3].

There are many software products that offer the tasks that require the use of various means that demonstrate possibilities of solution the translation problems (the use of Internet resources: GoogleEarth, tripadvisor, etc. during touristic, traveling classes; the use of e-encyclopaedias, reference books, various browsers for preparation of thematic essays, the use of software simulators to practice phonetic skills also abilities for recognition and correction of grammatical errors (Mister Higgins, Linguist, etc.), updating vocabulary, developing of creative thinking, memory and attention.

It is important to work with electronic dictionaries, reference books, encyclopaedias, translation of media materials via the Internet, using e-mail for business writing, media portals (e.g. BBC World Service) for listening and simultaneous translation of foreign texts, editing by students different translations,

made by translation programs etc. [4]. The purpose of these studies was: the use of monolingual internet vocabularies (Stylus, Collins) and multilingual electronic dictionaries (Lingvo, Multitran); using translation programs (Socrat, Plaj, Promt, Pragma, etc.) and taking into account their strengths and weaknesses, lexical and stylistic correction errors of machine translation.

Material and technical base of many U.S. universities can actively use information and communication technologies in the training process of different areas of specialization. In U.S. higher education establishments, students learn the basics of high-quality redaction of text documents, the principles of using the computer dictionaries, glossaries and databases, especially the editing of machine translation, demonstration of information on web pages. Using the resources of the Internet, television, videoconference systems and software, such as “Language evaluator”, “Language partner” and others, greatly facilitates the teacher’s work, provides: the relationship between participants of the educational process, access to the educational resources of the University, does motivational function performed by students' independent work, enable efficient functioning of translators distance education and others [7].

So, how we can observe from previous information about the state of application information communication technologies in training and work of future translators, Ukraine trays to go with the times and not to be behind from such information giant like USA.

Let’s consider an example of Kiev polytechnic university, which also trains future translators. With the purpose of realization of interdisciplinary approach to training of future translators it is envisaged theoretical and practical training of future translators in the branch of scientifically-technical translation, which secures overcoming of interdisciplinary frames. For example the course of practice of translation contains technically-specialized educational modules (General Engineering, Electronics, Computing, and Ecology) it helps to develop interpreter competence and increase vocabulary base.

Courses of translation the scientifically-technical literature and translation of business and technical documents secure theoretical preparation of students. The course “Information technologies in translation” is directed to developing the computer skills according to standard ECDL (European Computer Driving License) and also abilities of work with special CAT software (computer translation programs). It is necessary to notice, that no one university in Ukraine, instead KPI, does not train English teachers of professional orientation. KPI students of philological department have practical courses on technical departments, what develops professional skills and help in future job placement. That’s why many graduating students from KPI philological department work in many teach in many Ukrainian technical universities.

A.V. Shyba confirms that in Chernivtsi national university also ICT are applied. In the process of forming professional competence, future interpreters become acquainting with work of such translation programs as Promt, Google Translate, Babylon, Microsoft Translator, Meta [6].

One of the most progressive instruments of translators is TM (translation memory) systems. They conclude many technologies and means for translation, terminological glossaries, verification of translation quality, ability to work with different document control systems. The best way of using TM programs with technical, juridical, and other texts with many repetitions. That is why if translator permanently work in the same branch, he has an opportunity to fill up vocabulary base, that in future simplify and speed translation. The mostly used TM systems are Trados Translation Solution, DejaVu Interactive, SDLX, Transit i TermStar, WordFisher, IBM Translation Manager, Wordfast [3].

O.V. Shupta affirms as in many Ukrainian universities as in Khmelnytskyi national university in educational process of future translators it was introduced the system of lessons with using the most available means of modern ICT (the work in internet network, the programs of computer-aided translation, computer educational programs, satellite television, test-controlling programs : http://www.nkkep.dp.ua/Metodi/IT-Conference).

On the primary courses students acquaint themselves with ICT and software products, notably with electronic encyclopaedias, reference books, different browsers for preparing thematic abstracts, simulator programs for training phonetic skills, correction grammatical mistakes, development of thought, memory, and concentration. Especially useful are interactive multimedia electronic manuals – it is full methodical complex of textual, graphical, sound, and video information: http://www.nkkep.dp.ua/Metodi/IT-Conference-2. These means help to increase motivation of students and stimulate cognitive activity.

On the senior courses student-translators try to realize translation of materials with help of Internet, to use: e-mail for business correspondence, media portals for auding and simultaneous translation, translation programs for further editing of translations.

N. V. Halanov affirms that for forming of informative competence on basis of distance learning the most important thing is educational interactivity. For it students can actively use such programs as VoIP (Voice over IP), Skype, which give possibility of individual, group communication and can unite different people from different countries. Such lessons demands diligent training and organization from teacher [2].

The most famous computer-translation programs in Ukrainian market are STILUS, PARS, Language Master. These are windows-addition programs, which support Drag&Drop technology, OLE-automatization, have operative reference system, graphic interactive mode, and also other elements of windows and optional management, what do these programs really popular between users.

Conclusions for this research and prospects for further development in the said area. Using of modern information technologies in training of future translators in the high educational establishments in Ukraine give possibilities to decide such educational tasks as activization of students educational activity, realization of individual education, economy of educational time, monitoring of results, using of best world pedagogical experience, creation the conditions for practical using of knowledge and skills.

Using of multimedia programs and Internet recourses expands and diverse the program of studding the professional subjects from specialty “Translation”. It gives an access to different authentic materials, extend of student’s educational motivation, supporting in such way to individualization of education and effective forming of translation competency. Thus, the immense potential of computer technologies and Internet needs professional processing with help of developing new methodical conceptions and creation of proper psychology-pedagogical conditions of training future translators.

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TECHNOLOGY OF THE REFLEXIVE BUSINESS GAME BASED ON CROSS-TECHNOLOGIES OF SITUATIONAL CENTER

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The article describes author's technology of the reflexive business game constructed on the concept of Chinese stratagems, on an analysis of reflexive creations and specific problem situations. Presented in detail the implementation stages of the reflexive business game and the interaction stages of service team and project group.

Keywords: reflexive business game, cross-technologies of situational center, humanitarian support of reflexive analysis.

The problem of effective management in various spheres is a more difficult and actual in the modern world. It is observed from the level of individual units of enterprises, institutions and international relations. To a large extent this problem is caused by a lack of adequate socio-economic conditions the training and retraining systems of management personnel.

During the formation at students of competencies which associated with the search for effective management decisions, traditionally are regarded the linear programming exercises, elements of game theory and etc. All specified sections are

based on the use of numerical characteristics of economic processes and appropriate mathematical apparatus. At the same time not taken in account the features of subjects' individual choice and also ability to manage this choice or reflexive management [1]. It should be noted that in the theory of reflexive games by subjects may be: individuals, political parties, military units, states and even civilizations.

Omsk State Institute of Service (OSIS) is the single institution in Russian Federation, far as authors know, in which the students of specialty "Applied Informatics in Sphere of Service" and direction of training "Applied Informatics" are studied a reflexive analysis. Experience in teaching this discipline during more than 10 years and holding from 2007 in OSIS the annual All-Russian conferences with international participation "Reflexive Theater of Situation Centre" allows to conclude that mastering the mathematical apparatus of reflexive analysis causes some difficulties at representatives of humanitarian and technical professions. In this connection was concluded the need for the humanitarian support of reflexive analysis. To achieve this purpose under direction of Professor V.A. Filimonov being developed website *reflection.trizkin.ru*, which allows to "automate" the creation of reflexive models for different situations. The software implementation of website is performed by the graduate student of OSIS S.A. Tolstukha. Initial results of website testing are giving every reason to believe that direction of the humanitarian support of reflexive analysis is a very promising.

The technologies of reflexive theater of situation centre and their use for effective organization of collective project activities are one more direction of the humanitarian support of reflexive analysis [2]. Within the framework mentioned technologies are used reflexive literary creations and reflexive business games in which are taken in account the types watching of project group members, as well as their belonging to one of the ethical systems [3].

In addition as part of the humanitarian support of reflexive analysis by A.A. Fomenko is created the reflexive case-study "Who owns the strategy – owns the advertising market". The case-study is created based on the idea of seventh classical Chinese stratagem "Extract something out of nothing". The main condition of the

case-study is a contradictory situation, which originated in the advertising agency prototype. The storyline of the reflexive case-study: on the one hand, in the development of advertising agency interested Board of Directors, which regularly supplies the financial and technological resources, on the other hand, inexperienced director is unable to establish a creative activity of talented team. Director's attempts to organize interaction between units of agency are eliminated by the actions of deputy director, which is aimed at getting the post of director. The situation is exacerbated a natural disaster in region that introduces the conditions of uncertainty and risk in the advertising market.

The system of self-image is predetermined by the number of subjects in team and by the relationships between them. The system allows analyzing a restriction imposed by the group at the choice of management decision.

The implementation of the reflexive business game is performed in two stages:

1. Resolution of the conflict in the team agency prototype with purpose of stabilizing the internal environment of agency. It is achieved by dismissing of one of the employees, which disregards the principle of selfishness prohibition.
2. Creation of the employees' behavior strategy and construction of the optimal management decision. The search of the management decision is implemented in fierce competition in the advertising market. The members of project team (for improve the efficiency of agency's interaction with the external environment) take in account the changing relationships in team agency prototype after dismissing of one of the employees.

At the first stage of the reflexive business game the project team members are analyzed the agent of problem situation in system scheme "12 windows". The use of this presentation form allows us to refine a forecast of the agent behavior based on the analysis of proposed circumstances in the system of agent's relations with the internal environment. In addition at this stage are created a "portraits" of the agency employees based on the "human formula" and ethical systems proposed V.A. Lefebvre. Then, based on the results of reflexive analysis are selected the alternative versions of development events, which are incorporated in the reflexive case-study.

When the event is selected the project team members are determined the final composition of the team agency prototype and consequently, the relationships between subjects.

The second stage of the reflexive business game begins with definition of main problem of agency in the external environment. Construction of the relationships hierarchy, purposes and functions of the subjects are performed using a cognitive graphics. Creation of the employees' behavior strategy and construction of the optimal management decision are implemented with the use of opportunities *reflection.trizkin.ru*. At the end is calculated the forecast of potential effects after adopting specific management decision. Then are identified the opportunities/risks for each subject of the team agency prototype and the agency, as a whole. Forecast in the internal environment is performed by means of the cognitive scheme "Dynamic field of force", which allows monitoring the relationship of subjects at different stages of the project. Neural and hybrid neural networks are used for forecast of the agency prototype effectiveness in the external environment.

At the chair of Applied Informatics and Mathematics OSIS as part of the discipline "Information and analytical activities in sphere of service" has been used technology of the reflexive business game based on the cross-technologies of situational center. The results of research allow us to conclude expediency of the use this form of the humanitarian support of reflexive analysis in the system of Higher Vocational Education.

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THE BASES FOR EDUCATION CONTINUATION IN THE MAGISTRACY OF THE BAKALARIAT PROGRAM (ON THE EXAMPLE OF St. Petersburg State University of Service and economics) GRADUATES

St. Petersburg State University of Service and Economics

Introduction

Transformations occurring now in economic, political and public life influence on living conditions and activity not only the countries, but also each separately taken person. Modern society sets complex tasks and increased requirements for youth, especially in the professional sphere. High quality of young specialists intellectual potential is an objective and necessary condition of innovative economy formation in Russia and the society based on knowledge. This thesis assumes increase in structure of higher education graduates institutions of the cohort having at least initial scientific degree – the diploma in the magistracy program [1].

At the same time, the social and economic situation taking place in post-crisis Russia, often acts as a factor, promoting a graduate of higher education institution studying according to the bachelor degree program to postpone further education within the master program for more favorable period, having concentrating on job search and creation of career.

Many other factors also influence on this decision of graduates, besides objective current situation: financial position of the graduate, situation in a regional labor market satisfaction with quality of present education, the organization of educational and social process in higher education institution and so on. An important role plays both here a motivational complex, and what development prospects are priority, what goals the graduate sets for himself what future he expects and also readiness and desire to study further.

Due to a great need of the information about the factors having impact on continuation or refusal from training in a magistracy, clarification of the motivation bases of students – the graduates making such a decision, the sociological research (2011 was) conducted by the experts of Saint Petersburg State University of Service and Economics which main conclusions are presented in the present article.

In total 260 people were interviewed. The selected calculation was proved by the number of students who were training at the university according to the bachelor degree program (full-time tuition).at the time of the research poll.

Theoretical and methodological bases of the research

So, investigating and the accounting of the factors promoting a choice of a determined educational institution, level of the educational program, the direction of professional training and an assessment of its quality, is very actual for a higher education institution survival under the conditions of the increasing competition, and for renewal of professional personnel for needs of economy at high level

"The choice, – as fairly says V.K. Demidenko, is conscious, without any coercion, choice of the best solution version of this or that task in a concrete situation of professional activity. At the same time, as we know, the person sometimes is involved in this or that activity not according to his choice, but because of external influences" [4, P. 27]. Thus, in scientific literature external and internal factors are accurately differentiated and also their influence on decision-making and choice motivation is described. This methodological message was considered by research group when developing the research.

Analyzing a great number of conditions and factors, the research group conditionally divided them into two big groups: external in relation to higher education institution and the internal caused by the educational process organization itself. This idea id met in works of many researchers and reflects reality of the choice [3; 4; 11].

The external factors are the social and economic importance of this profession in society, the professional future: guarantees of employment, stability, highly paid work; working conditions; prestige. Higher education institution Influence on these

factors is insignificant because social and economic situation in the country and specific of region development influences on them more. But with the help of professional educational system organized taking into account region development specific higher education institution nevertheless an have the mediated impact on these factors [3, P. 100-101].

Internal factors are directly connected with the organization of educational process by tutors faculty skill level and as a result they define quality of education [3, P. 100-101].

Thus, the factors indicators influencing on decision-making of an educational program "bachelor degree" graduates about entering magistracy were revealed and put in the questionnaire and the most demanded among graduates directions of preparation were defined.

The presented list, according to authors, will be incomplete without a personal orientation of the entrant and/or a student, his interest in getting knowledge, skills within the chosen profession. Thus, factors of personal motivation are also involved.

Choice motivation is understood as a complex of the factors promoting and directing the process of a professional choice, definition of further educational strategy and integration of professional activity into a complete system of personal activity [2, P. 3]. Thus, in choice motivation a number of factors participate and the choice is influenced significantly by a concrete situation [10].

Lack of the standard classification of motives satisfying all in structure of professional motivation, allows the researcher to choose that which meets the demands of the purpose and problems of this research more.

So, there is a division of motives into personal and public, egoistical and socially significant, connected, personally oriented [6, 7, 8, 11]. One more widespread approach in classification of motives is taking into account their temporary characteristic: situational and constantly being shown, and also short-term and steady motives [6, 7, 8, 11].

Motivation can be internal and external. If activity itself is important for a person we speak about internal motivation; if external attributes of a profession are

significant – the external motivation prevails. In scientific researches of practical activities are used both methodology of identification of individual motives, and average, using which we study motivation of professional activity, social group. The same gradation is used in classification of factors of a professional choice [3].

From our point of view, motives can be united in the following groups: the social; the material; the professional; self-improvement, self-defenses, self-safe. All listed groups of making sense activity motives belong to any subject of professional activity [2, P. 12-15; 7, P. 51-53].

The statements given above became base for development of methodological tools of research and the analysis of data of sociological information.

The bases for entering a magistracy of the bachelor degree program graduates (conclusions according to the results of the research)

1. There are three models of professional behavior of the bachelor degree program graduates:

1.1. Orienting of the graduate to continuation of training in the program of the following step (magistracy or postgraduate study);

1.2. Orienting of the graduate only to professional activity (model of "the postponed educational strategy");

1.3. The model of the uncertain professional choice (the graduate hesitates between further continuation of training and the beginning of professional activity).

Each of the given behavior models supposes the existence of its own specifics.

2. The factor rating influencing on the choice of behavior model oriented to education continuation in the magistracy looks as follows: competitiveness increase on the labor market; receiving new knowledge, abilities, and skills demanded by the chosen specialty; obtaining the diploma of the master according to the chosen specialty. There are also other factors, reasons and motives of behavior model choice. They are met not so often in respondents answers.

3. The realization of the considered behavior model begins with the definition of the training place and the specialty choice.

3.1. The choice of a place of training is influenced by the following factors: whether there are any budgetary places in higher education institution; how much the tuition fee is; potential employers awareness and from what side (positive – negative rating which the prestige of higher education institution consists of).

3.2. Preferences distribution of the graduates finishing the educational program "bachelor degree" concerning further choice of the master program is interesting and informative. So, there were two variants of the choice.

3.2.1. Potential entrants choose that direction of preparation which they were trained within the previous educational step. It is more characteristic for such preparation directions as economics, management, tourism, technology of public catering.

3.2.2. Potential entrants completely change the professional choice, preferring to be trained in other direction of professional training.

This division concerning the choice of a higher education institution and a professional choice is often proved by magistracy existence within the chosen direction of vocational training, existence / lack of the budgetary places, reasonable tuition fee.

4. The second model which is chosen by the majority of the respondents – the model of labor activity. Leading positions choosing the model of professional behavior is the factor "I can't combine job and study".

5. The third model is the model of choice uncertainty. Graduates of the bachelor degree program don't know what exactly they want. On the other hand it is a chance for a higher education institution to adduce such arguments which will get graduates to make a choice for training continuation. Due to this professionally oriented work which influences graduates, first of all of tutors stuff makes sense. At creation of professionally oriented work it is necessary to consider the choice factors of professional behavior models after the university graduating.

6. When studying choice model factors of professional behavior, statistically reliable connection between intention to study in a magistracy and obtaining the diploma of the master in the different directions of preparation (is found out; R=0,313

p=0,003). Correlation was calculated on Pearson's coefficient, according to the given data, connection is average, but statistically reliable. Graduates connect the intention to continue training in a magistracy with quite good level of teaching in St. Petersburg State University of Service and Economics (R=0,106, p=0,091). Statistically reliable communication isn't found, but is observed at the tendency level that can testify of training quality improvement of in St. Petersburg State University of Service and Economics. Also there is positive correlation concerning participation in scientific research work (R=0,217, p=0,001) is noted. The level is statistically significant correlation is low testifying that the magistracy is interconnected with scientific work in the higher education institution. Thus according to correlation divisions, the main obstacle for entering the magistracy is the necessity to work and to earn on life. Entering the magistracy graduates hope to receive other education level (R=0,197, p=0,036), and also to improve their knowledge and to work according the profession, they received in specialist program and bachelor degree (R=0,216, p=0,021). Graduates also intend to participate in the international scientific programs (R=0,222, p=0,16). The given communication is very insignificant, but at the tendency level.

Thus, considering of correlation divisions, it is possible to make the conclusion that graduates positively estimate the opportunities of magistracy training continuation.

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TEACHING STAFF FORMATION OF THE UKRAINIAN UNIVERSITIES IN XIX - BEGINNING XX CENTURIES

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In this article it is the formation process of teaching staff of Ukrainian universities in XIX - beginning XX centuries about; are examined significant changes in forms and methods of teaching staffing of country's universities. It is determined the scientific potential and pedagogical skills of professors of Ukrainian universities, which, as archival documents, did not concede to professors of prestigious west-European universities.

The compleat professionalism is made by worth attitude to university as a main institution of higher education.

The profound social and economic changes in Ukraine made necessity to reform of educational system. Several last years in native pedagogical science considerable changes have happened. They are: making new aims of education, renewal educational content and educational and tutorial technologies. It determine of necessity to reform the teacher training system and new conditions in education.

The articles aim – to search the history of reforming of teaching staff structure of Ukrainian institution of higher and to use this experience in modern level of formation for national educational system.

The tasks - to search the process of formation and development of university's education in Ukraine in the second part of XIX - beginning XX centuries, to search the reforming of teaching staff structure features in the monitoring period.

The main material. Despite increase of teaching staff in Ukrainian universities in the second half of XIX century, the native universities significantly stood behind in providing of teaching staff as compared as European universities. So, in 1875 the learning process Berlin's university provided 120 professors, in the University of Vienna – 111 professors. At the same time, in this period on the historical-philology's faculties in the universities of Kharkov, Kiev and Novorossiysk the lectures were reading 9 professors and 2 associate professors, 7 professors and 6 associate professors, 7 professors and 4 associate professors accordingly. That's why the explorers are right, which point that the success in development of university's science and education were provided by considerable tension forces of teachers. I

want to note that the feature of education in the University of Novorossiysk was marriage forbiddance till graduating of the university [1].

I must say that teaching staff in Ukrainian universities in the second half of XIX – beginning XX centuries was characterized not so quantitative, but qualitative characteristics. In level of scientific potential and pedagogical skills the professors of Ukrainian universities did not concede to professors of prestigious west-European universities. The professionalism was provided by respectful attitude to university as a leading institution of higher education. It was considered an honor to be a university's teacher. They respect the heavy demands whose had got the academic degree of Doctor or Master of Science, whose had got the academic title "The Ordinary Professor", "The Extraordinary Professor", "The Emeritus Professor" or "The Emeritus Doctor of Science".

It was not so easy but honorable to get the title. The important qualitative change in teaching of Ukrainian universities in the second half of XIX century was increase in number of young teachers. The historical-pedagogical records, in the middle of 70-s it was dominated the age group up to 35 years (about 30%), but the most (80%) was the age group up to 50. Nonetheless, by the end of XIX century, it was dominated the age group of teachers from 50 to 60 (nearly 30%); the teachers of age 60-80 were about 15% [1].

The imperfection of the rotation mechanism of teaching staff had led to the fact that to the end of XIX century the state of affairs in teaching staff was unsatisfactory again. Pointing to it one of contemporary wrote:"The professor, changing one time by The Council and approving on his post by superpower, remained for 25 years on his post. If the change is success – the university will be happy and the students will be happy. But if the change isn't success – that only death or incurable disease may relieve the students from the heavy burden" [2].

It should be noted, that exactly in the second part of XIX century the system of training of science-pedagogical staff in the Ukrainian universities period acquired the completed form more or less. In this period the number of source of replenishment of

professor-teaching staff increased, improved the completion's forms and methods of university's pedagogical staff.

The main source of replenishment of science-pedagogical state was private-docent improving in 1863. We point out that the University's Charter provided the opportunity to teach to supernumerary teachers under the supervision the professors. In 1836-1834 academic years the 8 young scientists got the right to read the lectures in the Kiev's university [2]. According to professor of The University of Saint Vladimir M. Vladimirskogo-Budanova the private docents provided assistance to replenishment of the Kiev's university new and fresh powers and support the creative potential of the real teachers by introducing of competition [3].

At a certain stage in official circles the private docent are considered like the important way of science flourishing and replenishment of science power. Nonetheless the university's professors criticized of private docent for its low university's teaching and the lack of pedagogical training of higher school teachers.

Considering some disadvantages of private-docent organization the Ministry of education at the end of XIX century got the rule to faculties to inspect of science and pedagogical qualities of persons, who qualified for the academic title the private-docent. It obligated the university's leadership to monitor that its title hadn't been used by persons, who didn't read lectures in the universities [3].

It should be emphasized that according to The University's Charter of 1884 year the state of docent staff was created in classical universities. But this state, considerate by Ministry of education the as a hotbed of future power of scientific university's corporations, didn't deep root in the state higher education, because the docents were put in conditions, didn't stimulate the applicants of its title. So the post of state of docent staff was removed in autumn in 1884.

The Ministry of education regarding the teachers, who posted of docent, decided the following:

1) The persons who gained popularity by "themselves scientists work and gift to teach" to gave the title of extraordinary professors without giving of doctor's degree.

2) To lay a temporary performance of duties of vacant professors posts by docents if "their teaching is useful" [3].

By the end of XIX century one of the leading formation of scientific-pedagogical potential of Ukrainian classical universities trends became the teaching staff completion by the own graduates. So, in the Kiev's university almost the half of teaching staff consisted of own graduates. This is indicative of the internal scientific powers performance. In the University of Kharkov there were almost 43% of teaching staff of own graduates.

The study of history-pedagogical literature and monographs testifies the university's professors-teaching staff was predominantly replenished by graduates whose had defended the master thesis or dissertations, or were famous by them publications or scientific-practice experience, in case of absence of scientific degree [3].

The main source of replenishment of science-pedagogical state of Ukrainian universities in the second part of XIX century was the institute of professor's scholars. The essence of this institute, which functioned from 1863, lied the persons, who's wished to devote himself to scientific or pedagogical activities, after successful graduating stayed in the university or were sent to other university for training for examination or writing and defending the thesis for master's degree and later – for the doctor's degree.

The content, forms and methods of young scientist training in the second half of XIX – beginning XX centuries in Ukraine like abroad was determined by universities and was provided by curator of school district to the consideration to the Ministry of education. The students, left in the University for training of academic title, were under the professor's supervision, which besides reading of lectures conducted lessons for candidates. The candidates attended specified science lectures and conduct practical classes. For direction abroad of the talented young men for training to academic title at the end of 60-s of XIX century, the Ministry of education elaborated new rules. In rules was pointed that the young scientists might direct abroad on the grounds of election them by the Universities' Councils and from

departments which experienced an acute need in teachers. Among the candidate of training abroad by advantaged used who had academic titles or confirmed a high level of science training, teacher's abilities during conducting classes, were famous be their science works of subject, which wanted to devote in academic title[4].

As evidenced by that time pedagogical publication, in 1870 in the Universities of The Russian Empire there were 67 professor's candidates, 16 of them trained abroad, 51 – trained in the native universities [3]. So, in the University of Kharkov from 1884 till 1984 were stayed or directed abroad for academic training 33 persons: 3 persons from the Historical-Philology faculty, 11 persons – from Physics and Mathematics, 10 – from Law, 8 – from Medicine. 24 persons had become the professors and the docents [3].

According to the Ministry of education during 1863-1875 years in the Kiev's university there were 53 professor's scholars [4]. The Council of The University of Saint Vladimir discussed the question of need to increase the number of them in its meeting.

The important source of pedagogical staff replenishment was foreign scientists' invitation for teaching by universities. The Charter of 1863 got to universities the rule to give the title of academic degree without thesis (dissertation), but for famous merit anyone.

Nonetheless in the second part of XIX century the number of invited to the Ukrainian Universities foreign scientists were reduced significantly, because they didn't know Russian and Ukrainian and read the lectures in Latin. This greatly complicated the pedagogical process in the native universities.

One of the completion ways of teacher's staff of classical Ukrainian Universities was the attraction from The Moscow and Petersburg Universities individual professors. So, 90 new teachers, attracted to reading lectures, were students of Russian universities. For example, O, Paulson, M. Avenarius, P. Alekseyev etc. were invited from Petersburg University [4].

The considerable attention in the universities of Kharkov, Kiev and Novorossiysk has been paid to the training of academic title teachers in the native

pedagogical educational system. It should be noted that the validation system of teaching staff of universities was finally formed by the Charter of 1884 and existed almost without changing till 1917. It was in the centre of discussed about its development [2].

In the second part of XIX century was formed institute of postgraduate studies in the universities by law. We point out, that the term "postgraduate" was introduced to active use in 80-s years. In this period in Ukrainian universities used the famous hierarchy of academic degree: student – candidate – master – doctor. Nonetheless the real academic considered only two – a master and a doctor, but the training of thesis and dissertations was the main power of university's science. It should pointed to getting the academic title of doctor preceded a complicated defense except long oral and practice examination. The dissertation publishing was carried out by the author and needed more resources. According to the decision of The Kiev's university's Council from 27 February 1859 each master or doctor candidate was to provide 80 copies of his thesis or dissertation [3].

During the second half of XIX – beginning XX centuries the trend of scientific potential in Ukrainian universities grows. The number of scientists' teacher grows. So, during 1863-1883 in Kiev's university had got the academic title of doctor 74 teachers and the title of master – 39. Along 1863-1874 years in the University of Novorossiysk 20 doctor's dissertations and 13 master's thesis were produced and defended [4].

Nonetheless the highest growth of scientist potential was in activities of The University of Kharkov. During the second half of XIX century in The University of Kharkov 187 doctor's dissertations and 84 master's thesis were defended. According to the pre-revolution period it was 65% and 53,5% accordingly. From 1899 till 1917 in The University of Kharkov 84 doctor's dissertations and 37 master's thesis were defended, i.e.121 dissertations. This is one third of dissertations defended in the university from 1805 till 1917 [3].

It should be pointed out that the teachers of pedagogical disciplines from the Eastern Ukrainian universities had academic title of philosophy and the other

humanitarian disciplines. The doctor of philosophy and ancient philology S. Gogotskiy pretended to the post of professor of pedagogical department of The Kiev's university [3].

It is important to stress that the scientific pedagogical potential of the Eastern Ukrainian universities was more powerful comparing to the Western Ukrainian universities. The seriously disadvantages in scientific pedagogical staff training were in the University of Chernovtsy. The evidence if this was the staff report of professors of Philosophy's department dated 1909. In it there were pointed out "during 30 years of existence of the University of Chernovtsy only one physicist and two mathematics had got the science degree" [3].Unlike the natural sciences the humanitarian science circle were more powerfully in The University of Bukovina. It should be pointed that the teachers of Philosophy's department had got the docent post in the native university or had got the professor's title in the other universities of Austria-Hungary [3].

Findings. So, researching of archival materials, historical-pedagogical works, monographs, and periodicals allows us to conclude that the scientific-pedagogical staff training in the Ukrainian universities' system was the important direct of native university pedagogical education forming at the end of XIX – beginning XX centuries. During this period the typical hierarchy of pedagogical university's staff and pedagogical titles and degrees was formed.

On the basis on research of this problem we may say, that in this period the effective form, methods and the professor's-teaching stuff ways were developed and tested despite difficulties and disadvantages, the organization and methods activities were structured and were directed to change of its qualities and quantities parameters. The continuous growth the numbers of qualified university's teachers and strengthening their scientific-pedagogical level created the condition for national pedagogical thought (school) development in XIX – beginning XX centuries.

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THE NOTION OF INNOVATION IN THE CONTEXT OF PHILOSOPHICAL, CULTURAL AND SOCIOLOGICAL APPROACHES

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Abstract: The article focus on the concept of «innovation» from the position of philosophical, cultural and sociological approaches. It is proved that the management innovations are considered both in terms of administrative models and in terms of social interactions at different levels from the position of Sociology of Management. The sociological approach is illustrated by the example of the structural and functional analysis.

Keywords: innovation, management models, social interaction, structure-function analysis

A number of domestic and foreign monographs devoted to phenomenon of innovation was recently published (see [1] , [2], [3]) as well as several articles (see [4], [5], [6]). However, the situation with the clear understanding and interpretation of the term "innovation" is still unsatisfactory. It seems so obvious that having no single, universally accepted, and evidence-based interpretation of the term "innovation" and its application in practice is not only useless but even harmful as it was in respect of the terms "the quality and efficiency" when our civil industry has almost completely lost its global competitiveness.[7]

Let’s have a look at the interpretation of the concept of "innovation » from the point of view of different approaches.

From a philosophical point of view the understanding of innovation as a quality characteristic of society, culture, a civilization development, a new level of performance with the new content,the analysis and the reflection of innovative features and conditions of the innovations emergence prevails. In philosophical approaches we can see a kind of disciplinary knowledge, especially relating to the epoch of post-positivist direction. Quite obviously we can observe a radically rethought concept of "innovation" in a variety of post-modern orientations in philosophy and sociology of knowledge. Thus, Karl Popper (1902-1994) sees knowledge not only as a ready-made and complete system, but also as the system of being changing and evolving. He introduces this aspect of the analysis in the form of the concept of the scientific knowledge growth, clearly recognizing that the highlighting changes in the scientific knowledge field, its growth and progress can be contrary to some popular ideal of science as a systematic deductive system.

Considering the interpretation of the concept of "innovation" in the philosophical aspect, it is easy to see that the recent attention has been paid to the study of social innovation because of its main featurefocusing on people. That is why social innovations are meant to be innovations in the social life of the individual and / or interpersonal relationship. In this context they tend to resolve conflicts which arise in conditions of instability and heterogeneity of social communication, management process, coexistence of different axiological systems. In general, the philosophical aspect of innovation comes down to the question of why there is a need for innovation in human life, how they are interlaced with/ into social life and work , and why we consider multiparadigmatic approach as a method leading to a shift from conventional disciplinary-oriented model to interactive model [8].

The cultural interpretation of the concept of "innovation" focuses on the idea of culture as a complex structural integrity formed by two types of processes in different directions with a strong vector of creativity, which implies a change, update, expand of the creative process frames,of cultural field and regulation, normativity, its traditionalization structure. The essence of the structuring intentions is the implementation of selection, processing, modificationand integration into culture of

implemented innovations as a local character and penetrated from the outside - borrowed ones. In the future these forms of culture become a regular characteristics by means of the process of standardization and habitulisation of their available samples. The final goal of these processes is the transformation of innovations into the norms and traditions. Any innovations aimed at destereotipizatsion of activity, communication, thinking and destandartization of existing cultural patterns are to be meant innovations with the final goal of changing of the existing norms, traditions, or the possibility to provide the generation of new traditions and norms. For example , the interpretation of innovationsis submitted by "Culture and Cultural Studies "Dictionary where innovation in a culture means a "new growth , the emergence and spread of an object or features of it not previously existed within it. It may be the result of intra-cultural inventionor inter-cultural borrowing "[9].

We share the opinion of L.A.Mostovaya, the culture expert, as an important addition to the discussed definitions in which she means the term "innovation" as not only the mechanisms of the formation of "new technologies", but also "new behavior models" that create "conditions for social and cultural change" [10].

The latter, according to L.A.Mostovaya, are determined by "new ideas that arise in individual consciousness, spread in society," creating an opportunity for social and cultural change.

From the sociology of management position the concept of "innovation" is mostly used to express the essence of innovation activity and innovation processes, especially if the process of paired changes in the surrounding environment is taken into account. Also, the concept of "innovation" in the sociology of management implies its content as a complex process of creation, dissemination and use of a new practical mean for the satisfaction of human needs, changing the course of development of social and cultural systems and actors. In other words, the interpretation of the concept of "innovation " in terms of sociology of management is increasingly understood as technologization of those processes that did not exist in earlier stages of development, but that appeared at the present stage, socialized and

were fixed in symbolic form and activity by altering the ways , mechanisms, results , and contents of this activity itself .

It should be noticed that the study of innovations from the position of sociology of management is carried out with respect to various aspects of social reality. For example, innovations are investigated in the framework of the organizational culture. Here we consider innovation as a management model (see [11]) as well as a social interaction at different levels (see [12] and [13]).

The notion of "management innovation" appeared and was introduced for the first time in its new paradigm as soon as the old principles of management are no longer " work " in terms of business structures . In the 90 s of XX century there was a review of management processes after which the main attention in management principles is paid to the human or social aspects of management : in other words, the main vector becomes effective in the direction of a person to encourage people to work together and make their efforts more effective. In addition, management processes become integral components of an organizational culture based on honesty and people trust, they form some communication between people and determinean individual contribution of each actor in the common result. The particular importance is directed to the concept of " business ethics" as an innovation in the business process.

In our opinion, the most interesting interpretation of the concept of "innovation" is from the position of structural functionalism . Multiparadigmatic factor of interpretive concept requires some deeper sociological analysis because the study and implementation of innovations in society focusing on many sciences. From the point of view of sociology of management we are interested in considering the relationship between innovations and social systems from the point of view of a fundamental understanding of structural functionalism. According to this statement organizational goal is dominant in a human society while any social system has a structure in which technology and economy are the sources of social dynamics. Culture is a conservative forcein a society due to it the system is stable and steady. Reflection and study of the concept of "innovation" actualizes the nature of innovation processes, social

mechanisms by which these processes are realized in the society as well as the subjects of innovation activity. We consider it is necessary to adhere to the scientificprinciple in the classical paradigmresearch although the principle of system consistency and objectivity will make it possible to study the behavior of individuals in different social conditions in the implementation of innovative changes, mechanisms of interpersonal communication, motivational factors.

T. Parsons in the context of social change and evolution argues that the social system can exist and persist only ina self-balance conditionsof its main factors: adaptation, goal-setting, integration and maintenance of stability. However braking this balancethe destabilizationcomes inevitably.

As to our subject organization is also a system. If it is so the system also has an invariant set of four functions mentioned above and it should match to the stabilizing factorsaccordingly in order to save system boundaries. Speaking about the changes of the social environment Parsons initially focuses on the factor of adaptability which increases the adaptability to changes, and the factor of " generalization of values," or a special model of change that is to be in need for the system if you count its future viability . [14]

According to the Parsons theory, "there is a zone of mutual penetration between the social and personal systems. However , the relationship here is triplemainly, because the parts of the cultural system as well parts of the social structure are internalized in the personalities, and at the same time, the parts of the cultural system are institutionalized in society " [15].

Meanwhile standards and norms as the elements of the value systemcorrespond to the levels of the social structure and provide specific guidance for the actions infunctional and situational conditions which are specific to certain groups and roles. According to the theory of structural functionalismthe main function of the societal society is that there are certain obligations in relation to the societal group and the problem of any system is to coordinate the actions of its constituent elements. The function of variability is attributed to social systemmainly.

Based on this statement and according to Parsonstheoryone of the major problems of implementation of changes in society, as a system, is the problem of regulating the loyalties of its members in relation to itself and to other teams. Inclusion of diverse individuals and groups in social activities is the main issueof stability in modern society [16]. In the sociology of management as we have already pointed out this phenomenon is also being studied in the aspect of social interactions.

Thus T. Parsons highlights the problems of change as the main function of societal society. The relationship of philosophical, cultural and social aspects in the societal development of the society and personality allows tosay that the philosophical, social and cultural aspects are integral in the dynamics of the society development, while cultural values, norms and ideals define the content of social actions. The position of sociology regarding this problem through the prism of structural functionalism is interesting to us because the main object of attention to the phenomenon of innovation is a special type of process - a change under the influence of which the social structure, the differences in the changes are realized more noticeable only in the level of intensity, distribution and organization of the "elementary " components of certain processes which the state of the systemis exposed to any influences depends on [17].

So, the discussed approaches to the concept of "innovation" allow us to say that they cause changes in a variety of elements as well as the change to meet individual or group needs. To maintain the stability of the organization, which has been changed as a result of innovation, the systems of adaptation are to be switched on. In such systems the new links between the organization changes, needs, and social activities are to be established. Innovations and changesconnected to them in the organization are determined by the level of organizational culture, which has the ability to become a part of other systems of the organization. These aspects of thefeatures of concept of "innovation"are revealed more widely in the framework of the sociology of management.

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INDICATIVE ROLE OF LABOUR MARKET SOCIAL INSTITUTE IN TRANSFORMATION OF SOCIAL STRUCTURE: EMPIRICAL RESEARCH AND CASE OF ORIGINAL CONCEPTION

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Introduction. This paper consists of review on empirical sociological surveys of modern social transformation processes. An original sight on the problem through the prism of labor market along with the sociological conception are stated.

In situation of more and more rapid development, general-multipurpose changes and high interdependency of different sphere of social life it is actual to found out an indicator of social structure transformation that would reflect these changes in all their dynamic and multidimensionality. An indicator of a such kind social institute of

labor market could be called as it detects slights social-structure changes and at the same time integrates objective and subjective influences onto social life. Through the prism of this institute of modern society we get an unique opportunity to learn transformational processes in a short-time perspective.

The topic is actual not only from the point of searching for new approaches to the social structure of modern society transformation studying but also for solving the problems of labor market social institute functioning especially at the period of global financial crisis. Indication of social structure transformation for labor market social institute is its latent function. To outline this role series of empirical sociological researches in periods 2009-2010 and 2012-2013 were organized. [1] Social institute of labor market as a consequence of society development and complication of its structure that show itself in appearance of new types of social relationships along with interrelate organizational structures and norms, values and expectations of behavior was examined.

Theoretical base for the research was complex of sociological ideas in tradition of distributive, social network and dispositional approaches to analyze of social structure transformation. All these ideas are based on methodological and theoretical abilities of structure-functional, interactionism and phenomenology framework. Problem of integration of all results of these multidimensional studies (on the edge of macro- and micro-sociological traditions) with the ideas of A. Giddens theory of structuration was solved.

Social institute of labor market as an indicator of social transformation: sociological research and its results. Monitoring segmentation of labor market using method of SOM (self-organizing map) found out tendencies of social-structure changes as a result of changes in social positions and role (of social actors) of social institute of labor market as an indicator of transformation of social positions (of social actors) systems. Expected positive and objectionable negative tendencies in social structure transformation of modern society in Russia were detected. Indicator for these expected tendencies are reinstatement social actors' of their lost social positions (new job placement of individuals that have job before); changes of social

actors social positions (organization of own business, work place for retired individuals); getting of quite new social positions (professional education, work places for colleges graduates, labor adaptation of schoolchildren during their summer holidays etc.). Indicator of negative tendencies in social structure transformation are changes of social actors social positions (public works placement of individuals that have job before); getting of quite new social positions (public works placement of colleges graduators), loosing of by social actors of their social positions (long period of being in unemployment status of colleges graduators or before employed individuals). Indicator of short-time transformation is getting by social actors of unstable social positions (work placement to temporal public works or seasonal works, professional reeducation). Indicator of long-time transformation is placement on regular work or long-time keeping of unemployment social status.

Analyze of vacancies found out temporal yet stable patterns which under the influence of existing social-demographic and\or social-economic conditions in the sphere of possible for social individuals resource and facilities. Analyze of segmentation results of unreclaimed vacancies data found out that a set of vacancies are “opened” for long time (from one month to one year or more). [1] Therefore this fact indicates of individuals group on the labor market that prefers to keep status of unemployed and this tends to forming and keeping of quite stable specific social positions system in this group of people. Such situation can be interpreted as a dysfunction of labor market and necessity of some further investigations. In this case we learned social network and social dispositions dimensions of social structure transformation process.

Social network analyze is a base for studying of social structure transformation tendencies through transformation of social networks configurations. To study ego-centric social network the original methodic of evaluation of social actors’ potential in the context of their abilities, knowledge and competences actual for labor market have been designed. Analyzing of social networks of jobless individuals found out that transformation of their social network configuration takes place in the context of duration of their being in this status on labor market and shows itself in lowering of

their personal, professional and labor skills demand. And as we mentioned above, analyze of distributive level of social structure transformation (through the prism of social institute of labor market) found out existing of sets of unemployed individuals on the labor market (being in this status for different periods of time) that are actually bearers of social characteristics and ties of a wide range. Therefore we may state that social institute of labor market has the role of an indicator of social structure transformation in the sense fixing slight changes in in social network configurations.

Dispositional approach is a base for studying of social structure transformation tendencies as a result of changes in system of social dispositions of actors (or their readiness to act\behave in a certain way) and again labor market institute indicates these changes. Empirical data on transformation in the actors' system to behave in a certain way (first-priority) to provide their life needs, searching of job, organizing of own business, let us to learn social dispositions as a base for social-structure changes and social institute of labor market as an indicator of social structure transformation on the dispositional level. We outlined that social institute of labor market is an indicator of modern society in Russia social structure transformation in the sense of changes in actors' intensions, predispositions to a certain activity and value orientations. All these data let us found out that with the duration of being on labor market unemployed persons intensify their readiness for active searching of job placement.

Paradoxical specifics of subjective behaving at the period of being on the labor market for long time with status of unemployed person increases his\her readiness to for activity in searching of work place: starts from total inactivity to active planning and only after to readiness for active searching for a job place. But at the same time unemployed person lost his\her demand for labor market even in the context of his\her nearest and conventional surroundings (consists of his\her friends and\or relatives). This phenomenon was called "the circle of paradox activity". Discovering of this phenomenon gives us opportunity to explain from the sociological point of view the meaning of existing dysfunction of labor market social institute that is in the

simultaneous existing on the labor market two opposite groups: vacant labor force (unemployed persons) and unoccupied vacancies (very often for a long period time).

Basic result of the set of empirical researches became an original sociological conception of labor market inactive role. This conception:

- integrates distributive, social network and (social) dispositional indicators of reflecting of multidimensional tendencies of high speed (fast social dynamics) transformational processes in the social structure of modern society;

- systemizes results of learning of macro- and micro-levels of labor market social institute functioning as an indicator of modern society structure transformation;

- sets interpretation of indicative role of labor market social institute as its latent function;

- detects system of factors that outline social aspects of labor market social institute dysfunction. [2]

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CARACTERISTICS OF COLLEGE STUDENTS' COMMUNICATIVE ADAPTAION FOR AN ACADEMIC ENVIRONMENTS (RESULTS OF SOCIOLOGICAL RESEARCH)

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Introduction. Problem of social communication of individuals and social

groups is one of the constant topic for social scientists and actual at present. Social actors subjective representations on the situation are actual research point because let ones to forecast individual choice of activity and way of problem decision, when the base for these decisions is one of individual situation interpretation.

Methodological principle of subjective rationality that states determine role of subjective judgments and representations in decision-making process and personal adaptive behavior forming takes on more influence onto empirical research in sociology. In 2005 sociological research (author Maltseva A.V.) of ways of decisions of difficult life situations in social group of college students has been organized. In this research examples of correlation between individuals behavioral decisions and subjective judgments on the situation have been found when the base for choosing of the decision is subjective judgment by itself not objective parameters or its content. [1, 92]

According T. Parsons ideas on phenomena of social expectations [2] we can talk about situation when a social actor in different situations actually forms different system of social expectations according to different objects of such situation. These expectations can be formed in context of actor's need of self-affirmation or\and acknowledgement or\and the perspective of the further relationships with significant others. We can state that this orientation in the context of existing social relationships is one of the most important parts of individual and group adaptation behavior. In this case it is actually to study specific of communicational adaptation of college students in academical situations that they realize in co-operation with their educators and other students of the same year.

Review of sociological research. Sociological research was organized in 2012; college students of the Altai krai were interviewed. Results extrapolate onto other regions of Russian Federation.

Methodic of unfinished sentences let us found out the following characteristics of communicational-network adaptation strategies of college students in their interrelations with educators: 1) "I visit all individual consultations of tutorials in academic semester"; 2) "I can get help of my tutor in my everyday necessities"; 3)

"when I skip an academical hours I always can explain the situation to the educator"; 4) "I have references in dean's office to get help with my problems"; 5) "I believe that I may criticize my educators"; 6) "I believe that I may judge work of my educators"; 7) "I believe that I may make a complaint against my educators"; 8) "I do my best to have trust relationship with my educators"; 9) "I choose the tutor according my academical\scientific interests"; 10) "I believe that some informal communication between educators and their students is good idea"; 11) "my educators always claim demands and follow them in academical process"; 12) "educators must control level of knowledge of their students; 13) "educators must control academical attendance of their students"; 14) "educators must control their students during lecture time"; 15) "educators may judge appearance of their students"; 16) "educators may complain to parents of thier students about their behavior"; 17) "educators must be soft on students that skip academical hours because of illness etc."; 18) "educators must be perfect example for their students"; 19) "I will keep good relationships with my educators after my graduating"; 20) "I need in more attention of my educators"; 21) "I can talk with my educators about my personal problems"; 22) "I can discuss with my educators any existential questions".

The above mentioned statements were scaled and analyzed in a data reduction method (factor analysis). At statistical level 0.000 and KMO coefficient 0.5 the following behavioral complexes of interrelationship between students and their educators have been found: 1) probability of positive relationships in the context of formal frame; 2) probability of positive personal informal relationships; 3) probability of critics and estimating of students by their educators; 4) probability of control from educators; 5) students expectations of judgments about academical records and appearance by their educators; 6) idealization of educators and formal level of relationships; 7) expectation of educators help in difficult life situations; 8) importance of educators counseling off-academical hours.

Method of unfinished statements let us found out the following opposite indicators of communicational-network adaptation of college students at their relationships with the students of the same year (each of the following statements was

on the polar sides onto the scale): 1) “students of the same year with me are my colleagues holding the same views\ after my graduating I will not interrelate with students the same course with me as with my colleagues”; 2) “with students the same course with me I will keep relationships after me graduating\ students of the same course with me is an interim situation”; 3) “we share academical and scientific information between each other(the same year students)\ all information I find only be myself”; 4) “between the same year students I can always find help with my course project\I review my course project only with my tutor”; 5) “I like to communicate with students of the same year of me\ I have no interests with students with the same year with me”; 6) “I see the students of the same year with me as my team-mates\ I see the students of the same year with me as my rivals”; 7) “I have experience of co-operation with students of the same year with me in difficult life situations\ all life problems I always solve with my relatives only”; 8) “I have experience of co-operation with students of the same year with me in solving of housing problems\ my housing problems always solve my relatives”; 9) “students of the same year with me always can help me with finding temporary work\ temporary work I always find only by myself”; 10) “students of the same year with me always share academical books and materials with me\ nobody will give me academical books and materials with me”; 11) “students of the same year with me can lend some money to me\ only my parents or relatives can lend some money to me”; 12) “with students of the same year with me I spend my free time\ I spend my free time with my other friends”; 13) “I will keep collegiate relationships with students of the same year with me after my graduating\ I will keep relationships only with my work place colleagues in the future”; 14) “through students of the same year with me I can meet my future spouse\ meet my future spouse I can only through my relatives”; 15) “with students of the same year with me I can talk about fashion clothes\ such topics I`d better discuss with a professional”; 16) “when I miss an academical class students of the same year with me will always share materials\ it is impossible to find academical materials if I would miss my class”; 17) “if I share my academical materials with others they should back it along with a small gift (a bar of chocolate)\ if I share my

academical materials with others they should just back it in certain time" and six more descriptors.

The above mentioned statements were scaled and analyzed in a data reduction method (factor analysis). At statistical level 0.000 and KMO coefficient 0.5 the following behavioral complexes of communicative adaptation between students of the same year have been found: 1) perception of the same year students as competitive fringe, without any interrelations out of university; 2) interrelation with the same year students with elements of gratuitous aid to each other but indifferent in hole; 3) perception of the same year students as temporal situation till the graduate step; 4) possible causes for problems with the same year students: aggressiveness, proneness to conflict, call to lend money (books or academical materials) that interpret as a inappropriate behavior; 5) financial independence, week communicational ties in everyday life.

Summaries. Results of the research show us that specific of communicational adaptation of college students in academical situations specify by quite polar relationships between students (with each other) and their educators. Interrelations with educators have positive tint and their image are idealized. Educators are seen as person with an active control function, ready to help with academical and life problems. Interrelations with the same year students are judged as competitive, formal, temporal, and emotionally indifferent. Everyday communicational ties are very week with elements of proneness to conflict, aggression.

Interpretation of the results on the base of the idea of communicational adaptation as a result of orientation in a context of existing interrelations let us explain these results from the point of building future relationships and\or risk of these relationships breaking. Breaking of interrelation with the educator(s) can led to some institutional consequences, but any difficult in interrelations with the same year students can be interpreted as a result of self-assertion and search for significance.

Our results set new problems of process of atomization in modern society, ways of keeping in youth traditional values of ideals, friendship, altruism and other, but all of these are problems for other investigations. For our research can conclude that a

subjective judgment of communication with different actors in a social situation is the base decision making.

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WORLD OUTLOOK CULTURE OF A PERSON IN THE CONTEXT OF DEFINITIVE APPROACHES

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The article deals with the definitive analysis of the concept «the world outlook culture» and defines its structure and functions. The review of modern researchers' proceedings on the issues of the world outlook culture formation with the youth is presented.

Keywords: world outlook culture, personality, education, spirituality.

The modern Ukrainian society requires the generation with the updated views on the world and the position of a person in the world, with the national culture aimed at the revival on a qualitatively new spiritual level. Education of the youth as the intellectual future of the Ukrainian nation requires due culturological approaches that can provide formation of national spirituality to preserve and augment cultural heritage of the Ukrainian people.

Research of the world outlook culture education of youth requires definitive analysis of the "culture" concept as a universal and personal value, definition of the world outlook culture features of a person and his arrangement. However,

despite of numerous references of scientists to the outlook in different research contexts, yet there is no clearly outlined definition of the “world outlook culture” concept. It speaks to existence of different definitions of the term.

Literature analysis testifies to the interest of the world outlook culture of a person in the early eighties of the XX century when the separate works on research necessity of the essence and formation of the compound culture of a person began to appear. In these works there are attempts to define the world outlook culture and find out its structure.

So, A.Balsis asserts that the world outlook culture of a person acts as an intellectual basis of relations, dependences and communications a person meets in the course of development, transfers, and applications of the world outlook belief in practice. Actually, this definition allows treating the world outlook culture as an integrated phenomenon, a combination of a person’s life and his personal projection - culture and outlook.

In the late 80s – at the beginning of 90s there were publications trying to analyze the world outlook culture on the level of phenomenon, to describe its external display. Some researches have presented deep analysis of the essence, structure, factors and ways of the world outlook culture formation.

So, according to A.Azarhina, the world outlook culture is revealed as a especial quality outlook a person conducts in his cultural life. Therefore the researcher defines the internal criterion of a person’s culture as an outlook with the culture to be of vital value.

It is noticed in the monograph “World outlook culture of a person” that the world outlook culture characterizes specific property of a person to perceive and transform the natural social validity into the form adequate to social character of the public work. Scientists consider the world outlook culture to be a specific way of spiritual and practical self-determination of the public life that displays direct unity of a person and the public practice. Thus the adequacy degree of individual life to its public character acts as a practical factor of the person freedom in the social

production, as a statement of his abilities to creativity under laws of the nature and the public culture.

N.Soboleva has made an attempt to allocate compound components of the world outlook culture. In her opinion, the structure of this concept includes a complex of knowledge of the nature, a society and a person, a method of thinking that united with knowledge forms person's interaction principles of with the world and his knowledge, world outlook values, world outlook activity of a person. These elements are unevenly formed, their parity changes in different periods of life and on different development stages of a person. The world outlook maturity is gradually achieved by setting and decision making of separate intermediate issues, by fixing in intermediate results that characterize the development level of separate elements of the world outlook culture. Formation of the high world outlook culture is the final and complete result of the outlook development.

V.Grebenkova, who regards interrelation of the world outlook and the methodological culture in an inner world of an officer, believes that the world outlook culture of a person is a part of a person's general culture, a special outlook quality expressing basic valuable orientations, vital positions and relations of a person. On a par with the world outlook culture in the structure of a person's general culture the researcher allocates methodological, political, legal, moral, aesthetic, philosophical, religious cultures which actively co-operate to provide enrichment of certain qualities.

That is, by the beginning of the century XXI a science position is affirmed concerning the world outlook culture as to the spiritual and practical life of a person where the culture is a vital value. Scientists allocate 4 basic components in the world outlook culture structure, namely: knowledge, method or style of thinking, world outlook values and activity of a person. At the same time we also come across narrower definition of the world outlook culture in V.Bezrukova's works. So, the world outlook culture is treated as a set of sources and ways to learn the universe by the person, essence of a person and his relations with the world as well as those

doctrines, theories, ideas he began to cognize. The world outlook culture includes religion, morals, philosophical sights, spiritual needs. It has in its broader sense a historical and cultural character and depends not only on an individual features but also on a culture development level which he grew up in, on national features, from family history etc.[1]

In beginning of the XXI century researchers get upon an idea that the world outlook culture is the highest achievement of a person, his spiritually and practical basis, integrated, fundamental, complete, universal quality of a person. It becomes relevant to form the world outlook culture of the youth from senior school to student's age. The conducted researches specify the definition of the world outlook culture; reveal its formation conditions in a person.

O.Shapoval explains world outlook culture as a specifically organized private world of a person that stipulates his orientation in a natural and social environment, namely internal interrelations of an individual and the society. She proves that the world outlook culture is the highest level of the person’s outlook, regulating all his life activity.

According to V.Andrushchenko, the academician of NPA of Ukraine, the world outlook culture is the spiritual and practical basis of the person, his internal core, a source of mind, feelings and will, that is thinking, experience and activity as an active attitude of the person to the validity. The researcher notes that formation of the person’s world outlook culture is influenced by different factors. The primary things among them are sociopolitical and economic conditions of the person’s vital space; his principal activity status; a common cultural context of the environment, life, and the immediate surroundings of the individual. Influence of these factors is caused by activity of the individual, his personal reflexion, his attitude to life, psychological firmness, strong-willed qualities, and desire to know history of his people. It is possible to consider the noted processes as basic categories of a new world outlook culture of youth and the main task of the pedagogical education at the present stage.

G.Pozizeiko defines the world outlook culture as the personal integrated characteristics where the basic values of the person are features of his attitude,

outlooks that in subsequent form the world outlook orientations of the person concerning the social aims, norms and rules. The personal world outlook culture acts as a fundamental, complete, universal quality of the person.

When investigating the world outlook culture formation of a future teacher by art, V.Smikal explains world outlook culture as an integrated quality of a person that characterizes the person's attitude to the world, his world outlook potential and awareness. The world outlook culture fastens separate layers of the person's culture into the shared network. The researcher allocates in the world outlook culture structure a complex knowledge of the person and his environment, method of thinking, world outlook values and his world outlook activity.

At the end of the first decade of the XXI century researchers pay attention to a close connection of the person's world outlook culture with the universal, world culture, note the influence of national features on his development, historical events, professional environment, etc. Scientists study the influence of separate art forms, teaching and educational environments of different types of educational institutions on the person's world outlook culture formation. Specification of the concept definition proceeds.

Thus, N.Kramskaya describes the world outlook culture as a mechanism defining the person's orientation activity, an activity choice, the analysis of his prospects, formations of his environment, a self-estimation of his "ego", his attitude to associates, development of his aesthetic and ethical standards and values, creation of own ideals and comprehension of his place in macro- and mikro - environment. While allocating such factors of world outlook culture formation of youth as educational institutions, family, mass media, youth groupings, literature, art, visual and virtual communication media, the author marks the design as an essential social influence factor of the modern society on youth.

V.Shamsutdinova reveals the world outlook culture as a system of knowledge, sights, beliefs, personally significant and valuable norms and rules which promote use and accumulation of the sotsio-cultural information which is transferred to all

aspects of the person's life based on personal composition of socially-valuable relations.

According to L.Abrosimovoy, the world outlook culture is a multi-component integral personal formation which is inalienable from universal culture, characterised by sufficient stock of knowledge, belief, skills and norms of activity, behaviour in aggregate with the creative experience. The structure of the person's world outlook culture represents unity of five components as follow: motivational and objective, emotionally valuable, cognitive, operational and active, and reflective.

T.Gorohivska defines the world outlook culture as a specific organization of the person's private world that influences the development of his natural and social environment, the development and realization of its creative power and abilities. The scientist notes the complexity and poly-functionality of the world outlook culture and defines its elitism pertaining to other intermediate layers of the person's complete outlook.

As a conclusion we'd like to note that there is no any unique approach to the concept of "the world outlook culture". Scientists consider world outlook culture as:

- a separate outlook of a person when the person's life acquires culture (A.Azarhin, V.Grebenkova, N.Soboleva and others);

- a property of the person's private world which forms the intellectual ground of his actions and thinking, induces the person to display his activity (V.Andrushchenko, A.Balsis, V.Bezrukov, T.Gorohovska, N.Kramska, V.Smikal, V.Tabachkovsky, O.Shapoval and others);

- a special display of the person's spirituality, the integral component of the spiritual culture of the mankind which make the person's values of (L.Abrosimova, E.Bistritsky, V.Ivanov, V.Kozlovsky, G.Pozizejko, M.Tarasenko, V.Shamsutdinova and others).

The analysis of the resulted points of view has allowed us to generate our own ideas about the object of research. First of all we consider the person's world outlook culture as an immediate constituent of the person's general culture that approximates our point of view to L.Abrosimovoy and E.Bistritskogo's

position as well as other researchers who see it as a special display of spirituality of the person.

The world outlook culture as an element of spirituality of the person influences the formation of the person's valuable orientations in accordance to his world outlooks. That is, the world outlook awareness of the person defines valuable reference points of an individual which is the basis of his cultural activity in the world and himself. Accumulating the world outlook potential during the life and study, a person masters universal culture, cultural values of his own environment according to the received sights, representations and ideas.

Influence of the culture on the person's valuable and formation of his internal culture is indisputable. Formation of the person's values at the initial stages of existence is influenced by the culture of his immediate environment. The culture perception of the social group the person belongs to occurs through values of his family. The more general values are accordingly acquired through other cultures the individual becomes the subject of in his life. The culture as a system of human values of a certain society, group of people or of the whole world, is acquired by the individual through his own world outlook values. Beyond doubt, the person's culture undergoes transformations due to influences of external cultures; however all of them are concordant with the world outlook reference points of the person.

Hence, world outlook culture of the person is defined as the person's spirituality element (the general culture) that provides:

- analysis of entrance (external) guidelines, norms, values through the person's outlook;
- based on it synthesis of his own cultural sights, beliefs and norms of behaviour;
- ways of the subject interaction with other people, activity in the world, creative activity and self-improvement.

As to the structure of the world outlook culture, we subscribe to the V.Grebenkova, V.Smikal, N.Soboleva's opinion concerning separate components in its structure, adapting aforementioned, we define them as cognitive (world outlook knowledge, style of thinking), motivational (world outlook values) and active (world

outlook activity). The subsequent research of the person's world outlook culture requires search of ways and methods of its education and development in modern youth.

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CASE-STUDY METHOD IN HEALTH PROMOTION OF VOCATIONAL SCHOOLS TEACHER'S PROGRAMMES

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Case study method creates problem situation from real life. The article provides analysis of the essence of case-study method and its potential for utilization in health promotion programmes for teacher's of vocational schools.

Key words: method, case-study, prevention, vocational schools.

Характерною особливістю метода Case-study є створення проблемної ситуації з реального життя. У статті автором здійснений аналіз сутності методу case-study, можливостей його застосування в програмах зі сприяння здоров'ю учнів ПТНЗ.

Ключові слова: метод case-study, профілактика, ПТНЗ, ПТО.

Introduction

Since independence, over twenty years in Ukraine, the processes of depopulation - population decline. The pace of this reduction, our country is on

the fourth place among post-Soviet states (after Georgia, Latvia) [5]. For the first ten years Ukraine has lost 9.1 % of its population, and is UN projected to 2050 years population of our country will fall by 20 million people (that's more than 42 %). Already today (according to official statistics) just 5 years the number of children in the country has decreased by 17%, there is a significant aging of the population, creating a very unfavorable situation for reproduction of labor potential and therefore possibilities for sustainable development of our country.

In view of these negative trends of demographic processes and changes in health status of the population of Ukraine, 1993, adopted a number of laws, which preserve and shaping the health of children, adolescents and young people as one of the priorities of the state policy on education development.

With the development of Ukrainian society is undergoing significant transformation in various spheres of human activity, including in education. Individual development of human personality is one of the key indicators of progress and condition necessary for further development.

Socio-economic transformation in the world require deep, and the corresponding changes in the content of vocational education, which should be focused on the needs of the modern labor market in highly competitive and specialists. One of competitiveness and the health worker.

Decline in recent years the capacity of skilled workers in the state is due to the decline in the prestige of working professionals, outdated logistics, imperfect state standards of vocational education, insufficient training of teachers. Experience in many economically developed countries suggests that the criteria of competitiveness workers are quality. And it is the quality of human resources is crucial in determining its successful progress throughout life. Reforming vocational education due to the need to transform vocational education and training to support the development of physically healthy, competent individual capable of lifelong learning

Analysis of government documents in recent years can be noted that the priority of education is to educate people in the spirit of responsible attitude to their own health and the health of others as the highest individual and social values.

Education and prevention activities aimed at informing vocational students about the consequences of dangerous behavior, developing healthy lifestyles, culture and promotes a positive attitude towards their health. Of particular relevance acquire dissertation research contemporary teachers: B. Gorashchuk, A. Dubogay, P. Kirilenko, S. Lapayenko, S. Svyrydenko, S. Tishchenko, N. rude, V. Shahnenko, which reveals different aspects of a culture of health and healthy lifestyles of students. The problem of a healthy lifestyle series devoted to research. For example, in the writings of A. Balakirev, A. Vakulenko, L. Vashenko, L. Zhalilo, N. Komarova, R. Levine, S. Omelchenko, Yaremenko adapted to the Ukrainian context of the conceptual foundations of international health promotion as a theoretical basis for the formation healthy lifestyle. Domestic theorists and practice Bezpalko A., N. Zaveryko, N. Zymivets, T. Crane, V. Lyakh, A. Nikitin, V. Orzhehovska, A. Pesotskii, V. P., L. Sushchenko, A. Stojko, S. Ternytska proposed new social and educational technology promoting healthy lifestyles younger generation [5].

Now, in education and prevention programs preferred active and interactive techniques, with particular attention should be CASE -study (case study method) [2,6]. Therefore there is a need coverage existing experience of using this method, which can be useful for professionals engaged in education and prevention work. There are features of the method of case-study:

- Deployment ambiguity of the situation and the nature of variability solve it teaches that there is no unique correct answer, and helps develop some possible answers at once;

- Case studies and applications to allow them to use various sources of knowledge ;

- The collective nature of cognitive activity that involves various forms of work: exchange of ideas, discussion, brainstorming, small group work, discussion. Collegiality is an important prerequisite for synergy, ie multiplying the efforts of participants learning and cognitive outcome;

- Individual and collective work under the free expression of ideas suggests a creative learning process, which in turn provides for not only the logical model of knowledge, but also the mechanisms of pattern, insaytnoho knowledge.

In cases put forward a number of requirements. Keys must contain real, substantiated sufficient information to one learner was able to imagine myself in this situation and identify the people involved in it. By its very nature the better case than in a real situation gets one who studies. The situation should be clear to the smallest detail. However, its design it should not be a well-formulated problem. Training search and formulation of the problem is fundamental in the application of the method CASE -study [1].

The aim of the article is to analyze the nature of the method CASE -study, possibilities of its use in programs to promote the health of students of vocational schools. CASE -study method began to be applied in the early XX century in law and medicine. Leading role in its dissemination belongs Harvard Business School. In the period from 1909 to 1919 was training scheme: students, practitioners were asked to lay out the specific situation (problem), and then to analyze the problems and make appropriate recommendations. The first collection of cases (situations) was published in 1921 (Dr. Copeland, Dean Donhman). Subsequently CASE -study method is widely used in Europe and the U.S. in the study of management and marketing.

The concept of case study (case) - one of the basic concepts of the method. Case (English «case» - situation) - is real and detailed teaching practice situation with the situation in relation to the underlying facts, opinions (which depend on its solution).

The most common definition of the situation speaks of it as a set of elements of the environment as a piece of the environment at a certain stage of life of the individual. This understanding of the situation reveals the following of its components: actors, carried out their work, time and spatial aspects of the situation [1].

Properly designed case - a tool by which the audience is introduced in the curriculum of the real life, the real situation that arose in the course of teaching activities over which should work independently and present an informed decision.

Cases are usually prepared in writing and drawn based on the experience of real people. They read, studied and discussed.

Case - a description of a complex situation that in order to understand, you must first decomposed into parts, analyze each of them, and then added together to obtain a holistic view of the situation. Thus, there is another important category method case-study - « analysis of the situation."

There are several challenges that must be addressed in the analysis of the situation: implementation of problem structuring, which involves the selection of problems situations, their typology, characteristics, effects, by allowing the definition of the characteristics, structure, situation, its functions, interactions with the environment and internal environment; establish the causes that led to this situation and the consequences of deployment, maintenance diagnosis of the situation, its modeling and optimization; construction of assessments of the situation, its components, conditions, effects, actors, preparation predictions regarding the probable, possible and desirable future; making recommendations on the treatment of actors in the situation, develop action plans in a given situation [4]. Attention is drawn to the special technology of the situation in the learning process. It is this: those who teach, analyze the case itself, trying to allocate a larger problem and all necessary information for its decision. Then discuss their findings and reasoning in small groups (3-5 people) to produce common solutions. All versions of decisions are made at general discussion. It

faced a different perspective on the problem and different options to solve it. In general, the work is as follows: an introductory discussion of the information contained in a case, exchanging views on the action plan on the issue, the debate - working on the problem (there are active, other active methods such as brainstorming, goal -plan) decision-making problems, the discussion for final decisions, preparation of the report. The role of the teacher at this stage is to monitor and control the work of small groups to prevent them going beyond the theme, objectives and time.

Discussion in the total group. It is organized on the basis of reports subgroups. Representatives of each of the subgroups perform your case study analysis, and students continue to act as opponents to the speaker. The main objective of phase - identify different viewpoints and thus provide an objective analysis of the proposed situation. This phase should also be built according to the laws of classical discussion.

Application of CASE -study requires the ability to construct a case. The process design can be decomposed into two components: the creation of employment and Case.

Nowadays there is a huge shortage of cases that can be used in the prevention of an audience of pupils of vocational schools. Therefore, the teacher who wants to use a method CASE -study, the question of self-development and writing cases.

1. First you need to define a section of the course, which will be devoted to case. In each case the teacher - the compiler case study should be clear that the role will be given a case study in system classes during the course. From this case study will depend on the place in the overall program and a form of specific training.

2. Give learning goals and objectives of the case study - to determine what knowledge and skills must "cover" case. Will a purpose forthcoming case situation, illustration, an example of which appears to lectures that demonstrates any theoretical position. Or will it contain a problematic situation

(based on lies a problem, to find and analyze which participants must use the full range of their previously obtained theoretical knowledge, personal experience).

3. Identify problematic situations. Very important role in the process of constructing case study occupy problem determination about which situation will unfold.

4. Model building situation. Talking about this part of the process of constructing case study should focus on the fact that the structure may be cases.

Thus, from the perspective of analytical difficulties, there are three groups of cases: simple (they have clearly seen the problem and its solution options that participants need to identify, discuss and offer them an alternative);

5. Find information for the situation. This information sources can be varied.

So, back to the definition of a case-study, we can say that it is a method that includes both specialized educational materials, including case (textual description of events), how to work with this briefcase, recommendations on use cases and assistive technology use of the material in the learning process. Analysis of case study in small groups of 3-6 staff persons. Before this stage the teacher should always sound the timeframe, objectives, which must be in the form, statement of work. At this stage, possible discussion and analysis of lessons learned from case study materials yourself.

The main objectives of this phase of training for participants include:

1. Identify the main problems this situation, the level of problems and decision-making, goals and ways to solve the main problems, constraints and requirements for the solution.

2. Formulate your own conclusions before a group.

The mandatory requirements of this phase are: each part in the discussion, everyone the opportunity to express their views and to get an idea of the views

of others, the nature of the command, which requires the ability to hear out and consider other people's opinions.

3. Create a description of the situation / case study writing text. Should be independently identify and formulate a problem, develop a different solution options, choose the best option decision).

4. Work out methodology of case study. Determine place in the course of this case study and formulate the task of analysis. Once the case is developed, it must undergo testing.

The problem of health is associated with an increase in the number of young chronic conditions specific to puberty.

It is well known that a person's health by 50% it depends on her lifestyle. Formation of human life is particularly intense in adolescence and early adulthood. Preserving health of the younger generation - an investment in the future of the country, because it reduces the manpower shortage.

Implementation of healthy function of education should take place through the formation of evaluative attitude to their own health and the health of others. In Article 22 of the Law of Ukraine " On Higher Education " refers to the implementation of health activities in the Law of Ukraine "On vocational education " task of conducting health or health- formation activity and positive motivation for a healthy lifestyle in students of vocational schools not directly relate. However, the time required to make adjustments to complement a number of challenges for vocational education in the relevant laws of Ukraine, as in the system of vocational education accounts for the period of active development and identity formation. Thus, vocational education, starting from elementary - vocational, should also provide the function of protecting health, has recently gained significant public importance.

Changes in political, economic, cultural and spiritual spheres of our society cause changes in psychology, consciousness, behavior, needs and values of man. Radical changes in society are always accompanied by revaluation of property, and causing changes in the outlook. The most intense

of these processes occur in the younger generation. Each social formation it creates the right type of education of healthy lifestyle involves forming the health value orientation and valuable attitude to their own health and the health of people around them. Formation of values - rather complicated and lengthy process. Prior to joining the vocational school young people already established criteria of values . But it should be borne in mind that the age of 15-17 years, and the majority of students fall into this age group is a major breakthrough for the development of personal values in adult. Value treatment provides an effective conscious behavior regarding healthy lifestyles. Evaluative attitude to health is one of the most important qualities of the internal structure of the individual and the individual is a collection of random personal relationships with various events and objects of the environment, especially from a professional. Attitude to health can not be in itself, it is formed in the process of identity formation for some time and are the result of education and the environment. Positive, valuable attitude to health involves understanding a person, what health is the most important value for a person. Traditional educational and correctional facilities fail to induce positive changes in the health of the younger generation. Therefore there is a need to find a teaching system that can ensure the formation of attitudes of young people really value their health and the health of others, especially in vocational education, where a future skilled worker, the employment base and defense potential.

Summing up the above said, the definition of value attitude to health can be formulated as follows: " evaluative attitude to health - a systematic and dynamic formation of personality based on motivational and emotional scope and body of knowledge about health, which is deliberately chosen in the way life. " If a person really appreciates their own health, in other words, value attitude to health is a level of formation experiences that consciously choose a healthy lifestyle.

Every teacher has a variety of teaching methods and education. The task of teaching the employee is the selection of such methods that would be effective in forming valuable attitude to health. First of all, this interactive methods that help attract students to healthive activities. But we should not forget about the traditional, such as lectures, talks and discussions. Improving the effectiveness of traditional methods observed by the terms of participation specially invited experts in health educational or extracurricular activities.

The components of the educational environment is also established that one of the conditions of success of forming valuable attitude to health is a psychological readiness to pedagogical innovation and employee self in health educational activities. As a result of deliberate self- educator takes the example of a healthy way of life, than certainly demonstrates the benefits of a healthy lifestyle and its importance in the process of becoming a successful person.

Healthcare students - one of the main objectives of the teaching staff of the institution. But care professional means being prepared teaching methods and in accordance with modern biomedical concepts of growth and development of the body and the impact of environmental factors on human health is to organize, implement and monitor activities to build valuable attitude to health. Articles training teachers to organize and conduct health activities in school helps to choose appropriate content and methods of education and training to achieve this goal.

Teacher health leadership generally performed in the following areas:

- encourage the process of self-education ;
- exploring effective methods of self-education;
- Involving students in health activities;
- Creation health educational environment

Conclusions

The result of teachers and students activity is the creation of healthy environments in schools, teachers capture and use of health- technology in the

educational process, increased formation of values in relation to the health of students and teachers, the motivation for forming positive healthy lifestyle.

Start advisable to establish the concept of school health promotion. Under the concept to understand the system of beliefs, which expresses the vision, interpretation of certain objects and phenomena. Therefore, concept of school health promotion must contain a description of the vision of teaching staff of a particular educational institution.

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J21308-103

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THE ESSENCE OF INFORMATIVE SURROUNDINGS OF TEACHER' S PROFESSIONAL ACTIVITY

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In this article the problem of plurality of subjective informative surroundings of pupils, being in the context of common informative surroundings of teacher's professional activity. Efficiency of teaching any subject will be minimum, if objectively existing informative surroundings doesn't influence indirectly the process of forming individual by the pupils.

Key words: information environment, the professional activity of the teacher.

Pedagogics development within the last decades increasingly contacts with introduction in educational process of computer technologies. Expansion of a network of distance learning, virtual libraries and databases, creation of multimedia textbooks leads to virtualization of educational space. Despite obvious advantages of the outlined changes they, at the same time, possess some restrictions caused, first of all, by specifics of studied subjects.

A very active use of the concept «surroundings» as well as its variations in pedagogical researches brings to superfluous plurality of definitions and correspondingly to washing away its logical limits.

Taking into consideration the traditional meaning of «surroundings» and being based on attributive concept of information, informative surroundings of teacher's professional activity is determined as the whole complex of objects, surrounding a pupil, existing in the capacity of bearers of teaching and educational information, capable to arouse the forming personal qualities, answering the purposes of training and upbringing.

An informative educational surroundings is a part of social surrounding. Informative change acquires triple nature: it is a change between pupils and informative surroundings, which is realized through the active mediation of a teacher. Thus, informative surroundings is accepted as some extend of information, added with admission of informative technologies and computer means, made in advance without participation of subjects of informative activity. At the same time subject – objective as well as subject – subjective interaction of participants of educational process can be interpreted as informative interaction.

A surroundings, being a context of space, exists objectively and independently from person's consciousness and his individual activity. At the same time pedagogical productivity of informative surroundings is determined not only by features of surroundings itself as well as by influence of a pupil himself on the elements of surroundings, answering to this interaction with the help of information, received by the pupil.

Pedagogical use of informative surroundings mustn't aim at increasing contradiction between casual aim of forming as the most probable sum of objective process of person's development and pedagogically checked up aim of education as the most wished result of forming a personality. Moreover, effectiveness of education must be in the direct proportion to the degree of concurring with the aims. It can be illustrated on the basis of the vector model given on Fig. 1.

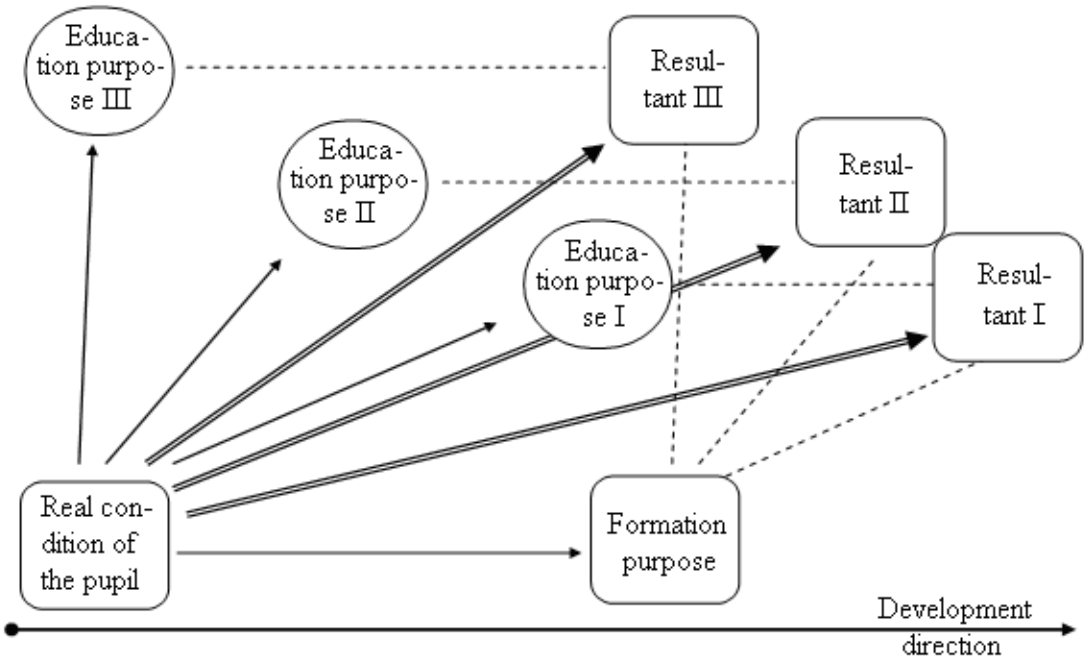

Fig. 1. Influence of a ratio of purpose of education and formation on efficiency of the personality development

Apparently from the given drawing, the ratio of purpose of education and formation lead to emergence some resultant force, being characterized certain size of a projection to a development axis. In case the formation purpose (as the most probable objective result of influence of the social environment on development of the personality) generally coincides with the education purpose, we observe relative

strengthening of a resultant by virtue of a peculiar resonant interaction of the purposes (resultant I and II). In case of serious distinctions of the purposes we, on the contrary, observe a situation of mutually suppression of processes and the general deterioration of result of development of the personality.

Taking into account the told, it is hard to escape a conclusion that, pedagogically controlled development of pupil's personality must be fulfilled in the direction corresponding to the objectively given direction of personality's forming and answering to the circumstances of social environment as well as informative surroundings.

The aim of forming can be divided in two connected parts which also can be delimitated as the environmental aim of forming and individual aim of forming. Environmental aim of forming can be appreciated as the potential result of individual development of a pupil. This result is received due to adoption by the pupil of the information, kept in closed informatively surrounding encirclement, provoking the forming of definite biological, psychical and social peculiarities and personal features; individual aim characterizes a pupil as «a receiver» of information.

Uniting told we get a peculiar three-dimensional model of the information environment of professional activity of the teacher in which development of personal enhancement of the pupil is carried out as information in essence process (Fig. 2).

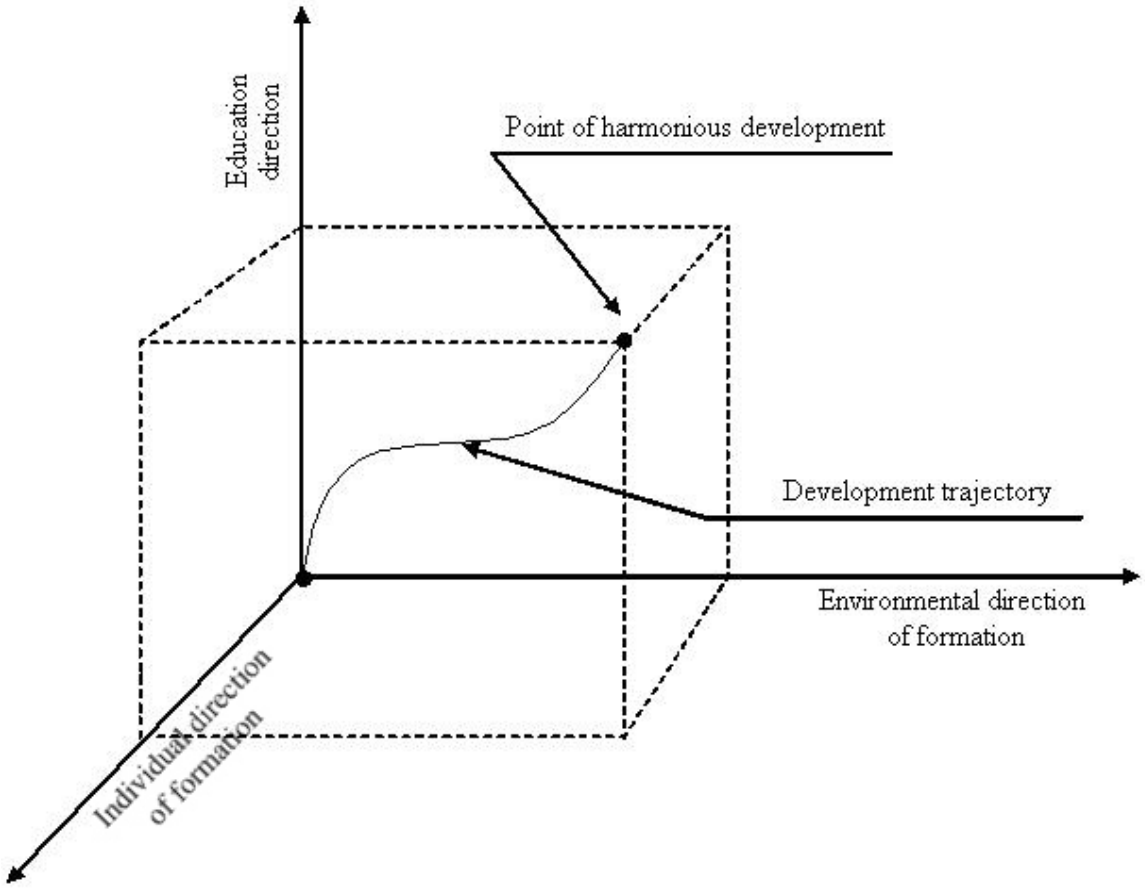

Fig. 2. Information environment of professional activity of the teacher

Thus, we are getting a very special three dimensional model of informative surroundings of teacher's professional activity, in which the process of personality's forming of a pupil is being fulfilled and this process is adopted as informative due to its nature.

Informative importance of pedagogical (forming, upbringing) events changes according to the situations in which a pupil finds himself from time to time. Moreover these changes are very dynamic, because they are connected with the functional interaction of people. Relativity of educational surroundings is shown on the valuable level of pupils' vital activity. Each value has got its own place in the system of valuable component part of a personality, more or less important relatively the others. Correspondingly, «nearer» («closer») to the informative surroundings appear these values and events, which have got the greater subjective value. Analysis of the results of researches of problems of social and social – psychological interaction (A.I. Dontsov, A.V. Petoskey, P. Ch. Shakurov, etc) show the existence of

one more sphere of informative circumstances – emotional. Thus, we are getting three main spheres: functional, valuable and emotional.

Relativity of informative surroundings, its' conditionality by the objective maintenance as well as by the pupils' individual peculiarities point to plurality of subjective informative surroundings of pupils, being in the context of common informative surroundings of teacher' s professional activity. Efficiency of teaching any subject will be minimum, if objectively existing informative surroundings doesn’t influence indirectly the process of forming individual by the pupils. Correspondingly, the aim of a teacher is to help pupils in forming them.

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INFORMATION TECHNOLOGIES AND PRINCIPLES OF COMMUNICATION IN TEACHING FOREIGN LANGUAGES

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This paper aims to show that technology and education are pretty intertwined these days and nearly every teacher has a few favorite tech tools that make doing his or her job and connecting with students a little bit easier and more fun for all involved.

Yet as with anything related to technology, new tools are hitting the market constantly and older ones rising to prominence, broadening their scope, or just adding new features that make them better matches for education, which can make it hard to keep up with the newest and most useful tools even for the most tech-savvy teachers.

Here, we've compiled a list of some of the tech tools, including some that are becoming increasingly popular and widely used, that should be part of any teacher's tech tool arsenal, whether for their own personal use or as educational aids in the classroom.

Key words: blogs, webinars, personality-focused approach, communication, context, motivation, module system of education, tutor-facilitator.

In the realm of global economy and fast development of international communications in all kinds of business and technology it is essential to raise general standards of training for specialists of all areas. Therefore a specialist should be able to use foreign language not just for reading scientific literature but also for communication with foreign colleagues in their language, for participation in discussions and professional debates. To observe the rules of etiquette is of no less importance.

In this regard online journals (blogs) are of particular interest. Thematic blog is asynchronous type of communication. It permits a teacher to share the views not only with students and teachers of the same institute but also participate in professional discussions with students and teachers of related specialties from other regions and countries. This presents a challenge for a teacher since there appears the demand for not just teaching but also technical skills.

So a modern teacher should master two major types of cyberspace technologies: synchronous communication tools and asynchronous communication tools. Synchronous communication tools are Internet tools allowing online communication (such as chat, video chat and audio chat). Chat and voice communication can be used:

• to organize project lessons with students from different countries;

• to discuss various themes with guests from foreign countries who are experts in various areas of science and technology;

• to offer some innovative tasks for students;

• the function of chat text archiving gives the possibility to analyze Chatlog when the conference is over. The teacher can check the use of grammar, find vocabulary, punctuation, style and speech errors and formulate new task on the basis of received information.

Blog is a web page presented in the form of a journal or calendar, where information appears in chronological order. Blog can be updated on daily, weekly or monthly basis. The right to place information in blog belongs to its creator. The

visitors can leave their comments to the articles. It is also possible to place photos, audio and video materials, references to other sites.

There are different types of podcasts to be used:

1. authentic podcasts;

2. teachers podcasts created for students;

3. students podcasts.

Audio blog lets a student record his own speech on the site, to place audio files from different programs (e.g. Audacity и HandyBits) or from a MP3 disc.

With Chinswing one can arrange forums in English for Russian students to discuss subjects presenting special interest for teenagers.

It becomes clear that the use of Internet resources in teaching foreign languages along with integration of the above resources in educational process permits to solve didactic problems in a more efficient way.

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Korbukova N.A.

USE OF THE ALL-RUSSIAN SPORTS AND SPORTS COMPLEX IN EDUCATIONAL PROCESS OF THE HIGHER SCHOOL AND INTERACTIVE TECHNOLOGIES OF TRAINING IN DISCIPLINE QUALITY CONTROL PHYSICAL CULTURE.

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The scientific article, is calculated for teachers and students of technical colleges of all directions and specialties, full-time tuition, qualification the bachelor, studying a subject matter Physical culture. In article problems of improvement of quality of higher education on discipline Physical culture which demand interactive technologies of training are considered: uses of modern information technologies and control in increase of learning efficiency of bachelors in higher education

institution, and also applications of the All-Russian sports and sports complex which significantly allows to estimate sporting achievements of pupils and stimulates to self-improvement in the field students.

Keywords: improvement of quality, All-Russian sports and sports complex, valuable potential of physical culture, health.

Development of physical culture and sport is one of the priority directions of social policy of the state. The world of information and educational space shows increased requirements to conditions and quality of training of specialists. One of tasks of the higher school consists in teaching future expert to adapt in changing working conditions, constantly to update the professional knowledge, unconditionally to be healthy and hardy.

For training of the expert it is necessary to create such technology which would provide formation at future expert creative approach to the work. One of ways of control and effective training of students is developed and the All-Russian sports and sports complex recommended by the Ministry of sports of the Russian Federation.

The complex is directed on realization of a state policy in the field of physical culture and sport, formation of necessary knowledge, abilities, skills, familiarizing with systematic occupations by sports activity being trained and to aspiration to self-improvement.

The Complex purpose – increase of efficiency of use physical culture and sport opportunities in social and economic development of the country, health strengthening, improvement of welfare and quality of life of the Russian citizens, a harmonious and full development of the personality, formation of need of people in physical self-improvement, education of patriotism and civic consciousness, need to conduct a healthy, sports way of life.

Basis of modern pedagogical technology - modification and improvement of pedagogical technology of educational process, and it first of all such factors, as:

- training intensification at the expense of increase of pedagogical skill, and also introduction of interactive forms of education;
- motivation of students on systematic process of training and self-education;

- stimulation by administration and teachers of higher education institution of active creative efforts of students in mastering by a profession and aspiration of self-improvement.

Main components of modern pedagogical technology healthy lifestyle of the student are:

- audio and – video physical culture and sport promotion;
- expansion of audience and teaching improvement of quality due to interactive technologies;
- distribution of printed and evident materials in the field of a healthy lifestyle, physical culture and sport;
- promotion of moral values of physical culture and sport;
- development of the system of measures for healthy lifestyle promoting, physical culture and to sports;
- improvement of educational and educational work;
- edition of methodical materials.

For improvement and increase of learning efficiency of bachelors in higher education institution on discipline the Physical culture, is developed and introduced in action the program of a training course where total standards testings are accepted at the end of each rubezhny certification of a semester. The presentation under the questionnaire of the student is developed, the questionnaire is filled in only in writing with the student on uniform test system where are fixed: indicator of visit of studies, tests on power triathlon (a standing jump, bending and extension of hands in an emphasis lying, trunk lifting from a prone position on a back, in situation a set), result of track and field athletics cross-country and some other the sports indicators recommended by All-Russian sports and sports by a complex. It allows the student to trace and estimate independently dynamics of the physical development and the improvement, most to supervise educational progress at this course, and also to estimate sports preparation according to standards of a silver and gold sign of a complex. In the questionnaire, in the column of intermediate certification, the student

exposes to himself total point. For a positive assessment the being trained has to gain at least 70 points from 100.

Recently the tendency to growth of number of students remains in special medical office (students with the weakened health). It forces teachers of special medical office to look for new technologies of increase of learning efficiency of students taking into account their restrictions in physical activity. Now the pedagogical staff of office developed techniques and computer technologies of processing of anthropometrical data of the student, allowing on the basis of "health indicators", graphically to define a functional condition of an organism and possibility of forecasting of desirable result in physical development, and the received recommendations to apply on a practical training. It considerably increases interest of students to training and scientific researches, reports and presentations of

researches annually participate in student's scientific conferences.

Developed and introduced by the Physical culture and sport chair the program of a training course with use of interactive technologies of training in discipline quality control Physical culture, increases learning efficiency of bachelors in higher education institution, stimulates to self-improvement and consciousness of students.

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Mingazova F.K.

DEVELOPING ETHNIC AWARENESS AND INTERCULTURAL LITERACY IN SOCIOLOGY STUDENTS BY MEANS OF THE ENGLISH LANGUAGE TEACHING

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The article describes the content and principles of the English language course taught to undergraduate students of sociology at Udmurt State University. The development of ethnic and intercultural awareness as an important educatory purpose of the course conditioned by the contemporary socio-cultural reality is stressed.

Key words: ethnicity, identity, awareness, intercultural, content-centered.

The issue of ethnic identity awareness is as relevant as ever in the new political, economic and socio-cultural reality.Globalization is not only associated with the world financial markets, production and trade. It influences our everyday experiences through the media, the Internet and popular culture. Under conditions of globalization the importance of traditions and established values is weakening and individuals are more active and less constrained in constructing their own identities.On the other hand, many researchers have noted on the increase of ethnic awareness in societies as opposed to the processes of cultural homogenization.

Ethnic identity is an important part of oneself. People use ethnic concepts and understandings to describe and define themselves. For many young people ethnic identity search is a vital concern in discovering their personal identity which is constructed during socialization and developed in interaction with parents, siblings, peers and others.According to Giddens, "…there is nothing innate about ethnicity; it is a purely social phenomenon that is produced and reproduced over time. Through socialization, young people assimilate the lifestyles, norms and beliefs of their communities"[3].University is an important socializing agent for late adolescents which can effectively contribute tothe sense of ethnic identity achievement.

Globalization also affects our life through personal contact with individuals from other countries and cultures, as a result of global migration and through the Internet.On the one hand, we become more aware of our connections to people in other societies. On the other hand, through intercultural interactions ethnic differences becomemore salient and powerful identifiers of self and other.To help young people see not only differences, but also commonalities, to prevent them from producing divisions between 'us' and 'them' and developing preconceived views of 'others', language learning and teaching should adopt multicultural approach.

Based on principles of multicultural education, a teacher of English can help students understand, respect and value diversity and become multicultural in their attitudes, values, beliefs and behaviors. Language education as an effective tool in building both cultural and intercultural competence should restupon cultural-content knowledge and culturally-responsive curricula. According to Alptekin , "learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers"[1]. However, language learning can also help to build understanding about ethnic groups living in students' society and cultivate patriotism and pride in their own culture. Acquiring knowledge about other ethnic groups does not only provide students with knowledge and skills necessary for successful interactions within culturally diverse regional and global contexts, but also promotes better self-understanding and appreciation of their own culture.

The Russian society has always been multiethnic. Russia is a shared space, where people of different cultures interact. The Udmurt Republic is not an exception. People of more than 25 nationalities live on its territory, the largest in number being Russians, Udmurts, Tatars, Ukrainians, Mari, Azerbaijani, Bashkirs, Byelorussians, Armenians, Chuvashes. Among students today can be found Dagestani, Avars, Chechens, Uzbeks, and others. The Russian society is based on things that are universal, but peoples constituting it have their specific cultural characteristics and contributions. Despite officially proclaimed pluralism, on everyday level, stereotypic prejudice-based attitudes towards some ethnic groups persist among people of

different age, level of education and social status. To help students develop more positive ethnic attitudes and perceptions, instructional materials should not include the topics and issues concerning English-speaking countries alone. English classes can become a space where students are provided with opportunity to learn more about majority and minority ethnic groups living in their country and republicor oblast. This information should embrace different domains of social and everyday life, be comparative and include similarities and differences within and among groups. However, in comparing and contrasting their own culture (cultures) with other global and regional cultures, students should not be allowed to make any moral judgment.

Real-life cultural context could alsoencourage students to show interest, increase classroom participation and critical thinking, make learning activities more meaningful to them and effective for the teacher's purposes. To develop ethnocultural literacy in students, we find it useful to begin introducing real-life local context during students' first year, when they take a course of General English.

Here we come to the question ofteaching materials representing local culture.

EFL textbooks produced in theEnglish-speaking countries reflect cultural values representative of the UK, the USA, less often Canada or Australia. They contain texts about etiquette and social rules in some other countries too, including Germany, France, Italy, Japan. Assignments referring students to their own culture are included into textbooks units. For example: "Write a set of guidelines for visitors to your country to help them understand how to behave and what to expect". These tasks are quite appropriate if to consider that there are basic rules of etiquette in Russia which are common for all its regions; however, local (ethnic) patterns of behavior should also be given attention to.

Traditionally, English textbooks produced in Russia restrict socio-cultural themes to British, American and Russian political systems, geography and climate, traditions, public holidays, national sports, education systems, the sights. Besides, texts designed by Russian authors cannot be regarded as authentic. So, modifying authentic teaching materials according to thelocal context, using relevant English vocabulary and speech strategies obtained through studying English-speaking

cultures isone wayto help out. Finding materials from English books, magazines, newspapers, the Internet thathave a direct link to the student's lives and their cross-cultural experiences is another way. Richards and Rodgers [6] write that "language learning is believed to be motivating when students are focusing on something other than language, such as ideas, issues, and opinions." Teachers may encourage students to find and bring to class texts, stories, or any piece of information which they find interesting and related to the issues discussed. TV reports about anti-racial attacks or inter-ethnic tensions and acts of hostilities occurring in Russia can provide a hot topic for discussion. English-speaking visiting lecturers, volunteers, foreign students who study at Udmurt StateUniversity are another valuable source of cross-cultural information. In addition to presenting their own culture, they can share their view of Russian and other local cultures so that the students can see themselves through the eyes of others.

This content-centered approach is implemented through studying the following topics: "National Values and Attitudes", "National Character", "National stereotypes", "Prejudice", "Cultural Diversity and Socializing", "How to Behave Abroad".The study of each topic begins with reading authentic texts based on English-speaking cultural patterns, building relevant vocabulary and practicing necessary grammar structures. At the stage of localizing the topic,active and interactive classroom activities are employed: discussions, role playing, simulations, presentations, project work, problem-solving through the use of case studies. Each time students do some project about their own culture, based on the cultural patterns and value dimensions discussed in the class. The project can be completed either as a writing assignment or an oral presentation. For example, after reading and analyzing the text "National stereotypes", which describes the results of a detailed study of European attitudes, students are given the task to conduct a similar survey among their friends, relatives andneighbors in order to get an idea of what people of different nationalities living in Udmurtia think of each other. After the data has been presented to the class, it is summarized and a generalized portrait of each ethnic group is composed. After reading the texts "American Character", "English Character",

students write mini-essays “Russian character”, or “Tatar character”, or “Udmurt character”, choosingly. After listening to the interviews “America as seen by Britons” and “England as seen by Americans”, they are suggested to role-play the interview “Russia as seen by a foreign visitor”.The overall purpose of each lesson is to raise students’ awareness of different cultures, to build intercultural competenceand at the same time developawareness of their own culture.

As a part of autonomous work, students are supposed to develop their language and intercultural skills through emailing or chatting with youth from other countries of the world, participating in on-line discussions in English, watching films, reading books, watching BBC programmes.

According to the curriculum, second-year students make transition to the course of English for Specific Purposes, both academic and occupational.The approach to the course content is oriented towards integrating language and the content of students' discipline of specialization, sociology in our case.An indispensable feature of ESP isthe use of authenticcontent materials,modified orunmodified,particularly in self-directed study and research tasks. Resources used include units from *Academic Encounters* by Christine Brown and Susan Hood,*Sociology*by Anthony Giddens and some other sources.

The same topic-based approach is adopted: each text deals with one important sociological theme and is accompanied by vocabulary, reading, speaking or translating tasks. The lessons for second-year students include activities such as discussions, group and individual presentations and problem-based learning.The students are encouraged to conduct research using a variety of different resources, including the Internet which is the main source of information concerning local realities. The choice of topics is conditioned both by their specialist andeducatory values. One of such topics is that of identity and ethnicity. It has already been said that the importance of ethnicity as an identity issue is growing in contemporary

conditions.Combined with the fact that late adolescence is a criticalperiod for the identity formation process, enhanced studying of this topic seems justified.

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Bednyak S.G.

TRAINING COURSE OF «INFORMATICS OF SEARCH OF ADMINISTRATIVE DECISIONS" AS BACKBONE COMPONENT OF FORMATION OF IT- COMPETENCE OF FUTURE ENGINEER

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In this work the principles of selection of the integrated course "Informatics of search of administrative decisions" as backbone component of formation of IT-competence of future engineer are considered.

Keywords: formation of administrative culture of future engineer, IT-competence, principles of selection of the maintenance of a training course.

First of all, it makes sense to specify the contents and volume of the concept "formation of administrative culture of the future of engineers" as the term

"formation" in pedagogical literature is interpreted ambiguously. In professional pedagogic formation most often contacts acquisition of professionally important knowledge, skills. [4].

In the real research formation of administrative culture of future engineer is understood as the complete specially organized educational and pedagogical interaction of the teacher and the students, aimed at the development of all components (cognitive, technological, social) administrative culture of future engineer. In a context of such interaction process of the solution of narrower task – formation of IT- competence of future engineer as base of its administrative culture is considered also.

At any program of training formation of administrative culture of future engineer and, in particular, his IT - competence, is interfaced to considerable difficulties. They are caused by that: 1) "Mastering by professional activity has to be provided in a framework and means qualitatively to other educational activity, structurally and functionally isomorphic professional activity, but being characterized with features inherent only in it"; 2) "Forms of the organization of educational activity … and educational activity aren't adequate to forms of acquired professional activity" [3].

Let's define *the principles of selection of the maintenance* of a subject matter of "The information scientist of adoption of administrative decisions". As the fundamental principle *the principle of an emerdzhentnost* (an emerdzhentnost (from English *emergence* – arising, unexpectedly appearing) – quality, properties of system which aren't inherent in its elements separately, and arising thanks to association of these elements in uniform, complete system) acts. According to this principle selection of the maintenance of a subject matter "The informatics of adoption of administrative decisions" has to be carried out so that to provide possibility of formation of IT- competence of administrative culture of future engineer.

The principle of an emerdzhentnost as the principle of selection of the maintenance of a subject matter quite allows interpretation of the following character: "The course "informatics of search of administrative decisions" has to act as a backbone factor of formation of IT- competence of future engineer". In this form

the principle of an emerdzhentnost appears as the act of a rational choice between backbone character of the called subject matter or complementary (additional). Within such approach the principle of functional completeness of the maintenance of the course "Informatics of search of administrative decisions" according to which the set significantly significant elements (modules) of this contents has to be functionally full, it is lawful to consider as an organizational and pedagogical condition of realization of the principle of the emerdzhentnost, erected in view of its importance in a principle rank.

According to the principle of modular creation of the maintenance of the course "Informatics of search of administrative decisions" the content of the called discipline has to represent a set of rather independent elements (modules), allowing to vary the maintenance of a course as a whole (depending on specifics of curricula of this or that engineering specialty). At the present stage the last is the extremely actual in modern conditions in connection with considerable differentiation of engineering activity.

Acting as a peculiar didactic projection of the principle of self-development, the principle of modular creation of the maintenance of a subject matter at design of the course "Informatics of search of administrative decisions", allows practical realization, at least, in two ways.

Within the first approach sequence of actions is as follows:

1) it is allocated certain invariant (rather engineering specialties and specializations) a kernel (the main module) contents of the called discipline;

2) additional educational modules depending on features of engineering specialties and the corresponding curricula are designed;

3) within a training course *synthesis* of modules for this or that engineering specialty taking into account its specifics is carried out.

According to the second approach the algorithm of design of the contents looks so:

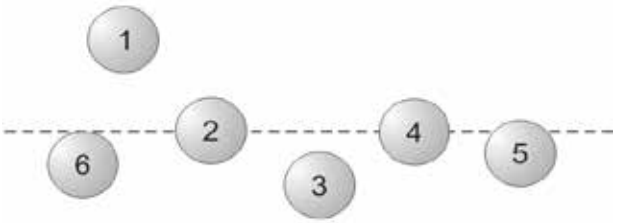
1) the greatest possible set of modules (and their contents), focused on group of the engineering specialties demanding the highest level of IT- competence of the

sphere of management (in strict accordance with the principle of functional completeness) is defined;

2) at design of the maintenance of the called course for concrete specialty decomposition earlier received "the greatest possible set" (in other words, not topical issues for this or that group of specialties "are withdrawn") is carried out.

The example of realization of the second approach is visually illustrated by figure 1 in which modules of a subject matter "Informatics of search of administrative decisions" for future experts in the field of informatics is presented.

The principle of integration of humanitarian and natural-science knowledge means as need of formalization of decision-making process (first of all administrative), and the accounting of the fact that, process of definition and a choice of the purposes of management essentially we don't formalize. And this circumstance "compels" to understand the principle of integration rather widely, in view of need "divisions of a field of decision-making" and subsequent "combination" of this field.



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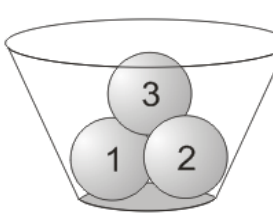
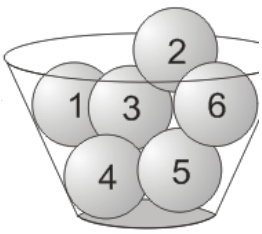
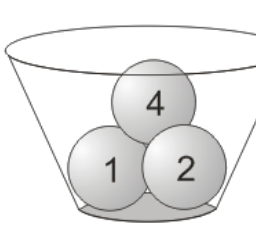


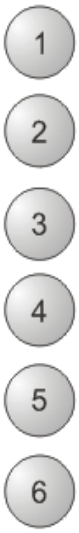




The engineer in the Informatics analyst

sphere of telecommunications

Manager



Module 1. Bases of modern management

Module 2. Decision-making process

Module 3. Management of projects (MS Project)

Module 4. Organization as object of management

Module 5. Management of processes

Module 6. Complex solutions of business analytics

Fig. 1. Modular structure of the course "Informatics of search of administrative decisions" for future experts in the field of informatics

Need and relevance of realization of the didactic principle of the accounting of features of a labor market at design of the maintenance of a considered subject matter are caused by many circumstances (change of the nature of the market of work, need for mechanisms of effective adaptation of employees); the specification of this principle demands detection of branch and regional features of a labor market, the concrete enterprises. As the requirement of orientation of the standard standards in management at selection of the maintenance of the course "Informatics of search of administrative decisions", erected by us in a principle rank has especially pragmatically character also.

According to the principles formulated by us selection of the maintenance of the integrated course "Informatics of search of administrative decisions" consisting of six modules was made.

For the training courses connected with studying and use of program systems, their choice plays an important role, substantially influencing results of training. Criteria of such choice are well-known: 1) "the friendly interface", it is desirable already familiar to the user and demanding a minimum of time and intellectual

efforts; 2) the low price of the software caused by the academic license (even better it, in general, extends free of charge; 3) appointment and possibilities of program system correspond to didactic problems of a training course.

According to such criteria the following list of program systems is quite sufficient for normal carrying out the course "Informatics of search of administrative decisions": 1) Microsoft Visio; 2) Microsoft Excel; 3) Statistica or SSPS; 4) Microsoft Project; 5) Business Studio 3.6.

Check of availability of the maintenance of again entered integrated course during forming experiment was carried out in the course of testing (a cognitive component), performance of tasks of a laboratory practical work (a technological component), psychological testing and expert estimation from the teacher (a social component) of each of course sections.

Results of stating experiment of students of technical college in a context of the purposes of the real research allow drawing a conclusion on an urgent need of transformation of the maintenance of engineering education towards strengthening of world outlook potential of the courses studying questions of informatics and management. Studying of the course "Informatics of search of administrative decisions" developed by us leads to increase of level of coherence of valuable orientations of students, making quite certain impact on formation of a component of administrative culture of future engineer owning new information technologies and achieving successes in search of optimum decisions.

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Tarasenko L.

CAREER STRATEGY RUSSIAN GRADUATES OF MEDICAL SCHOOLS (ON THE EXAMPLE OF THE ROSTOV REGION)

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The article analyzes the problems of formation of career settings medical graduates . On materials of the empirical research carried out an analysis of the role and place of the university in professional self-determination of youth.

Keywords: college students , career strategies , graduates of medical schools, professional self-determination, professional socialization.

Students - the main source of professionals in coming years will determine the strategic direction of the socio-economic and political development of Russia. Therefore, professional self-determination of students, the mechanisms of its integration in the sphere of professional activity, the design and development of a professional career - this is the problem with an extremely high scientific and practical relevance and importance.

The object of study in this paper advocates a social group of students as a particular segment of society , which is characterized by specific social indicators, in particular the identity preferences and life values, greater flexibility, adaptability to a variety of socio- economic transformation.

The study involved 258 students RostSMU full-time education . For a more holistic view of the specifics of the process of career behavior of medical graduates in

the labor market survey was conducted among the students of 5-6 courses. The age of respondents was limited to 21 - 24 years. Women amounted 70.5 % of the respondents.

In the survey, we attempted to determine the ratio of graduates - doctors to the profession , its place and role in the system of value orientations of students. The results show that the work for future physicians - is, above all , the ability to self-realization, implementation plans (64 % of respondents), 47 % see it as a source of income, and 19 % see it as a value in itself, regardless of the level of wages. Thus, we see that the economic factor in shaping attitudes to work is important, but not determinative, and the younger generation feels the need for professional fulfillment , even more than in the provision of material well-being These results were partially confirmed by responses to the question about the motives of professional choice . With a large margin in the first place respondents rank motive for choosing the profession "to satisfy their own interests, skills development and self-improvement" (73.3 %). In second place was the motive of prestige of the profession (34.5 %). Interestingly, the level of wages, as well as the demand for occupations in the labor market of the future of medical care, to a lesser extent. Only 12 % of respondents focused on the existence of market demand and less than 8% on wages.

Exploring career strategy medical graduates, we tried to determine the attitudes of graduate students in the chosen specialty. The results show that the ratio of the profession remains positive in the absolute majority of respondents. More than 82 % said that they like the profession and 67.5 % affirmed their desire to choose her again . Only 14.3% wanted to change and trade, and higher education. More than 93 %, the vast majority of graduates, planning to work in the professional field. At the same time, it should be noted that 16.3% of seniors could not answer this question.

As far as deliberately and consciously build graduates career, evidenced by their assessment of the degree of preparedness for professional work . Results of the study show that students have different opinions role diploma in professional activities . On the one hand, nearly 51 % believe that having a diploma will provide

an advantage in professional activities. On the other hand, 27.1 % believe that the diploma - a mere formality, and virtually no preferences graduates does not provide. Another 14.3 % believe that a diploma from absolutely nothing is independent. And if you add 8% found it difficult to answer, it turns out a very impressive group of graduates who do not perceive a diploma as an indicator of fitness professional medical specialist. This fact is only at first glance seems paradoxical. In fact, in my opinion, it reflects the existence of serious problems in professional medical education, as related to the quality of educational services, and probably with the system -level assessment of students' knowledge. However, this finding needs further study.

At the same time, the future doctors believe that the most useful knowledge acquired during training in high school are related to the theoretical training in the specialty (69.8 %). And that's practical knowledge of the specialty, according to more than 66 % of the respondents , they received enough during training at the university. The same trend can be seen in the answers to the question about the causes of failure (according to respondents) the level of training. Nearly 60% of seniors indicate a lack of opportunities for the practical application of the knowledge gained. The second highest number of elections (28.3 %) was the option of low-quality teaching disciplines. Thus, it is clearly noticed already mentioned the problem of the quality of educational services, dissatisfaction with the students, as the organization of educational activities, and the quality of the teaching staff.

Another important area of study, career strategies graduates to analyze the issues related to employment problems.

Choosing the factors that ensure a successful job search, the majority of respondents reported work experience (83.7 %), higher education in the specialty and the availability of the necessary connections and acquaintances (83%). Choosing the personal qualities that contribute to a successful career, students in the first place put the responsibility (64.5 %), communication (36.8 %), and perseverance (33 %). The least valued initiative (5 %), independence (5.8%), analytical (6.2 %) and organizational skills (6.6 %). Also not too highly valued ability to learn fast

(16%) and the desire to improve the professional level (24 %). It is interesting to analyze and factors affecting the employment of young specialists. The first three positions are occupied by the level of wages (53.5 %), career opportunities (44.2 %) and geographical location (39.2 %). At the same time, factors such as the opportunity to study at leading centers in Russia and abroad, the technical equipment of the institutions the opportunity to engage in research activities, occupy the bottom position in the ranking. Thus, these results suggest that, first, career growth is not associated in the minds of young professionals with a professional self-development. And, secondly, by the end of high school graduates gain valuable orientations clearly expressed pragmatic. Salary, career growth and comfort of home - these are the determinants that define the process of employment of young specialists.

Very favorably perceived by medical students situation and prospects of career growth. The survey found that the vast majority of graduates are confident that these prospects they have. At the same time, 47.7 % believe that an important role is played here by the time factor, because, according to them, it takes a long time to work in the profession, and almost 35 % of respondents believe that the outlook is definitely there . And only 1.2 % believe that young professionals have no career prospects.

The conclusion

1. In the course of the study showed inconsistencies in the motivation of professional self : poor orientation to the demands of the labor market and wages , along with the attitude to work as a primary source of existence. Attitude to the profession of medical students in general, we are most connects with it his professional future . However , almost a third of the graduates have doubts about the professional choice , although they do not change their occupation plan .

2. Most students do not associate a diploma with the level of preparedness for professional work . Almost half of the students are considering a diploma as a mere formality, which does not reflect the real professional characteristics of the young specialist.

3. Revealed dissatisfaction with the quality of graduates of educational services, in particular, the lack of opportunities of practicing theoretical knowledge and poor quality of teaching.

4. No less controversial and was the student's choice of personal values that facilitate and impede professional success. Quality associated with professional self-development, students are evaluated not too high.

5. Analysis of factors affecting the employment of young professionals, showed that by the end of high school life and career strategy graduates become more pragmatic, focused on wages and career opportunities.

6. Overall, the senior students demonstrate the general positive attitude about the prospects for career advancement.

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SOCIAL INTERACTION COMPETENSE AND ITS ROLE IN THE EDUCATIONAL PROCESS

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This work addresses the problem of social interaction skills' formation and development. Any positive constructive interaction has a transformative effect on the individual and allows to adapt better to a constantly changing socio-economic environment.

Key words: education, competence, social interaction, dialog.

Introduction

Over the last decade, an active research of quality level of professional education offered by the higher education system takes place. The target point of this research - to make the education system more flexible and adaptive to the fact that in the new modern conditions, it would meet both the needs and interests of the individual and the demands of the modern labor market.

In connection with the education system modernization a special attention is paid to the continuing and additional education. Modern education should be based on the formation and development of general and professional competencies that helps to adapt with maximum profit to the ever-changing socio-economic environment.

In this connection it is useful to address, for example, to the concept of Giddens and U. Beck.

As this concept says, the current stage of social development is the transition to the "reflexive modernity, i.e. the production and applicability of knowledge in all aspects of social and economic life, which are characteristic features of modern society. (Giddens, 1990). The reflexivity of modernity is expressed in an regulate use of knowledge of the circumstances of social life as a basic element of its organization and change [8 p. 19].

By reflexivity grows Giddens understands the increasing monitoring of the situation that allows us to gain the knowledge necessary to make a choice, both for themselves and the society in which we live.

Looking at the person as an active subject, SL Rubenstein noted that as a result of activity not only the object but also the subject undergoes a change [6]. With this understanding of the activity values an absolute implementation of a personal resource in vocational education takes place, understood as the readiness of the individual to change the perception of himself, susceptibility to anything that carries information about the real "I". In this case occurs a necessary set of psychological and educational prerequisites for improving professional competence, self-education, self-actualization, self-identity.

Through various scientific approaches there is a wide range of terms to signify the concept of "competence". In social psychology there is the common point of view, according to which the concept of "competence" includes knowledge, skills, and ways of acting. At the same time such terms as competence, professional competence, and social competence take place. J. Raven treat competence as a combination of knowledge, skills and the capability, which are manifested in the personal significance for the subject activity. This is a phenomenon that "consists of a large number of components, many of which are relatively independent of each other, ... some components are from the cognitive sphere and other from emotional ... these components may be substituted for each other as the effective components of behavior" [4, p. 253] However, as J. Raven underlines, "kinds of competences" are

"motivated abilities", they coincide with the values[4, p. 258]. It is assumed that the most important role in determining the competence plays its value for the subject.

To appraise it firstly supposed to measure the value of work and only then - a set of internal means by which the subject reaches a certain result in the activity.

By I.A. Zimney there are three main groups of competence. As a Theoretical base for these 3 groups determination was ideas from native psychology that the person is an object of communication, an object of work, an object of knowledge (B.G. Ananiev), that the person manifested himself in social relation to society, to other people, to himself, to his work (V.N. Myasnishev); that personal competence has an acmeological vector (N. V. Kuzmina, A.A. Derkhach); that expertize includes competence (A. K. Makarova).

These groups are:

- Competence, which relies for himself as for the personality, as for the subject of living;
- Competence, relies for communication of a person with other people;
- Competence, relies to a persons' activity, in all it types and forms.

European universities with different kinds of enthusiasm accept the competence approach, which is seen upon as an instrument for social dialog of higher school with the labor world, a tool for the deeper cooperation in the new circumstances [1 p. 6]. In this case competence is a combination of characteristics (relating to knowledge and its application to the positions, skills and responsibility), which describe the extent or degree to which a person is able to implement these competencies. So V.I. Baydenko proposes to take as a basis that classification of generic competences, which is used in the projects of the Gos VPO of third generation and is called "socio-personal" competencies. These include: the competence of the value-sense orientation, political and legal competence; competence in the field of personal and public environmental safety (health care) competence in independent cognitive activity, social interaction competence [1 p. 31]. Despite the fact that all competencies are interrelated and constitute a single entity, will focus only on the competence of social interaction. From the point of view of G. Bloomer social

interaction - is not only an exchange of actions, but a continuous dialogue, since the interaction takes place when the action has not yet committed, but the intentions of the subject has already been recognized, interpreted by man and caused him the appropriate status, aspirations and responses [7, p.15]. This theory complements the cognitive behavioral approach, taking into account the processes that occur in the minds of interacting individuals. Any positive constructive interaction has a transformative effect on the individual.

Sense of interaction is revealed only when individuals are incorporated in certain common activities, carrying out that individuals pursue certain goals, actions and work together to accomplish the operation. So transition to the analysis of joint activities as co-action methods takes place, and this transition is natural to the individuals, and the following items becomes natural: distribution among the participants to the features of exchange actions in dealing with common problems, to assure good communication processes, understanding and reflection as a special ability to assess the possibility of the actions in terms of plans and programs.

Dialog is basis for education. The person is a thinking subjec, who is open to the being (M. Heidegger) An ability to be open to another person- is a circumstance for the dialog, which determines not by the subject of talk, but intotreatment of the persons, who take part in the dialog. The real dialog have a function of communication for not a subject, but persons. [2 p. 24]. So, for example, social interactions that initially serves as instruments for the implementation of the social processes of thinking and communication, starting later play the role of cognitive self-regulation and the mental representation of certain information. These interactions stimulate the still undeveloped cognitive function, which allows the pupils to operate at a higher cognitive level. Socio-cultural environment, which is the basis of education leads to the formation of certain norms and values for the pupils. The educational level of the individual determines not only the range of social activities and relationships, but also their quality. As the resources to support the process of social interaction can serve all kinds of forms of social and psychological work. These are: to help students in social adaptation, finding the best methods for

mastering of the received information, the development of communication skills. Research carried out by the authors in ITMO, at the Department of Management and Law suggest that the level of social interaction increases significantly in cases, where educational programs include the methods of social and psychological orientation, simulation games, the elements of the socio-psychological training, business and role play. Active learning provides students with real-world experience with actual problems and helps to acquire the skills of problem analysis, allowing to see a variety of opportunities and approaches to solve problems and adapt to different types of people involved in decision making.

As the object of the study we treat the students of advanced training in the field of human resource management. This category of respondents is interesting for the investigation due to the fact that they are actively integrated into the socio-economic area and has professional experience

To understand and measure the efficiency of training, the relation of the pupils to their professions and to point out the actual problems we develop a special list of questions and hold the debates, which helps to measure the professional competence level, including social competence.

Findings:

It should be noted that almost all of the respondents rated high level of competence in such indicators as the ability to use professional knowledge and general psychological orientation (ОПЗ=0,76); an ability to acquire new psychological skills (НПЗ=0,78); less pronounced indicators such as the ability to use professional methods of conflict resolution (МРК = 0.36), and the ability to use knowledge for the social adaptation (СА=0,45) This caused by the fact that in the context of classroom pupils could analyze standard, often found, but the abstract conflicts that usually were offered by teacher. In real life the situations are much more complicated and requires more knowledge and skills.

Second, all respondents stressed the importance of the obtained skills for everyday professional activity. So the role of knowledge in understanding personality characteristics of other people have reported 72% of respondents, knowledge of

methods and techniques of successful interaction with other people - 67%. It should be noted that the main content of activity in human resources management is the constant interaction with other people at all levels of the organizational structure of the enterprise.

Third, the question "What kind of education is most urgent for you? 'Answers were distributed as follows: highly specialized - 21% diversified education - 42% academic (theoretical education - 23%, experimental education - 14%.

In addition it should be noted that in the process of active learning, the pupils develop communication skills, creativity, responsibility, gain a greater interest in the profession. Though now everything is so bright, only 22% of respondents have the opportunity to fully test the competence they obtained in practice. Inability to realize their full potential immediately after the course caused due to the lack of decent offers from employers and society. As discussion shows to realize themselves in this profession is only possible in one case - if the person has a high level of social activity, is able to organize all the activities regarding the management of human resources in the enterprise. To summarize this article, it can be said that a high level of social interaction between students is the guarantor of their successful adaptation to rapidly changing conditions of life of society and provides the prospect of effective social and professional fulfillment.

Interactions create the preconditions for the next achievements of students, and the effect of training to a greater extent, will depend on how organized their educational activities.

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CONCEPT OF NATIONAL BUSINESS AND ECONOMIC EXTENSION COUNSELING IN WESTERN UKRAINE (END OF XIX – BEGINNING OF XX CENTURY)

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The article referred to the role of the Ukrainian public companies ("farmer", the Union of Ukrainian Women, Ukrainian Pedagogical Society "Native School"). To improve the economic culture of women, children and adults, the organization of vocational education in Western Ukraine in the late XIX - early XX century.

Key words: Ukrainian society, economic culture, children, adults, womenfolk, professional education.

Relevance of research related to ethno-cultural, ethno-economic, ethno-ecological features of Ukrainian life and activity. Most of inhabitants of Western Ukraine is engaged in farming on their privatized lands, using work experience in kolkhozes or knowledge which they have received in Soviet secondary school. Farmers face challenges of farming in market conditions that need to be solved by themselves. Problem of updating the experience to improve business and economic culture of Ukrainian through massive education is caused by low economic level of people managing, poor working conditions, which was the reason that some of the younger generation does not want to work in their own household.

Despite the fact, that activity of Ukrainian public societies, which were operating in Western Ukraine in the late XIX - early XX century, was highlighted in the works by T.Visina, I.Zulyak, L.Reva-Rodionova, B.Savchuk, H.Shayner, H . Shevchuk and some others, the problem of business and economic education of adults was not investigated thoroughly in the national historical and educational science.

Ukrainian public communities have important achievements in development of the system of continuous agricultural education in Precarpathia - Ukrainian Pedagogical Society “Ridna Shkola”, “Prosvita”, “Silskyi Hospodar”, the Union of Ukrainians and others. In the late XIX - early XX centuries, they held important educational work among adults, organized various forms of training - courses, professional-complementary schools, agricultural schools, high schools, colleges, courses, public universities etc. All this contributed to increasing of economic culture of the Ukrainian land.

Ethnocultural development of Precarpathia in late XIX - early XX centuries was studied by scientists: P. Arsenych, V. Hnatyuk, H. Horyn, V. Hrabovetskyy, M. Domashevskyy, I. Zelenchuk, V. Klapchuk, I. Krypyakevych, I. Kuzych-Berezovsky, P. Siredzhuk, S. Tomashivskyy, Ivan Franko, P. Shkriblyak, V. Shuhevych, etc. Publications which analyze the formation of Ukrainian national consciousness have an important role (P. Arsenych, H. Bilavych, H. Horyn, A. Hrytsan, M. Huyvanyuk, M. Dyadyuk, H. Kozholyanko, B. Savchuk, P. Siredzhuk, etc.) An important literary base of our study is works of Ukrainian

scientists in emigration, including the publication of local economic society “Silskyi hospodar” in Lviv. 1899-1944 (New York, 1970), “History of Ukrainian cooperative movement” I. Vytanovycha (New York, 1974),”Almanac of Stanislaviv land”. Collection of materials of the history of Stanislaviv and Stanyslavivschyna (New York, Toronto, Munich, 1975), “Horodenschyna. Historical memoirs collection” (New York - Toronto - Winnipeg, 1978), Encyclopedia of Ukrainian Studies. Dictionary part. Vol.1 -10) (Paris -New York, 1955-1984), “Kolomyia and Kolomiyschyna. Collection of records of the recent past” (Philadelphia, 1998) and others. However, our problem is not researched enough in the Ukrainian science.

Formation of economic culture of children and adults in Precarpathia had its own characteristics, mainly associated with the economic, social, historical, climatic, cultural and educational conditions of life and activities. On the one hand, the country's population suffered from land hunger, usury, poverty, disease and other social disorders, there were no relevant educational institutions. On the other hand, the cultural and ethnographic conditions, especially Hutsul and Pokuttya contributed to the development of domestic fisheries, at the same time geographical, climatic, soil conditions contributed to industrial gardening.

Experts of that period emphasized that mountain area had very poor soil, and villages were overcrowded [2, p.369]. According to government statistics, the highest density in Galicia was just in Stanislavivschyna - 103 persons accounted for 100 hectares, in Kolomiyschyna, for example, - 108.4 persons. Before World War I the problem was partially solved by labor emigration to the Americas and Europe. According to the data, the size of farms in Stanislavivshyna was as follows: from 0 to 2 hectares were 70.9%, from 2 to 5 ha - 22%, and from 5 to 20 - only 6.3%. In the highlands “percentage of the poor” was even more. Thus, over 80% of households could not be effective. And in mountainous or “poor” villages (as, for example, Akreshory or Runhury), this percentage reached by 100 [2, p.369].

V. Dmytrenko, an agronomist of branch of “Silskyi hospodar” in Kolomyia, said that the government is not interested in the fate of a Ukrainian peasant, village which has been abandoned by public authority to their fate, came to the brink of

poverty, the peasants were generally landless or land-poor, had no concept of “culture of life and sustainable management” manage still avital methods. Against this background, the activities of Ukrainian civil society are revolutionary, because they actually took over the functions of the state in agricultural education: due to the dedicated work of specialists such as “social agronomists”, the economical education was a system of continuous agricultural education. Its purpose was to teach farmers sustainable housekeeping, increasing economic culture of Ukrainians, the formation of “good hosts”, nationally conscious Ukrainian citizens of the future, to enhance the overall culture of people, improving their way of life, economic growth of peasants.

It is known that there was no Ukrainian public agricultural school in Galicia in the late XIX - early XX centuries. For example, for that period such institution of Denmark accounted for 6 thousand households, in Japan - 400, and in Galicia - 25 thousand [14]. So this gap was filled by Ukrainian national societies (“Prosvita”, “Ridna Shkola”, “Silskyi hospodar”, the Union of Ukrainians and others) and the Central Council, District Cooperative Union, “Narodna Torhivlia” and so on.

An important direction of business and economic enlightenment of Ukrainians became agitation and advocacy. Contemporary periodicals, reports of “Prosvita” declare the spread of such events in the second half of 1890. Only in 1910 “Silskyi hospodar” organized nine major and dozens of minor events such as the meeting in Stari Kuty, where there were about 1,200 people.

Lecture work contributed to laying the foundations of economic knowledge and professional training for various sectors of the economy. Important role in its development played “itinerant” teachers of “Prosvita”, whose functions were performed by known agronomists A. King, A. Harasymovych, C. Kuzyk, M. Tvordylo in 1896-1914. Every year their performances covered from 45 to 245 communities. Only in the years 1896-1898 there were 30 thousand listeners and the number of such events constantly increased [8, p. 22-23; 9, p. 107-109].

The system of continuous agricultural education included some educational institutions such as courses, vocational schools, which performed various levels of training.

Ukrainian Pedagogical Society “Ridna Shkola” created professional complementary schools for children who had graduated from public schools and could not continue to study. They were free of charge. They taught young men and women aged from 14 who worked. Students studied at night and their training lasted for three years for 12-16 hours weekly.

Under those circumstances another effective form of agricultural education were courses lasting 3-6 months which helped obtain some qualification and knowledge that taught students intelligently and rationally housekeeping. For example, on the territory of Hutsul there were 6 craft schools, club of weavers, carpet makers and carvers, handicraft shops, cooperatives, including the largest - Kosiv “Hutsul”, courses, where students were taught construction work, painting and polishing wood, sewing gloves, male and female clothing and uniforms, slaughter cattle, producing meat products and so on. Carpet and carpenter courses in Kosiv deserve special attention, they organized the union “Hutsul art” (leaders were Michael Kurylenko (carpet section) and Nicholas Huleychuk (carpenter section). This form of professional education for young people and adults contributed to the revival and flourishing of folk arts and crafts preserving ancient traditions. Decisions of the First Congress of teaching in Lviv in 1935, which confirmed the importance of the strategic objectives of Ukrainian education - development of “plowman schooling” as a “necessary condition for the rise of cultural and economic level of our village as the basis for the nation - the peasantry” contributed to the development of continuous agricultural education. For this purpose the society “Native School” aimed to to create a “commission for professional schooling” and positions of certain consultants, and some secondary schools should be turned into professional secondary agricultural schools, etc. [7, p.50].

The society “Silskyi hospodar” created Scholarship Fund named after Titus Voinarovsky for financial assistance to young men and women who “wanted to study in agricultural schools.” In a short time, the Fund amounted to over 10,000 [7, p.51]. The decision of the Congress were ceased in the book by Eugene Khraplyvyi “Need

for development of our plowmen school system," which contributed to their dissemination among the public.

The second direction of activity of "Silskyi hospodar" became "Khliborobsky" vyshkil molodi". Non- availability of state agricultural schools, in the opinion of company's leaders, had to be compensated by massive complex work of educating the young generation of proprietors. Thus, following the European and American models, "Silskyi hospodar" created a network of massive business and economic education and professional training through groups of "Khliborobsky" vyshkil molodi". During 1933-1938, the number of members (the "competitors") increased from 5.3 to 13 million people, each year 28-42 courses for instructors "agriculturists" were held. At courses boys and girls received the theoretical knowledge and practical skills in various sectors of economic activity and there happened a formation of national conscious young man, citizen, patriot, active public figure [7, p. 59]. One of the forms of business education was courses for personnel training for agricultural education. Depending on the purpose, objectives, conditions, etc. they were usually arranged at a different time from several days to several weeks. In August 1938 the Central Council in Lviv arranged five week long course in Vorokhta for cooperative workers where representatives from almost every cooperative county arrived. In addition to teaching, the participants shared experience in the field of development, cooperation and building of local agriculture. Professional classes were held before afternoon, followed by tours arranged through surrounding areas (Dovbush Caves, Hoverla, etc.) [12, p. 405].

Association "Soyuz Ukrainok" pursued a great work among women. So, created back in 1902 the association "Zhinochyi kruzhok", "Domashnya zhinocha spilka hutsulskoho promyslu" in Kolomyja maintained "school" and "maiden school" engaged in sales of goods of domestic production [8, p. 64-65]. "Soyuz Ukrainok" collaborated with the "Silskyi hospodar" and cooperative establishments in terms of "raising the overall business culture of women". Labor has become more intense in the early 1930s through education. "Soyuz Ukrainok" conducted educational activities among women under the slogan: "Let's strengthen cooperation by massive

membership". As a result of this and other events the amount of Ukrainian women in the cooperative movement has grown to 55 thousand, accounting for 12.9% of the total number of its members [3, p. 1122]. According to archives, the economic section at the Main Department of the Union of Ukrainians only during the years 1936-1937 has arranged 271 course for 3.6 thousand participants, the most popular of which were cooking courses (45%), sewing courses (30%), cutting and sewing (14%) and others [7, p. 49].

Agricultural schools became an important area of lifelong education. Let us consider, for example, the activities of two schools - one of the first established societies "Enlightenment" in the Precarpathia - schools in Mylovanya (Tlumachchyna) and Starokosivska, which was founded in 1942 during the German occupation.

The school of Mylovanya - the first Ukrainian professional school, which was organized in 1908 by "Prosvita" to train the proprietors. Metropolitan Sheptytsky contributed to its creation, he provided one-story house and 68 mortuaries of field 10800 Austria Crowns. Subsequently, in 1912 they bought more land, pasture and forest. Total - 239 mortuaries. Here, a gardening school was organized. According to P. Petryka, "Prosvita" created a hotbed of economic knowledge, organized a gradual (effective) household, research fields, chemical workshops (laboratories), a model garden and weather station. Such a school was yet found neither in the land of Ukraine nor Poland.

The school always took care of the material and technical state of the institution, rebuilt rooms, introduced experience of such schools of Denmark. Thus, from 1911 to November 1912 the house was rebuilt into the school and boarding school using the experience of such schools of Denmark. The cost of reconstruction was 70,000 crowns. This caused an interest among Ukrainians of the region: if a five-month course 1912 / '13 taught only 20 students, in 1913/14 - 34 people (s.491). In the summer of 1914 there were special courses for Huzuls that lasted 6 weeks. And right after that the "correct one-year science" was started, training lasted one year since then. The events of World War I, the Russian occupation of the land, then

recovery and development of the pre-war situation of the school caused the fact that even in 1925 they failed to restore the normal learning process. But every effort has been made to restore education and improve quality, increase the training period: in 1922 14 persons finished the first three-month course, 1923/24 - 15 people., 1925 / '26 five-month courses - 18, 1926/27 , the seven-month courses - 32 people, 1927 / '28 - 36 participants; 1928/29 - 33 people [13, p. 492].

There was good teaching staff of the school, the teachers were qualified to work as well as veterinarian, cooperators, etc. Students were offered different learning aids: library, weather station, equipment for theoretical and practical training. In addition, a model gardening institution was located on 23 morgues of field, which gave more than 20,000 trees annually. A. Fronchak was in charge of it, he had extensive experience of work in German, French and English horticultural establishments. “Trees were discharged from the Czech Republic [13, p. 492].

Important is the fact that in Mylovanya school youth studied not only from the Precarpathia, but also from Volyn, Holm and Polissya.

Another school to be discussed is Starokosiv Agricultural School (Hutsul). It is important to admit that during the German occupation (1942-1944 years) 200 boys and 250 girls finished this school [2, p. 41]. It prepared the “good proprietor”. Boys and girls were aged from 14 to 24 years from nearby villages - Verbivtsi, Cherhanivky, Hymchyna. Danylo Serduk, a school engineer agronomist, supervised the establishment and besides him two more teachers were employed.

Studies was carried out once a week. The program included nearly all the items on Agriculture, girls were taught household and gardening. Educational course included theoretical (held in the winter program divisions - boyish and girls) and practical training, which took place in summer directly in the field, in the garden, in the garden during sowing, weeding vegetable crops, planting, grafting and tree care, harvesting, care and breeding of livestock, poultry and so on. The peculiarity of the school was that it focused on horticulture [2, p. 40].

School had the necessary material base: some houses for training boys and girls, 3 hectares of arable land, about 7 hectares of gardens, seedbed where seedlings

of fruit trees were grown together with horses, cows, hens, rabbits. Soon Starokosiv agricultural school opened its branch in Hymchyn (12 km from it), which was equipped with two rooms for theoretical studies, the facilities for practical training. Each week teachers from the Old Hymchyn traveled to Kosiv to teach subjects. For a short time Starokosiv school and its branch in Hymchyn released about 560 boys and girls. The main source of financing was local, the school received annually from 10,000 zl. from the Union of counties in Kolomyja [2, p. 41].

Thus, on condition of the absence of state Ukrainian professional schools in the late XIX - early XX centuries civil societies created a system of continuous agricultural education which was aimed at improving the economic culture of young people and adults. Complementary professional-schools of Ukrainian education society “Mother School”, agricultural schools and a variety of short- term and long-term courses, “Silsky hospodar”, “Soyuz Ukrainok”, “Prosvita”, other companies and organizations were of great importance. Economic education was widespread for adults. Professional literature, agricultural magazines, etc. played an important role in this process. Plowmen training gave local young boys and girls an opportunity to gain knowledge and spheres of agriculture, household, brought them up as “good proprietors” nationally conscious citizens and patriots.

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ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN INTERACTIVE E-LEARNING ENVIRONMENTS AT EDUCATION OF ENGINEERING GRAPHICS BASED ON COMPETENCE APPROACH

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Considered innovative technologies in the educational process on the basis of competence-based approach, taking into account the formation of professional competence in teaching engineering graphics. The authors argue that the use of independent work of modern information technology, interactive e-learning courses, student involvement in project activities to enhance motivation and learning efficiency.

Key words: professional competence, competence approach, independent work, innovation, e-learning course.

Computer science and society , in recent years, acquiring a global character, is one of the strategic directions of development of civilization will largely determine the shape of the emerging new civilization - the global information society. Active implementation of information technology in the production process requires a certain adaptation to the new technological reality , modern manufacturing processes impose substantially different requirements for specialists and their education. In this context, the problem of the relationship between modern information technology and features of the formation of a holistic educational environment significantly updated . [2]

The main current trends of development of Russian education in modern conditions, conceptually developed in the theory and practice of the educational process are:

- Information culture and information technology in the educational process ;
- student-centered developmental education ;
- Health saving technologies in education;
- distance learning technologies ;
- professional- directed learning;
- problem-based instruction ;
- competence-based approach ;

- professional and personal development of future specialist ;
- Psychology of professional self-realization and development of its creative abilities [6] .

Introduction of new educational standards , taking into account the formation of students' professional and above-professional competencies growing amount offered to the students of knowledge , the introduction of new subjects , while reducing class hours and the low level of knowledge among the students - all of this requires time optimization of the learning process to improve student learning methodological activity of the teacher aims to combine into a single complex content, methods , forms of training in the first place by increasing the intensity of the self-study , because according to the new educational standards a student must spend fifty percent or more of school time learning some self- discipline [1] . An example of such work is the creation of e-learning , combined type in the e-learning courses SFU ms.sfu-kras.ru, for example , a course of discipline "Engineering Graphics ". E-course in the system, different from the usual classical presentation of teaching material that training materials are available and presented in such a way that the independent work of the student is more than 60 % of the total training load .

Discipline "Engineering Graphics " is the foundation of engineering education , which forms the basic knowledge necessary for the study of special subjects .

The effectiveness study of an engineering drawing to a large extent can be increased through the use of new information technologies . [3] The greatest efficiency will also use in training e-course discipline, which contains a set of software and hardware , and teaching tools , which create a strong individual learning activities of students (students) : glossary , video tutorials , a sufficient amount of theoretical material posted on the sections in an interactive way that greatly simplifies the search for information , tests for each section of the course , exercises for practical work. This not only makes it possible to apply a greater amount of theoretical material , but due to the use of new technology that transformed the traditional form of education , which is becoming more attractive, allowing students to present and understand complex theoretical material that forms the improvement of cognitive

activity of students / use of electronic courses in animation and slides (thematic presentations) helps increase students' awareness of the display various spatial objects in the plane , the development of spatial thinking and raise the level of achievement of the material [1 , 3]. Therefore, the use of e-learning in the learning process is of particular importance.

When working in the electronic courses save time student at independent assignments at home , enables the teacher to constantly monitor the learning process and the learning level in any of the stages of implementation that allows you to motivate the student to the timely implementation of this work . Just a student without doing independent work has no right to access control exercises and tests that affect the final grade for the discipline . As long as the student does not perform independent work on a satisfactory assessment , he can not even read the text of the control tasks and exercises . After each topic studied student must complete the test items , which are repeated before performing the theoretical material . This leads to the development of personalization and creativity forms the cognitive activity of students.

When communicating on the forum in an e-course with all stakeholders to create an atmosphere of creativity , dialogue, communication takes place both between students and teacher , and between students on a particular subject that generates qualities such as communication skills and cooperation , which are the above-professional competencies.

Development of e- courses, modern methodological support, use of the latest technology , computer and other online tools in teaching engineering drawing and other engineering disciplines , allows to introduce active learning methods in order to improve its efficiency , the development of cognitive and creative activity of students, preparing them for independent professional activity [4]. All this, in the aggregate, promotes the development of a qualified professional competence of the future and a Bachelor of meeting the requirements of a rapidly developing economy and society as a whole.

When using e-learning in an interactive e-learning system SFU education students has made great strides - points for the final test is on average by 15-20 % compared to last year, when students have not been trained in this system.

The success of the use of e-learning is to maximize the individualization of the learning process , continuous monitoring and effective management trainees. Elements and setting the course motivate students to self- study of the subject .

But the effectiveness of innovation is largely dependent on how and how interact with each other all the participants in this process . The system of relations that arise in the innovation of educational activities aimed at becoming a subject- subject relations between teacher and student. In this context, significantly increases the role of personality-oriented approach to the organization of the educational process. The instructor must ensure the freedom of self-actualization through creative student growth. The orientation of modern pedagogy for the formation of students personality traits change the requirements for high school teachers . He must be creative and have systems thinking , the current and perceived willingness to innovate , as follows:

• have a sustained educational interest to educational innovation;

• Seek to improve the educational process and their own professional and pedagogical competence through innovation ;

• possess the latest technologies and innovative methods of training and education

• Be ready to overcome the difficulties associated with the content and organization of innovation;

• Knowledge of the practical skills development of pedagogical innovation and development of new [5].

In our opinion, the new methodological approaches must be used at all levels of the educational process, teachers and students both individually and in the process of classroom instruction in order to improve the quality of education and the adequacy of its current problems of civilization.

Thus , we believe that in order to solve the above problems, you should :

First, the broad introduction and use of modern learning technologies , enabling the teacher to get the most complete picture of the individual abilities of each student , and thus increase their effectiveness in shaping the future specialist .

Secondly , to have a sustainable motivation to search for a new organization in the educational process , to own the latest technology and innovative teaching methods , and strive to improve their own professional and pedagogical competence through innovation. After all, the modern system of education can not be changed quickly , and improve - the best we can , thereby increasing the success of training in the existing conditions.

Third, increase the motivation of student involvement in the learning process , because the cognitive motivation encourages students to develop their abilities in design and has an impact on the opening of its creative potential , the formation of personality traits . The development of cognitive- target component contributes to the reorientation of interests, enhance students' abilities to create the prerequisites for the successful implementation of the project activity , which is directly connected with the organization of his independent work.

Fourth, improve the individual work with the students , which allows to identify the actual level of knowledge and at the same time teach them to work independently , to enjoy the educational and scientific literature, that is, freely navigate the information space, which is one of the most important components of education.

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INTEGRATIVE MODEL TO TEACH TRANSLATION IN THE FIELD OF PROFESSIONAL COMMUNICATION

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Interdisciplinary, integrative approach permits to more widely present the translator's activity. Professionally oriented translation training should be based on various disciplines as well, each of them covering separate aspects of his work. The integrative model to teach translation helps to realize individual, active, social-cultural and discursive approaches.

Key words: translation in the field of professional communication; professional translator's competence; professional environment; individual, active, social-cultural and discursive approaches; integrative model to teach translation.

In the end of the last century the teachers of non-language higher educational institutions (HEIs) were challenged with the difficult to teach students to professionally oriented translation within the framework of educational program "Translator in the field of professional communication." The foreign language teachers' insufficient knowledge in this field made difficulties to widely introduce modern methods of teaching into the non-language HEIs practice. The present system

of foreign language teachers' education and increasing competence is not enough oriented to teach specialists in the field of translation. This article offers one of the modern ways of teaching non-language HEIs students to translate technical literature. To understand the system of professionally oriented translation training it is required to have the whole picture of the given activity structural components, which like any other type of translation are considered within the framework of different sciences. A.D. Shweitser's remark is seen to be true, who thinks that a real picture of such complex and multi-aspects process as translation "can be obtained only on the basis of integrating different and complementing approaches to its research" [22: 30]. Translation in the field of professional communication is likely to present itself the integration of various fields of science, specialization languages, general and special culture.

The linguistic model of translation has been developed in Russia since 60s of the last century [3; 18]. In the beginning of the 80s when describing the process of translation, the researches started to actively involve such determining factors as situational conversation, text sender and recipient etc. Application of situational and later social and cultural context permitted the researchers to considerably broaden conceptual methods of translation theory [10; 14; 8; 9; 21].

In later researches the accent has increasingly been transferred from the text analysis to the translator's activity analysis and his individual characteristics as the subject of this activity. The interdisciplinary approach to translator's activity modeling enriched the theory of translation with such categories as competence, discourse etc. [7; 11]. Considering the translation from the position of specialists' professional activity permitted the researchers to be beyond the frameworks of the translation itself, with the attention having been paid to the social context of the given activity, translation analysis and understanding the source text as well as stages before translation.

Thus, we see that interdisciplinary, integrated approach permits to more understand the translator's activity. Altogether, the linguistic approach when teaching translation is still prevalent which orient students to find equivalents between foreign

and Russian languages. The analysis of modern text-books and manuals on translation shows that the linguistic approach in translation training has so far remained the leading one, including the training of translators in the field of professional communication.

Related to education the concept “integration” was introduced by researchers as the principle of education development that provides interdisciplinary linkage and greater integrity of pedagogical system. In view of this one can speak of integrative processes which permit to harmoniously fulfill the training of future translators in non-language HEIs. Aimed at this the system of education should be based on various disciplines, each of them covering separate sides of translator’s professional activity. The above-said stipulated the integration of such approaches to translation as individual, active, social-cultural and discursive ones into the system of education.

Translator is the subject of the given professional activity. According to **individual approach** the education should be aimed at formation of his personality as a member of a certain professional team. To solve the tasks facing him, the translator should have corresponding knowledge, skills and individual qualities which are considered by researchers within the framework of professional competence.

We should specify that researchers have been using the word “competence” for a long time to relate to foreign languages training and professions dealing with intercultural communication. The modern lingua didactics considers the given concept as the basic part of “the language individual”. The analysis of researches in psychology and lingua didactics made by us showed that as a whole the concepts “competence” and “competency” have very close meaning. EC countries project experts determine competence as the sum of knowledge, skills and individual qualities which permits a person to fulfill different actions [1: 8].

In works on psychology, sociology and methods of education the Russian researchers have lately started to differentiate the concepts “competence” and “competency” on the basis of interpreting these words in Russian dictionaries.

The approach of those researchers appears to be grounded who differentiating the content of these two concepts consider competences to be the basic resources for

taking effective decisions and determine the level of competence. [2; 4; 13: 76-77]. In case of such an approach "competencies" are correlated with resources required for a professional translator to act, and "competence" is the ability to select, make combinations and mobilize "competencies", resources which are at his disposal. Only the ability to choose and use inner resources- competencies when fulfilling professional tasks – will prove a professional translator's competence, which can be defined as *the ability, knowledge and skills which a person has to transfer (in writing or verbally) scientific and technical information from one language to another taking into account the differences between two texts, communicative situations and cultures*.

The given competence will be demonstrated through fulfilling professional tasks in a certain professional environment while applying corresponding means (outer resources) and it demands relevant personal professionally important qualities – PIQ from a professional translator. Professional translator's competence is not a homogenous phenomenon. It integrates a number of components, which are correlated with four basic sides of a translator's activity in the field of professional communication (inter-cultural communication, translator's professional activity itself, professional communication and a professional personality). In compliance with these factors we can distinguish the following components of the given competence:

1. **Communicative** competency, that is the ability (in accordance with social and cultural society norms) to understand and to verbally or in writing create the programs of speech behavior in the form of statements and discourses [23: 83] which contain linguistic, pragmatic and socio-linguistic components;
2. **Special** competency, i.e. the ability to translate technical texts on a professional level, possessing by a translator corresponding knowledge and skills, which includes: basic, objective, discursive, socio-cultural, technological and strategic components;
3. **Social** competency of a professional texts translator which is correlated with professional communication, i.e. possession of knowledge in mutual professional

activity, methods of professional communication accepted in the given profession and social responsibility for the results of own work etc.;

4. **Individual** competency of a translator, i.e. possession of the required professionally important individual qualities to fulfill the given activity [6].

It should be noted that though training in the field of translation is traditionally referred to a humanitarian education at the same time a lot of translator's work is based on logic which is at a greater degree inherent to the specialists in the field of science and technology: identification of the material presentation order, logic of the text construction scheme, logic of deductive results and conclusions when a translator makes certain conclusions about the denotation of the text in the foreign language with the aim to translate it into the native language etc. on the basis of all known factors which influenced the text and all knowledge in special subjects. These qualities, as a rule, belong to the students who chose technical specializations having manifested their preferences, a habit of mind, inclinations and interest in certain fields of knowledge.

The profession of a translator in the field of professional communication is an additional one to the main profession. It means that a student either has a professional competence of a specialist in a definite science-technical field of communication or it is under formation. The researchers note that scientific (in the given case scientific-technical) text can be completely and precisely understood only by a specialist in a relative field of knowledge. The individual past experience is known to be kept in memory in the form of a declarative knowledge (the concept of objects, phenomena, facts, regularities) and procedure knowledge (information about the complex of purpose-oriented procedures required for solving concrete tasks), therefore the professional competence of a technical texts translator will include declarative/theoretical knowledge and procedural knowledge about translator's successive actions and summarized methods of their solutions. When a student is trained in translation the knowledge received by him in his main specialization can and should be used in the process of his preparation for a difficult activity of a translator. Such "transfer" of knowledge from one profession to another is

determined by researchers through “integrative knowledge” which is understood as generalized knowledge received from the complex of training disciplines that form the integral system which has an interdisciplinary structure. [19: 14]. The aim of integrative knowledge separation is to overcome the subjects disconnection in education, to activate the cognitive activity, to form the system of interrelated knowledge among students, to develop the elements of creativity.

It is also important that translators of the texts in specialization should mobilize their own knowledge, select and involve required knowledge.

The translator’s competence is formed in the process of fulfilling professional tasks in the integrative model of training in accordance with an **active approach**. The translator’s activity analysis made by us permitted to distinguish the main stages, tasks of the given activity, with special attention having paid to the stage of understanding the foreign text as the basic component of translation from the foreign language to the native one, which mainly determines the success of all the translator’s activity.

It should be noted that understanding of a foreign text and its translation into a native one does not exclude the complex of tasks which a translator faces. Consideration of translation in the field of professional communication from the perspective of a professional activity also makes necessary to study the professional environment in which the given activity takes place. Such **social-cultural approach** permitted to broaden the list of a translator’s professional tasks and to train students not only to understand and transfer socio-cultural features of communication in a professional environment but to communicate with an employer, to be able to get a required information at the stage of preparing for translation, to apply potential external resources, to correct the translation etc.

The specific feature of a professionally oriented translation, requirements for the given type translation strategy being developed and for the translator himself are determined by the object of the professional activity. In our case the object of the activity is the text in specialization. The translator being a participant of intercultural communication should account all historical, social, cultural, situational factors that

influenced the creation of a foreign text and which he should take into account when translating the text into Russian. Such approach to the text analysis is possible from discursive positions and it stipulated the necessity to use the concept “discourse” and “discourse analysis” while preparing students of non-language HEIs to be translators. **Discursive approach** permitted to distinguish a special discourse as an independent one, the basic component of which being the text in specialization. One of the important conditions of an adequate translation into a native language is the translator’s analysis of the text from discursive perspectives. Within the framework of communication-oriented methods which we keep to, we should teach using the material of statements typical for a real professional activity, which stipulates the application of subtypes and genres of special discourse that more often occur in a translator’s activity.

At present one of the ways in HEIs didactic training is a module approach. For example, the system ICTD (individual creative thinking development) in engineering education is formed and realized in a number of HEIs. One of its principles is a module education. The module is understood to be a part of an educational program which synthesizes the questions and problems of combining different disciplines.

As per integrative module of translation training another version of a module has been suggested, which correlates with A.K. Markova’s concept. The module is thought to be a complex of object units and the subject of professional experience when types of professional activity are formed stage-by-stage depending on the tasks which confront a specialist. [15: 259]. Translation, as any other professional activity, includes a wide range of tasks to solve which one requires certain knowledge and skills. In the offered model of training each of professional tasks for a translator to solve is the basis of the module in the given concrete type of activity. We determined required knowledge and skills to solve each of the set tasks [6]. Such a modular concept of translation professional activity has a practical meaning as it permits to make gradual mastering of the given specialization easier, to account cognitive, individual characteristics of a translator as its subject, to realize them in the process

of translation training and to from an oriented basis of actions and algorithm for their fulfillment among the students.

Thus, the specific character of the training model being offered for the students of non-language HEIs is an integrative –modular conception of translation as a professional activity and realization in the process of training individual, active, socio-cultural and discursive approaches. In this case an integrative approach acquires a special meaning as the translator's profession is an additional one to the main professional education of students. Specialization in a translator's activity involves maximum integration of professional abilities, knowledge and skills in a certain field of science and technique and competence of a future specialist in the field of professionally-oriented texts translation.

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Tovarishcheva F.D., Spiridonova M. E.

ANTHROPOLOGICAL-ONTOLOGICAL APPROACH TO MORAL EDUCATION OF STUDENTS

North - Eastern federal university named after M.K. Ammosov

In this article moral education is considered in a context of anthropological-ontological approach which acts as a way of life. In this regard separate methodological aspects of the theory of moral education are proved.

Keywords: person, life, development, education, moral education, self-education, self-realization, self-education.

In modern conditions the world is characterized by fast changes. Changes of public life lead to emergence of contradictions in all spheres of life, including in education. The calls generated by these changes, are set through requirements of society to preparation of future teachers (moral, intellectual, social, professional, etc.). In these conditions education of readiness for creative activity, formation of socially responsible expert with an active living position becomes the priority

direction. In this regard the modern system of moral education of students and correction of their behavior is necessary.

Special relevance is gained by philosophical judgment of problems of moral education of the personality. The appeal to philosophy becomes a necessary condition of process of education because fundamental function of philosophy is educational function.

On the fundamental basis the problem of moral education of students is among key human problems. Approach to research of the given problem from positions of pedagogical anthropology proceeds from variety of knowledge of the person.

If earlier questions of education were most often reduced to a choice of the necessary pedagogical processes and technologies, the world outlook and methodological bases are exposed to the analysis. It is established that sources of the theory of moral education find in ancient philosophy.

The enduring theoretical-practical importance of education of antique thinkers has impact on the theory of moral education. The philosophical anthropology considers education as self-education, as life. Initial life, according to Aristotle, "is true through itself". With such statement it is impossible to disagree as this concept opens an image of the moral person. It considers awakening of personal potential of the person, a goal-setting, a reflection as internal moral activity. Aristotle's philosophy "modified limitation of abstract and general approach both to education, and to educational function of philosophy" [4]. It means that else in ancient philosophy educational function of philosophy was realized in practice. In this sense Democritus considered that good people become, most likely from exercise, than by nature, education reconstructs the person and creates to him the second nature. The Greek philosophers saw deep vital meaning in a moral perspective. In this sense the way of achievement of adequate attitude as result of moral education is under construction from a complete picture of the world of subjects. For example, the provision on unity of the nature and the person [Aristotle] expresses general regularity as a substance, underlying all things and remaining in all of them transformations; complete outlook, materialistic outlook, the concept of development

of the personality, the main human quality — ability of consciousness to a reflection [Democritus, Aristotle]; first theory of education [Platon]; concept of contrasts [Pythagoras, Heraclitus, Aristotle. Ideas of unity of the world allow complete understanding of the person as the learning individual, all parties of interrelation of the subject, expressing general laws of interrelation and development. Here we can refer to Aristotle's initial principles which allow to consider development of the person as systems of high level of the organization, for example. It is connected with specifically human types of activity - communication, the doctrine, knowledge. Necessary condition of development is an ability to create own new understanding of the world. The person as a result of own activity opens and approves himself in the world.

The methodological basis of research is made by the categories "people", "human life", "education".

For our research education consideration as a way of life of the student, as process of free life (natural), filled with personal meanings, values and the purposes is important.

In philosophical anthropology a person is considered as a being who to himself contains the development purposes. The person is a product of own work (Gegel). The person is the project which realization depends on him.

"Self-education" in a context of approach is understood as a process of creation of conditions of life of the student as external and internal, providing self-development, self-realization according to available abilities, life experience. And only if the purpose is directly connected with self-development of the individual as universal being, can lead to his moral development.

In this sense, moral education in a context of anthropological-ontological approach is understood as a process of creation pedagogical conditions of life of students both external, and internal, providing self-development, self-realization. Such approach allows means and mechanisms of education to consider as ability of the personality to self-education, his aspiration to self-realization.

As in the system of moral education the idea of development of the personality is realized, briefly we will stop on problems of essence of the person. Aristotle, opening an essence of the initial principles of definition of essence and existence of the person, I have huge impact on development of moral education. We rely in our research on the concept "essence of the person", being developed since Ancient Greece.

It is possible to draw a conclusion that philosophical and anthropological approach as means of consideration of a problem of moral education from the point of view of their integrity, complexity, defines direct link with essence of the person, presented as uniform, complete process of education.

The ontological category "education" — is difficult, the standard definition of education isn't present. In this sense of means, methods, forms of education are considered as various ways of life of the person. As a whole, education - the public phenomenon, activity, process, value, system, influence, interaction (A.V.Mudrik). Education is considered as the process directed on assimilation of ethical standards as to making part of culture.

Ontological approach considers education as a way of life of the student, self-sufficient and aimed at himself. In this regard for our research the problem of self-expression of the personality is obviously important. Thus, education is considered as a way of creation of conditions for self-expression and free development of the student. Differently, the student will consider himself as mister of own will. Thus, the best educational tool is well directed freedom (Zh.Zh.Russo). Essential interest submits one more provision - freedom, on the being, there is spiritual freedom, i.e. freedom of spirit, instead of a body and soul. Ontological approach in modern conditions, in our opinion, allows to find a solution of the problem of a humanization of the education, which essence if to proceed from humanistic tradition, is reduced to self-development, self-creativity, self-education, self-realization of the personality. In this regard it is necessary to consider philosophical anthropology as ontological approach of the theory of moral education. Activity is a source of mental development of the personality. According to this situation only in a reflection as

internal course of self-judgment independence, self-organization of the person can be brought up and become stronger. In this regard it is advisable to consider briefly activity approach in a context of a problem of our research.

As a result of creative activity it is necessary to concentrate effort on development of abilities of students, on disclosure of creative potential of the personality. In these conditions at students the relations connected with substantial and productive aspects of activity are formed, competences, skills and behavior habits are developed, i.e. components of quality of the personality are formed.

Ontological approach, - V.T.Chepikov notes, - shows that personal qualities act as the purpose and result of education, and those individual and psychological changes which happen in the internal psychological sphere of the personality, are the main indicators of his good breeding, define character of its social relations, a behavior and activity orientation" [10].

The methodological aspect of this situation consists in understanding of essence of education as self-education. Ability of the person to self-education, self-development, self-realization make sense of his life. Moral education specially organized process of formation of moral qualities, traits of character, skills and behavior habits. Therefore moral education is considered as formation at the student of system of the moral relations.

In modern conditions the problem of development of moral consciousness of the personality has particular importance.

Ontological approach is valuable.

The concept "values" appeared for the first time at the Edging. It created idea of the world due (the world of values and norms) unlike the world of things, that is. For us special value has the all-philosophical aspect allowing most fully to comprehend axiological bases of preparation of future teachers.

The moral reflects universal values, and the morals [would] depend on specific conditions of life of various sectors of society. The form of a social system changes, the morals change also, and the moral remains eternal category. Our position is based on understanding of moral as indicator of existence of a certain value, purposes,

sense, as abilities to self-development, a free moral choice in constantly changing life situations.

Moral education in a context is considered as process of creation of pedagogical conditions of life of students both external, and internal, providing self-development, self-realization self-determination. It allows to consider education of students as ability of the trainee to self-education, his aspiration to the self-realization, allowing to provide continuous personal development.

Preparation of the student for the forthcoming pedagogical activity is the multilevel education, meeting social standards. Students are considered as the main subjects of mastering by bases of pedagogical skill and creativity. Creative readiness of graduates is self-development by means of scientific and educational information in the new educational environment.

In our opinion, the most important characteristic of readiness of the graduate to future pedagogical activity is existence of the motivational sphere of professionalism (semantic). Therefore we consider that it is necessary to allocate the motivational sphere which includes the following concept of separate activity: possession of ethical standards in a profession, professional motives (aspiration to self-realization).

Thus the important role in the theory of moral education is occupied by the ontological approach considering education as a way of life.

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THE DIFFERENTIATED APPROACH IN TRAINING AS THE DEVELOPMENT MEANS OF KEY COMPETENCES OF STUDENTS

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In this article questions of the differentiated approach in a specification of the purposes, tasks, the contents and ways of the organization of teaching and educational process to training and formations of key competences of students on the basis of the accounting of individual abilities and requirements are considered.

Keywords: the differentiated approach, the differentiated training, individualization, competence, variability of training, productive technologies and methods.

Formation of essentially new system of continuous education, assumes continuous updating, an individualization of demand and opportunities of satisfaction, development of creative competence, readiness for retraining students and is connected, first of all, with need of development of the modern contents, creation of conditions for an individualization, the differentiated training with different level.

At identification of essence of the differentiated approach to training of students it is expedient to rely on the following treatments of scientists.

K.G.Selevko defines that training differentiation (the differentiated approach in training) is: 1) creation of various conditions of training for various schools, classes, groups for the purpose of the accounting of features of their contingent;

2) complex of the methodical, psychological-pedagogical and organizational and administrative actions providing training in homogeneous groups [6].

I.S. Yakimanskya distinguishes the differentiated training and the differentiated approach in training. In the first case she suggests to consider social and economic, legal, organization-administrative, didactic aspects of training. In the second case it is a question of scientific development of the differentiated approach to each pupil for the solution of problems of selection, formation and a correction of development of the personality in the chosen area of training [8].

According to D.A. Danilov the differentiated approach assumes, first of all, the technology of implementation of an individual approach to pupils according to level of their abilities and opportunities for the purpose of definition of their vocational guidance, the maximum development of each personality at all grade levels [3].

Individual educational programs and the individual curricula based on an individualization of differentiation of education both considering interests and abilities of the personality, can become a condition of formation of competences [4]. For elaboration of the most exact determination of competence we consider the following treatments of scientists.

As "competence" V.G. Veselova understands set of the universal abilities released from any psychological and pedagogical context in which they arose.

Competence is defined by the author as area of responsible use of competence of the person [2].

In researches of Basova B.M., the category "competence" is considered in four positions: "... the awareness which is giving the chance to the person to work; high level of an success of his actions; ability of the personality competently to dispose of system of social rules and models of actions; possession of a self-reflection" [1]. By definition of V.V. Krayevsky "competence" …can be considered as the integrated characteristic of quality of preparation of pupils, their ability of target, intelligent application of a complex of knowledge and ways of activity [5].

In A.V.Hutorsky's work "competence" is considered as possession by the person of the corresponding competences: valuable and semantic, common cultural, educational and informative, information, communicative, social and labor and personal self-improvement [7].

We investigated possibilities of the differentiated approach and technology of implementation of an individual approach to students according to level of their abilities and opportunities for the purpose of definition of their vocational guidance, the maximum development of each personality at all grade levels. The organization of individual activity of students were approved in groups of IPCS. Feature of learning of foreign languages by students in the field of physical culture and sport is learning of a huge number of professional lexicon, namely terms.

When mastering by professional lexicon skills of oral and written language are improved, the horizons of students are broadened, informative activity of pupils develops. We used a research method, discussions, technology of "critical thinking", interactive, group forms and methods, a collective way of training. These technologies develop creative activity, form cogitative activity, teach school students to argue the point of view, help to achieve deep understanding of a material.

In the course of training specific features of everyone united in the differentiated subgroups of students with identical level of knowledge are considered.

The organization of individual activity of pupils promoted increase of degree of an training standard, formation of intellectual actions, increase of the general level of self-control of pupils.

Degree of an training standard is defined by level of assimilation of knowledge and is determined on the basis of tests of achievement and test tasks. The big part is assigned to ideas of the differentiated approach which assumes the accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, the contents and ways of the organization of teaching and educational process and demands a variety, variability of training.

Individual educational programs and the individual curricula based on an individualization, differentiation of training both considering interests and abilities of the personality, promote formation of competences and improvement of quality of education .

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THE EDUCATIONAL PROCESS THROUGH THE DIALOGUE

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This work is about the process of communications during training of foreign students. It analyses dialogue as a concept of training.

Key words: communication, dialogue, language person.

According to the opinions of many scientists (O.G.Abramkina, A.R.Balajan, D.I.Izarenkov, M.N.Orlova, E.M.Rosenbaum) dialogue is the multilevel formation characterized by actualization of a theme, relative «simplicity» of a syntactic structure, in which we can select:

1) the level of reason (for what reason we create the dialogue);

2) the level of speech subject;

3) the semantic level;

4) the language plan (the language facilities used in the dialogue);

5) the speech plan (the conditions in the dialogue, specific features speaking persons);

6) the plan of intonation.

The mastering by language using all these levels prepares foreign students for independent designing of dialogues. Thus it is very important to know the stages of

designing of dialogue interaction: 1) a perception and creation of the fields of dialogue, of a problem of the partner; 2) a search of the answers, of new questions, of decisions; 3) an estimation of their own and stranger´s hypotheses, decisions, remarks; 4) a choice of the decision, the answer; 5) a formation of personal point of view (L.P.Aristov, M.G.Kazakina, I.J.Lerner, G.I.Schukin).

The term «educational dialogue» has arisen in the concept of training [Barrows 1989; Lithuanian 1993]. The educational dialogue is a difficult intellectual and emotional interaction of participants in their dialogue, who have different semantic positions in it.

It´s necessary to say that the educational dialogue begins with a search of words in the private displays of the investigated contradictions and appears when the students have new contradictions with their new knowledge.

The reason of studying is the personal basis of the creative relation to the study, needs to be stimulated by external circumstances.

The structure of educational dialogue is a question-answer complex in which we can fix language expressions demonstrating the development of student's thoughts about our external world including an active position of student in the dialogue (the preparation of problem situation, the search of essence in opinions, the search of variants of discussion, the analysis of participants' texts of dialogues, the opposition of logic's, the capability to acceptance the only one decision, the understanding of (smb's) own vision of knowledge.

Any way it is necessary to notice that levels of development of dialogue interaction can be the most different:

• initial level (the actualization of a situation of students' direct natural activity when the subject of thoughts differs by the novelty);

• the following level (the actualization of students' activity which estimates the personal importance of a subject for actual at present the purposes;

• the level of complete orientation in a problem, in the world, the development of (smb's) own position;

• the level of orientation in the world of human relations, the search and the application of various ways.

Thus, «educational dialogue» is a form of dialogue in which students alternately become «subjects» and «objects» of the educational activity which promotes the development of their thinking and realizing of their interest not only to the result of activity, but also to its process, so educational dialogue is:

- the means of formation and development of foreign students' communicative skills and abilities;

- the means of development of communicative speech abilities, the communicative initiative (Ignatova, Samosenkova, 2001).

- the means of expressing of thoughts, feelings of native speakers of other social and cultural generality;

- the means of maintenance of communicative behavior be adapted to the national culture and its applications in daily communicative activity.

The educational dialogue is the means of generalization, fastening, the mastering of educational material; the means to learn to play various social and psychological roles in the course of acceptance of the collective decision; a method of research and search of decision. The educational dialogue includes: dialogue between the professor and the student; dialogue between two or several students; dialogue between students and the computer.

The basic characteristic of educational dialogue is the communicative environment, a reflexion, self-realization of the person. V.V. Serikov considers that the dialogue contains inside: a) a moral choice, the reason of communication; the independent statement of the purpose; the realization of author's role in the dialogue; the sensation of own importance for other people; the possible refusal of former views and acceptance of new values; the comprehension of responsibility for an event in interlocutor's private world and in an external world (Serikov, 1994); it is directed б) to eliminate the internal obstacles to creative manifestations; to fix the work of subconsciousness; to grant the possibility of intellectual the limbering-up; to develop

the vivacity of imagination; to find the sense and the general orientation of activity in which students – foreigners´ personal possibilities (Dikun 1997) develop.

There are 5 Socrat's rules of conducting dialogue:

1. It is possible to criticize the ideas, except the speaking person.

2. The purpose of participants of dialogue is "not to win" but to find the best decision.

3. It´s necessary to understand all details of a problem, listening even to those opinions with whom you don´t agree.

4. Having found out the facts which concern various positions, you need to try to combine them to understand deeply the discussing problem.

5. The possibility to change the point of view when the facts are clear.

There are 3partner´s possibilities of behavior in educational dialogue: 1) to support a conversation theme; 2) to turn back a theme and to open new one, connected with the previous theme; 3) to turn back a theme and to open new one, not connected with the previous theme.

The process of communications between interlocutors consists in their needs in educational and informative activities which having the certainty in the given dialogue becomes the reason of this activity. As a result - the relations in dialogue become natural, and the limit of «saturation» of dialogue interaction is infinitely moves apart, if epy participants of dialogue are creatively active to the relations between each other: we can see a free exchange of their ideas, their opinions. In this connection it is important to learn foreign students to cognitive skills because the dialogue in general motivates to search the variants of the decision of a problem: it does not come to the end with this or that educational and informative situations, it personifies in all spheres of studying.

It is necessary to notice also that educational dialogue can be considered as a concept of training, which is directed to select and to build the maintenance of subjects according to the logical structure of a dialogue, to organize the process of training as the dialogue with the teacher, with other students, with the book, with the text, by himself during assimilating of all concepts. Simultaneously the educational

dialogue can be considered as a concrete reception of the training which begins with «surprised points of communication» (V.Bibler, S.A.Kurganov). At the same time the educational dialogue becomes considerable way of interaction of participates in the dialogue, the language environment in which the individual possibilities are discovered and which allows the teachers to use it considering discovered interests, variety tendencies of students´ private experience.

However it is necessary to remember that the educational dialogue can be effective only when there are no communicative walls (the absence of personal motivations, the inability of the teacher to build «the equality-superiority» relation; the wrong relation of the teacher to students, the fear of a negative estimation, the absence of informatively sated contact). A.A. Murashov classifies them using the positions of *ethos* (an ethical basis), *pathos* (an emotional core of speech), and *logos* (the composition organization). The violations in pathos include: the discrepancy of a psychological role to conditions, the purposes and character of dialogue, the unjustified strengthening of the expression beginning in speech of the teacher, a wrong choice of the argument with reference to its purpose. The violations in logos include: the inability to form mutual relations in the necessary sequence, the incorrectly organized linguistic context, the sequence infringement in motivation, the message of the incorrect argument.

It´s necessary to notice that dialogue can be developed at several levels: onto-logic, existential, cultural and symbolical and social:

5. *Onto-logic level* of dialogue is a level of facts which is fixed by statements, judgments.

6. *Existential* level is a level of painted true, the level of facts.

7. *Cultural and symbolical level* is connected with a search of cultural means in expression. The distinctions of the second and the third levels are distinctions of experience in life and a way of its symbolical expression. The expression becomes «necessary» and gets an image "I" personal.

8. *Social level* defines a formal equality of participants in a dialogue.

Having learn t to conduct, to support the dialogue, and through it the discussing, talking and debates the students reach the necessary level of professional speech skills to the end of high school and that fact, in this way, becomes an indicator of students´ formed theoretical and practical levels in communicative sphere in social environment.

Thus we consider the educational dialogue as an unit, which helps:

• **to form and to develop** the communicative abilities (this fact supports to maintenance free dialogue in Russian in various communicative (talking) situations;

• **to develop and to deepen** students' knowledge about language units in the dialogue as a speech reality of social and cultural environment;

•**to form** regional and geographic knowledge and a new language view of the world: the concept «dialogue» is opened like as a source of knowledge about Russia, its people, its culture, history and traditions;

• the students **get acquainted** with norms and rules of modern Russian language and its stylistic features;

• **to develop** students´ philological culture in the course of all-around analysis of dialogue as a product of author's speech activity which is the unique «language person»;

• **to improve** an individual approach to development of communicative culture in the course of stage-by-stage «language personality».

Thus, it´s necessary to consider the educational dialogue not only as the special form of partners ´personal development focused on a) the validity in interaction of dialogue, б) the different semantic positions, but also as a special kind of social activity, some kind of directing of social formation of foreign communicative culture in the course of stage-by-stage formation and development of student's «language person».

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Zasedatel V.S.

MATLAB ENVIRONMENT USAGE IN PREPARATION AND CARRYING OUT THE LABORATORY WORKSHOP ON PHYSICS

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In the given work we consider the method of preparation and carrying out the laboratory workshop on physics with use of MATLAB environment, electronic educational resources and the complex approach to its organization.

Keywords: MATLAB, physics, laboratory workshop, electronic educational resource, physical models, teaching methodology.

New educational standards and inculcation of the competence approach in education has recently resulted not only in necessity of qualitative revision of the educational process organization, but also the active implementation of information-communication technologies (ICT). ICT are the key means of maintenance of the competence approach, since they favor the search and storage of information as well as the access; they enable to realize an interactive dialogue between the participants of educational process, to provide the control over the educational activity and mastering of knowledge [1]. Therefore, nowadays, the inculcation of ICT into educational curricula (natural-scientific majors particularly) is an acute problem.

Physics laboratory workshop is an integral part of the physics course at higher educational institutions. Due to that students obtain the skills of experiment

performing, organization and analysis of experimental data. In a classical version, students acquaint with the task and equipment by means of print methodical material that gives only remote conception on experimental installations (and the processes proceeding in them) and demands extra time for knowledge of the subject. One of the ways of solving this problem is the usage of electronic educational resources (EER) at the stage of preparation for the laboratory experiment. The main EER advantage is the visualization of the information and the possibility to present it in the form which is necessary at the given stage of the work [1]. Especially it concerns the interactive appendices that permit:

1) to get acquainted in advance with the image, controls and operating modes of real installation;
2) to master to take reading;
3) to perform the future experiment virtually, to think over carrying out plan of the experiment in advance;
4) to show the operation principles of the equipment and processes difficult to observe in real life (for example, movement of elementary particles);
5) in rare cases to replace the real experiment (at absence or complexity of the essential equipment).

Thus, EER can considerably improve the quality of students' training in carrying out of natural experiments, and also reduce the time for acquaintance with the equipment. Especially it concerns resources which can be placed and started directly in web environment, for instance, in the educational portal of the institution that allow students to get quick access to teaching materials from any used platform [2].

Any software can be used for working out an EER, in particular, MATLAB. MATLAB system represents a package of applied programs for problem solutions of technical calculations and the programming language of the same name used in this package. The language MATLAB is a high-level programming language and involves a wide spectrum of functions including the integrated environment of development [3].

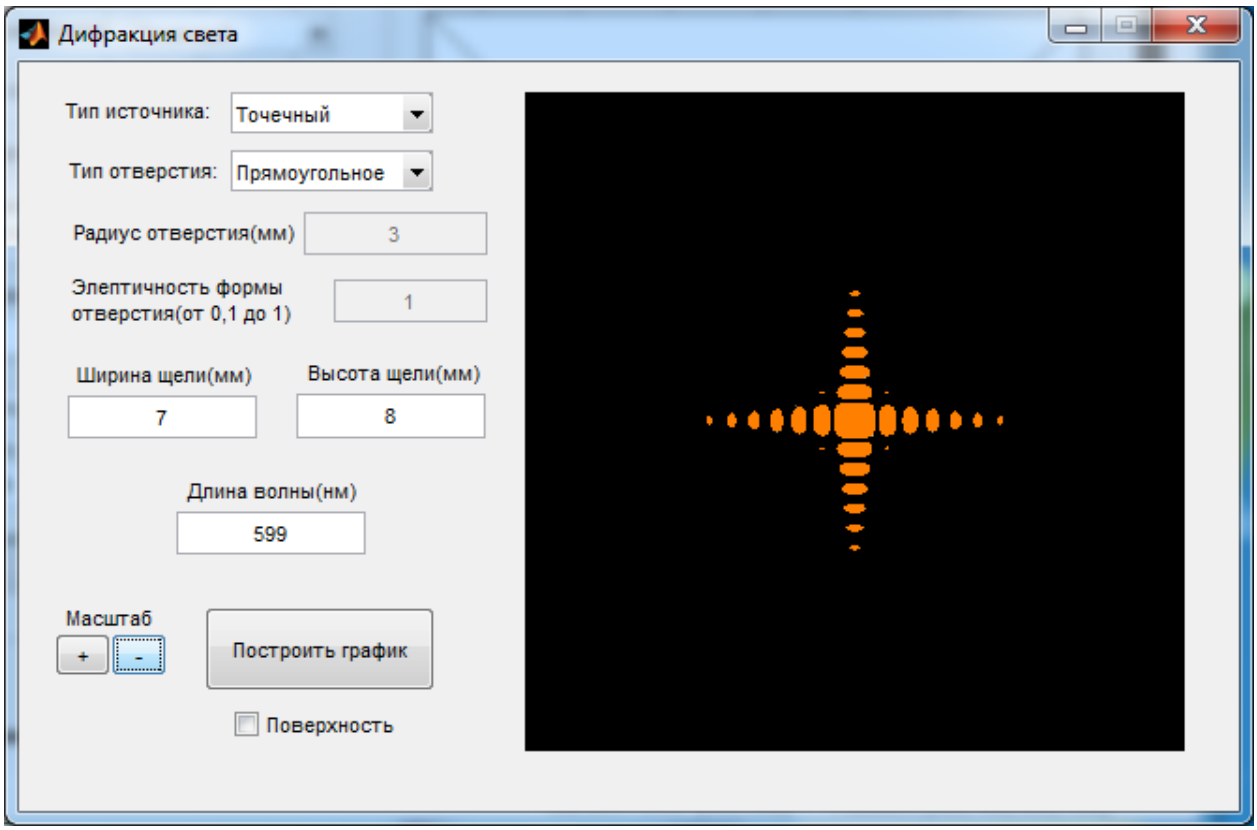

Fig. 1 Demonstration model developed in the MATLASB environment

The environment of the development enables to create graphic interfaces with various elements of control due to which it is possible to receive interactive and dynamic models, virtual laboratory installations and complexes (Fig. 1). Interactive communication in such appendices stimulates the cognitive process of students and permits to broaden a range of solving problems. Moreover, the created interfaces can be transformed to the independent appendices intended for startup not only in a local, but also in the web environment.

The next important stage is processing and analysis of the received experiment data. Analytical skills, drawing conclusions on the basis of the received data is one of the key professional competences which a graduate should master. MATLAB provides students a great many of functions for the data analyses, in particular, statistical functions of graph construction and visual analysis of the data, creating animated reels. On using MATLAB, it is possible to avoid routine calculations and concentrate on physics problems [4].

For maximum effectiveness of ICT implementation in educational process in addition to adoption of electronic educational resources and various software

packages, it is necessary to build correctly the educational process from the viewpoint of methodology. The dominant role in this case rests on the teacher (the developer of educational program) who not only sets the problem for the students, but also uses various techniques of training, such as problem, research, searching, and team methods. Practical skills acquired by students during laboratory work are improved by ICT skills training, such as automated processing of information, graphic representation and result presentation. That promotes the development of creative, intuitive and situational thinking, development of professional and common-cultural competences. In turn, the role of the teacher varies: reduction of quantity of academic hours is followed by the volume gain of methodical work which demands from the teacher not only the subject knowledge, ICT skills, but also the competences in the field of pedagogical techniques and independent cognitive activity [5].

Thus, the qualitatively new level of physics laboratory workshop can be built only by using complex approach to its organization and methodical support. It enables to achieve steady good results and correspond to all requirements of modern educational standards.

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Horhosh L.I.

PACULIARITIES OF REALIZATION OF CONTINUITY PRINCIPLES AND PERSPECTIVE IN STUDYING MORPHOLOGY, SYNTAX AND WORD COMBINATION BY THE PUPILS OF THE ELEMENTARY SCHOOL AND THE PUPILS OF THE FIFTH GRADE

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The article tells about the systematics in realization of continuity principles and perspective in the meaningful aspect of linguistic education (grammar teaching) at Primary School and grade 5.

Key words: continuity, perspective, grammar teaching, primary school.

In linguistic education of junior pupils an important role plays conscious mastering of the linguistic knowledge, which form pupils' correct presentation about the language structure, as integral system, where grammar plays an important role and includes the system of morphological units, categories and forms, syntax units and categories, word – formation units and methods of the word-formation.

The basic task of the school grammar course is to teach pupils how to richly in content, grammatically, orally and in writing express their thoughts, reproduce other people's thoughts, use the correct words to express their ideas, correctly make the sentences and logically connect them.

According to linguists (M. Vashulenko, M. Lvov, M. Pentylyuk etc.) the principle of continuity and perspective in native language studying provides gradual and concerted development of each pupil, which helps to develop strong and deep knowledge, abilities and skills. In linguistics some of the before mentioned principles were developed by L. Chemonina (continuity and perspective in word-formation studying in the Ukrainian language at Elementary and Middle general school), O. Hlazova (continuity and perspective in forming text-formation skills by the pupils of the Elementary school and the 5^{th} grade pupils), L. Suheiko (continuity and perspective in forming stylistic skills by the pupils of the Elementary school and the 5^{th} grade pupils). However, the peculiarities realization of the continuity principles and perspective in grammar teaching material by the junior pupils from class to class during four years with the transition to the middle linguistic education are presented not enough in the education.

The purpose of the article is to research the peculiarities realization of the continuity principles and perspective in linguistic education at Elementary school and the 5^{th} grade pupils in morphology, syntax and word-formation that are used to provide pupils' strong mastering of grammar knowledge, skills and abilities.

According to M. Lvov, continuity means the sequence and systematic of the material placing in support on studied and attained pupils' level in the linguistic development [2, p. 150]. K. Plysko admitted that this principle is used for the racial use of before gained knowledge and skills while studying some new linguistic material and preparing for the conscious perception of the next themes [4, p.39].

In addition, continuity directs its attention to the logic of object and its separate chapters and opportune increase of requirements for the pupils in the next stages of their education. Such point of view provides co-operation of some before gained and

new knowledge and it promotes detailed and systematic mastering of the studying material.

According to M. Vashulenko, the continuity principle means " gradual expansion and improving of the theoretical information in different linguistic spheres, first of all, from class to class, and secondly, while passing from the Elementary to the Middle school" [1, p.23].

It is generally recognized that the linguistic studying occurs from the most simple to the most complicated. That is why the organized process of learning some new material, occurs the replacement of the insufficient for the sufficient knowledge in the pupils' consciousness and pupils' better understanding of the previously learned material. It promotes that the system of before learned skills and abilities becomes complicated through learning some new structure units.

Therefore, continuity is expressed in systematic and continuous teaching and learning of new linguistic material, provides for using before received knowledge in contiguous spheres and using them in new conditions.

Principle realization of continuity is connected with the perspective learning. It means that researching some linguistic phenomena, it is necessary to make the connection between the material that is learning and will be learned. [3, p. 39].

According to M. Vashulenko, the perspective principle is one of the most important because it provides for "determining of the connections between the material that is used and the next themes of this material, plans the perspective lines of forming linguistic skills and abilities from one grade to another, starting from the Elementary and to the Middle school'' [1 p. 24].

Afterwards, methodologists (M. Vashulenko, M. Lvov, T. Ramzayeva, T. Pototska etc.) are unanimous in a mind that propaedeutic grammar learning has to be compulsory at the Elementary school. Such approach helps to make a connection between the learning stages and makes the base for the continuity and perspective principles realization.

Therefore, the perspective is carried out by the children' propaedeutic acquaintance with the information that is learned in the next section. The perspective

language learning helps to consider studying material wider and makes the base for the strong theme mastering.

The continuity and perspective use, help to create a learning process model, which helps to study themes, not separately one from another, but in a succession which helps not only to focus on the studied material but also look forward to the new information [7, p. 5].

Consequently, the perspective and continuity principle are considered by the modern pedagogical science as the strategic direction in developing studies use. It means to use this principle in semantic bilateral connection which expects, from one side, focus on the requirements that are demanded from the pupils on the next learning stage, from the other - teacher's support on the already studied material. That is why, the continuity principle and perspective help to use before gained skills and abilities rational and prepare pupils for the conscious perception of the next themes.

Let's analyze the content of the program for the initial classes and the 5^{th} ones, which are realized with the help of the continuity principle and perspective while researching such grammar aspects as morphology, syntax and word-formation.

During the last decade, the content and structure of the school program of the Ukrainian language have been changed greatly. It happened because of the school orientation for the forming creative, nationally conscious, comprehensively developed, spiritually rich personality who can perfectly use her language for communication, thinking, self-expression and cognition of the word [7, p. 5].

According to the State standard of the Primary general education, school subject "The Ukrainian language" forms of such semantic lines as speech (vocal), linguistic, sociocultural and functional (organization of the learning process). These lines are also included in the content of the Ukrainian language program for the General school. Linguistic - semantic line is directed on mastering and forming language skills, also pays a great attention on mastering grammar skills and abilities.

Therefore, primary language learning anticipates propaedeutic task of the different linguistic units, which includes acquaintance with the sentence and the word

in the grammar meaning and using language skills according to the norms of the literary language.

In the Ukrainian language program for the initial classes [6] there are such work assignments as: “Reading and Writing Studying”, “Vocal Activity”, “Knowledge about the Language, Linguistic Abilities”, “Spelling”, “Graphic Skills of Spelling. Technique of the Spelling . Culture design of the writing tasks”. Some acquaintance with the grammar material is given in the section “Knowledge about the Language, Linguistic Abilities”, where are determined the main tasks, skills and abilities, which junior pupils have to know.

Let’s analyze the requirements of grammar skills and abilities in the program for the initial pupils of the General school, taking into account the continuity principle and perspective (table 1).

Table 1

The comparative analyze of the semantic filling of the grammar learning in the 1st -4th classes

1st class	2nd class	3rd class	4th class
Morphology			
Acquaintance with the words - names of objects, characteristics, phenomena of reality. Ability to put questions with: Who? What? Which?	The words which means Who? What? (nouns). Ability to use nouns according to quantity (singular – plural).	General notion about the noun. Categories of nouns: gender, singular, plural, case (practically).	General notion about the noun. Categories of nouns: gender, singular, plural, case.
What is he/she doing? What are they/we doing?	Adjective (Which? Which one?)	General notion about the adjective. Ability to connect	General notion about the adjective. Ability to connect the

		the adjective with the noun.	adjective with the noun.
	Words which mean: what is he doing? What was he doing, what will he be doing? (verbs).	General notion about the verb. The verb connection with the noun.	General notion about the verb. The verb connection with the noun. Infinitive. Verb tenses. Verb conjugation.
			General notion about the pronoun and the numeral. Personal and possessive pronouns. Ability to put questions to the cardinal and ordinal numerals.
Ability to recognize orally and in writing prepositions, conjunctions, particles as separate words (without terms).	Connective words. Practical acquaintance with the prepositions and they role in the sentence.	Observing of the prefixes that are consonant with the prepositions.	Notion about the adverb as a part of speech. Practical acquaintance with the prepositions and their role in the sentence.
Syntax			
Ability to divide a coherent utterance into the sentences; determine the	Content and intonation completed sentence. Narrative,	Notional parts of the sentence (subject and predicate), their methods of	Ability to distinguish notional and second-rate parts of sentence. Determine words connection in the

sentence; observe the intonation; build some graphical models; divide sentence into the words; make up and spread the sentence.	interrogative, incentive sentences and their intonation. Ability to spread and join the simple sentences.	expression. Word connection in the sentence. Ability to make semantic and grammar connection with the words. Ability to make, re-make, join and extended the sentence.	sentence. Notion about the similar parts of the sentence. Notion about the complex sentence.
Word-formation			
Word as a lexical language unit.	Words that have the same root.	Main parts of the word: ending and its root. Parts of the word: root, prefix, suffix. Characteristic of each morpheme.	Main parts of the word: ending and its root. Parts of the word: root, prefix, suffix. Characteristic of each morpheme.

Analyzed the table it is obvious that forming of some grammar notions in junior pupils starts from the 1st class and continues during the next years with the gradual mastering and improving of their skills and abilities.

Consequently, if the 1st grade pupils are acquainted with the words –names of the objects, try to recognize them in speech, form abilities to put questions what? who?, classify words according to their meanings (vegetables, fruit, furniture, clothes, trees, animals etc.), then in the 2nd class they not only consolidate before gained abilities but also try to use them with the abstract meanings, they get acquainted with the tern “noun”, and try to distinguish the noun (singular-plural), and in the 3rd class they generalize noun features – lexical meaning, gender (male, female, neuter), number (singular and plural) , they practically get acquainted with the cases of the noun. Only in the 4th class they are able to form the noun declension,

consciously use the noun cases and correctly express their thoughts orally and in writing using the correct endings.

As for the adjective, while learning reading and writing, pupils only use the words which mean the characteristic of the object (without using the term "adjective"), they try to put questions like which? which one? how big? etc., correlation of the word and the picture of the general characteristic, but in the 2nd class they learn the term "adjective" and its definition. Pupils in the 2nd class also try to make the combinations with the noun and the adjective, try to name the characteristics of the object by the color, taste etc., and change the adjective together with the noun "singular – plural". Only in the 3rd class pupils learn about the adjective as a part of speech (questions to it, and its role in the sentence), they review the adjective and the noun connection, study the term "singular – plural", get known about the adjective changing by the gender and its impossible changing in the plural; study some gender endings. Also they form the ability to distinguish the forms of the adjective by the gender endings and the noun. Finally in the 4th class children study how to change the adjective by the case (with the noun connection) in singular and plural; practically get acquainted with the groups of the adjective.

Verb study, the same as, the noun and the adjective study, starts practically from the 1st class. Pupils name the words and distinguish the subject of the action. But in the 2nd class pupils learn that all the words which mean the action are called verbs (the term is learnt too). While studying the verb in the 3rd class the main task is to realize the notion of the verb (question, meaning, role in the sentence, connection with the noun). Children also learn that the verb can be changed according to the tense (is determined with the help of the question), numbers and gender (in the past tense); find out the specific of the infinitive. The main task in the 4th class is to improve pupils' knowledge about the verb as a part of speech; generalize and perfect the lexical meaning of the verb: observe the verbs from the different semantic groups (verbs that express emotions, speech, mentality, relationship, phenomena of nature etc.). In the 4th class pupils learn the conjunction, try to distinguish the person of the verb and consciously use them in different tense forms.

Except the noun, the adjective and the verb, there are parts of the speech which can be declined, in the 4th class pupils also study the pronoun and the numeral.

Therefore, from the 1st class children practically use the pronouns, correctly use them in the speech. In the 2nd and 3rd classes they try to use the pronouns (without the terms) according to the nouns for the correct definition of the gender and the number, and only in the 4th class, they study about the pronoun as a part of speech, personal pronouns and the pronouns of the 1st and 3rd person, singular and plural, they syntactic role and declension. About the numeral as a part of speech, pupils get some general notion only in the 4th class – they put questions to the cardinal and the ordinal numerals, learn the correct pronunciation, spelling and declension forms of the most frequent forms (11, 14, 16, 50, 60, 70, 80, 1000).

According to the program for the 1st – 4th classes, junior pupils also have to learn the functional parts of speech. Even in the 1st class pupils can distinguish orally and in writing the prepositions, the conjunctions, the particles as the separate words, from the 2nd class, they have to study the functional words, without the question to them but without which one it is impossible to make a sentence: on, in, from, to, above, under, and, but, because, if. Children have to distinguish them in the sentence and be able to write them separately from the other words. In the 2nd class they practically get acquainted with the prepositions (the term is learnt), they role in the sentence. In the 3rd class because of the learning of the prefix pupils are also revising the prepositions: they observe the prefixes and their harmony with the prepositions, try to distinguish them orally and in writing. In the 4th class pupils improve their abilities to use correctly the prepositions with the noun in different cases, and also get general notion about the adverb as a part of speech (meaning, question, role in the sentence, the connection with the verbs), they get acquainted with the main grammar feature of the adverb – unreplacement.

Except morphology, junior pupils also study syntax. From the 1st class, pupils have to know how to divide a coherent utterance into the sentences, distinguish the end of the sentence, make graphical models, make and extend the sentence, divide the sentence into the words. They also have to realize semantic and formal features of the

sentence: we make the sentence in order to express our thought; it can be pronounced with the different intonations (glide up and glide down); it consists of the words that are connected grammatically and semantically; the sentences can be affirmative (tell about somebody or something), interrogative (ask) or negative. In the 2nd class, pupils not only review their already gained abilities but also study that there are different types of sentences and the intonation of them. They can also extend the sentence by the teacher's question, pupils can join two simple sentences into one complex – by the given example (without any terms), where they have to use the conjunction (and) and non-conjunction links. Only from the 3rd class they start to learn the main parts of the sentence and the ways of their expression (only practically). Pupils get acquainted with such terms as "base of the sentence", "parts of the sentence", "notional parts of the sentence" – "subject" and "predicate" , while studying theory elements. Pupils of the 3rd form learn how to determine semantic and grammatical copulas between the words in the sentence, make and extend simple and complex sentences by the given example and the pattern and also remake the sentence (join to simple sentences into one simple; join two simple into one complex (by the pattern). In the 4th class pupils consolidate all their before gained abilities from the given chapter and find out that there are also secondary parts of the sentence (without their division), which can express different features of the things and the adverbial modifier of manner.

As was mentioned in table 1, pupils of the Elementary school also adapt some elements of the word formation. If while studying writing and reading skills they learn the word as a lexical unit and pay attention on the familiar words then in the 2nd class they find out that the same part of the word is called the root, pupils also learn to elect the root words and sign their root. And in the 3rd class they become familiar with the specific features of the related words, role of the each morpheme and make oral and writing analyze of the structure of the word. However in the 4th class the pupils do not receive any new information as for the word formation they just master and improve already gained abilities.

So, we can state that grammar learning in the primary school is based on the continuity principles and perspective as grammar learning is in progress during all the years and is improved every next year.

Teaching in secondary school is based on knowledge, skills and abilities that were gained in Primary school, that is why, grammar learning in the 5th form has to be logical and regular continuity of the previous program "The Ukrainian Language", which provides pupil's conscious mastering of the systematic grammar course that starts in the 5th class.

Analyzing programs of the Ukrainian language for the 1st -4th and 5th classes [5] in grammar learning we paid attention at the unity of the ways of structure formation, unification in parts "The sentence" (3, 5 classes), "The structure of a word" (3, 5 classes), "The parts of a speech" (3, 4 classes) and their next learning that is based on reviewing. The most important in the content are the perspective principles and continuity, which have to help senior pupils form their general notion about the grammar phenomena in their native language.

In the content of the Ukrainian language program for the 5th class is anticipated the review and expansion of the skills and abilities, which were gained before, of the parts of the speech (the noun, the adjective, the numeral, the pronoun, the verb, the adverb, the preposition, the conjunction) and main ways how to distinguish them and also about the meaningful part of the word and the word formation (table 2).

Table 2

Comparative analyze of the grammar material in the 4th and 5th classes

4 class	**5 class**
Morphology Information	
General notion about the noun, the adjective, the pronoun, the numeral, the adverb, the preposition and their main categories.	***Review of the studied material in the primary classes.*** Parts of the speech, main ways to distinguish them: the noun, the adjective, the numeral, the pronoun, the verb, the adverb, the preposition, the conjunction.

Syntax Information	
Ability to distinguish notional and second - rate parts of the sentence. Be able to make the words connection in the sentence. Notion about the homogeneous parts of the sentence and put questions to them. Notion about the complex sentence. Analyze the complex sentence by the model, picture or a situation.	Combination of words. The sentence and its grammar base (subject and predicate). Second - rate parts of the sentence: object, determination, adverbial modifier. Sentence with only homogeneous parts (without conjunction and with conjunctions and, but). Appeal, parenthesis (practically), complex sentences.
Word Building Information	
Main parts of the word: ending and base. Parts of the base: the root, the prefix, the suffix.	The root, the suffix, the prefix and the ending – main parts of the word.

Comparative analyze of the 4th and 5th class (table 2) proves that pupils in the 5th class only review and improve before gained knowledge of morphology and word building. Therefore, the 5th class pupils have to distinguish before learnt parts of speech and their features; be able to distinguish in the word - ending, root, prefix, suffix and base, distinguish different forms of the words and words with the root.

In the 5th class, in the part “The Sentence” it is anticipated gradual mastering of syntax language units, gained in the primary school. In the 5th class pupils find out about the base of the sentence (subject and predicate); the sentence with one notional part (general notion); types of the sentence by the purpose of utterance: affirmative, interrogative (review), exclamatory (review). In addition to it, the themes are complicated by new notions such as: second - rate parts of the sentence (object, determination, and adverbial modifier), homogeneous parts of the sentence, summarizing word, appeal, and parenthesis. New information for the pupils is - the predicate classification. They also get acquainted with the new term “word combinations” that was not mentioned before. Pupils also learn how to distinguish

notional and related word in the word combinations, distinguish lexical and phraseological word combinations (practically).

That is why, analyzing the Ukrainian language program for the Elementary school and the 5^{th} grade pupils, we can state that they are created by the line – concentric principle, taking into account, continuity and perspective between the education stages because in every class the material is more complicated and pupils skills and abilities are improving.

Finally we can state that the primary school keeping the perspective, provides further learning of morphology, syntax and word combination material – main grammar rules, which are the base for the main grammar learning in the secondary school.

In future we are going to research the realization of the perspective and continuity principles in the effective books of the Ukrainian language in the primary school.

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PECULIARITIES OF GRAMMAR STUDY OF MOUNTAIN FIRST-CLASS CHILDREN

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The articles describes the role of analizator system (auditory, visual, kinesthetic) at the initial stage of learning literacy and language development six years old. They from specific integration system, that provides more efficient perception, memorization and reproduction of educational material. The article deals with attempt to ascertain linguadidactic interconnections and interdependence between grammar education (reading, writing) and speech of six-year pupils.

Key words: visualists, auditorists, kinesthetics, auditori-kinestetic activity, system-integrative approach, grammar studing, language, reading, colloguial and writing speech.

Transition to new education content and providing of State standart for primary school put some new tasks that need profound comprehention in context of giving high-quality education services and reforming of mountain country school net. Among them creating of education surrounding which would promote all round child development.

Country school in the mountains causes not only pedagogical, economical, geographical problems but also social:

- Large engagement of adults, teachers and children by house keeping;

- Education process is complicated by the fact that many children are deprived of parents guardianship, that is labour migration, season jobs deprive the parents possibilities to bring up their children;
- Lack of out-of-school establishments in the country;
- Unsatisfactory pre-school preparation (lack of pre-school establishments, or mixed groups);
- Unpossibility to realize sanitation functions by school;
- Restricted possibilities of teacher self-education;
- Restricted educational-methodical and technical providing;
- Intensified risk of children illnesses which have to study out of residence and use transport;
- Restricted free-time in the afternoon (most of children have family duties: graze a cow, feed cattle and poultry, bring up younger brothers and sisters, etc.);
- Some of children can not attend prolong education at school (even if they can it is restricted by doing home tasks);
- Efficient influence on children speech has language surrounding (dialect);
- Complicated work with parents, etc.

Preferences of mountain country children:

- Formation from childhood ability to live in harmony with nature;
- Sensitive perception of alive and inanimate surrounding nature;
- Life-style form children's responsibility for entrusted things, labour habits, training by hard nature conditions.

To provide equal access to education and further personal development with the aim to improve education of mountain country children it is urgent necessity to provide modern innovative and informative technology into educational process.

The aim of the article - to reveal individual peculiarities of country mountain child who needs special method of approach to grammar studing as well as to help country teacher who strongly feels lack for efficient method help. All these affect on prepearing level, children's outlook, general development. Scientific and methodogical institutions have not easy task-system training and skill raising of

primary school teachers to realize State standart of primary general education. Acquaintance of country teacher with up-to-date achievements in psychologic, pedagogic and linguistic education will help him to organize his work in the country school on rather higher level as well as let him give more qualitative education services and save country school as the main country existent validity.

The first study year is the starting one for country child towards education. Providing of innovative approaches towards education of the very country six-years pupils is important step because grammar studing, language development, mathematics and nature habits for these children are held harder than for those who had pre-school preparing.

During adaptation period all six-years pupils quickly get tired due to study activities became languid, whining, irritable, sleep and apetite get worse, otherwise some became excited. Besides country children display more complexes (they are scared to answer, associate with class-mates etc.).

The primary studing of reading, writing and speech development is indivisible, correlative from psychology, linguistics and didactics stand-point in concrete system content. That is grammar study is a component of general linguistic system basing on philosophic, materialistic dialectics, psychologic, linguistic, didactics doctrines about perception, sensation, about two rides of cognition – sensitive and logical.

Grammar teaching should be treated as certain system through the prism of psychologic-linguistic-didactic aspects taking into account both individual peculiaritives and regional specifics.

Six-year pupils demand new approaches towards teaching, based on doctrene about perceptive peculiarities (visual, auditorial, kinestatic, thinking, attention, all kinds of memory (involuntary and arbitrary)), left-handing etc.

Let us appeal to pedagogical psychology and analize psychological aspects of grammar teaching: perception, attention, imagization, assimilation, awareness, memorizing etc. Perception psychology is regarded as classical object of scientific psychological interests and has direct connection with pedagogical psychology that is actively investigating. So it turned out that there are new discoveries in this

"classical" sphere. That rather shook our imaginations of "the only possible image of the world".

Attention peculiarities of six-year pupils deal with in possibility to concentrate on outward things, more than on own thoughts and imaginations. Six-year pupils have weak developed both kinds of attention (involuntary and arbitrary). Its development depends on characteristic features of temperament, leading hemisphere of the brain, heredity, concrete person, education management, teacher etc. Only activated attention promotes education. All bright, coloured attract their attention. Psychologists distinguish six pecutiarities of attention: direction, amount, intensity, diration, distinguish ability, themes [3, p.167].

It should be remembered the six-year child is characterized by peculiarities of imagination without content. The determination "imagenination" includes huge mass "vague" mental systems – even to content things of fantasy [3, p.183]. Psychologists distinguish three types of imagination: irritation (space figurative representation), reactions (gesture representation) and symbols (transformed meanings). Only outside propites, subject images are fixed by imagination. However, the most children of mountain area have restricted imagination and notions comparing with the same children engaged in pre-school education or other forms of preparing to school.

Thinking notions and speech can form unity [3, p.183]. The child imagines what he sees in nature or in the picture. It is not easy for six-year pupils to imagine that is not based on concrete subjects, illustration or own experience. Such crucial approach towards imagenation causes unability to separate fantasy product from reality. Under educational influence children's imagination changes, its images become stable' they are better preserved in memory, become more different and interesting if studing precess is good organized.

At the same time country mountain child apprehend surrounding world as reality, therefore he does not understand some subject or plot pictures in ABC-book, for example, giraffe with band aged throat, owl-doctor (M. Vashulenko) or sleeping cat with chickens (M. Zakharinchuk) etc. Country child knows: chickens must be guarded against a cat; owl is a bird that sleeps during the day and hunters in the night,

produces certain sounds; it is more difficult for a child to imagine a giraffe because he saw hares, deer, foxes etc. Thus pictures and content of the first child's book have to reflect the reality he can see.

Learning is the aim and result of educational activity (perception, awareness, memorising, reproducing), the process basement (after Rubinshtien) [10, p.342-354]. This psychological evidence has both sides – process and result. Grammar studing and speech development of six-year pupils is the starting process when the habits (reading, writing and speaking) begin to form. Already formed habits are the result. Both process and result will be stable, effective and profound under some sircumstances: studing activity must have active character; perception process must go simultaneously with practical habits and abilities formation taking into concideration different kinds of perception (using of main analizators-sight, hearing, touch) and their readiness to aware. At the same time the very perception process must cause interesting, positive emotions.

Investigation by J. Greender and R. Bendler enables to aware the fact that the person get all information from and about the world through three chanels: he can see, hear, feel. These chanels are the most important filters helping a child (man) to choose necessary information from outside [1, p.32].

Reproducing of information takes place in child's inside with help by four representative systems: visual (images), auditorial (sounds, melodies), kinestetic (feeling) and digital (inside dialogue) [1, p.32; 3]. Therefore studing grammar and speeking should be interpreted as correlation of sight, hearing, touch.

M. Merlo-Ponti [6, p.32-33] in the work "Phenomenology of perception" gives two determinations of perception – "seen"" – that is what we comprehend by eyes; sensitive – by feelings. Further he makes conclusion: "There is not and can not be pshysiological determination of perception, further on there is not and can not be independent physiological psychology because physiological event submits to biological and psychological laws. "His theory confirms that perception rouses attention, after on attention inriches and develops perception. Attention is general

and absolute ability that at any moment it can be directed on any conscionness content [6, p.53, 55-56].

The scientist explains intercorrelation and interdependence of sight, colour, sensation as “original touch by eyes”. During the period of real sight formation. Obviously he meant the same as Sechenoo: starting process to identify the thing visualy. Thus it is only his accessory remark and main oppinious are another. Differing from other scientists he paid attention on that seeing of colours and hearing perception of the sounds are not exclusive events since “sensetive perception” is a law. There is correlation among feeling organs, so they transform to each other without mediator, do not need translator, they are comprehensive each other without thought mediator” [6, p.36]. That is a base of independent awareness of seen, heard and getting knowledges during observing process.

Six-year pupils study grammar according to sound analytcal-synthetical method, which was worked out by Ushinsky for seven-eight-year pupils. According to this method practical learning stage of native language sound principle have to precede learning of letters (pre ABC-book period – 14 hours). During this period all children have to master basic language notions (language sounds, vowel and consonant) devision, soft and hard sounds, that is master very important abilities to fulfil sound analysis and synthesis of pronounced word. Let us remind that this process goes without graphic (letter) indication of the word. In this case a child operates with sounds no letters and with neutral and same for each sound marks [7].

It should be taken into account that some pupils (about 15% - visualists and kinestetics) “have no or weak developed phonematic hearing that is they do not hear differences among sounds”. It is very difficult for them to master on with help of pronounciation (articulation). It is treated like “to prounce soft consonant you should raise your middle part of tongue side…” [8].

Practice testifies that pupils –auditorists (about 20%) skinfully make sound formation model. They distinguish the sounds by hearing. They have only to mark them.

But it is more difficult for visualists (about 60%) and kinestetics (about 20%) to do it because they percept word meaning but not its sound shell. Therefore while pronouncing they can not always distinguish sound position in the word, differ soft and hard sounds etc. this process goes rather mechanically and with inaccuracy. The pre-ABC book stage is most difficult for pupils-kinestetics. They want to act, move, do practical things but they are compeled to do unpeculiar things – hear, analyse, distinguish. Thus it causes "separation" of sound word shell from its meaning and distribution to indivisible units (language sounds) in certain order; comparison of the sounds (vowel, consonant, hard, soft) and their graphics; finding out their similarity and differency in word meanings with phonetic differencing (logical operations).

L.Rohovik made out a new typology of psychomotory activity which consists of three theoretically possible types depending prevailing level: speech (1-st – auditorists) emotion-sensative (2^{nd} type - visualists) or image (3^{rd} type - kinestetics). Studing results essentially depend on child's psychomotory activity and presence of its components at all stages of cognitive process. Overburdening of sight and hearing chanals of perception while sitting leads to mental activity reduction of younger pupils therefore it necessary to change their body positions (moving, game activity, singing etc.)

Physiological basement of speaking is rather difficult, it spreads in certain order and time. Sight, hearing and moving analizators take part in formation of these connections.[5, p.93-94]. It confirms the triple participation of analizators (sight, hearing, tactile) in perception.

I.Zymnya admits that obviously speech (language) in unity realizes three main functions: nominative – for language; significative – for speaking; indicative function; transferring function, that is thought feeling, will expressions (communicative function which includes information (message) act, emotion expression) [4, p.24-26]. However six-year pupil firstly associates the word with certain object and then with word meaning. For country child of Karpathian mountains word meanings operated by the teacher during pre-ABC book period can not be understandable by reason of dialect surrounding.

Writing and reading demand special studing. Difficulties in mastering reading and writing can be explained by both outside (writing) way of thought formation and assumation of new fixation method to reflect reality, that is its graphic exposition [4, p.70].

So if pupil-visualist and pupil-kinestetic apprehends the word in whole basing on meaning but does not apprehend certain sound order in the word it means that it is better to provide sound models during ABC-book period or introduce letter marks of the sounds during pre-school preparing (without reading).

Investigation by P.Arnheim [2, p.153] confirms connection between visual perception and thinking of six-year child. They connect real form of speech interaction and its elements with sign language system, operative and active system which is characterized by generalization unity, communication and thinking. It is very important to understand "perception without thinking would be useless, thinking without perception – there is not anything to think over." So "thinking" is more visual thinking. Firstly the first-year pupil associates with known notion, with thing and then with sound sell and virtual sign.

O.Pometun's investigation on this theme shows that "clean" auditorists, visualists or kinestetics are very few. She advises studing should be polisensetive, different that is to unite all pupils activity at the lesson [9].

Practices show that some pupils have breaches of analysis (to pick out the word from the text, syllable from the word, needed sound from the syllable) and synthesis (the pupil is unable to compile the letters (sounds) into the word). Reasons are different: articulation breaches, undeveloped phonematic hearing etc. Very often children (especially country ones, with speech breaches close inside, begin to get complexes etc). Dialect speaking surrounding directly influences on speaking activities of country children.(till 6 a child has certain vocabulary that is used from the birth).

Peculiarities of Karpathian region are in its language characteristics. Karpathian dialect (after V.Nimchuk and others) is characterized by preserving of old phonetic, grammar, lexical elements and is devided into several groups. Mostly they

differ by using sound “o” in newshut syllable. These are Teresvyansko-Richanski or eastenmaromoroshski (o>y), borzhavsko-latoritski, berezki (o>y) westernkarpathian yzhansko-laboretski (o>y) northencarpathian.

Some phonetic, morphological, grammar, syntaxis peculiarities of these dialects:

- Bach row phoneme;
- Weak differentiation of flexes on hard-soft;
- Syntaxis is characterized by paratactic constructions ; personal pronouns instead of possessive ones.

Karpathian dialect vocabulary has many borrowings from neighbou (Hungarian, Slovakian, Polish, Romanian) languages.

Before entering school the most of mountain children hear and speak only on regional dialect, that differs in every village. For example, the teacher describes the picture ”There are large light windows in the classroom. There are flowers on the window-sills.” Among these word children can not understand such words like “windows”, “flowers”, “window-sill” etc. So at the lesson literary Ukrainian of the teacher is insufficient, she has to show the object, real and write down.

For a child who had not pre-school preparing pre-ABC-book period is the most difficult. Therefore the teachers use original “translation” of many words. This helps the child but low lesson race, motivation and in result the children lose interest.

Thus starting stage to form habits of reading, writing and speaking is based on auditorial-visual-kinestetic reference. Graphic word images depending on their formation in visual memory need both auditorian and tactive stand-by.

It means that representive systems work correlatively and give better results.

Sharing psychologists, psycholinguists, linguists point of view how to study grammar it is necessary to mention that this process should be regarded as complex intergrative system with psychologic-linguistic and didactive aspects. They depend on each other (speaking, reading, writing).

So starting habits of speaking, reading, writing at formation stage act as psychological elements of child’s thinking bassed on both sensitive practice that is

on feeling system (sight, hearing, touch and linguistic-didactic conformities of the language).

Summing up it should be mentioned to organize 6-year pupils studing in the country mountain school becides pedagogical, economical, geographic and social problems psychologic linguadidactic are added. They should be solved in complex providing achievents of psychology, pedagogics, linguists and up-to-date technology.

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MAIN DIRECTIONS OF THE HIGHER EDUCATION REGIONALIZATION PROCESS AS AN INTEGRAL PART OF SOCIAL PARTNERSHIP IN SOCIETY

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Annotation. The key problem of current Russian regional economics is a shortage of professionals. Higher Education Institution's aim is to build such a system of social partnership, which would include all structures that are interested in qualified professionals. Education regionalization processes need to be spread to all structures that make up the system of social partnership, so that regional universities' graduates would strive to work in their home region and in order for them to be able to meet professional standards.

Key Words. Social responsibility, higher education institutions, regionalization, steady development, regionality, professional education

At this time one of the Russian economy's key problems is employee deficit. Shortage of qualified professionals is felt in all industries, healthcare and agriculture. The first cause of the status quo is a total disparity between government's educational resources, quality and quantity of higher education institution graduates on the one hand and the job market on the other hand. The second cause is graduates lack of desire not only to be employed in accordance with their professional degree but in their region as well. Thus, the essence of regionalization is the transition from centralized state regulation of administrative division units' developmental processes to civilized federalism [8]. I.e. it is necessary to look for balance between region's interests and that of a country as a whole. The only way to reach this balance is to

engage all the participants of the institution, that is a foundation of a working and actively growing society, which is the institution of social partnership.

Research also supports the relevance for regionalization of higher education. Survey conducted among the social partnership subjects revealed that the maximum need for region-oriented competencies is among employers with 0.84. Students are in the second place with 0.79, and higher education institution faculty members have the minimum need with 0.64 [9].

At the same time the majority of Russian higher education institutions do not pay enough attention to the social needs for professionals. According to the generalized data that was received during the survey about the education of social workers, the majority of higher education institutions (57%) conduct initiative research. However, in just 29% of higher education institutions specially trained personnel are engaged in these activities and just 12% of the institutions have specialized departments. Although, the fact that 76% of higher education institutions report that they monitor their graduates employment needs to be highlighted [9].

Experts also note a lack of systematic consistency and strategic approach in the students' curriculum regionalization process. Partially, this can be attributed to the fact that faculty members don't clearly understand the essence of the regionalization process and its necessity for steady social partnership. Vast majority of Russian higher education institutions lack professional development courses for faculty members themselves. That is, it is possible to state that the system of preparing faculty members to teach region-oriented specialists, who possess professional competencies, doesn't exist. Insufficient funding and facilities as well as administrative structures' lack of attention also leads to passivity and low motivation among faculty members in terms of their interaction with both current and potential social partners. In conclusion, higher education institution faculty members' quality of life merits special consideration. The proposed solution for this problem is not just to raise the salary to a deserving level, but to introduce a quality management system into higher education institutions as well. This will allow higher education

institutions to use abilities, knowledge and skills of their employees more effectively [3, 4, 5, 7].

Insufficient student motivation to work in their field after graduation is another problem. On the one hand research demonstrates that in the course of study from 1st to 5th year students' interest in their work grows. I.e., a growth of the following motivational factors affecting students has been reported:

- Integration of academic and business processes (from 0.38 during 1st year to 0.45 during 5th year);
- Practical seminars with the participation of employers and tours of the employers' facilities (from 0.33 to 0.43 accordingly);
- Students' ability to choose additional classes on their own (from 0.37 to 0.41 accordingly) [1].

On the other hand, in some majors the percentage of graduates gaining employment in the study areas is extremely low.

Generally, experts say, the mechanisms of social partnership in the work of educational institutions are not worked out in full. In particular, we can not talk about sustainable links between educational institutions and the social partners, the lack of a unified educational space, spontaneous and not planned by the occurrence of relationships, fragmented interaction between subjects [2, 10].

In order to resolve aforementioned issues in the framework of regionalization a higher education institution has to become a center of social partnership, which would combine two main directions:

- Regional businesses and power structures that are interested in influx of professionals, that are already adapted to a region's need;
- Youth that aims to receive a relevant education and a well paid job without leaving their region.

In addition, it is proposed to use in the management of the vocational education system and its subjects a number of methods of business management. In particular, those include strategic planning, quality assurance system, the involvement of stakeholders, management of material and human resources [6].

A couple of key directions intended to raise regionalization of higher education as a part of social partnership framework can be established in each higher education institution. In order to simplify the task that a higher education institution would face, let's group all the structures involved in this social partnership in to two key blocs: internal and external. Internal bloc's structure and inner workings are set up by a higher education institution itself. External bloc is founded upon comprehensive, systematic, mutually advantageous interaction with third party organizations (Diagram 1).

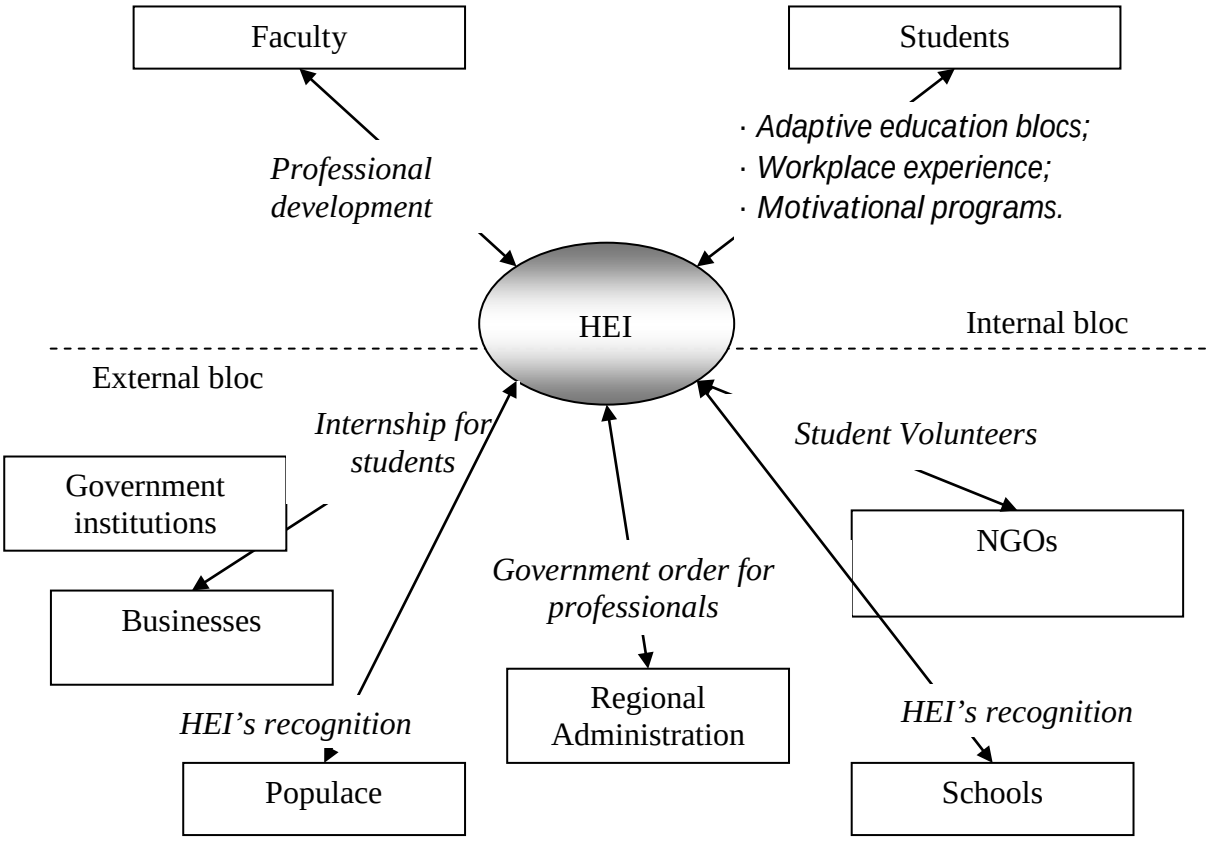

Diagram 1. A diagram of social partnership in terms of regionalization of higher education

Following structures makes up the **external bloc**:

1. Regional administration. An interaction between regional administration and a higher education institution is set by placing orders for certain professionals who are needed at government owned business and government areas of responsibility;

2. Government owned and private business institutions. An interaction with a higher education institution can occur via student field trips to the business' facilities, lectures given to companies' representatives, and also by providing intern positions to students in the region's businesses. It is becoming more common in Russia when business give senior students internship positions, with an aim of hiring them for a relatively high salary after graduation. There are different tyeps of interactions between students and businesses: ranging from a part time internship or other conditions agreed upon. It is not uncommon to have students work on actual cases, which later become a foundation not only for their thesis but for their post graduate life as well.

3. NGOs. A lot of competencies practically for any profession can be gained in all kinds of NGOs. Taking into account the fact that most of these organizations function through donation only, working for such institutions gives students a free and at the same time effective way to gain necessary skills. Higher education institution don't always perceive student volunteering as effective internship opportunity. Perhaps, this has to do with insufficient action on the part of the organizations themselves.

4. Schools. Despite the fact, that school play one of the key roles in choosing a higher education institution and major by a school graduates, by far not every higher education institution focus enough of their attention at schools. Interaction between higher education institutions and schools has to be the main direction of educational organization in the external bloc of social partnership. Conducting lectures for school students, presentations, field trips and free admission days – all of this methods have to be actively offered by higher education institutions to regional education institutions of lower level.

5. Populace. This element of social partnership is often totally omitted from programs developed for higher education regionalization. Nevertheless people themselves determine which institution will future students attend. Therefore, a higher education institution has to maintain its image of being a provider of high quality education. Representatives of higher education institutions both faculty

members and students have to participate in various local projects and be open to collaboration with local population and to actively promote their disciplines among the populace.

The inner bloc of the social partnership structures is made up of two key objects: faculty members and students.

As was mentioned above, in order for faculty members to be able to work in the area of regionalization of education effectively, they need additional professional development. Additionally a higher education institute has to provide its faculty members with contacts with local government representatives and with experts in the areas of learning certain subjects as a part of educational program. Higher education institution's main aim in this case is to provide a faculty member with a maximum number of opportunities to be able to realize educational process' practical bloc.

Taking into account social partnership requirements higher education institution's work with students has to follow three main directions:

· Inclusion of adaptive practical blocs into educational process. The main goal is to adapt theoretical knowledge gained by a student to the real world. In addition to faculty members professionals working in this area of expertise for local government, businesses and NGOs have to be recruited for forming this adaptive educational blocs;

· Internships at local business. In this particular case it is important for students to do actual work for a business, instead of examining actual business cases in a classroom;

· Motivational programs – a set of effective pedagogical instruments, intended to form and set practical goals for students. Methods used for motivation can be both tangible (higher stipend, bonuses, monetary assistance for projects) and intangible (contacts with prestigious employers, scholarships, additional educational opportunities).

Thus, the higher education regionalization process has to encompass all possible structures within social partnership framework at a higher education institution level: local government, regional government and private enterprises, appropriate NGOs,

schools, populace, higher education institution faculty members and students themselves. This statement is especially relevant for federal level higher education institutions. The main goal for the regionalization of higher education system is to create an environment, which will enable graduation of professionals that will be in demand in their native region and won't try to migrate in order to find a better job.

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FOREIGN LANGUAGE TEACHING AT THE NATIONAL RESEARCH UNIVERSITY

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In this article we describe some special aspects of foreign language teaching of students at the national research university. We pay attention to communicative and information competences, to the key-competences needed for effective activity in science. We describe the practical experience of development of these competences at the Samara state aerospace university (national research university).

Key words: national research university, foreign language teaching, competence approach, principle of continuity, communicative competence, information competence, research work of students.

At the present time many scientists pay attention to the question of foreign language teaching. People have a lot of possibilities to communicate with their colleagues and friends from abroad. And students understand it and want to learn foreign languages. Besides that the content area foreign language has many tools for creation of some personal qualities, for example communicative competence, self-actualization, creativity and others. The importance of foreign language knowledge increases in the national research university.

National Research University is a relative modern project of the Ministry of Education and Science. These universities have to give some energy to the development of domestic industries and to make our educational system competitive

in the world [1]. The question of new personnel is very challenging in the field of engineering. Engineers need to develop some new technical devices, the competition increases, and the level of technical complexity rises. In order to operate in this situation engineers need to keep abreast in scientific developments, to take part in some conferences, seminars, meetings, and to communicate with their partners in net-companies. The domestic industry needs not only high qualified personnel, who can decide every technical problem, the personnel need to have some personal competences in social field. It makes to revise the purposes of technical education.

National Research Universities appear in our country in time when the two-tier system of higher education was launched. This system has to assure the academic mobility of students and lecturers, the quality of graduates will be accepted in other countries, the quality of education will rise. Consequently there are two factors for reformation of educational system namely changing requirements to graduates of universities and launching of two-tier system of higher education. The pedagogical science need to deal with the challenge, at the moment the main approach to the technical education is the competence approach. Many scientists deal with some aspects of competence-approach (Merkulova L.P., Rudneva T.I., Khutorski A.V. ect)

Competences as pre-defined characteristics of the professional role and as requirements on technical education become the aim of the educational process [2]. Depending on specialization of graduates and on specified requirements we can highlight some competences, the curriculum provide the development of these competences while learning particular subjects.

The main aim of foreign language teaching at the university remains the communicative competence while learning the language of the specialization. In national research university this aim is not unique. The national research university is an integrated educational-research center and the students need information competence. Texts are the information-carrying medium. They are built in accordance with human thinking and do not depend on the language in which they are written. The principle of working with the information is general: looking-for, analysis, processing, reorganization, storage, reproduction etc. One can learn to work

with information in foreign language lessons, so the information competence together with communicative competence becomes the main aim of this subject.

It is not easy to develop the information competence. As the results of first language-tests so-called entrance-tests show the foreign language level of students is very different from beginners to advance. It depends on the differences of school teaching and on interests of students. Besides that at the moment there is the reform of Russian educational system, we have now the two-tier system with bachelor and magistracy and the curriculum gives fewer lessons, there must be more self-work. The lecturers need to organize this work and to develop an effective monitoring system. Research work of students can help to make it.

The research work is traditionally organized at the foreign language department of the Samara state aerospace university (SSAU). The teaching programs are developed by the lecturers and based on principle of continuity. This principle provides supporting of learning stages in bachelors program, magistracy and then doctorate. Every next stage supports on the previous, supplies it and extends the foreign language knowledge. In bachelors program the foreign language is general, the students learn it during two years. This course extends the school knowledge and provides the language of the specialization. In magistracy and then doctorate the aim is to use the language of specialization by scientific activities.

The teaching programs require the individual work of students. All students should to read and translate special texts and make some exercises. Now we can use in educational process new media, it helps to model the real scientific activity. We can run mini-conferences, roundtable discussions; students can give their reports and show their presentations, make some projects to the special questions [3]. The better reports are presented in science conferences organized at our university or in other conferences in our country or abroad. Besides that there are chances to publish the abstracts in some conference information packages.

Consequently the modern educational system let to train the most important skills of speech activity and to form as communicative competence as information competence. The students can develop their foreign language knowledge and make

and defend their graduation work in this language. We have in our department of foreign languages regulations for this procedure; every year some students from different departments use this possibility. It enhances prestige of received degree, improves the image of the university and meets the new requirement of Ministry of Education and Science to national research universities in holding some educational courses in foreign languages. When the graduates continue their scientific activity in our university they can hold their courses in foreign language for students from abroad.

In bachelors program there are some possibilities to organize the self work of students as scientific activity and to form communicative and information competences. In magistracy the aim of foreign language course is to develop information competence that is the graduates are ready to find, systematize and analyse the information. But after the general course in bachelors program there are two years when in program there is not foreign lesson lessons. Some skills are forgotten and for the students language difficulties are more substantial. So students in bachelors program do not have clear vision of their future professional activity and it is difficult to read texts in specialization, and in magistracy they need to revive some language skills.

Now at one department in our university the foreign language course takes place not in thee first two years but in the third and forth year, and the students can not lose their language skills but the skills received in school education must be revived. In order to help the students keep their skills alive some elective courses should be organized or the time for training of foreign language should be redistributed.

In conclusion should be accented that the foreign language program at the national research university create conditions for development of communicative and information competences the key-competences of engineers. The principle of continuity provides possibilities to learn foreign language in bachelors program, magistracy and doctorate at new stages and to develop foreign language skills. The scientific reports of students can be published in materials of some conferences and it

is possible to defend the graduation work in foreign language. It makes the graduates of national research university to be ready for the scientific activity in conditions of international cooperation.

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STRUCTURE OF THE PROFESSIONAL COMPETENCE OF FUTURE SPECIALISTS OF ARTISTIC PROFESSIONS

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The paper explores the possibility of structuring the professional competence of future specialists of artistic disciplines. The key components of professional competence are grounded in the article. They include: perceptual, motivational and emotional, cognitive, organizational and activity, reflective and evaluative.

Key words: competence, art pedagogics, specialists of art professions.

The topicality of the study. The formation of the "human of culture" in the process of professional training in institutions of artistic direction is intrinsically linked with the increase of level of his/her spirituality and morality, which is certainly reflected in relations with people and communication with them. The many-sided process of professional competence development of future art specialists depends on many conditions. One of them is the development and implementation of innovative

interdisciplinary pedagogical techniques in the process of professional training, which also include art techniques with pedagogical content designed specifically for training of the specialists in educational institutions of the 1st-3rd levels of accreditation.

The problem of structuring the specialist professional competence in Ukrainian pedagogy is not new; many researchers have sought to establish the basic components of professional competence for the purpose of their detailed analysis and determination of the ways to influence the development of this phenomenon. Thus, A.K.Markova outlines the following key components of professional competence - social and legal competence, specific, personal, extreme and auto-competence [1]. In I. Beh's works, professional competence is treated in unity of motivation, axiological, gnostic, practical, personal and creative components [2].

O.I. Tishchenko offers for consideration the following components of professional competence – professional and legal, social and legal, social and perceptual, social and psychological, communicative, personal, specific, extreme and auto-competence [3]. Considering the specialist psychological competence as a system, N. Kuzmina distinguished the following subsystems in it: social and perceptual, social and psychological, auto psychological, communicative, psychological and pedagogical [4]. O. Handrabura singled out the following components within the professional competence: value and motivational, activity, cognitive, reflexive and evaluative [5]. Analyzing the problem of formation of the choreographers' professional competence, O. Filimonova offers to introduce as parts of this concept value and motivational, cognitive, creative and activity and regulatory components [6].

However, the analysis of scientific sources allowed us to conclude that the specific character of artistic profession in the structure of specialist professional competence is not always taken into account. That is why the purpose of the article is to ground the designated structure of professional competence.

Based on the analysis of scientific sources it can be concluded that the vast majority of scholars introduce to the structure of the future specialists professional

competence the components related to: the process of his/her (specialist's) communication (communicative component), the peculiarities of future profession (specific), the presence of critical or emergency situations that have to be addressed (extreme), connection between competence and personal characteristics (personal component) etc. Less attention is given by the scholars to the components of professional competence, which are connected with motivation for profession, and with professional reflection.

Therefore, the analysis of scientific literature on the topic of study gives an opportunity to highlight several components in the structure of the future specialist professional competence.

The perceptual component, on the one hand, enables us to determine the place and role of a specialist of artistic profession in the system of professions of artistic direction based on his/her professional and artistic personal qualities; on the other hand – to identify the specific character of perception of the surrounding cultural space by the future specialists of artistic professions. In her scientific works N. Baklanova defines some distinguishing features of the specific character of future specialists of artistic profile: "professional competence in the field of culture; creative talent; high level of professional skills: organizational, communication, educational, artistic and those qualities that make it possible to work in the field of creative artistic work, emotional sensitivity, aesthetic taste, artistry; high spiritual and moral qualities; kindness and compassion for people, decency, honesty, intelligence" [7, p. 80-81].

According to the studies of the psychologists (G. Andreeva, L. Bazylevska, A. Bodaliov, A. Kukosyan etc.) social perception presupposes the person's figurative perception of himself / herself, other people and events of the surrounding world. This is the reason why this phenomenon is so significant and meaningful for the formation of professional competence of future specialists of artistic disciplines, since its definition reveals considerable creative, cultural and artistic sense. The important idea for the implementation of social and perceptual component lies in the fact that perception involves two sides - subjective ("I perceive others") and objective ("others perceive me"). Thus, the mechanisms of social perception provide an opportunity to

comprehend creatively the future of professional activity, its members and presuppose reflection of personal artistic and creative work in art field.

In addition, the perceptual component gives an opportunity to understand the specific character of professional activity of the art specialist among other artistic professions, because a graduate of the College of Culture and Arts is to become the head of artistic groups, and not just the performer of music pieces or the author of paintings etc. Therefore, perception in the professional activity of such specialists usually becomes a professional skill aimed at understanding, specification and verification of their ideas about other members of the creative process. One of the essential factors for the implementation of the perceptual component of professional competence is the advanced level of different perception ways that future specialists should have, namely perception and understanding of each other through identification, empathy and attraction; self-perception as a form of reflection; prediction of the partner's behavior while interacting with him/her, i.e. causal attribution.

Thus, identification is the way of perception of another person according to which the idea about his / her inner state is justified based on the imaginary putting ourselves into his/her shoes. This is the reason why actors can be in harmony with their acting image and artists can create this image in their paintings. During the process of identification, it is possible to get to know the values, norms, tastes, habits of another person. Empathy presupposes emotional inclusion into another person's feelings which results in the formation of respect and attention to the position or point of view of another person. Attraction determines the level of perception of another person based on the lasting positive attitude to him / her. Concerning reflection, we may state that it makes it possible to imagine the attitude of other people to us and thus to establish proper mutual understanding. Causal attribution ensures a mechanism for the interpretation of actions and feelings of another person (image, work of art).

The perceptive characteristics of competence are directly connected with its motivation to get a particular profession and with the value world of the future

specialist; that is why we consider it necessary to introduce motivational and value component into the structure of competence.

The motivational and value component of professional competence of future specialists of artistic professions conventionally consists of two constituents: motivational (includes motives, goals, needs and interests of a future specialist) and value (includes a set of professional and personal values, creative teaching and professional activity).

In our opinion, the motivational constituent of the outlined component of an art specialist's professional competence determines its two main motivations - motivation to learn and motivation for future career. According to A.K. Markova, motivation to learn "consists of a series of constantly changing motives" [8, p.118]. The researcher formulates well-balanced conclusion that the formation of motivation in learning activities means, "not to put ready motives and goals into a student's head, but to provide students with such conditions and situations in which the desired motives and goals would form and develop considering and in context of past experience, personality, inner desires "[8, p.11].

Motivation to the career as a second type of motivation in the training of specialists is analyzed in pedagogics as "a set of factors and processes that are reflected in the mind, and encourage a person to study and effectively implement future professional activity" [9, p.5]. The second constituent of the motivational and value component of professional competence of future specialists presents its axiological sphere i.e. it reflects the formation of professional values of the abovementioned specialist. The professional values of the specialist of art profession are inseparably linked with the values of artistic sphere in general, and in turn, art is practical and spiritual activity of mastering aesthetic values [10]. The aesthetic categories of the beautiful, the sublime, the comic, the tragic, the ugly, etc. are a kind of "glasses" through which one sees the world, emotionally perceives and evaluates it. The specificity of aesthetic values lies in the fact of their emotional intensity, the satisfaction of aesthetic experience.

Therefore, professional values have their own specifics for a future specialist of

artistic profession – they are closely related to aesthetic values. In addition, professional values of the abovementioned specialist include the cognitive and moral components, which also correlate with aesthetic values. The axiological component of the formation of professional competence is realized through valuable filling of professional training. Art pedagogics provides an opportunity to actualize the professional values of future specialists of artistic professions as a tool for professional values formation and development of aesthetic culture of the specialist.

The formation of motivational and value component is inseparably linked to the system of professional knowledge that is reflected in the content of the cognitive component of professional competence of the specialists of artistic profession.

The system of professional knowledge of a future specialist of artistic profession includes:

1) knowledge of the subjects of psycho-pedagogical cycle and the ways how to obtain them;

2) knowledge of the historical principles and the theory of culture;

3) knowledge of the specifics of folk art;

4) knowledge of composition and drawing principles, design fundamentals;

5) knowledge of the main principles of directing, acting, dance fundamentals, technologies of social and cultural designing, and artistic and entertaining methods;

6) knowledge of the principles of work with stage and other artistic groups as an art director.

The complexity of the formation of professional skills of future specialists lies in the fact that this process should immediately proceed to the creative (sufficient) level, avoiding the reproductive level, because reproductive activity of a specialist in the field of culture and arts leads to the predominance of templates and unification of the activity results; scientific researches confirm the fact that in this case professional skills and knowledge lose their essence as artistic means by the help of which a student has the ability to change his/her inner world and worldview [11, p.6.].

Knowledge that was obtained in professional training is inseparable from professional skills, which are formed depending on the level of the educational

process organization and the whole process of the future specialist training. The organizational and activity component, according to which a future specialist of art profession acquires competence in the process of quasi-professional or professional activity, includes the formation of a future specialist's skills. Organizational and activity component is implemented in the practical educational training of college students aimed at mastering the content of professional education, and continues during working practice presupposed by learning curriculum. The main constituents of organizational and activity component are the principles, forms, methods and learning materials; the effectiveness of the formation of professional skills depends on the level of subject -subject interaction between teachers and students. The use of art pedagogics methods promotes the formation of professional knowledge and skills, because art pedagogics is both the means and the content of future professional activity of the specialists in artistic sphere.

Based on the analysis of scientific sources (I. Zyazyun, M. Leshenko, O. Pometun, L. Pyrozhenko, S. Smirnov etc.) and practice in future specialists' training in colleges of arts and culture, we can conclude that art pedagogics makes it possible to form the following skills in the aforementioned professionals:

1. Creative ability, i.e. the ability to identify the specifics of artistic and cultural space, use one's personal level of creativity to realize one's professional goals. To implement these skills the student needs to develop emotional and imaginative features - inspiration, emotional uplift in creative situations, imaginative thinking, well-developed imagination, the ability to sense the novelty in art. Creativity of a future specialist of art profession involves the possession of non-traditional heuristic skills - intuition, insight, meditation.

2. Communication skills represent the ability of a future specialist to create a positive communicative field in educational activities as well as in professional ones; to show ability to set contacts; to demonstrate tolerance, empathy in the process of communication in college; to use communication strategies (to interact with other members of educational process, to apply appropriate forms and methods of communication) etc.

3. Cognitive skills, the essence of which lies in the ability of a future specialist of art profession to feel the object of professional activity with the help of artistic taste; to show curiosity, erudition, thoughtfulness; to learn cultural traditions and norms, to determine oneself in the situations of cultural choice; to be able to find the causes and consequences of cultural and artistic facts, events, phenomena etc.

4. Organizational skills represent the ability of a future specialist to solve professional tasks on the basis of well-developed personal qualities: to organize the process of art, to control his/her own actions while performing professional activities, to feel comfortable in the situations connected with professional sphere and interact in professional and artistic activities, to provide support to professional activities of other participants of the learning process etc.

Knowledge, skills and abilities of a future specialist of artistic profession are directly related to his/her emotional and sensual world, so we consider it necessary to introduce emotional and sensitive component into the structure of professional competence.

The emotional and sensory component of professional competence of a future specialist of artistic profession gives an opportunity to combine the artistic nature of future professional activity with the basics of professional training and formation of professional competence while studying in college. This component includes altruistic emotions, humanistic attitude to the surrounding world and empathetic attitude to others as the ability to respond emotionally to the sensual world of another person. According the ideas offered by O. Plotnycka, the result of emotional and sensory component lies in the development of emosphere of a personality, which is meaningful for a specialist of artistic profession [12]. On the other hand, works of art encode the world of emotions and feelings, so the development of emotional culture of a person is conditioned socially and personally.

The problem of emotional and sensory component realization lies in the embodiment of emotional intensity of the professional training, the level of emotional culture of teachers, emotional background of dialogic interaction between the subjects of educational process, emotional support ("emotional stroking") of students.

All abovementioned factors contribute to the growth of interest to creative professions; evoke the need for understanding of their specificity, the feeling of pleasure from work that was performed professionally.

Thus, the knowledge, skills and personal characteristics of a future specialist of artistic profession (including his/her emotional and sensual world), which were formed in professional activity, should be evaluated by this specialist and it will allow to build the prospect of one's professional development. The reflective and evaluative component of professional competence of a future specialist of artistic profession presupposes, on the one hand, the need for self-analysis, self-observation and self-study of one's professional activity and preparation for it; on the other hand - stable motivation for self-improvement, adequate evaluation of one's creative abilities and professional opportunities [13]. Personal and professional reflection relates the tasks for the students with the formation of professional competence based on professional reasons of a future specialist. It is complemented by artistic (art) reflection, which serves as the transformation of content (music images, artistic symbols, literary works, etc.). An important factor of effective professional and artistic reflection is the level of formation of students' skills to analyze, synthesize, generalize, compare, etc. According to the researches (O. Kuzmina, O. Lushpayeva, I. Semenov, N. Frantsuzova etc.), professional reflection is the ability of the individual to relate his/her knowledge, skills, personal qualities to the professional requirements and ideas about this profession. Professional reflection can be intellectual, communicative, social and perceptual, personal, i.e. the reflective component of professional competence performs unifying function towards all other components. The complexity of personal reflection of a future specialist of artistic profession lies in the fact that it actually combines professional and artistic components, so it is a complex dynamic entity, which is a subject to constant changes depending on one's personal understanding of the profession from the point of view of a specialist and public expectations from it. Professional reflection makes it possible to improve the knowledge and skills of future specialists of artistic direction and improve their need for self-education [14].

Thus, in the process of scientific analysis of the problem of professional competence formation of a future specialist of artistic profession we have singled out a few basic components of this competence: social and perceptual (which determines the place and role of a specialist of artistic profession in the system of professions of artistic direction based on his/her professional and artistic, and personal qualities); motivational and emotional component (it grounds the motivation of students and the activity in the sphere of art and culture, and awareness of emotional and sensual aspect of the abovementioned profession); cognitive component (it provides the necessary body of knowledge and skills of the future specialist of artistic profession, formed on the basis of art pedagogics); organizational and activity component (according to which a future specialist of art profession acquires competence while performing quasi-professional or professional activity); reflective and evaluative component (with the help of which creative reflection of the received level of professional competence takes place and the role and place of art pedagogics in the formation of professional competence is evaluated). The grounded structure of professional competence of future specialists of art professions became the basis for art pedagogical technologies of the formation of the mentioned professional competence.

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THE CONTENT ANALYSIS OF THE PEDAGOGICAL INNOVATIONS EXPERIENCE

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The task of this article is the analysis and systematization of elements of the innovational activity at schools in Zhytomyr, highlighted in the publication on the educational management of Zhytomyr City Council "New Ideas of the Modern Zhytomyr School"

Key words: innovation, axiological bases, theoretical approaches.

The topicality of pedagogical innovations research in the general educational establishments of Zhytomyr region we consider in the need of systematization of the current educational work experience; revelation of main tendencies of its development; study of the current condition of axiological tasks of secondary educational establishments work and projecting the perspectives and methodical recommendations concerning the optimization of the innovational activity of educational establishments.

Pedagogical innovations as the object of the scientific research are highlighted in the scientific works by V. P. Bespalko, L. V. Burkova, L. M. Vashchenko, A. I. Prygozhyn, T. G. Trushnikova, A. V. Khutors'kyi, O. I. Shapran and others. The analysis of the mentioned works allowed us to single out the principal characteristics of the innovational work in the educational sphere (approbation, creativity, search, active character, organization, systematization, goal-orientation and others). However, the sufficient level of the theoretical field of the innovational pedagogical

activity issue demands the analysis of the innovations implementation experience. Thus the task of this article is the analysis and systematization of elements of the innovational activity at schools in Zhytomyr, highlighted in the publication on the educational management of Zhytomyr City Council "New Ideas of the Modern Zhytomyr School" [1]. The category of "innovation", according to the authors' definition, is the important indicator of the teachers' work quality; its characteristics correspond to the theoretically justified ones, namely: technification, results, organization of educational impact, correspondence to the achievements of the modern pedagogical science, creativity.

We carried out the content-analysis of the innovational work in the general educational establishments of Zhytomyr. The results are reported in the table 1, and also the attempt is done to single out theoretical approaches and axiological bases of the analyzed general educational establishments.

Table 1.

The content-analysis of the innovational activity experience of Zhytomyr general educational establishments

Theoretical approach	**Experience**	**Correspondence to the innovational characteristics**	**Axiological bases of activity**
Competence-Based, technological	*Tools of young pupils' general educational habits development monitoring* – elaborated by the Scientific-methodical centre of the educational management. *Contents*: while preparing the lesson, its conducting and evaluation teachers record children's general educational habits in the elementary school.	Technification, organization, absence of efficiency check. *Subjects* – educational management, teachers, pupils of elementary schools.	Values-aims predominate: orientation on the social demand – pragmatism, flexibility, competence.
Competence-based, personal-oriented, axiological	*The advance learning of mathematics* – is implemented in the lyceum № 25 named after M. O. Shchors. *Contents*: for the supply of the subject-	The approbation of the determined technology, the prediction of its results efficiency.	Values-means predominate: activity, creativity and constructivism.

	oriented learning; the achievement of the predicted results of learning; the formation of the positive I-conception and confidence in the own forces; pupils learn mathematics, advancing the educational material.	*Subjects* – pupils of elementary and junior schools, teachers of mathematics.	
Project, competence-based, personal-oriented	*The method of projects* – is realized while learning geography and economics in the comprehensive school № 30. *Contents*: the usage of the scientific-research and creative pupils' projects for the pupils' social competences development.	The correspondence to the modern scientific-pedagogical researches; orientation on the result; accounting pupils' interests. *Subjects* – pupils of junior and senior schools, teachers.	The combination of values-means and values-aims: constructivism, pragmatism, competence.
Humanistic, individual, project	*The International pupils' festival "Friendship"* – is organized and carried out at comprehensive school № 17. *Contents*: is the result of the project research pupils, teachers and parents' activity.	Correspond to the needs of the organization of the cross-cultural pupils' communication, who are the representatives of 19 nationalities. *Subjects* – pupils, teachers, parents, areal society.	General educational values, corresponding to the general human values predominate – tolerance, partnership, humanism.
Competence-based, civil, individual	*The Children and Teachers' Ecological festival "The Voice of the Earth" presents the activity of the ecological lyceum* № 24. *Contents*: the realization of the advance ecological education.	The realization of the advance education realization as the correspondence to the modern pedagogical investigations; accounting of the society's needs. *Subjects* – areal society, pupils,	The predomination of the specific pedagogical values – partnership, responsibility, activity.

		teachers.	
Civil, systematic, interactive, competence-based	*The laboratory of the economical education "The Strategy of Success" in the lyceum* № 25 named after M. O. Shchors. *Contents*: the mutual educational course of the regional community of entrepreneurs and members of Zhytomyr youth community "The XXI Platform", students of senior courses of local educational establishments.	The expansion of the educational influence of different social institutions; attraction of additional resources in the system of education. Subjects – social organizations, entrepreneurs, senior pupils, teachers.	The leading place belongs to the values-aims: patriotism, constructivism, partnership.
Environmental, systematic, competence-based	*The creation of the health saving educational environment in the lyceum* № 2. *Contents*: the intensification of the role of physical training – the change of educational plans for the increase of the amount of hours on the learning of physical training, the introduction of the system of extracurricular activities, including "Bases of Massage".	Tracing the results of the influence on the physical and mental pupils' development – in other words the availability of the empirical check of the results of the innovational activity. *Subjects* – pupils, teachers.	The preponderance of the specific pedagogical values – health and development.
Cross-disciplinary, practical-oriented	*The military-sports game "Patriot"* – is carried in the comprehensive school № 26. *Content*: the practical improvement of habits on the rules of the life-sustaining activity and subject disciplines on the background of the patriotic education.	The orientation on the pupils' interests, the expansion of the circle of competences; the connection of the educational activity with life. *Subjects* – pupils, teachers, representatives of the human rights and military subdivisions.	The special role is given to the formation of the values-aims: patriotism, activity, health.

Areal, civil, countrystud ying	*The Social partnership* of Zhytomyr local gymnasium № 3. *Contents*: the realization of innovational educational projects "School of Citizenship", "Discovery of the Native Land", "Culturological Heritage", "Dialogue of Cultures" with the engagement of representatives of public authorities, public organizations, museums, theatres, diplomatic departments, international partners.	The expansion of the influence of social institutions; the development of the system of the pupils' non-formal education. *Subjects*: pupils, teachers, social partners.	The realization of the specific pedagogical values: partnership, personality's development, patriotism.
Project, competence-based	*Creative projects* of Zhytomyr humanitarian gymnasium № 23 (The associated UNESCO school). *Contents*: the conduction of science days, days of success, days of muses for the support of pupils' work in the extracurricular activities and the extension of their competences.	The support of various spheres of the children's creativity, the orientation on the children's interests, the cross-disciplinary collaboration. *Subjects*: pupils, teachers, international partners.	The mixed structure of values – creativity, development, competence.
Personal-oriented, humanistic, project	*The Project "The Probe of Writing"* – is realized in the comprehensive school № 27. *Contents*: the publication of the pupils' literary works "Ode to Zhytomyr Region", "The Probe of Writing", "Careful, November …", "Snowdrop", "Book in my Life", "I Love Life…"	The correspondence to the children's interests. The creation of the successful situation, the support of the children's creativity. *Subjects*: pupils, literary city communities, a school library.	The preponderance of the general pedagogical values of humanism, creativity, development.
Systematic,	*Tools of educational quality*	The systematic	The

acmeological	*monitoring* – is carried out by the Zhytomyr city college. *Contents*: tracing, analysis and correction of the pupils' academic progress.	accounting of various influential factors upon the educational process quality; the correspondence to the modern researches. *Subjects*: pupils, teachers, administration.	preponderance of values-means, as: pragmatism, constructivism.

Thus, the generalization of the presented in the table 1 data, relating to the realization of the theoretical approaches, allows formulating such principal tendencies of their work:

- while organizing the innovational activity modern schools of Zhytomyr region focus primarily on the competence-based and project approaches in the education;
- the subject-oriented learning of educational establishments promotes to the implementation of the innovational technologies of education and upbringing according to the scope of the school work directly;
- for the majority of the presented experience the characteristic feature is the absence of the experimental check of the efficiency of the proposed pedagogical innovations;
- while creating and realizing the pedagogical innovations comprehensive schools are often oriented on pupils and teachers, leaving behind other important subjects of the educational and social sphere;
- the majority of the described innovational experience exists in the form of the projects, which does not advance to its systematization and theoretical justification.

Correspondingly, we consider the perspectives of the further activity, directed on the implementation of the pedagogical innovations, as: needs, focused on the teachers'scientific-theoretical and methodical competence advance for the supply of the technological impacts organization; the accounting of various factors of the pedagogical innovations efficiency, in particular needs on the attraction of various

subjects of the educational spheres; the necessity of the experimental check efficiency organization of the proposed innovations.

The analysis of the axiological grounds of the innovational activity of general educational establishments in Zhytomyr reports on the relative balance of the general-pedagogical and specific-pedagogical values realization (including values-aims and values-means). However it is necessary to mention that the considerable place in the practical work belong to such values, as pragmatism, constructivism, partnership, patriotism, creativity and development; and at the same time pedagogical staff doesn't pay much attention to general human values – empathy, justice, tolerance, humanism, polylogism and others. This is explained by the peculiarities of social needs in the competitive ability, comprehensive schools alumnae's educational and specializational realization. However, the absence of the mentioned values while realizing the innovational educational projects, in our perspective, worsens the communicational area of the school youth (this is the leading need of the teenage age,); complicates the formation of the emotional and sensual sphere, which is under the influence of the poor emotional area of mass media, associated groups and communities and others; causes the displays of the deviant character. Thus, we consider the necessity of implementation of the determined components into the model of the axiological bases of the innovational educational establishments' activity.

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FORMATION OF CULTURAL VALUES IN CHILDREN IN THE YAKUT RURAL FAMILIES

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Annotation. In this article authors concern the question of formation of cultural values in children in the Yakut rural families, on what it is based, what it aspires to teach children. The Republic Sakha (Yakutia) is located in the North-East of the Russian Federation and makes the fifth part of its territory. The analysis of territorial accommodation shows, 76,9 % of Yakuts live in a countryside. The modern Yakut rural family represents a link of national and cultural identity. The primary goal of cultural education of Yakut people is formation of positive perception of root values: the native language, self-organization of family, territory of primordial residing, a historical origin, traditions, customs and norms of behavior, universal values.

Key words: formation, cultural values, rural family, pedagogics of culture, modern family, self-organization of family.

The Republic of Sakha (Yakutia) is located in the North-East of the Russian Federation and makes the fifth part of its territory. In its structure there are 33 uluses, 15 cities, 5 of which are republican values, 62 settlements, 354 villages. The most part of the territory of the republic is made by a taiga zone (about 80 %) and the tundra. In Yakutia severe climatic conditions, it is a permafrost zone. The climate – sharp and continental, temperature rises to 40 degrees in the summer. In the winter in the north, in the Arctic zone – an Oymyakono-Verkhoyansky hollow, it makes a minus 70 degrees.

The republic territory – 3103,2 thousand square meters. Average population density – 0,32 persons on 1 square meter. According to Republic State committee on statistics, according to all available data from census, the population makes 899,5 thousand people, from them 634,2 thousand people live in the cities, in rural areas – 265,3 thousand people. According to the Ministry of the people affairs the structure of resident population in a percentage ratio is presented as follows: the Russians – 47 %, Yakuts (Sakha) – 40 %, Ukrainians – 6 %, Tatars – 1,4 %, Evenks – 1,5, Evens – 1 %, Yukagirs – 0,1, Dolgans – 541 people, Chukchas – 539 people. It is necessary to note small number of representatives of indigenous peoples of the North in the general ethnic structure of the population of the republic. Sakha shows the analysis of territorial placement, from 35 municipalities of the republic in 19 compact

accommodation of Yakuts where it makes the majority of the population, 76,9 % of Sakha live in rural areas

The Yakut family represents a link of national and cultural identity. Thus its role is carried out by means of "cultivation" of traditions and customs. It is known that reflections about values disappear deeply mankind. The main objective of cultural education of the Yakut people is formation of positive perception of radical values: native language, territory of primordial accommodation, historical origin, traditions, customs and standards of behavior, universal values. Values underlie any pedagogics and are shown in pedagogical culture. As the literature analysis shows, the concept "value" represents rather difficult concept because it can be treated as interests, pleasure, preferences, obligations, aspirations, requirements, disgust and appeal.

The pedagogics of culture has rich traditions as the direction. According to Gegel, the world rules reason which directs development of the world and proves its rationality. Development of mankind doesn't represent harmonious process, and occurs during overcoming of contrasts through self-organizing. In this process, emphasizes with V. Okon, education represents processing of individual properties in value of the general character. «It occurs through familiarizing of young generation with the culture world, with any religion or with social and state life».

The founder of pedagogics of culture V. Diltey believed that the world of culture doesn't submit to any laws of the world of «objective spirit», and the knowledge of cultural values in the course of perception represents intuitive perception of these values». He proclaimed idea that «the person can be learned and understood through history and culture which satisfies his spiritual needs». Diltey enters the concept "value". According to his concept, each area of culture has values peculiar to it which serve satisfaction of spiritual needs of the person. Contact of the person with culture occurs through experience and understanding of values. Thus, Diltey formulated the concept "understanding" which proceeds according to the scheme: experience – reproducing expression – experience – understanding.

In our opinion, the culture and values are formed as in living conditions of people, and their ideals and values where important area in the world of people,

mentality of the person, society and the nature. The main position in education of children undoubtedly is played by a family. Parents as the first and main tutors transfer to younger generation peculiar these culture informative, ideal examples of people's behavior, their relations and system of ethno-cultural and sociocultural values.

The person finds the world with are various values. He accepts completely half of them, without realizing that his choice is transferred (is imposed) to him by a social environment, community in which he lives; other values the person chooses meaningly and develops, doing of them immanent "component" of the personality [1. Page 7-10].

According to many authors, values belong mainly to such phenomena, as happiness, harmony, humanity, honor, equality, and also to such types of behavior or living positions as: impartiality, dedication, honesty, etc.

A.M.Rusetska gives the following distribution of values and the classification connected with it: the modal – positive and negative; according to the contents – esthetic, informative and moral; on a plan – tool and automatic; on the general character – specific and thematic; on intensity – intensive and categorical and peripheral; by origin – congenital and acquired; on the organization – isolated, disputed, integrating and self-organizing.

Among things and the phenomena relating to culture, first of all it is necessary to allocate subjects and objects. Subjects – people, their experiences and value, and objects are the things created by the person. Therefore, experiences belong to culture, as truth which improves intelligence of the person, good which forms its personality, and beauty which brings up its feelings. Definition "cultural" concerns the specific person. In this concept that is called as value is concluded as that is called as culture, and.

The huge role in formation of cultural values of the child is played by the family environment. It represents a certain social-ethno-cultural environment. A factor influencing individual development of the child is only that part of culture which the

individual actively masters also which gets into the sphere of his experience through self-organized activity. Self-organizing proceeds during all human life [2, 3, 4].

In our opinion, a source of a certain way of life of the person are interests for they can influence models of consumption of material benefits, human life becomes richer, if there are spiritual interests. High quality of life depends on wealth of experiences which can provide to the child participation in family life. The healthy, self-organized family – is the most valuable environment of life of the child. In it optimum conditions for children individual development are created. The essential intellectual, biological and mental requirements are satisfied. In such family the child has a feeling of meaning of the life, his activity is stimulated. Promoting its entry into the world of values of culture possibilities for assimilation of operating system of norms and values also are created.

Being born, the child from first minutes of the birth is under the influence of the subjects surrounding him, dominating views and ethno-cultural values. He finds the culture world into which he should enter, acquiring for many years a set of various things. Any child masters the world, culture, living positions of people, acquires speech and gains ability to influence world around transformation. All-round development of the benefits of culture can occur in the conditions of creative formation of free time, in cultural leisure and in rational formation of the social relations. Parents and the immediate environment of the child enter them on ethno-cultural environment, into the world of myths, beliefs and ideas of the world, to spheres of symbolical vision of the world: religious, literary, art, historical, scientific standards and criteria of an assessment of the various phenomena and belief that there is a good and beauty, honor and advantage, i.e. own values and ideals. The family is the self-organizing, developing in time dynamic generality.

Life of a modern Yakut family is represented more difficult, than before as it influence much more factors. For modern society fast changes in economy and social structure, and also development of means of mass information [6,7] are characteristic.

The Yakut family has the history, keeps family relics, uses language peculiar to it, realizes these or those values, observes norms inherent in it and examples of

behavior, professes certain political and public views and beliefs, will organize holidays and various family celebrations, differently spends leisure-time, in own way equips the apartment, will organize family and social contacts, in a word in own way will self-organize. For one family value is active occupations by art, for another – sports, for the third – art creativity. These cultural values have positive effect, create favorable consequences and are a source of advantage in the widest sense.

Family formation as self-organizing social and pedagogical system is promoted by pedagogical culture of parents – a component of the general culture of the person in which experience of education of children stored by mankind in a family is incarnate. Positively influencing all system of family life, the pedagogical culture of parents forms a basis of actually pedagogical activity of the father and mother, helps them to avoid traditional mistakes in family education and to find the right decisions in non-standard situations. First of all, knowledge of the purposes, means, ways and results of the pedagogical activity which is carried out in a family and other institutes of education, conditions of its efficiency. Along with them a necessary component is mastering by skills and abilities of education, creatively using knowledge available for them and abilities. And then the motherhood and paternity become for each of them one of the thinnest types of creativity [11].

Installation on a reproduction which considerably steady in rural families, makes essential impact on family planning. Let's consider told on an example on social and demographic structure of the Yakut family (Tab. 1).

Table 1

Social and demographic structure of the Yakut family,
in which spouses lived and were brought up till 17 years (in %)

No.	Social and demographic structure of a rural family in which spouses lived and were brought up till 17 years	Husband	Wife
till 17 years were brought up by:			
1	father and mother	59	64
2	father and stepmother, mother and stepfather	9	7
3	only mother	22	20
4	only father	1	0
5	grandmother, grandfather or both together	6	7

6	other relatives	1	2
7	reception parents	2	0
8	in orphanage	0	0
9	someone else	0	0
During this period together with them lived:			
10	Without brothers and sisters	16	19
11	1	28	27
12	2-3	35	39
13	4-5	12	5
14	More than 5	9	10

As a whole the primary majority of spouses of a modern rural family in the childhood were brought up in full families in the presence of other children in quantity from two to five, and in this sense it is possible to speak about more favorable conditions, than their contemporaries in city families among which incomplete families make more considerable share. In this case, by the time the rural youth approaches with stronger installations on family values. Thus, the conclusion about bigger durability of social and pedagogical potential full family which specific weight in rural areas is much higher, than in the city, once again proves to be true. A certain interest is represented also by the reasons of disorganization which, according to interrogated, led to a similar condition of their relationship with parents of the marriage partner (see tab. 2). The most important problem of a young rural family is free time and its rational use. The sharpness of a problem is capable to expel the young man from the village.

Table 2

The reasons of disorganization of spouses in a rural family (in %)

No.	Reason of disorganization	Opinion of the husband	Opinion of the wife
1	They consider that I am a bad husband (wife), or father (mother)	23	20
2	In their opinion, I earn not enough money	5	3
3	they don't accept my profession	16	6
4	It isn't pleasant, how we conduct an economy	6	8
5	They are dissatisfied with how we have a rest	19	16
6	It is not pleasant to me that they interfere with	3	13

	our relations		
7	I don't arrange that they constantly aspire to bring up in own way our child	7	8
8	I consider that they support us 3 4 insufficiently	3	4
9	It is not pleasant to me that they don't want to sit with our child	7	8
10	I irritate that they constantly condemn my relatives or friends	6	9
11	Other reasons	5	5

At the first possibility young people more prepared for city life go to the city. The rest makes the vital plans with orientation to resettlement, and only the insignificant part can be enlisted in the category of lifelong villagers.

National traditions reflect many aspects of a family life, including a problem of self-processes as process of formation of personal qualities of the child and his formation as passes the citizen in interaction with all factors of world around that makes the main content of socialization of the growing person as in the course of activity it is exposed to continuous management from adults, the environment, the next micro-society. Gradually at it the self-organizing beginning that is expressed in independence, activity, harmonization of relationship with members of the family starts to be formed. Self-organizing assumes self-affirmation, search activity of the personality, understanding the social status by it and role behavior, intelligent acceptance of norms, values and traditions of society, including ethno-pedagogical wisdom of the people.

Empirical supervision show that grandmothers and grandfathers more actively join in care of the kid, the probability of emergence in a family of the following child is higher than subjects. As a rule, elderly people who live together with the family, help them with education of children [8. Page 69].

Modern grandmothers and grandfathers in overwhelming majority are the competent and cultural people. They are capable not simply to nurse grandchildren, but also to make on them moral impact not only in younger, but also at the advanced school age. Different grandmothers meet, but the harmonious grandmother – is internally independent, free person, who able to communicate with the grandson.

Villagers didn't lose that method of education which our ancestors had, i.e. «education by the whole world» in chaos of changes of various reforms. Effective realization of teaching and educational process is impossible without the address to society. There are traditions which have become for us habitual, which play huge role in strengthening of consciousness of younger generation. There are, first of all: sports competitions (volleyball, ski hills, drafts), a haymaking, construction of a building of school by forces of the public, autumn fishing «munkha», ysyakh (including patrimonial), activities for village residential districts, continuity, family reading, activity of parental three, joint concerts of pupils with parents, the organization of summer employment of pupils, responsibility of the enterprises for education of children of the workers (encouragement of excellent students etc.), family dynasties [9, 10. Page 219].

Thus, ethno-pedagogical traditions represent one of spontaneous, but self-organizing factors of family habitat. In rural family national traditions are strong. Pedagogical value of national traditions is that they operate education, effectively influencing process of formation of the personality and, finally, on process of formation and formation of self-organizing educational system of a family.

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